



## 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 Stya University announces admission for the session 2011-12**

Apeejay Stya University is offering 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](http://www.apeejay.edu/asu)

### **Apeejay Signs MOU with Dutch and French Universities**

Apeejay Institute of Design (AID), New Delhi and Apeejay Stya University (ASU), Haryana signed (MOU) with AKV St. Joost, Avans University of Applied Sciences, Breda, The Netherlands and Willem de Kooning Academy Rotterdam/ University of Applied Sciences Rotterdam, The Netherlands. Further looking for long-term partnership in academics and research, Apeejay Stya University has signed two (MOU) with its School of Management Sciences and School of Design & Visual Arts with EM Normandie, Caen, Le Havre, Deauville, France (E.M Normandie-Normandy Business School) and with Ecole Supérieure Des Arts Appliqués De Troyes (Groupe Esc- Troyes-Champagne) respectively.

## 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**

## CONTENT

### **Apeejay Signs MOU with Dutch and French Universities**

#### **Aspect**

Technology — and action — emphasized as tools to improve legal education

#### **News**

1. Bihar posts magic growth of 107% in female literacy
2. Scam effect: Course in biz ethics must at new IIMs
3. Testing times ahead for business studies
4. As RTE Act turns 1, several empowered but miles to go
5. Godrej new chairman of ISB executive board
6. B-school boys and beyond
7. Medical Council of India hints at unified medical education system from 2013
8. Growth sans quality assurance
9. RTE Act: HRD ministry, child rights panel at loggerheads
10. India joins fake institute fight
11. Staff-crunched AICTE works on new scheme for PhD students
12. Indian teachers in demand in Singapore schools
13. New DU admission process most likely to get council nod
14. P&G's Shiksha building 20+ schools across India
15. IIMs continue to dominate Indian B-school list
16. Everonn Education signs joint venture with National Skill Development Corp
17. CBSE-I to be ready for all grades by '12
18. IGNOU has largest number of foreign students

#### **Analysis/Opinion/Innovative Practice**

1. How the partnership will work and the school's plans for the Indian market
2. Skype school' brings knowledge to Indian village
3. Why U.S. is the most preferred destination to study abroad?
4. Academia, scholars laud setting up of education tribunals
5. India is emerging global power: Doha Bank CEO
6. Indian edu system helped me excel in US'
7. Coaching Classes: A parallel universe of education
8. India as a knowledge superpower
9. Cash transfer for school attendance is in works
10. 'India has exam system, not education system'
11. PGDM vs MBA...and other dilemmas: How to decide
12. Education, infrastructure top of 12th plan agenda
13. The unemployable literates of India

#### **Resources**

1. India Graduates Millions, But Too Few Are Fit to Hire
2. Management schools in India drive GMAT growth
3. Round Table on Higher Education Held
4. Find the right source to fund your higher studies in the US
5. Education players spot training opportunity in teacher shortage
6. Preparing The Underprivileged



## Apeejay Signs MOU with Dutch and French Universities

### 1. Apeejay Signs MOU with Dutch Universities

*-An initiative of Apeejay to Accomplish an International Milestone in the World of Education-*

Apeejay Institute of Design (AID), New Delhi and Apeejay Stya University (ASU), Haryana today (February 21, 2011) announced the formalization of their Memorandum of Understanding (MOU) with AKV| St. Joost, Avans University of Applied Sciences, Breda, The Netherlands and Willem de Kooning Academy Rotterdam/ University of Applied Sciences Rotterdam, The Netherlands.

The collaboration will enable both the universities and institutes for more strategic alliance and establishing variety of academic arrangements of mutual benefits. It will also provide an accreditation of Bachelor and Master Courses using European standards.

On the occasion, Mrs. Nisha Berlia, Member Management Board, Apeejay Stya Group said, "We are very happy to partner with Netherland Universities. As a Group, we already have experience in the Indian education sector, with a successfully running 13 higher institutions and one University. This MOU has been planned against a backdrop where our students will increasingly getting connected to the global format and standard of education and will also enrich their knowledge by having a closer understanding and deepness of cultural traditions".

"The MOU sets forth the goal for increased collaboration, cooperation and interaction which will open the doors for ideas and opinions to flow through the two countries." Mrs. Nisha Berlia further added.

The cooperation of all the art schools can contribute to reach the main aims of innovation, comparison, insight in cultural traditions and international accreditation. More program and courses to be introduced in both the Universities and institutes as the part of MOU like:-

- a study program in "The Management of Design Processes in an International Context"
- a study program in "Learning how to design for an International Market"
- a study program in "Conceptual Thinking and Design Methodology"
- a study program in "(Design-) Technology & Communication Strategy"

"Today is a very significant day for us and our Asia strategy," said Professor Maarten Regouin, Representative of AKV| St. Joost, Avans University of Applied Sciences, Breda, The Netherlands & Willem de Kooning Academy Rotterdam/ University of Applied Sciences Rotterdam, The Netherlands and Former Director of AKV| St. Joost, Avans University of Applied Sciences. "In the Apeejay Group we've found an ideal

partner, as the two Universities and Institutes perfectly complement one another in terms of the experience and expertise they contribute to the new venture. The fact that the new systems and the arrangements will make the process ran so smoothly makes me very confident that the establishment will benefit the students of both the countries."

### 2. Apeejay Stya University joins hand with French Institutions

- Will help for recruitment of young graduates from Apeejay Stya University
- Will pave the way for faculty exchange, joint research & training / conference

### 2. ASU Signs MOU with French Universities

Looking for long-term partnership in academics and research, Apeejay Stya University has signed (April 05, 2011) two Memorandum of Understandings with its School of Management Sciences and School of Design & Visual Arts with EM Normandie, Caen, Le Havre, Deauville, France (E.M Normandie- Normandy Business School) and with Ecole Superieure Des Arts Appliques De Troyes (Groupe Esc- Troyes- Champagne) respectively.

Both the MOUs were signed by Professor Kamal Kant Dwivedi, Vice Chancellor of Apeejay Stya University and Professor Alain Ouvrie, Director for International Development of Passerelle Consortium, a conglomerate of seven leading universities of France along with the august presence of Mrs. Sushma Berlia, Chancellor of the Apeejay Stya University.

"France like India has been a historical leader in its continent and in terms of leadership both countries have much to gain from each other. With this MOU, we look forward to an Indo-French exchange that will support our students in becoming global leaders," said Mrs. Sushma Berlia.

The joint academic venture will help the institutions in many ways such as short term exchange of students, double degree agreement at Masters Level, faculty exchange, joint research and training / conference, recruitment of young graduates from Apeejay Stya University into Passerelle Consortium.

**Source:** [Press Release](#)- Apeejay Education Society and Apeejay Stya University

## ASPECT

### Technology — and action — emphasized as tools to improve legal education

Legal educators are not known for embracing innovation and new teaching techniques, but some law professors are pushing for change amid a tight law job market and pressure for schools to produce practice-ready young attorneys.

More than 100 lawyers, deans and law professors met in New York on April 15 and 16 for the last of three conferences dubbed "Future Ed." The conferences, spearheaded by New York Law School and Harvard Law School, were designed to swap ideas on how to update legal education, increase practical skills training, rein in costs and come up with ways to translate ideas into action.

Individuals and groups discussed projects that would leverage technology to improve education; rethink the law school admissions process; incorporate more transactional skills into curricula; and improve professional development. The culmination of the conference series was a vote among participants to allocate a fictional pot of money to the projects they thought most worthy.

In the end, the top vote-getter was Apps for Justice: Learning Law by Creating Software, created by a team of educators and business people headed by Chicago-Kent College of Law professor Ron Staudt. The project's purpose is twofold: Students learn about technology and substantive law by creating software applications that walk users through legal scenarios or offer other legal support, while lawyers and the public benefit from online resources that would help improve access to justice for everyone.

"They can focus on tools practitioners can use themselves to 'work smarter'; they can focus on tools that legal advocates and other kinds of helpers can use to assist those with legal needs; they can focus on systems that self-helpers can use to address their own legal problems and opportunities," the proposal reads.

The Apps for Justice team proposed launching pilot programs at five law schools with a grant from the Legal Services Corp. The programs would harness distance-learning technology. The team estimates the two-year cost of the program at \$440,000.

Legal Ed participants recognized several other proposals, including one that would create a network of law schools that share online games and simulations that teach law and engage students. Proponents pointed out that New York Law School is already using legal games to teach.

Other projects that received significant support addressed assessments of distance education; a non-traditional 3L curriculum that emphasizes experiential learning, which focuses on direct experience as a teaching tool; and a program that emphasizes simulated practice using people trained to act as legal clients and through software that simulates legal situations.

Addressing the participants, New York Law School Dean Rick Matasar praised their ideas and enthusiasm, but cautioned that almost all of their ideas would do little to tamp down the skyrocketing costs of legal education.

"Is there no end to where tuition will go?" he said. "\$50,000 a year is tomorrow, which is really \$70,000 when you add in living expenses."

Matasar urged participants to think creatively about how to improve legal education in ways that won't create even higher costs. While law firms are clamoring for practice-ready new associates, several participants noted that skills training and clinics are often the most costly instruction to provide, due to low student-to-faculty ratios.

Technology emerged as a major focus of the conference, with participants pitching numerous ideas about how to leverage distance education, software and other online tools to engage and instruct students. Meanwhile, the American Bar Association is considering loosening up its accreditation rules, which now prevent law students from taking more than 12 credit hours via distance education. The ABA's Standards Review Committee has proposed boosting that limit to 20 credit hours, although it does not appear poised to offer accreditation to wholly online law schools, such as Concord Law School.

Technology wasn't just a source of talk during the conference, however. Matasar announced a new consortium of six law schools that have agreed to consider collaborating on new technology initiatives. He said the group would look at creating an online platform for delivering distance education that the schools themselves would own. This would allow experts from different law schools to teach across campuses.

The groups will also consider developing legal education content such as games and other learning tools, Matasar said. "Legal education significantly lags the rest of higher education in integrating online learning and other educational technologies into its programs," Southwestern Law School Dean Bryant Garth said in a written statement announcing the group's formation.

The University of Miami School Of Law, Australian National University College of Law, Chicago-Kent College of Law and the University of the Pacific McGeorge School of Law are joining New York Law School and Southwestern Law School in the new consortium.

Conference participants recognized that change is difficult to bring about in the risk-averse world of legal education. Several speakers urged participants to go beyond talk and lobby their deans and fellow faculty members to embrace innovation.

"We think the challenge here is Future Ed institution and Future Ed individual," Matasar said during his closing address. "The talk we've been having needs to translate into action."

**Source:** April 18, 2011/[Law](#)

## **NEWS**

### **Bihar posts magic growth of 107% in female literacy**

Bihar might still figure among the lowest-literacy states in India, but it has surprised everyone by posting the second-

highest decadal growth in female literacy rates in the country.

The number of literate women in the state more than doubled from 10,4,65,201 in 2001 to 21,6,78,279 in 2011-- a 107 per cent growth, which is next only to Dadra and Nagar Haveli's 161.73 per cent growth rate for female literacy.

The lowest female literacy decadal growth rate of 13 per cent has been reported from Kerala, where the gender disparity in education is already the lowest in India. In fact, Kerala is the only state where women literates outnumber men literates.

But Bihar's success story is truly inspiring considering the fact that the state still has the lowest literacy rate of 63.82 per cent in India, the national literacy rate being 74.04 per cent.

Bihar along with Dadra and Nagar Haveli has in fact driven the nationwide rise in literacy rate, with the two states reporting the overall growth rate of 75 per cent and 119 per cent between 2001 and 2011.

Bihar for its part has added 232 lakh literates to its pool between the last Census and 2011.

Comparatively, the growth rate in female literacy has been low for most of the northern states. Jammu and Kashmir leads the pack with 64 per cent decadal growth in the number of women who are now literate.

The state has now 28,74,449 female literates as against 17,46,658 in 2001.

Among the northern states and UTs, Chandigarh has registered the lowest growth rate in female literacy at 31 per cent, followed by Himachal Pradesh at 31.18 per cent, Punjab at 32.42 per cent, Uttarakhand at 46 per cent, Haryana at 49 per cent and Delhi at 40.10 per cent.

According to census 2011, among the states that top the ladder so far as percentage growth in female literacy is concerned are Jharkhand (with 83.64 per cent); Arunachal Pradesh (84.80 per cent) and UP (78.78 per cent). Arunachal Pradesh has the second lowest literacy rate of 66 per cent in India.

The fact that low-literacy states like Bihar, Jharkhand, UP and Arunachal Pradesh have posted the highest gains on the challenging front of female literacy, is quite encouraging. It is these states that helped India bridge the difference between female and male literacy rates from 21.70 per cent in 2001 to 16.68 per cent in 2011.

**Source:** 1 April 2011/New Delhi/[Tribune News Services](#)

### **Scam effect: Course in biz ethics must at new IIMs**

After playing out in the courtrooms and boardrooms, some of India Inc's scams have crashed into the classrooms of the Indian Institutes of Management (IIMs).

A slew of scams, including Satyam, 2G, Bhopal gas tragedy (Dow Chemical Company) and their protagonists have become a talking point at the new IIMs. Business ethics and values will now be taught as a part of the flagship postgraduate programme in management.

The newest IIM at Trichy, mentored by IIM-Bangalore, will introduce a full credit mandatory course in ethics, corporate social responsibility and values this summer for its maiden batch. "India has always been known for its values and ethics. But things have changed in recent times. We believe each student passing out of the institute should act as change agents with socially responsive behaviour. During the interview stage, we are looking for qualities like ethical behaviour, integrity and spirit of inquiry among prospective students," said IIM-T director Prafulla Agnihotri.

Aditya Somani, a first year student at IIM-Ranchi, recently completed a second term course in business ethics and values. He said, "The course did not teach him how to be ethical per se but focused on ethical decision making. "I remember the Bhopal tragedy case where we discussed what ought to be done and what happened in reality. Professors throw up situations and we discuss how to tackle them."

Heads of some of the biggest corporate houses, who hold honorary positions at IIMs, had pitched for these courses. Tata Motors vice-chairman Ravi Kant, who is chairman, board of governors at IIM-Rohtak, suggested a re-jig of the curriculum to include ethical business practices and CSR. In the first board meeting of the B-school in June 2010, he stressed the need for "sensitisation of budding managers on sustainable profit making in long-term perspective versus short-term profitability."

**Source:** 2 April 2011/Bangalore/[The Times of India](#)

### **Testing times ahead for business studies**

The Delhi University on Friday announced the admission process for courses in Bachelor of Business Studies (BBS), Bachelor of Financial and Investment Analysis (BFIA) and BA (Hons) Business Economics. Admission to all these courses is through a common entrance examination. Students can apply for the courses between April 4 and May 4.

The registration for all three courses can be done only online, while the fees can be submitted online as well as by hand.

The entrance examination will be held on June 5 (Sunday).

While admission to BA (Hons) Business Economics will be based on equal weightage to Class 12 marks and the score of the entrance examination, for admissions to BBS and BFIA, group discussion and personal interview will also be held.

"We have set up help lines, helpdesks and an email id to address the queries of the students. The forms can be filled on any of the three websites.

The University has made provision for online transfer of fees through credit/debit card or net-banking. Cash can also be deposited in post office or designated branches of Axis Bank," said SK Garg, principal of Deen Dayal Upadhyay College, which is coordinating the conduction of the entrance examination.

The syllabi for these courses were revised last year according to industry requirements.

BBS is offered by Deen Dayal Upadhyaya College, Keshav Mahavidyalaya and Shaheed Sukhdev College of Business Studies (SSCBS) whereas BA (Hons) Business Economics is offered by 10 colleges.

**Source:** 2 April 2011/New Delhi/ [Hindustan Times](#)

### As RTE Act turns 1, several empowered but miles to go

A law is only as good as the one who uses it. So, when 12-year-old Suman Bhati from Delhi became the first beneficiary of the Right of Children to Free and Compulsory Education Act (RTE) in the first year of its implementation, she not just showed how a mighty-sounding law could come in handy when needed, but also put the cynics to rest.

"Had it not been for this Act, I would not be in school," Suman tells The Tribune on the first anniversary of the Act that prevented her unfair expulsion from a private school in Delhi's top-end Rajniwas locality.

Naturally, she doesn't care about dim statistics doing the rounds today - the fact that only 15 states have notified the RTE rules in one year; that five lakh teachers' posts are still vacant; that 8 crore uniforms and 14 lakh classrooms are still to be provided for, and 655 residential schools have to be constructed. What matters to her is not what you can't do with the law; what matters is what you can do with it.

So she recalls her daring act with pride: "My school authorities failed me in Class VI and ordered my expulsion. I knew that a law had been passed to bar expulsions and detentions. My father also knew. We sued the school and won our case."

It was a little after the Act's enactment in April last that Naresh Bhati, Suman's father, moved the Delhi High Court against St Xavier's Senior Secondary School, which asked him to withdraw his daughter, citing her failure in Class VI. "This school had a queer rule. They would expel any child who failed twice in any class. Suman had missed her final exams in Class IV because she was down with chicken pox. Even then, she had been detained. Again in Class VI, they failed her and said that we should withdraw her from school," Naresh says.

But that was not to be. Aided by Social Jurist, an NGO helping in the implementation of RTE Act in Delhi, Suman petitioned the local HC which ordered that the child be readmitted immediately. The beauty of the battle was - 50

other children who had been similarly expelled were retaken.

Today, Suman (now in Class VII) and her father are the heroes for the parents whose wards had lost out on crucial years of schooling due to expulsion. But their fight for justice has come at a price. St Xavier's has twice refused admission to Suman's younger brother, despite the latter having cleared the admission test, which too is barred under the law. A second court case may be the only way out.

### Year 1: The good & the bad

12 year-old Delhi girl Suman Bhati was the first beneficiary of the Act; she challenged her expulsion from her school and won	-15 states have notified RTE rules in one year - 5 lakh teachers' posts still vacant - 8 cr uniforms, 14 lakh classrooms still to be provided - 655 residential schools have to be constructed
---	---

### Haryana returns Rs 10 cr fee

Following enactment of the RTE Act, district education authorities in Haryana's Mewat returned Rs 10 crore they had collected from students as fee. The move came after White Lotus Charitable Trust, an NGO, moved the National Commission for the Protection of Child Rights, the monitoring authority under the Act that mandates "free" education.

### States drag feet

Only 11 states have so far constituted the State Child Rights Protection Commissions which are authorised to monitor the Act's progress. Among those that don't have a commission, Punjab is the only state that has notified a Right to Education Protection Authority.

### Godrej new chairman of ISB executive board

Godrej group chief Adi Godrej has been elected as chairman of the executive board of the Indian School of Business (ISB) following resignation of Rajat Gupta, who is embroiled in an insider trading case in the US. Godrej was unanimously elected as the chairman after a meeting of the executive board here today, ISB Dean Ajit Rangnekar told reporters.

Godrej, who said he is taking over as the chairman under "unusual circumstances" and the school image is intact even though three of its top people had to leave following controversies.

"Of course I feel a little concerned that I am taking over at a time when Rajat Gupta had to resign ...," Godrej told reporters after the board meeting.

"Rajat Gupta is not involved in any scams as far as my knowledge goes. There is an administrative action against him. He has taken a preemptive step of resigning from the board. I think we should appreciate the intention of that man."

Gupta has been slapped with charges of insider trading by the US market regulator Securities and Exchange Commission.

Godrej said the school is doing exceedingly well and continue to do well in the future.

Replying to a question on Gupta's coming back as chairman if his name is cleared by the US regulator SEC, Godrej said this topic was not discussed in the board meeting.

"Many members spoke to me and requested me to take this position," he said.

Commenting on M Rammohan Rao former Dean and also former member in Satyam Computers board, who also resigned, Godrej said the former Dean was an independent director in Satyam and not involved in anything scam.

According to ISB Dean Rangnekar, 13 of the 32 board members attended board meeting today despite India playing world cup finals today.

ISB's executive board has more than 30 members, including Reliance Anil Dhirubhai Ambani Group Chairman Anil Ambani, Bajaj Auto Chairman Rahul Bajaj, Bharti Enterprises Chairman Sunil Mittal, Infosys Chief Mentor N R Narayana Murthy, ICICI Bank CEO Chanda Kochhar and ArcelorMittal CEO Lakshmi Mittal, according to its website.

A premier business school, ISB, which celebrated Graduation Day today, has academic alliances with the Kellogg School of Management at Northwestern University and the Wharton School at the University of Pennsylvania, among others.

Source: 3 April 2011 / Hyderabad / [Hindustan Times](#)

### **B-school boys and beyond**

*Coffee-table book on IIM-A evokes nostalgia*

THE Indian Institute of Management, Ahmedabad, (IIM-A), celebrating its golden jubilee year, recently released a coffee-table book on itself.

*IIMA: India's Management Athenaeum* was released in Ahmedabad by Vijaypat Singhania, chairperson of IIM-A's Board of Governors. "The coffee-table book gives a peep into the heart and soul of the institution," a statement from the top business school said.

"The editors have put together photographs from different stages of its development and many short, light-hearted descriptions which together give the reader a flavour of this iconic business school with all its diversity and its vibrant culture," it added.

The book was targeted at two sets of readers. First, everyone who has been part of the IIM-A community down the decades. Second, those who have heard about IIM-A, are intrigued about it, and would like to know more about what makes it special and different from other business schools.

The book is an outcome of the year-long work by a team which had got in touch with hundreds of former and current students, faculty, and staff spread all over the world, to collect information.

Source: 3 April 2011/[The Sunday Tribune](#)

### **Medical Council of India hints at unified medical education system from 2013**

The Medical Council of India (MCI) is planning to introduce a unified curriculum and examination system in medical education across India. The idea is to remove regional differences and create 'Indian doctors.'

"There will be uniformity in medical education across the country. The curriculum, teaching methods and examination system will be the same across the country on optional basis from 2013 and mandatory from 2017, provided the government approves it," said Dr SK Sarin, chairman of board of governors, MCI.

The MCI's focus is on creating 'Indian doctors' by bringing about parity in curriculum and examination, so that patients have full confidence in them, said Sarin on the sidelines of the plenary session of the three-day 'National Consultations on Reforms in Medical Education' at Pramukhswami Medical College, Karamsad near Anand.

"If government agrees to the proposal, licentiate examination to assess standards for an Indian Medical Graduate (IMG) will be introduced," he said.

Sarin also said that there should be eligibility test for the students who want to come into medical science but have not studied science stream in standard XII. "At present, there is no such possibility but we will work in this direction in future," said Sarin.

Many questions had been raised over the quality of medical education in India after former MCI president Dr Ketan Desai was arrested on charges of corruption.

However, Sarin denied that quality of education has gone down.

"The most significant challenge for a regulatory body like MCI has been to balance the need for spread of medical education vis-à-vis the maintenance and improvement of quality and standards."

Harish Padh, vice chancellor of Sardar Patel University, said that a medical degree should not be compulsory for teaching basic sciences in medical education. Stressing upon the need for collecting data of Indian epidemiology, he said, "We do not have systematic epidemiology data of most of the diseases in India and students do not need data of epidemiology of Netherlands or USA as they are irrelevant to them."

About 40 experts from India and abroad participated in the national consultation to review and recommend policy initiatives to complement the efforts of MCI.

The submission of the experts included the need to develop policies for national human health resources and health professional education to ensure adequate number of health care professionals. They also suggested an equitable distribution of medical colleges and implementation of unification of education in phased manner depending upon resources. The experts also believe that there is a need to develop humane approach.

**Source:** 4 April 2011/[DNA India](#)

### **Growth sans quality assurance**

THE evolution of civilisations and countries is more often due to the dynamism and vibrancy of ideas and their steady ascendancy over the competing visions of good life. An educated society in intellectual ferment is a fertile ground for progress and advancement, provided the clash of ideas is given free play.

Education and scholarship provide a terrain on which intellectually arid and stagnant societies encounter new worlds of ideas. Also, the education system is structured transfer of information and knowledge to have wisdom.

In common life, though wisdom is not directly related to educational qualification, the level of educational qualification is the strongest indicator of a person's wisdom. Educational qualification is the gateway to social mobility in an increasingly meritocratic, technocratic society.

In an information society, the comparative advantage of the education sector lies in its identity as the custodian and manager of a knowledge-based network that gives it a global mandate and reach. It is also considered a principal responsibility of a society to nurture its future generation and give a positive direction to their developmental needs through education. Every nation must ensure that a critical mass of people move into the university system not less than 30 to 40 per cent. Otherwise, it cannot build wealth.

Buffeted by broader global changes, the Indian education system is going through transformation. There has been a lot of rhetoric of reforms in the education system since 2008. While the achievements of the Anglo-Saxon education system are impressive, but the problems of access, quality, quantity, utility and inadequacy of financial outlay accumulated over the years have now assumed serious proportions.

Privatisation has created another challenge, i.e., "commodification" of education, which is demeaning the basic purpose of education. Many institutions (which are in fact units only) without showing any considerations for the required infrastructure are already churning out graduates whose future is uncertain. Besides insufficient funds, under-qualified teachers and inadequate infrastructure for educating millions of Indian youth, there is prevalence of severe misallocation of resources across various levels of education, which reduces effectiveness of already low levels of investment.

Today, education is a growing concern in India. Over 60 million children will soon be entering colleges and 700-800 universities need to be founded in the next 10 years. On the one hand, this is a great opportunity for private enterprise; on the other, it is not clear whether there are enough qualified teachers to staff so many universities.

The pace with which the colleges and universities are mushrooming, the intake of students at heavy cost is increasing. The ratio of outflow and employability is certainly going to create a massive misbalance. And, where are the employment opportunities dreamed up by the young lot coming out of colleges run on a "commercial" basis throughout the nation?

Also, India's economic growth has unfortunately not been inclusive. The people increasingly have high aspirations but limited potential to achieve those aspirations. With limited access to quality education and employment, most of the youth will enter the labour force at lowest levels.

Teacher, curriculum and infrastructure are the three pillars of an education system. Therefore, reforms should start with the teachers. The quality of faculty and the teaching methodology are largely inadequate. Teachers need to be trained to use new teaching aids. Continuous training and performance evaluation based on tangible indicators should be there.

There is a tremendous knowledge and skill gap at all levels. In case of physical infrastructures, the data is quite embarrassing. Besides these, there is a major challenge of quantity vs. quality in education. Students should be taught to think critically and broaden their intellectual horizons and promote self-awareness. The education system should offer life-long modules that allow acquiring knowledge combined with learning and working. Education should be for acquiring knowledge and not for earning a livelihood.

The curriculum at all levels needs to be overhauled because a close connect between theory and practise is missing. Also, there is a disconnect between the industry and the academia. The curriculum should be dynamic and relevant in the current context.

Another important issue is academic excellence and social inclusion. Can we be equal and excellent? A society that excludes a significant section of its population from access to education can't be said to providing equality of opportunity. If academic excellence gets compromised in the process of expansion, it would lose its competitive edge in the emerging knowledge society. So, in India, reservation, inequality of opportunity, crimped access, a skewed geography of work, etc., are major challenges.

Today, contemporary problems of environment, universal peace and international co-operation have added new dimensions. Therefore, we are required to promote through education harmonious relationship between the individual, environment and cosmos. We have to realise that harmony and unity can be achieved only when our inner self is purified and perfected. In order to achieve success, we

need to build our education system at all levels on the basis of these precepts and insights.

**Source:** 5 April 2011/[The Tribune](#)

### **RTE Act: HRD ministry, child rights panel at loggerheads**

*Sibal's no to demand for a specific grievance redressal system*

With the Right to Education (RTE) Act completing one year, signs of the two top implementing bodies disagreeing over a critical lacuna in the law are evident.

While the National Commission for the Protection of Child Rights (NCPCR), the independent monitoring authority named under the Act, is pushing for a foolproof and well-defined grievance-redressal mechanism within the purview of the law, the Government feels there is no such requirement.

The two bodies are pulling in different directions though the urge of the NCPCR stems from the problems being faced on the ground. After holding six public hearings across the country on the status of the implementation of the RTE Act in the first year, the NCPCR found parents and stakeholders confused about where to go with their problems.

"The Government needs to come up with a proper grievance-redressal mechanism which allows people to solve their problems within the perimeter of the law. We have submitted to the HRD Ministry a draft of what such a mechanism should look like. We hear it is pending with the Law Ministry," Chairperson of the NCPCR Shanta Sinha today told [The Tribune](#).

However, HRD Minister Kapil Sibal dismissed the said draft. Asked about the grievance redressal system, he said, "The RTE Act has sufficient mechanisms to ensure people's problems are addressed. It provides for local authorities which will do the needful. There is no need for any other provision."

Significant to state here is that the duties and responsibilities of the local authorities, as mentioned in the RTE Act, are confusing, and offer no clarity to the complainants. Kiran Bhati, Head, RTE Division, NCPCR, explains: "Just naming the local authority does not suffice. The process for redressal has to be laid down so also the system whereby a complaint would be recorded and investigated. We need to know whether a verbal complaint would be admissible; if not, who would take down the complaint and who would follow it up. Unless these things are defined, it could take forever to resolve issues. Our draft looked at these issues."

In the very first year of the law's implementation, the courts of law have been flooded with complaints regarding denial of admissions to students, expulsions and screening - all prohibited by the Act.

The NCPCR itself has disposed of over 400 complaints while the Delhi Child Rights Commission alone has received 11,000 complaints. "We need grievance redressal on the ground to spare the parents and children undue harassment. Otherwise courts would continue to be flooded with petitions and every complaint would come to Child Rights Commissions. Let us strengthen the local systems," says Bhati.

**Source:** 5 April 2011/New Delhi/[The Tribune](#)

### **India joins fake institute fight**

With an apparent surge in the number of fake institutions across the world, Unesco has launched a portal that lists recognised higher education institutions from different countries, and India is set to provide its list.

The portal is an initiative that seeks to prevent students from choosing fake institutions and provide accurate information on quality assurance systems in higher education in different countries.

Altogether 38 countries, including the US, the UK and Australia, have supplied lists of their genuine institutions to Unesco.

C.R. Valsala Hariharan, deputy secretary in the human resource development ministry, told [The Telegraph](#): "The Unesco portal on higher education aims to provide students and other interested parties with access to authoritative and up-to-date information on the higher education institutions and quality assurance mechanism in participating countries.

"On invitation from Unesco, India has decided to join the portal. The preparatory work in this regard is being carried out," Hariharan said in reply to an RTI application.

The Unesco portal offers access to online information on higher education institutions recognised or approved by competent authorities in participating countries.

The portal assumes significance for Indians as nearly 80,000 students go abroad each year for higher education. Nearly 20,000 foreign students are studying in India at present.

The human resource ministry has entrusted the work to Education Consultancy India Ltd (EdCIL) to coordinate with Unesco on this venture.

"We are making a comprehensive report on higher educational institutions. The report will also give details on how to apply for Indian institutions and how to complete the visa formalities," a source in EdCIL said.

The source said that those institutions that have been recognised or approved by the University Grants Commission (UGC) and other regulatory bodies would be supplied to Unesco.

The UGC has identified 21 universities as fake institutions and provided the list on its site. The UGC says these universities have not been established by Parliament or state legislatures, hence they are fake institutions.



In a written reply to a question in Parliament, human resource minister Kapil Sibal had said last year that nearly 200 technical institutions operating in India did not have regulatory approval.

**Source:** 5 April 2011/New Delhi/ [The Telegraph](#)

### **Staff-crunched AICTE works on new scheme for PhD students**

To Help meritorious students pursue PhD abroad or in India, the All-India Council for Technical Education (AICTE) is in the process of drawing up a proposal, which is expected to be implemented from this year. The idea is to partly fund the education of students who are pursuing a PhD degree.

The proposal is an attempt to tide over the faculty shortage across technical institutes recognised by the AICTE. It could include engineering/IT, management, architecture and pharmacy institutes, among others.

Currently, there are around 52 lakh students studying across technical institutes in the country and approximately three lakh faculty members. At least, 30 per cent more teachers are required at present.

“We need good student participation in our teaching activities. There’s currently a dearth of good PhD candidates who can teach in the technical/professional institutes.

Accordingly, we are drawing up a scheme which will enable us to provide part funding for completion of their PhD either from a university abroad or in India. We want to support talented students,” said S S Mantha, acting chairman, AICTE.

The exact details of the proposal are currently been worked out and will include aspects like whom to select for the scheme, the mode of selection and other procedures.

“Students who will be supported through this scheme will be expected to come back and serve the country for some time. Hence, there will be some collateral issues or bond. But we are yet to chalk out the details.

We also have to spell out critical aspects like who to select and how to select,” said Mantha. The proposal is expected to be ready by the end of May.

Further, in an attempt to ensure that students are industry-ready, the AICTE is planning to introduce an initiative that will enable them to get systematic industry training.

The Council is looking at collaborations with industry bodies such as the Confederation of Indian Industry (CII) and Federation of

Indian Chambers of Commerce and Industry (FICCI), among others for the initiative. The proposal is expected to be ready by June.

**Source:** 6 April 2011/Mumbai/ [The Indian Express](#)

### **Indian teachers in demand in Singapore schools**

Indian teachers are most sought after in Singapore schools with increasing number of teachers being recruited to teach not only Indian languages but also other subjects.

Over 70 teachers from India have been hired in the past four years and another 10 teachers from the country are set to teach in the city schools later this year as the Education Ministry seeks out international educationists to boost its teaching force, The Straits Times reported today.

“It’s logical to hire from India because they are culturally much closer to us,” Singapore’s Academy of Principals dean Belinda Charles was quoted as saying by the daily.

Kolkata-based 'Academy for Professional Excellence', a recruitment agency for Singapore's Education Ministry since 2006, had recruited eight teachers in 2007 and the number increased to 30 in 2009 and 25 last year. Most of the teachers were from Kolkata.

The paper, citing the Education Ministry, said the numbers of international teachers still remain small, under 2 per cent or less than 620 of the 31,000-strong teaching force in Singapore.

The Ministry said it has been looking for teachers overseas for 20 years to “inject diversity and perspective” into the education system here.

Singapore is facing shortage of teachers, particularly of economics as local teachers specialising in the subject left for lucrative jobs in the commercial sector during the economic boom four years ago.

**Source:** 07 April 2011/Singapore/ [The Economics Times](#)

### **New DU admission process most likely to get council nod**

The proposal forwarded by the Delhi University administration yesterday to do away with the pre-registration Optical Magnetic Resonance (OMR) forms is most likely to get passed at the admission council's meeting over the next few working days.

“Everyone is expecting the final decision very soon. But due to a couple of holidays, it is getting delayed,” said the dean of Student Welfare, adding that the new system will simplify the admission process this year.

Till last year, applicants had to fill in a pre-admission form in the Optical Magnetic Resonance (OMR) format and mention their preferred colleges and courses depending upon the previous year cut-off lists. After the forms were submitted, the university brought out cut-off lists for respective courses which were followed by admissions. Till last year, four cut-off lists came out by the end of the admission process.

If the old method is changed, students will not have to fill in the pre-admission forms. They can directly apply to colleges after the university comes out with a cut-off list. The colleges will have to submit their cut-offs with the

university which will then be put up on the Internet and publicized in the media.

"Only students applying under other quotas (such as scheduled castes/scheduled tribes, military, freedom fighter, Kashmiri migrant) will have to fill in a pre-admission form. Hundreds of forms were disqualified last year if they were filled in incorrectly, but that will change if the new system comes in," said the dean.

According to the DU vice-chancellor (VC) Dinesh Singh, colleges will come out with five cut-off lists to make sure that all seats are filled. "The process will become more transparent and efficient. It is much more student-friendly as compared to the previous process," he said.

Most colleges have welcomed the change as it will reduce the huge number of forms that poured in every year. "We used to get the information of 20,000 students for 400 seats earlier. It was a cumbersome process. This process is easier," said Savithri Singh, principal, Acharya Narendra Dev College.

However, some have their worries as they might have to increase the intake in case they bring out a relaxed cut-off.

"With the forms coming in, one has an idea of the performance of students that year. That contributes significantly when we decide the cut-off. This year that advantage will not be there. We cannot refuse admission if the student fulfils the criterion. I'm not sure how this will work out," said a principal of one of the most prestigious DU colleges, wishing to remain anonymous.

**Source:** 12 April 2011/New Delhi/ [The Tribune](#)

### **P&G's Shiksha building 20+ schools across India**

In India, nearly one out of two children does not go to school and 47 per cent of India's habitation does not even HAVE a primary school.

We all hear alarming facts like these often and feel the urge to contribute within our means. P&G's signature CSR Program 'Shiksha' understands this national concern, and gives consumers a simple yet powerful way to participate in building India's educational future.

Every time a consumer buys P&G products such as Tide, Ariel, Pampers, Whisper, Olay, Vicks, Gillette Oral-B, Head & Shoulders, Pantene and Duracell in the month of April, May & June, Shiksha contributes a portion of the proceeds towards children's education.

Now in its 7th year, Shiksha is back with an even stronger commitment - to take its current impact of 150,000 children to the 200,000 mark.

In 2010, Shiksha began building over 20 schools all across India, supported 100+ existing schools and aims to build at-least 20 more in the coming year.

This year, Bollywood megastar Rani Mukherji came on-board to extend her selfless support to Shiksha,

encouraging consumers to help Shiksha lead more and more on the path to education.

Rani was delighted to hear that Shiksha is also building a school in her home state West Bengal and helped build a model for a play-school that will be presented to the children at Begampur High School.

At the Shiksha launch event Rani said "It's truly commendable that with your support, Shiksha has been able to impact 150,000 children and begun building 20 schools across India. I am proud to be associated with Shiksha and felt very happy to be creating this playschool that will be built for the children at Begampur High School, West Bengal. I urge you to remember that the next time you walk into a store to shop for something basic like a shampoo, a toothbrush or a detergent - you can help educate a lesser-privileged child by making a simple brand choice."

Present at the launch, Sharat Verma, Marketing Manager, P&G India said, "Shiksha is not just an initiative, but a passion that we as an organization strongly believe in. After touching the lives of 150,000 children, we are now helping build the future of India's children "Brick by Brick" by building 20 schools this year and an aim to build another 20 in the coming year and take Shiksha's impact to 200,000 children. After all, "Padhega India, tabhi toh Badhega India"

Shiksha has been successful in impacting 150,000 children thus far, in association with leading NGOs - Round Table India (RTI), Child Rights & You (CRY), Navy Wives Welfare Association (NWWA), Army Wives Welfare Association (AWWA) amongst others. NGO Round Table India is spearheading the identification, establishment, completion and maintenance of RTI Shiksha School projects in the country as a joint partner bringing onboard expertise in building schools as well as contribution towards funds.

P&G brands Tide, Ariel, Pampers, Whisper, Olay, Vicks, Gillette Oral-B, Head & Shoulders, Pantene and Duracell, contribute to Shiksha in the months of April, May and June. Shiksha channelizes a part of the proceeds from these sales towards educating underprivileged children. Irrespective of sales, P&G will commit a minimum of Rs 1 crore towards the donation funds of Shiksha every year. With a motto of 'Padhega India, Badhega India' - Shiksha believes that the secret to a brighter India lies in the quality education of our children.

Shiksha is an integral part of P&G's global philanthropy program - Live, Learn & Thrive - focused on the development of children in need across the globe, currently reaching over 50 million children. Launched in 2004, Shiksha has grown immensely and is today a National Consumer Movement with strong support from consumers. This year, P&G, through Shiksha will build more than 20 schools across the nation to give more children the invaluable gift of education with a focus to build more schools in the years to come.

**Source:** 13 April 2011/New Delhi/ [Ibn Live](#)

### **IIMs continue to dominate Indian B-school list**

CNBC-TV18 on Wednesday released 'The A-List of B-Schools Rankings 2011'. IIM Ahmedabad led the rankings and continues to be the benchmark for MBA education in India.

This year's survey, conducted in collaboration with research organization C-Fore, saw 113 B-Schools and 208 recruiting companies participating. The rankings were dominated by the IIMs as IIM Bangalore, IIM Calcutta and IIM Lucknow followed next.

MDI, XLRI, NITIE and FMS broke this monopoly as they took up the next four positions. NITIE made significant gains along with IIM Kozhikode to break into the Top 10. XLRI and FMS saw a minor drop in their rankings this year.

**Click:** [CNBC-TV18s A List of B-schools.ppt](#)

[The A-List of B-Schools 2011 Unveiled.docx](#)

**Source:** 15 April 2011/New Delhi/ [Money Control](#)

### **Everonn Education signs joint venture with National Skill Development Corp**

Learning solutions provider [Everonn Education](#) said on Monday it has signed a joint venture agreement with India's National Skill Development Corp

Everonn Skill Development Ltd , the joint venture mandated as Everonn's unit, plans to train 15 million students by 2022.

The total investment in the venture will be 1.54 billion rupees to set up 271 skill development centres, Everonn said.

A company source had told Reuters on Friday that under the joint venture the company plans to train 15 million students at a fee cost of 14,000-18,000 rupees per student.

**Source:** 18 April 2011/Mumbai/ [Economic Times](#)

### **CBSE-I to be ready for all grades by '12**

Former President of India and renowned space research scientist Dr APJ Abdul Kalam inaugurated the seminar for teachers of Indian schools that run Central Board of Secondary Education-International (CBSE-i) curriculum at The Indian High School, Dubai, on Sunday, in the presence of CBSE Chairman Vineet Joshi.

The seminar is being conducted by the CBSE, Delhi, for 400 teachers from Saudi Arabia, Bahrain, UAE, Kuwait, Oman, Qatar, Malaysia, Singapore and Japan along with selected students of all UAE schools.

The international curriculum was initially introduced in about 30 selected schools in nine countries including the UAE, Oman, Qatar, Bahrain, Saudi Arabia, Kuwait, Japan, Singapore and Malaysia from the academic session 2010-2011 in Grades I and IX.

Speaking on the occasion, Joshi said that the CBSE-i curriculum has been extended to Grades 2-6 and 10, and he assured that by next year it will be extended to all the classes. It will be followed by introduction of the curriculum in schools across India.

The new curriculum provides, inter-alia, flexibility in social science and languages. Other features include perspectives on building opinions, critical thinking modules, life skills, research projects and community services.

The new curriculum is of international standards and gives a global perspective to the subjects of study. For example, while the subject of history in the existing syllabus deals mainly with Indian history, the new syllabus will focus on world history. Educationalists believe that the new curriculum will help students to compete better at international level.

Welcoming Dr Kalam at the conference, Joshi said, "Today we have gathered here to listen to the teachers of teachers."

Dr Kalam's address was attended by special invitees consisting of eminent dignitaries, principals, educationists and executives of leading companies.

He expressed that teachers assist in transforming the children into enlightened citizens by imparting quality educational practices. He expressed his concern stating that India needs large number of talented youth with higher education for the task of knowledge acquisition, knowledge imparting, knowledge creation and knowledge sharing.

He further added, "There is a large gap in the availability of employable skill.

To bridge the gap, an interface is needed between the school and the school curriculum and the needs of the three sectors of the economy. We have to start right now to realise this goal since the overall time available for such an educational growth is limited."

Dr Kalam opined that a school is great, because it creates and generate students with confidence that "I can do it" that in turn will generate the team spirit that "We will do it" and "The nation will do it."

The session ended with the words of Dr Kalam echoing the minds of all educators and educationists "The vision of a school should be to make a beautiful school, generating righteous youth, happy youth who are professionally sound and morally upright."

Later, he gave an inspirational talk at JSS International School, Dubai, where he interacted with another set of students from various Indian schools in the UAE.

He told the students to get ready for the forthcoming challenges as he foresees convergence of four sciences namely, nanoscience, bioscience, information science and environmental science.

**Source:** 18 April 2011/Dubai/ [Gulf Today](#)

**'IGNOU has largest number of foreign students'**

The Indira Gandhi National Open University (IGNOU) has the largest number of foreign students among all Indian universities and has tie-ups with universities in Asia, Europe, Africa, Australia and America.

The Indira Gandhi National Open University (IGNOU) has now a significant international presence," said V.N. Rajasekharan Pillai, Vice Chancellor, IGNOU.

The cumulative gross enrollment of overseas students till now is more than 35,848 spanning over 40 countries through 67 Partner Institutions.

"IGNOU has the largest number of foreign students among all Indian universities and has tie-ups with universities in Asia, Europe, Africa, Australia and America," he said.

In the Gulf countries the University has a presence in UAE, Kuwait, Qatar, Saudi Arabia, Oman and Bahrain; In the Indian Ocean countries it is represented in Mauritius and Seychelles.

In Africa, IGNOU's academic programmes are being offered in Ghana, Ethiopia, Zambia, Sierra Leone, Madagascar and Liberia in collaboration with the International Institute of Capacity Building in Africa and UNESCO.

In collaboration with Commonwealth of Learning and South African Development Community, IGNOU offers COL-IGNOU Rajiv Gandhi Fellowship to offer PGDDE and MADE programmes in Malawi, Jamaica, Samoa, Namibia, Seychelles, Swaziland, Nigeria, Botswana, Zambia, Lesotho and Ivory Coast.

In Europe, IGNOU's academic programmes are being offered in London; it also offers its educational programmes in Afghanistan, Sri Lanka, Nepal, Malaysia and Singapore.

In July 2010 cycle, Ghana and Ethiopia also joined IGNOU under the Pan-Africa Project for the MBA programme. Mauritius joins the programme from January 2011. Students from Botswana, Malawi and Rwanda joined for the Diploma in HIV and Family Education (DAFE) programme.

Study centres are being opened in six European countries including Germany, France, Netherlands and Austria. A study centre already exists in London.

A programme with the University of Vienna for German Language teaching has been launched which is a tri-country collaboration with Germany, Austria and India. This is part of a broad range of initiatives to carry forward the mission of the University to other countries across the globe.

Collaborative ventures of IGNOU in the international education arena relate to provision of training in open learning systems and distance education methodologies to personnel of the open universities in developing countries

and licensing of IGNOU's course materials to open universities outside India.

Some of the prominent collaborations include: TASMAL London school of Business, London; Emirates Professional Training Institute, Sharjah, UAE; University of Papua New Guinea, New Guinea; Hautes Etudes Commerciales, Abidjan, Ivory Coast; University of South Pacific, Fiji; National Board of Higher Education, Eritrea; Royal Roads University, Victoria, British Columbia, Canada; Emirates NCC University, Ras Al Khaimah.

Collaboration is under process with institutions in France, UK, Spain, New Zealand, China among others.

The USP of IGNOU is its course materials, much sought after by open universities especially in Tanzania, Kenya, Mauritius, Guyana, Hong Kong and Sri Lanka with the provision that the Universities can adopt the courses in their entirety or modify the courses to suit their needs," said the Vice Chancellor.

**Source:** New Delhi, Apr 18 (IBNS)/[India Blooms](#)

**ANALYSIS/OPINION/INNOVATIVE PRACTICE****How the partnership will work and the school's plans for the Indian market**

One of the top 10 B-schools in the World, Stephen M Ross School of Business at the University of Michigan was in India last week to sign an MoU with CII. The MoU will help both parties implement experiential learning projects in India. Robert J Dolan, Dean, Ross School of Business tells Piyali Mandal how the partnership will work and the school's plans for the Indian market. Excerpts:

*Can you share some details about the partnership with CII?*

We have signed a memorandum of understanding with the Confederation of Indian Industries (CII). The MoU will bring together two unique efforts. It will support CII's India @ 75 initiatives and Ross School's C K Prahalad initiative. The two organizations will collaborate in planning, facilitating and implementing experiential learning projects on which Ross students and faculty will work with CII member institutions and work as strategic partners. As per the MoU, Ross school will endeavour to create and disseminate teaching materials arising from the projects on which CII and the Ross School collaborate. In addition, the Ross School and CII will endeavor to co-create activities such as seminars, conferences and workshops in United States and India.

*Is the initiative a tribute to C K Prahalad who was a faculty at the Ross School?*

CK passed away just about a year ago from now & hellip ; in couple of weeks it would be his first anniversary. And so we at the school, after he died, had the question as to how do we best carry on his work. We formulated the idea to create an initiative of what we called the CK Prahalad initiative. And the idea of the initiative is to honor CK. We

realized that, it would be more impactful if we are able to form strategic partnerships with key organizations. And CII, seemed to be a likely source. We believe the best strategic partnerships are between organizations that have complimentary but not identical capabilities and that are why we are partnering with business organization.

*What plans does your school have for India?*

As a B-school our connection has been strong with India and we aspire to have a stronger connection in the future. So we are looking at having an India centre. At least at the moment we don't have the vision of having a campus. However, that may change depending on how the laws of the government changes. But certainly, it would help us have more physical presence here & mdash ; to have a gathering spot, to run the general activities. It could be a sight for alumni gathering. It could be a spot that would help us recruit the best students from India. I think it would be a lot of value for us to have that.

*Any time line you have set for the centre?*

We will do it soon. It is just a matter of securing funding for it. We are talking to a lot of our alumni on helping us with generating the capital that we would need to set up such centre. I think right now, it would be hard for us to meet the requirements as I understand at the moment. As a State institution it is difficult for us. Some of the private universities would have easier time with the requirements than the public schools. However, our collaboration with CII can be a good entry point for us to understand the Indian landscape.

### **'Skype school' brings knowledge to Indian village**

The electricity keeps cutting out, the Internet connection is crackly and the speakers don't always work, but Santosh Kumar knows that 20 pupils far away in eastern India are relying on him.

Once a week, Kumar uses the Skype computer programme to teach maths to children in Chamanpura, a poor village in the struggling state of Bihar, 600 miles (970 kilometres) from his two-storey house in the suburbs of New Delhi.

The free Internet service allows the class to see, via a projector, Kumar's tutorial which includes an animated tale about a greedy priest and a wily countryman to teach the students about numbers and the concept of infinity.

"The first time I did this, they were really excited by the technology, now they don't care," Kumar said. "It's normal to them."

Kumar, a successful 34-year-old engineer, grew up in Chamanpura village before battling his way to a place at the prestigious Indian Institute of Technology (IIT) and on to a well-paid job in the Indian capital.

"It's an uphill task to bring education to villages," he said, recalling his teenage years when he would cycle eight miles to college in a nearby town.

Kumar's cousin Chandrakant Singh, also now a well-paid engineer, decided during a trip back to the village to set up a school for children aged between 6 and 12.

"I wanted to provide a world-class education to students in the remotest place on Earth," said Singh, who remembers studying at night under the dim light of a kerosene lamp.

Unfazed by the fact that Chamanpura has no mains electricity, or by the refusal of experienced teachers to travel to Bihar, Singh approached his friends for donations to fund the Chaitanya Gurukul boarding school.

He installed two power generators and organised training for 16 local teachers before hitting on the idea of using Skype to connect students with professionals across India.

"The world's greatest teachers don't want to go there, so I thought maybe we could use technology to help our students learn faster," he said.

The school opened its doors in April 2010, offering admission to 500 students, 50 of whom pay nothing, with the rest charged according to their parents' ability to afford fees.

The Skype lessons take place in the evenings after the day's regular classes and at weekends.

Kumar was on board from the beginning, adamant that he could help the students and give them more "clarity" on what they learnt in class.

"Some of them were curious, others got intimidated, I had to work with them to rid them of their fear," he said, pointing out many of them had never seen a computer before.

"Now it's like television for them, it entertains them and hopefully they learn something," he said during another power outage. "The technical problems happen often. It's extremely frustrating but we carry on."

During his maths lesson, some students appeared engrossed by the video, while others chattered inaudibly in the back rows.

But they snapped to attention during the question session, with everyone answering correctly.

"It's a very different way of teaching, it helps me remember what I learn better than if I just read it," Anmol Kumar Jaiswal, 11, told AFP via the two-way Skype link.

Pragya Parashar, a 12-year-old girl sitting behind Jaiswal nodded in agreement.

"I like these lessons, it helps me understand things better," she said shyly. "I also want to become an engineer like my teacher."

**Source:** 6 April 2011/New Delhi/[Times of India](#)

### **Why U.S. is the most preferred destination to study abroad?**

Students from various countries always want to pursue their studies in the U.S. But why they prefer U.S. as the best

destination in the whole world, for higher education in the fields of science, technology and management? The reason is that no other country extends its arms as widely as the U.S., to welcome international students. A total of 6, 71,616 students went to the U.S. to study there in 2008-09, which is an increase of 8 percent over the previous year.

U.S. universities, U.S. colleges and U.S. schools consistently rank very high in world rankings. They offer international students the most exciting, rewarding and comprehensive array of study options in the world.

According to a study, the U.S. hosts nearly three times as many Indian students as the UK and is the most popular destination for higher education. U.S. has over 4,800 institutions and accounted for 25 percent of the top 200 universities in the world. The U.S. also offers the most exciting career prospects to international students. For example, as per the 2009 TopMBA.com survey, average salary of a U.S. MBA graduate was over \$90,000 as compared with \$87,000 for an MBA graduate from Europe. Here are a few common reasons why international students choose to study in the U.S.

#### *Academic excellence with the best universities*

The U.S. has one of the world's finest university systems, with outstanding programs in virtually all fields. While at the undergraduate level excellent programs exist in traditional disciplines, as well as in professional fields, at the graduate level, students have the opportunity to work directly with some of the finest minds in their field of study. Thus, they have the chance to become involved with exclusive research and educational opportunities. Around 80 percent of the research all over the world is being conducted and funded in U.S. by various universities and companies.

#### *Variety of educational opportunities*

The U.S. has several colleges and universities, boasting at least ten times as many campuses as in any other country. Some of them stress broad educational principles, while some others emphasize practical, employment-related skills. Apart from these, some other colleges specialize in the arts, social sciences or technical fields. As a result, students have a variety of options and educational opportunities.

#### *Opportunity for research*

In the U.S., students have an opportunity to gain valuable experience through research while pursuing their education. Many graduate programs offer training and teaching opportunities that enable students to become teaching assistants to undergraduates or research assistants on special projects. This practical component of U.S. education proves very useful for students for future career, and gives insights into areas or spheres of their field that would not be possible through course study alone.

#### *Financial assistance*

Most of the universities financially support the international students either in the form of providing teaching or research assistantships. These assistantships are based on academic merit, rather than financial need. Awarded students will receive stipends, or either partial or complete tuition waivers. U.S. education could turn out to be completely free if the student exhibits exceptional skills in his or her field of study.

#### *Support services for international students*

The international student office is a great help for students opting to study in the U.S. A wide range of student services that they provide through an orientation program upon arrival is just the start of the many programs and benefits of the office. They help answer questions students have regarding visa status, financial situation, housing, employment possibilities, health concerns and more. It also provides resume and employment assistance as graduation nears.

Apart from all these advantages there are numerous top companies in the world like Microsoft, Motorola, Ford and etc are located in the U.S. and they are one of the major recruiters in the country. Moreover, as the U.S. is one of the major economies of the world there are ample opportunities to start career. That is why such a large number of students go to U.S. every year from other countries.

**Source:** 8 April 2011 / Bangalore / [SiliconIndia News](#)

#### **Academia, scholars laud setting up of education tribunals**

The proposed educational tribunals Bill, 2010 is likely to have a smooth passage in the Parliament with the major stakeholders—academia and scholars—supporting it since it would fast track the settlement of disputes in the higher education sector.

As per the Bill, which aims to set up educational tribunals to adjudicate disputes in the higher education space, these tribunals will have all the powers and jurisdiction of civil courts which would help them to expeditiously resolve disputes involving teachers, students and institutions.

“It is a welcome move because any litigation related to academic institutions can now be put up in the tribunals. However, the tribunals should have people with both academic and judicial knowledge. With the size of the education sector increasing, we will need judgments based on both academics and the judiciary,” said SG Dhande, director, IIT, Kanpur.

The premier business schools of the country - the Indian Institutes of Management... (IIMs) second the thought. “Students often get distraught because there is no proper grievance redressal mechanism. Same is the case with faculty because they can't work with an employer if they are not treated well despite a good monetary compensation.

The tribunals will address these issues,” said Devi Singh, director, IIM Lucknow.

The tribunals will be established at both national and state levels.

“Moreover, the academic calendar gets disrupted sometimes because of legal cases which will not happen once the tribunals are in place,” Dhande added.

University of Delhi's vice chancellor Prof Dinesh Singh concurs: “It is a good idea to have educational tribunals as they will be more focussed and lead to efficient disposal of education related matters.” In fact, the move is also seen as a step towards the formation of an overarching regulatory body in higher education called the National Commission for Higher Education and Research.

“All these efforts... are worth implementing in view of the larger goal of setting up the NCHER. The tribunals will give an opportunity to all stakeholders to speak about their grievances,” said AICTE's acting chairman S S Mantha.

“We need a forum for quick settlement of disputes related to exams and admissions especially when the government is letting all private and foreign education providers function in the country. These players might attract students by putting out deceiving advertisements. Hence, the tribunals must have people who are knowledgeable of academics so that complaints related to students, faculty and management,” said eminent educationist and chairman of the Centre for Development Studies Prof NR Madhava Menon.

However, there are certain doubts in the minds of teachers. “Though the tribunal will take care of the lag in time that courts usually are associated with, any recourse to legality outside the campus would be cut off,” said Brinda Bose, Department of English, University of Delhi.

“The tribunals will be a good platform for an aggrieved student, employee or public at large to seek redressal of their grievances. It would also allow institutions to seek relief from the regulators,” said Ajit Rangnekar, Dean, ISB.

**Source:** 7 April 2011 / New Delhi / [The Financial Express](#)

### **India is emerging global power: Doha Bank CEO**

The rapid growth of India and China will overshadow the development of their Asian neighbours in coming years, with the purchasing power of their populations increasing to almost match consumers in the US and EU combined, a senior Doha Bank official has said.

India will become one of the most sustainable economies in the future and by 2030, Asia's economy -- mainly encompassing India and China -- will be larger than that of the US and European Union combined, said R Seetharaman, the Chief Executive Officer of Doha Bank in Qatar.

Addressing the Indian American Association here, Seetharaman said the world has seen India and China emerging as the main contributors to the recovery of the global economy from a crisis situation.

He said the International Monetary Fund (IMF) projects the world growth at 4.4% for 2011 with advanced economies projected to experience around 2.5% growth while emerging and developing economies -- including the West Asian region -- projected to grow at around 6.5%.

The G-20 has predicted that India will be one of the 10 largest members in the IMF and its rank in the IMF will improve to eighth position from the current 11th in terms of quota. India-US trade increased by 30% in 2010 over 2009 to \$49 Billion. Deals worth \$10 billion signed by US companies with India will create over 50,000 jobs in the US.

This made the UN estimate that India would contribute fully a quarter of the additions to the world's workforce over the next 10 years, he said.

India will persevere with implementing financial sector reforms to support rapid and inclusive growth in the real economy and also to increase systemic stability in the financial sector.

Some of the major sectors in India that have immense potential are infrastructure, agriculture and food processing, information technology and education.

Investment in physical infrastructure is expected go up to \$1 trillion during the 12th Five-Year plan from 2012 to 2017.

In India, the share of private structure in infrastructure investment has moved up from 2.2% of the GDP in 2007-08 to 2.6% of the GDP in 2009-10 and is expected to touch 3.3% of GDP by 2011-12.

He said discussions are also underway to further liberalize the Foreign Direct Investment (FDI) policy.

Seetharaman was in New York as part of a Qatari delegation to participate in the two-day Business & Investment in Qatar Forum on April 6 and 7 at the Waldorf Astoria Hotel, to be addressed by Qatar Prime Minister Qatar Sheikh Hamad bin Jassim bin Jabr Al-Thani and Exxon Mobil Corporation Chairman & CEO Rex Tillerson.

Economic Advisor in The Amiri Diwan Ibrahim Al Ibrahim; Executive Board Member, Qatar Investment Authority, Qatar Dr Hussain Al Abdullah; and Executive Chairman, Qatar Science and Technology Park Dr Tidu Maini were some of the dignitaries who spoke at the conference attended by over 600 top international and Arab bankers, economists and business professionals from the US and the Gulf region.

**Source:** 08 April 2011 / New Jersey / [Business Standard](#)

### **'Indian edu system helped me excel in US'**

[India](#) is one of the most favoured investment destinations for US-based Dun & Bradstreet (D&B). However, that is not the only India connection which the world's leading provider

of global business information, knowledge and insight, boasts of. D&B, which, to put it simply, collects information to ascertain credit worthiness of companies, also has another strong connect with the Indian market-its global chairman & CEO, Sara Mathew, is an Indian.

Set up in 1841, few people would perhaps know that D&B has had the distinction of employing luminaries such as Abraham Lincoln, Ulysses S Grant, Grover Cleveland and William B McKinley as credit correspondents before they went on to become US presidents. At present, the \$5.6-billion company operates in 200 countries and manages one of the most valuable commercial databases in the world, which contains more than 177 million business records. In India, D&B collects data from 100,000 sources, which it plans to increase manifold in the coming years.

Chennai-born Sara Mathew was in India recently and spoke to TOI on a range of issues, including its Indian business, the economy and the education system. At 55, she is one of the growing breed of India-born professional CEOs who are making their presence felt in the global corporate world. However, she is modest and would rather give all the credit to the Indian education system for her success. "The good education system in India is what has helped me in excelling in my career in the US," she said and added that Indian degrees are highly respected and are very helpful in getting good jobs in the US.

Born to doctor parents, she attended the Presentation Convent Church Park School and went on to earn a Bachelor's degree from the Women's Christian College. Subsequently, she earned her masters in business administration from Xavier University in Cincinnati, Ohio. Sara also holds a cost accountancy degree from The Institute of Cost and Works Accountants of India (AICWA).

Mathew's climb up the corporate ladder in D&B has been gradual but definitive. She joined D&B in 2001 as the chief financial officer (CFO) and went on to become the president in 2006 before being appointed president and chief operating officer in 2007. In 2010, she was named CEO and then assumed the role of chairman of the board in July, 2010. But it was really in Proctor & Gamble, where she demonstrated great tenacity during her 18 year-stay, climbing from the post of a clerk before being appointed as the CFO of its global baby care business.

In India to push D&B's expansion in the country, she said that India is the focus of D&B's growth strategy. We reckon that given the rise in instances of corruption in India, a focused approach to credit rating would go a long way in solving some of the country's current problems.

D&B's Indian business coverage has grown from 700,000 companies in 2006 to over 7.2 million entities in 2011. "In 2010 alone, the company grew its Indian database by 2.5 million and has plans to get to 9 million by end of 2011," she said.

India has a great future, she says. "While challenges are there in the short term, the prospects are bright in the long

term," she said. Unlike other credit rating agencies, which rate a company on the basis of information provided by the company itself, D&B rates a company on the basis of data collected from independent sources, she said and added that it is therefore considered to be more reliable.

As for the economy, she feels that it exhibits strong fundamentals and a high growth potential. "Economic reforms and growth-enabling policies would be warranted to facilitate a sustained and inclusive growth. Continued thrust on economic reforms will ensure inflows of foreign funds, which will be crucial for financing huge investment requirements in various sectors in the country," she said.

Mathew feels infrastructure development is extremely critical now for the economy. "This will be important for both-stimulating growth as well as attracting foreign investments," she said. The government, she said, is expected to put special focus on developing core infrastructure sectors. "An environment to attract private participation in infrastructure will only speed up the process," she said.

That's not all. Her recipe includes a sustained growth of agriculture to attain inclusive economic growth, given that agriculture still employs a large chunk of the population. "Addressing core issues such as reducing dependence on monsoon, improving warehousing facilities and removing bottlenecks in the food supply chain need to be high on the policy agenda of the Indian government, she said.

Under Mathew, D&B has implemented a total shareholder return (TSR) strategy, focused on profitable revenue growth, margin expansion and a disciplined approach to deploying D&B's free cash flow. She was also instrumental in the development and implementation of D&B's current international strategy to leverage partnerships to improve D&B's competitive position through the creation of D&B's World Wide Network (WWN). Since then, its international business has almost doubled in revenue, besides expanding margins. Currently, she is leading a transformation of D&B from a data company to a more innovative, digital enterprise, by leveraging technological advances that will allow the firm to expand its reach.

Source: 9 April 2011/[Times of India](#)

### **Coaching Classes: A parallel universe of education**

It is unregulated, unorganised, and its profits can be the envy of some of the best and the biggest business houses in the country. And though it does not officially bear the tag of an 'industry', its growth, even during times of recession, can make the most pampered sectors in the corporate sector see green. There are no official estimates, but insiders say the total revenue in their business is close to Rs 10,000 crore which, incidentally, is only for class room coaching; home and online tutoring is said to be worth another Rs 20,000 crore. This is the world of shadow education in India — a segment that's emerging stronger and larger with every passing year.



The coaching classes market, or 'sweat schools' as they are often referred to, consists largely of private tuitions and entrance test-preparations. But the sector, though huge, is highly fragmented and regional in nature. There are a handful of players (three to four) who are known to have an all-India presence and are worth more than Rs 100 crore.

Another 10-odd can boast of revenues in the range of Rs 10-100 crore. The rest, and the number runs into thousands even if we do not take into consideration the small momand-pop enterprises doing home tutoring, make healthy revenues of several lakhs.

Not surprisingly, even as the existing players are trying to consolidate, international ones - like Educomp - are jumping into the fray, hoping to expand in a big way as they are in a position to make more substantial investments.

#### *UNLISTED, IN THE SHADOWS*

Listed players in this segment, however, are still just a handful — Aptech, Career-Point, NIIT and Everonn - and have captured only about two per cent of the private education market. Interestingly, not all players are looking merely at private tutoring or coaching; many of them provide information technologies to schools or build brick-and mortar schools and colleges.

A large part of this sector continues to operate in the shadows. No regulatory restrictions on profitability, low capital intensity and a quick payback period of two-five years are the main growth drivers on the supply side. On the demand side, shortage of jobs, cutthroat competition for higher education, parental aspirations combined with underperforming mainstream educational infrastructure have led to the ever-growing appetite for supplementary education.

But whatever its name and nature - home tuitions, classroom coaching, study material source or online classes - demand seems to be on the rise for these 'cram' shops. No stream is sacred, no area untouched. Name an entrance exam and there is coaching available to help you 'crack' it.

Engineering, medicine, management and civil services may be the more popular exams for which students undergo training, but think of any possible career, or the most obscure test, and chances are there will be some institute offering 'training' for it.

Even creative fields like art, where you would think coaching would be of little use, throw up a proliferation of trainers. Be it the prestigious National School of Design or, for that matter, even fashion designing, you can get coached for it.

And it's not just college and school going students who are the clients, even tiny-tots are in the net, getting 'coached' to make the right moves and noises to get admission into nursery classes of reputed schools.

#### *BIG COSTS, LITTLE GUARANTEE*

In the race to get ahead, everyone wants to maximise their potential, and this is where the coaching industry steps in. But none of this is easy on the purse; it comes at a substantial investment and with little or no guarantees of a positive outcome. One can even end up paying more in coaching fees than in expenses for the actual course one is preparing for. In fact, the amount spent on coaching and various affiliated needs may be higher than what they have to pay in terms of fees at, say, an IIT, which is about Rs 50,000 a year.

Students start training for engineering and medical entrance examinations from class XI onwards, sometimes earlier at class IX. While some go from bigger cities to training institutes in smaller places like Kota and Pala that have become coaching hubs, there is a parallel trend that sees students from small towns trudge to metros in search of better institutes.

Similarly, private tuitions at the school level are equally prohibitive. And, ironically, this sometimes happens when it is the same teacher holding forth both at the child's school and tutorial. A number of such teachers double up as tutors after school hours — and going by the accounts of some of the students, teaching skills improve considerably in the latter. What is worrisome, though, is that some teachers penalise students in various ways for not availing of the tuition facility.

Though, in a certain way, coaching centres can be seen as something that helps break the hegemony of elite academic institutions by allowing access to students from humble backgrounds to better course material and training — thus allowing for a level-playing field — the high costs involved can put some of the same students at an immediate disadvantage, leading to further inequity in the system.

#### *HYPER-DEMAND FUELS RACE*

In all this, the hyper-demand for better learning ensures there is coaching even to get into some sought after coaching institutes which, in turn, hold their own examinations and screen students before admitting them. Just to give an idea in terms of numbers, the All-India Engineering Entrance Examination, one of the largest such exercises in the world, is taken by about 12 lakh students, 80 per cent of whom take some sort of coaching for it.

After engineering, it is the medical and management streams, along with civil services and tutorials for SAT and GRE (examinations required to study in the US), that garner the most number of students. There are several others forming a smaller part of the pie.

Matching the growing number of students in search of the 'right' coaching centre are the institutes, making it difficult for many to home in on the perfect ones. Compounding this are the blatantly false claims doing the rounds; students can never be too sure what they are getting into. In June this year, the battle between two Mumbai based institutes

escalated so much that it reached the police. It happened after one of them put out an advertisement saying some students who had failed to clear entrance examinations after enrolling in other institutes (which they named) did so after being trained by them. In another case last year, two competing institutes training MBAs took their differences to the Advertising Council over false claims. Again, this year, human resource development minister Kapil Sibal had to intervene and order an inquiry regarding claims made over the success of a 2009 IIT topper.

Students have few avenues for recourse in case anything goes wrong. More often than not they are asked to pay upfront for the entire duration of the session; they cannot change their mind midway and ask for a refund. Many talk about the interesting modus operandi some of these classes adopt. Through internal selection, they pick out the brighter students and form a separate class which is mentored and tutored by their best teachers.

The others, meanwhile, are taught by mediocre teachers who are mere graduates or have failed to clear the very examination they are tutoring others for. Though selective tutoring helps institutes raise their 'success rate', bringing in more numbers, the larger group of students suffers.

For teachers, at least a majority of them, it is a win-win situation. Many on an average make up to Rs 2, 000 an hour. The best among them are known to command a staggering Rs 5, 000 an hour. Teaching for 10 hours a day, that's a neat package of Rs 50, 000 per day. But this pales in comparison to the money the institutes make from every batch that may have anywhere from 35 to 150 students. The market for civil services coaching - an exam in which around 1.5 lakh candidates from all over India appear - in only Delhi is estimated to be about Rs 100 crore with students paying Rs 30, 000-45, 000 for a three to five month course.

#### **BASIC EDUCATION GAP**

Problems notwithstanding, it is easy to see what drives this phenomenal bazaar - the yawning gap between the learning imparted through our basic education system and the level of entrance examinations. "We operate in the valley that has been formed between academic standards in the mainstream system and the competitive standard of entrance examinations of various professional courses," says the head of a coaching institute.

Occasionally, there are voices of opposition against this parallel universe of education, protesting the larger principle of it and the way it operates and impacts the mainstream education system. Both government and educationists grumble about it and say things that suggest the monster will be tamed and regulated. But on the ground it remains business as usual.

In 2006, IIT-JEE — the joint entrance examination held for Indian Institutes of Technologies — changed its test pattern after it was felt that students were spending too much time in coaching classes and ignoring their class XI

and XII examination, negatively impacting their chances for other avenues. It was also found that almost 70 per cent of students who cleared the IIT-JEE in 2005 had dropped a year or more. Faculty at IITs added that students who qualified for these institutes were burnt out by the time they entered the class rooms due to the years of preparation, and did not eventually perform well.

Starting next year, the Union Public Service Commission (UPSC) will ring in changes in the civil services exams that will reduce the importance of coaching by introducing an aptitude test instead of a subject-specific test.

But none of this seems to have made much of a dent on the coaching sector. True to its 'shadowy' character, it morphs and adapts accordingly, and continues to flourish. In anticipation of the UPSC change, coaching institutes have already started advertising and conducting classes for the aptitude test. They claim they can "bring out" the aptitude in students who don't know "how to gauge it". As for the JEE, the government is planning to increase the weightage given to performance of students in class XII. It is even considering an aptitude test for screening purposes before holding intense subject-specific exams.

#### **NEED FOR REGULATION**

But there is little else that is being done on the regulation front. Despite its formidable size and expanse, something that can bring the government good revenue, the sector functions mostly in an unregulated manner. The fact that these coaching shops do not qualify as educational institutions means they do not need to register with the government and can operate off the radar, unchecked and unquestioned. The government accepts it is concerned about the impact of this industry, but hasn't done much.

Till such time that the concern translates into action, the world of shadow education will continue to attract in unending hordes students both desperate and ambitious, hoping for success in a new India that rewards like never before.

**Source:** 7 April 2011/[Education Times](#)

#### **India as a knowledge superpower**

HIGHER education is important for developing the manpower which has potential to develop cutting edge technology. Our country is dominated with young people and if such a vast potential is remained untapped, it will be a sheer wastage of our human resources.

Presently, there are about 400 universities in our country and more than 20,000 colleges. There are some universities which have to manage as many as 300 colleges. According to the estimates of the Ministry of Human Resource Development, if we have to increase the enrolment of the students in the higher studies to 30 per cent, the country needs more than 600 universities and 35,000 colleges.

The National Knowledge Commission has underlined the need for 1,500 new universities in the country. However, the enrolment rate of 13 per cent is little more than the average for developing countries, which is 11 per cent. But it is too low compared to the world average of 23 per cent, 36.5 per cent for countries in transition and 54.6 per cent for developed countries. A large number of institutions and colleges are producing more than 3.2 million science students. This is extremely inadequate in a country which has an important asset of about 550 million youth below the age of 25.

One of the critical issues facing India is the gulf between the academic world and the industry. There is a widespread view that the entire university system needs an overhaul to cater to the needs of development and the industry. According to Dr R. A. Mashelkar, Director-General, Council of Scientific and Industrial Research, India produce 5,000 PhD degree holders in science a year, whereas there is need for producing more than 25,000. The government spends only \$6 billion a year on research and it still has fewer scientists per head of population than China or South Korea. China is producing more than 15,000 PhD degree holders and few years back, the number was almost same to India.

In India, there is funding problems and other constraints in the running of some universities, particularly those run by state governments. According to a recent regulatory report, 25 per cent of teaching positions nationwide are vacant, and 57 per cent of Professors lack required qualification of PhD and other equivalent degrees. Already up to 75 per cent of India's 4,00,000 annual technology graduates and 90 per cent of its 2.5 million general college graduates are unable to find work. According to the National Association of Software and Service Companies (NASSCOM), this is not due to lack of jobs, but it is due to lack of skills due to poor quality of education.

Today, India requires more than 27,000 additional institutions of higher learning to meet the ambitious target of Gross Enrolment Ratio (GER) of 30 per cent for 2020. By the end of the 11th Five-Year Plan, the government seeks to reach 15 per cent GER. The figure of 27,000 institutes includes 14,000 colleges of general higher education, 12,775 additional technical and professional institutions and 269 additional universities. Many state governments have taken initiatives by inviting private individuals to run such institutions. This expansion will have to be achieved by greater participation of public spending on higher education. There is need for substantial increase in spending by the Centre and the states. Of course, the Centre has given a new momentum to investment in higher education by opening 30 new central universities, eight new IITs, seven IIMs, five Indian Institutes of Science Education and 20 new institutes of information technology.

Among the 30 proposed central universities, 14 world-class central universities are being set up in Pune,

Kolkata, Coimbatore, Mysore, Vishakhapatnam, Gandhinagar, Jaipur, Patna, Bhopal, Kochi, Amritsar, Bhubaneshwar, Guwahati and Greater Noida.

The National Knowledge Commission (NKC) has suggested that these universities should follow the policy of "needs-blind admission" to ensure that an applicant's ability or inability to pay should not influence admission decisions.

The NKC also advocated for revision of the syllabi of these institutes every year to keep up with the changes and current developments in different disciplines. The investment bank Goldman Sachs estimates that if India gets everything right, it will have the third largest economy in the world by 2050, after China and the US. India stands on the threshold of becoming a knowledge superpower and we can achieve it early with quality higher education.

**Source:** 13 April 2011/[The Tribune](#)

### **Cash transfer for school attendance is in works**

Poor families sending their children to school could get a cash incentive based on the attendance of their child.

The Planning Commission has taken note of a report that has suggested the measure to magnify the impact of the Right To Education law.

The Chronic Poverty Report report, prepared by six experts and published by the Indian Institute of Public Administration, suggests merging conditional cash transfers with the existing schemes such as the mid day meal as an effective way of incentivising education for the poor.

"Demand for education from poorest households need stimulating as much as supply and quality of education need investment," says the report. It adds that conditional cash transfers can supplement the mid-day meal scheme, and scholarships for disadvantaged groups in stimulating demand for schooling in poverty stricken households.

Cash transfers conditional to school attendance has been successful in improving school enrollment and reducing dropout numbers in Latin America. "It would be gainful for India to gain a perspective on what has worked there (in Latin America)," noted the report.

Conditional cash transfer (CCT) schemes involve money transfer directly to poor households in response to the beneficiary fulfilling specific conditions. In the case of education, these could be minimum attendance of children in schools, attendance in health clinics, participation in immunisation programs and others.

Variations of the scheme have been tried out successfully in India, notably in Bihar where the state provided cash to girl students to buy bicycles so that they could go to school everyday. "Other states and even the centre should think about such schemes as they do work," an official at the Bihar Education Project Department told ET.

The Bihar government spent 174.36 crore on the scheme over three years and benefited 8.71 lakh girls and helped bring down the dropout rate in the state from 25 lakh to 10 lakh in a span of four years.

The central government has implemented around six CCT schemes, including the National Programme for Education of Girls at the elementary level under the Sarva Shiksha Abhiyan in 2003. The scheme provided 150 to every school going girl child a year but it had somewhat lesser impact. "The scheme is a moderate success as the cash element was not much, but more people in rural areas responded to the scheme and enrollment of girl children," said a Planning Commission official. The enrollment rate of girl child under the scheme in rural areas increased from 28% to 47% in three years after the implementation of the scheme.

Hyun H Son, Manila-based economist with the Asian Development Bank, says CCT programmes in Latin America and other developing countries has been perceived as "magic bullet" for poverty reduction. However, he says for the schemes to work, countries need to have very strong administrative delivery and monitoring mechanisms.

There are some dissenting voices though. A UNDP 2009 report has criticised CCTs for "short term motives" that might prove inadequate to meet the challenge and need to be supplemented by other broad based programmes.

Experts in India also say that in India CCTs to stimulate demand can only act as a supplementary act as the greater priority is to ensure the quality and infrastructure of education system. "Money cannot substitute for quality of the education provided. I feel there is enough demand but less capacity for schools to absorb the demand," says Himanshu, an assistant professor in JNU and a visiting fellow at Centre de Sciences Humaines, New Delhi. He adds that to make the Bihar 'bicycle' scheme a success, the government invested extensively in education infrastructure before launching the scheme.

**Source:** 14 April 2011/New Delhi/ [The Economic Times](#)

### 'India has exam system, not education system'

In the thick of the entrance exam season, a furious dispatch to the Prime Minister from his own scientific adviser has termed such tests as one big menace.

Strongly recommending an immediate halt to the system of sitting for a pile of exams, C N R Rao, who heads the Scientific Advisory Council to the Prime Minister (SACPM), said in a letter sent last week that the American method of holding one national exam before joining university is the way.

Putting it bluntly, Rao told the PM that India is said to "have an examination system but not an education system... When will young people stop taking exams and do something worthwhile?"

Referring to the exam overdrive, Rao briefed Manmohan Singh on the various flavours of examinations that dot a student's life: "It is important to relook the entire examination system including the system of final examinations, entrance examinations, qualifying examinations, selection examinations, and so on. Now one hears of a proposal to have a qualifying or accreditation examination for medical graduates and post-graduates."

Students who groan under the pressure of multiple entrance exams will cheer this advice. Citing the example of Joint Entrance Examination conducted by IIT, he said: "IIT entrance exams have the reputation of being difficult and purposeful, but they have also had a negative effect on young minds. Young people suffer so much to succeed in these entrance exams, and in the process lose excitement in education itself."

The lakhs who don't make it across the IIT gates, Rao told the PM, get exhausted and can't perform as well as young people with fresh minds.

Talking about the agony that the Indian higher education sector is in, the SACPM, in a brief document sent to the PM recently — accessed by TOI — noted, "Today there is not a single educational institution in India which is equal to the best institution in the advanced countries".

In view of the growing number of aspirants for higher education, the SACPM has readied a 10-point checklist of key problems and challenges. It has asked the human resources development ministry to set up a taskforce to come up with an action-oriented document within a year.

"We should seriously consider a possible scenario wherein the young India advantage enables India to emerge as the provider of trained manpower for the entire world in the next 20-30 years. This could be a worthwhile national objective," he told the PM.

*Rao's checklist for higher education include:*

Raising the bar: Provide all required support to 10 educational institutions to enable them to compete with the best in advanced countries

Look ahead: There's a manpower mismatch in many countries with too many professionals in some subjects. Prepare a vision document which foresees the problems 20 years hence

Inclusivity: Increase the number of fully residential schools up to higher secondary level in rural India to nurture rural talent

**Source:** 14 April 2011/Bangalore/Mumbai/ [The Times of India](#)

### PGDM vs MBA...and other dilemmas: How to decide

The dilemmas of a MBA student are many. No one understands these dilemmas like we do, as MBAUniverse.com is the voice of MBA aspirants. To bring you out from the state of dilemma we present to you the solutions to the most crucial dilemmas faced by MBA aspirants. Read further to get awakened:

*Q. I hear there was some controversy between AICTE and B-schools and the Supreme Court of India has given some judgement. What is the current status of PGDM programmes?*

A. Yes. The AICTE had issued its notification in December 2010 to B-schools listing a new set of rules for the B-schools of the country to follow. The circular instructed not only the doing away with important MBA entrance exams, such as the XAT, ATMA or MICAT, but ascertained that only CAT, MAT or any state government-conducted exams (such as the Maharashtra CET) can serve as entry points to B-schools.

The SC verdict provides relief to more than 500 AICTE-recognised B-schools as they are now at liberty to select students subject to the use any of the entrance tests of CAT, MAT, and XAT for the admissions to the 2011-13 batch and retain the power to conduct their own GD-PI for admissions to the 2011-13 batch.

They are also entitled to charge fee determined by them subject to sharing the details with the fee fixation committee to be formed by the respective state governments.

The verdict has brought big relief to the B-schools that were keeping their fingers crossed and had pressed the stop button for conducting the Admission process for the Academic year 2011-13. Now the admissions process for the 2011-13 batch at B-schools are in full swing.

The admissions at PGDM institutions are currently on.

*Q. How should I choose from PGDM by AICTE approved B-school, MBA by University, or a management program by autonomous Institute?*

A. Let us analyse the various segments of B-schools. This will help you in picking up the B-school of your choice.

*AICTE approved B-schools:* Today, you will find there are various colleges that offer PGDM but what makes the difference is the AICTE approval. All India Council for Technical Education is a national level government body that gives approval and certification to PGDM institutes in India after surveying their standards and quality of the technical education. Hence, the students should try for colleges that are AICTE recognised.

The advantages of studying in an AICTE approved B-school are the following: You can get Education Loans from national and private banks, the industry recognition is there. It is easier for you to apply for management jobs in Public Sector Undertakings. And also if you want to go for further higher studies, it will be easier for you.

There are many advantages of AICTE approved B-schools, but these B-schools charge high fees from the students, as the courses are in self-financing mode. As these B-schools do not get any government funding, the cost of operation is passed on to the students. The tuition

fee generally ranges from Rs. 6 lakh to 12 lakh for the 2 year full time PGDM course.

*University B-schools:*

MBA programmes from Universities can be segmented into two: Public funded universities that offer highly subsidized MBA, and private universities offering MBA.

The B-schools under the universities are also an option for MBA aspirants. Most of the major universities in India have a department of management studies or faculty of management studies. The leading University B-schools are JBIMS, University of Mumbai; FMS, University of Delhi; UBS, Panjab University; FMS, Banaras Hindu University and others.

The major advantages of pursuing MBA from these university B-schools is that their fees are highly affordable. At FMS Delhi the fees for two years is around Rs. 21,000. At JBIMS Mumbai the fees for two years is Rs. 2 lakh. These B-schools are comparable to the IIMs in terms of faculty and industry exposure.

The competition is also very high for these B-schools as there are lesser number of seats compared to the AICTE approved B-schools.

Although university B-schools are many, but the good ones are few. Most of the university B-schools, leaving aside the top ones, face challenges on many fronts.

*State-level Private Sector Universities/Deemed to Be University:* These are also a good option, but the MBA aspirants should be beware as there are many private universities which have been banned by the UGC, and the Deemed to be University of many these have been declared illegal.

But there are some good B-schools under this category as well. The leading ones are Symbiosis University & NMIMS Mumbai which are a Deemed to be University. The other leading private universities which have management departments are NIIT University, and Amity University.

*Autonomous Private B-schools:* Some institutions do not seek AICTE approval, or any affiliation with any university by choice. These are known as autonomous B-schools. The torch bearer in this category is the Indian School of Business, Hyderabad, which is ranked in the global top 20 B-schools. Some other B-schools in this category are SOIL Gurgaon, and Infinity Business School.

*Q. Should I pursue a PGDM or an MBA? What is the difference between the two?*

A. In India only those schools which are affiliated to a university can offer an MBA degree. For this reason institutes like JBIMS, PUMBA, FMS can offer MBA degree while IIMs do not. Institutes which are not affiliated to university are autonomous and can offer PGDM (Post Graduate Diploma in Management) degree. These programs are sometime approved by Government accreditation bodies such as AICTE.

The curriculum of the PGDM and MBA degrees are equivalent, although the MBA degree is examination oriented and concentrates on theoretical aspects of management whereas the PGDM is industry-oriented and mainly focuses on building soft skills. While an MBA curriculum is designed by a university, a PGDM course gives freedom to the institute to design its own curriculum. This is sometimes beneficial to the students because institutes can change the curriculum as per the industry requirements and changing business environment. A university affiliated program will essentially follow the university guidelines and changing this curriculum is a very slow process.

Before deciding you should take note of the fact that the leading PGDM institutions provide good industry exposure and the MBA schools provide quality MBA at lower budgets.

*Q. Which are the major centers of MBA education in India? I need information on the B-schools in different locations of the country and the advantages provided by them.*

A. MBAUniverse.com has launched various MBA city channels. You can click below to read all about the major MBA education centers. You will get to know about the leading B-schools and the advantages of the location:

1. [Delhi / NCR MBA](#)
2. [Mumbai MBA](#)
3. [Bangalore MBA](#)
4. [Pune MBA](#)

*Q. I am confused about MBA education loan? How to apply for it?*

A. Education loans are provided for studying in India and abroad. There are some specific courses and programs for which you can get the education loan.

For studying in India, most graduate, post graduate and professional courses like engineering, medicine, veterinary, law, dentistry and management; programs from the institutes like Institute of Cost and Work Accountants of India, the Institute of Chartered Accountants of India, the Institute of Chartered Financial Analysts of India; courses recognized by the University Grants Commission, the All India Council for Technical Education, the government, the AIBMS, and the Indian Council for Medical Research and less conventional courses like biotechnology, fashion technology and aviation are offered loans. Banks are usually flexible in approving and disbursing such loans.

For studying abroad, programs like Undergraduate job-oriented professional or technical courses offered by reputed universities; Post-graduate courses like MCA, MBA, MS, etc. Post-graduate courses like MCA, MBA, MS, etc. and courses conducted by CIMA, London, CPA, USA, etc. are qualified for loans.

If you are an employed person and want to better your prospects, you can avail of a loan to get additional educational qualifications and or receive training in modern technology in India or abroad.

*Procedure to apply for the loan:* The education loan process may vary from bank to bank but there are some fundamental steps. Like in case of every loan, the applicant has to fill in an application form, which may ask for details such as contact details, details relating to academics etc. it is important to fill in accurate information.

Once the applicant, i.e. the student fills in the form, there is a round of personal discussion wherein he or she may be asked various question relating to the academic performance, the course one has selected, probably the institute etc. At this stage, it is very important to be lucid and clear about one's selection of course and its future potential of generating income. While some banks are known to hold the academic record important, some may give it a slightly lesser attention. This does not go to say that one needs an excellent academic record. But, make sure that there are answers to those mishaps that could have occurred during the academic life.

Unlike other loans where the talk of documents relating to say property, might come in at a later stage and may cause delay-documents are a must. In case of education loans, documents relating to admissions are mandatory even before the bank considers the loan application. The bank will verify the enrollment of the student from the concerned institute. One may also require collateral security such as papers relating to property to be mortgaged if the loan amount is above Rs. 4 lakh.

When one takes some other kind of loan, there is a co-guarantor, especially in case of personal and home loans. For an education loan, a guarantor is mandatory. The guarantor could be an applicant's parents or guardians. The bank will run a thorough check of the guarantor and his/her credit history before sanctioning the loan. After completion of the process, the loan may be sanctioned or denied.

While the parents or guardians are guarantors or co-borrowers, the student is a necessary borrower of the loan. Once the loan is sanctioned, all the borrowers have to sign a promissory note to the bank.

Once the formalities are completed (additional documents and signed post-dated cheques may be required), the bank will disburse the loan. The bank may disburse the institute fee directly to the concerned institute.

In the current times, availing an education loan has been made even easier. Now, one can apply for an education loan online. The loan will be sanctioned only in principal and the applicant will have to contact the bank for actual approval and disbursement of the education loan.

*Eligibility conditions:* To be eligible for an education loan, the borrower should be an Indian within the age group of 16 to 26 years. The applicants' parents or guardian should

have a regular source of income so that they are able to repay the loan if the need arises. The applicant should have secured admission in any of the graduate or post-graduate courses offered by an institute which is recognized by UGC or AICTE.

*Subsidy on education loans:* Government subsidy on education loan is in force with effect from the financial year 2009-2010. Interest subsidy offered by central government on education loans for students from Economically Weaker Sections (EWS) with annual gross parental or family income up to Rs. 4.50 lakh per annum for studies in India. Full interest subsidy will be provided to such students during the moratorium period of the educational loans. The subsidy is applicable for loan taken after April 1, 2009. The certification for the parental income will have to be done by a competent authority at the local level. Most states still have to notify such authority so this scheme is still awaiting proper activation.

*Points that a student should keep in mind:* The points which student applicants should keep in mind while applying for education loan are eligibility, qualification of the course, expenses covered by the loan and whether you would have to provide collateral or guarantor.

*How to choose a bank:* While choosing the bank for taking education loan, you should choose the bank on the basis of the factors like low Interest Rate, no prepayment penalty, minimum or no collateral required and flexible repayment options.

**Source:** 16 April 2011/ [The MBA Universe](#)

## Education, infrastructure top of 12th plan agenda

*We can't beat China even at 9% growth for 20 yrs: Montek*

Education, health and infrastructure will be the priority areas of the 12th five-year plan,

according to the Planning Commission deputy chairman, Montek Singh Ahluwalia. Besides, the plan will also propose 'drastic action' to fix problems in the power sector.

He said on Sunday that it was "probably overambitious" to aim at a double-digit growth in the five-year plan beginning next year. Though, he hastened to add that the exact growth target was yet to be fixed.

He said it would be good if 9 per cent GDP growth could be achieved annually as the global economy was not doing well. "Looking forward, the world economy is not doing well. If India grows at an average of 8.5 per cent in 12th plan period, it would be counted as a very good performance. If we do 9 per cent, it will be excellent. I should add that to get 9 per cent growth or a little over 9 per cent a lot of work has to be done. If we try to take it up by 1 per cent from the 11th plan achievement, it will be 9.2 per cent," Ahluwalia told Financial Chronicle.

Though the Planning Commission had projected 9 per cent annual growth during the 11th plan, it would end up with

average 8.2 per cent. "This is an exceptionally good performance compared to rest of the world," he said.

Commenting on the IMF observation that India with 10.3 per cent growth would overtake China (10.2 per cent growth), Ahluwalia said one should not get carried away by these numbers as China had been growing much faster for 30 years.

Their per capita income was now much higher than that of India. "Even if India grows at 9 per cent and China at 7 per cent in next 20 years, India would still have a lot of catching up to do," he said. Ahead of full the Planning Commission meeting on April 21 to be chaired by prime minister Manmohan Singh to discuss the approach paper to 12th plan, Ahluwalia said the government proposed to introduce the public-private partnership (PPP) model in education and health for the first time.

"The human resources development ministry is now considering how to introduce PPP in school education. Of 6,000 model schools, about 3,500 are to be set up in backward areas where we cannot attract the private sector. The remaining 2,500 are to be set up in PPP mode. We will start this year, but 95 per cent of the work will be done in 12th plan," he said.

This proposal will go to the cabinet soon, he said. A cabinet note prepared by the HRD ministry is already with the Planning Commission. Ahluwalia said the PPP schools should be viewed as a pilot project of the centre. If successful, it could be replicated by state governments as school education was basically a state subject. In the past the centre had set up 900 Navodhya schools as model residential schools all over the country. These have done exceptionally well. The PPP schools would not necessarily be residential schools.

Turning to the difficult power situation, Ahluwalia said, "More drastic measures were needed. We need to push five or six key issues...Losses on the distribution side are a serious problem. It is not possible to imagine a viable power sector if the losses are Rs 70,000 crore per year. Something has to be done to take care of the weakness in this area."

"Perhaps incentive funding (in the power sector) will have to be linked to performance and not by merely filling the gap. The banking sector too should impose discipline. Losses are possible only because banks continue to finance public sector distribution companies. If this is tightened, losses (in the power sector) will automatically come down. Poor availability of water, coal and problems of distribution needed to be addressed by the centre and states together," he said.

On making India a global manufacturing hub, Ahluwalia said the prime minister's national manufacturing council is meeting on May 4 to give finishing touches to the idea. "It (manufacturing hub) is a good idea. We are in favour of pushing it. The proposal is to create an environment to achieve double-digit growth in manufacturing. This is only

one part of what should be a comprehensive approach to manufacturing.”

On the possibility of achieving 14 per cent annual growth in the manufacturing sector, Ahluwalia said, “Frankly achieving such a rate immediately will be difficult, considering that we are struggling at 3.6 per cent factory output growth according to February 2011 data. In April-February, manufacturing grew by 7.8 per cent. Let us take it to 12 per cent. Obviously, if we find this is feasible, we will take it to 14 per cent.”

On taking the share of manufacturing to 25 per cent of GDP from 16 per cent by 2022, he said one should not look at it as a share of GDP. If all other sectors also grew well, the share of manufacturing in GDP would come down. One should rather focus on a sustained double-digit growth in the manufacturing sector. He made it clear that full Planning Commission meeting on April 21 was not expected to approve the draft approach paper to 12th plan. The purpose was to present some key issues for the plan. “We are working on a draft approach paper that will be finalised based on the discussion in the meeting.”

The Planning Commission has adopted a consultative approach in preparation of twelfth plan. “We have a website and 30,000 visitors have visited it.

There have been 1.3 million hits. It is unprecedented and a very new mechanism trying to get views from stakeholders. We are also going to have discussions with the state governments. We are now an economy where growth dynamism is private sector led. The whole of agriculture is in the private sector. We are not taking a view that the government does not have a role because the economy now is the private sector and market driven. The government role too will expand in areas where the private sector does not go.”

Skill development is another area where the next plan will lay an emphasis. The prime minister’s adviser on skill development, S Ramadorai, has been co-opted as chairman of the skills development board headed by Ahluwalia. “I have written to all state chief ministers that Ramadorai would be interacting with them on the issue,” he said.

On infrastructure development, he said, “In the 11th plan, around 65 per cent of infrastructure development was in the public sector and 35 per cent in the private sector. Considering the infrastructure spending was around \$500 billion in the 11th plan, the government spent \$325 billion. In the 12th plan investment has to be \$1 trillion and it is going to be 50 per cent each by the public and private sectors.”

“This is certainly going to be a big challenge.” About the infrastructure debt fund, he said the finance ministry was examining proposals and he hoped to have details by the end of this month

**Source:** 17 April 2011/New Delhi/ [My Digital Fc](#)

## The unemployable literates of India

Prima facie, there is much cause for cheer. Provisional data gleaned from the latest Census show that India’s literacy levels have soared: India’s effective literacy rate jumped by 9.2% to reach 74.04 %.

Significantly, literacy rates improved sharply among females compared to males. Thus, while effective literacy rates for males rose from 75.26% to 82.14% — a rise of 6.9% — literacy rates for females climbed from 53.67% to 65.48%, an 11.8% increase.

That is heartening news indeed. But this data masks a few worrying concerns. First, the data relates to effective literacy, and not literacy. Measuring effective literacy in India means including anyone who can read and write his or her own name. Thus, if Ram knows how to read and write the three letters of his name, and Sita knows how to read and write the four letters of her name, they get included in the category of effective literates. This is not the way developed countries define literacy.

### *Not job worthy*

Second, literacy becomes relevant if it leads to employability. Both the Confederation of Indian Industry and the Boston Consulting Group estimate that India would face a “talent gap” of more than 5 million by 2012, as existing educational institutions do not impart employable skills. Just 20% of the engineering graduates are unemployable. A McKinsey report finds only 25% engineers, 15% finance graduates and less than 10% of the other graduates to be employable.

It is even more alarming when one takes into account that graduates comprise only 3.5% of India’s population — this includes graduates in all streams such as arts, commerce, science, engineering, and medicine. If 90% of the graduates are unemployable, it means that barely 0.5% of India’s population comprises employable graduates.

### *A deep rot*

It would be easy to blame India’s colleges and universities. But the rot goes deeper than that. In India’s schools, the quality of teaching and the filtering out of inept or backward students has been woefully poor.

This was obvious from the results tabulated by E-convergence Technologies Limited (ETL), a private sector company with which this author is closely associated. During 2002-03, ETL decided to find out more about the quality of education being imparted in Mumbai’s schools.

In order to normalise the sample base, it focussed only on privately managed schools and English medium schools. The study covered 34 schools who gave ETL permission to conduct a quiz in English and Mathematics (some of the questions were as rudimentary as putting a set of numbers in the right order). A total of 16,500 students appeared for the quiz. It was found that 65% of the students failed in Mathematics, while 75% failed in English. Almost all the



students were from Classes V and VI (10-11 year-old children). That this could happen with privately managed, English medium schools in one of India's prime cities is a good indicator of how low standards have fallen.

Similar surveys carried out in 1977 by Aikara (and published in the India Education Report of the Oxford University Press) indicated that 'backward' states like Bihar had fewer students performing poorly than 'progressive' states like Maharashtra and Gujarat. It could be that the lack of alternative job opportunities in Bihar kept good teachers in their respective schools, whereas in progressive states, good teachers migrated to better paying and better respected professions.

Today, it is alarming to note that grace marks are given to students at the SSC level to increase the number of students passing out. In many cases, 20 grace marks were given to students at various stages.

Kapil Sibal's Right to Education (RTE) Act does not help much either. In fact, it could make a bad situation worse. RTE is preventing schools from detaining students till they reach Std VIII. Thus, a student can go through the schooling system without learning anything, and come out claiming that he is a "Std IX fail" student, when he might have learnt nothing beyond Std III. And an academically poor student in a classroom can prevent other children from learning effectively too. The RTE Act could thus promote more mediocrity than ever before.

That is why effective literacy levels are not something to gloat over. They need to be taken with a barrel-full of salt.

Source: 17 April 2011/New Delhi/ [DNA India](#)

## RESOURCE

### India Graduates Millions, But Too Few Are Fit to Hire

India—Call-center company 24/7 Customer Pvt. Ltd. is desperate to find new recruits who can answer questions by phone and email. It wants to hire 3,000 people this year. Yet in this country of 1.2 billion people, that is beginning to look like an impossible goal.

So few of the high school and college graduates who come through the door can communicate effectively in English, and so many lack a grasp of educational basics such as reading comprehension, that the company can hire just three out of every 100 applicants.

India projects an image of a nation churning out hundreds of thousands of students every year who are well educated, a looming threat to the better-paid middle-class workers of the West. Their abilities in math have been cited by President Barack Obama as a reason why the U.S. is facing competitive challenges.

Yet 24/7 Customer's experience tells a very different story. Its increasing difficulty finding competent employees in India has forced the company to expand its search to the

Philippines and Nicaragua. Most of its 8,000 employees are now based outside of India.

In the nation that made off-shoring a household word, 24/7 finds itself so short of talent that it is having to offshore.

"With India's population size, it should be so much easier to find employees," says S. Nagarajan, founder of the company. "Instead, we're scouring every nook and cranny."

India's economic expansion was supposed to create opportunities for millions to rise out of poverty, get an education and land good jobs. But as India liberalized its economy starting in 1991 after decades of socialism, it failed to reform its heavily regulated education system.

Business executives say schools are hampered by overbearing bureaucracy and a focus on rote learning rather than critical thinking and comprehension. The government keeps tuition low, which makes schools accessible to more students, but also keeps teacher salaries and budgets low. What's more, say educators and business leaders, the curriculum in most places is outdated and disconnected from the real world.

"If you pay peanuts, you get monkeys," says Vijay Thadani, chief executive of New Delhi-based NIIT Ltd. India, a recruitment firm that also runs job-training programs for college graduates lacking the skills to land good jobs.

Muddying the picture is that on the surface, India appears to have met the demand for more educated workers with a quantum leap in graduates. Engineering colleges in India now have seats for 1.5 million students, nearly four times the 390,000 available in 2000, according to the National Association of Software and Services Companies, a trade group.

But 75% of technical graduates and more than 85% of general graduates are unemployable by India's high-growth global industries, including information technology and call centers, according to results from assessment tests administered by the group.

Another survey, conducted annually by Pratham, a nongovernmental organization that aims to improve education for the poor, looked at grade-school performance at 13,000 schools across India. It found that about half of the country's fifth graders can't read at a second-grade level.

At stake is India's ability to sustain growth—its economy is projected to expand 9% this year—while maintaining its advantages as a low-cost place to do business

The challenge is especially pressing given the country's more youthful population than the U.S., Europe and China. More than half of India's population is under the age of 25, and one million people a month are expected to seek to join the labor force here over the next decade, the Indian government estimates. The fear is that if these young people aren't trained well enough to participate in the

country's glittering new economy, they pose a potential threat to India's stability.

"Economic reforms are not about goofy rich guys buying Mercedes cars," says Manish Sabharwal, managing director of Teamlease Services Ltd., an employee recruitment and training firm in Bangalore. "Twenty years of reforms are worth nothing if we can't get our kids into jobs."

Yet even as the government and business leaders acknowledge the labor shortage, educational reforms are a long way from becoming law. A bill that gives schools more autonomy to design their own curriculum, for example, is expected to be introduced in the cabinet in the next few weeks, and in parliament later this year.

"I was not prepared at all to get a job," says Pradeep Singh, 23, who graduated last year from RKDF College of Engineering, one of the city of Bhopal's oldest engineering schools. He has been on five job interviews—none of which led to work. To make himself more attractive to potential employers, he has enrolled in a five-month-long computer programming course run by NIIT.

Mr. Singh and several other engineering graduates said they learned quickly that they needn't bother to go to some classes. "The faculty take it very casually, and the students take it very casually, like they've all agreed not to be bothered too much," Mr. Singh says. He says he routinely missed a couple of days of classes a week, and it took just three or four days of cramming from the textbook at the end of the semester to pass the exams.

Others said cheating, often in collaboration with test graders, is rampant. Deepak Sharma, 26, failed several exams when he was enrolled at a top engineering college outside of Delhi, until he finally figured out the trick: Writing his mobile number on the exam paper.

That's what he did for a theory-of-computation exam, and shortly after, he says the examiner called him and offered to pass him and his friends if they paid 10,000 rupees each, about \$250. He and four friends pulled together the money, and they all passed the test.

"I feel almost 99% certain that if I didn't pay the money, I would have failed the exam again," says Mr. Sharma.

BC Nakra, Pro Vice Chancellor of ITM University, where Mr. Sharma studied, said in an interview that there is no cheating at his school, and that if anyone were spotted cheating in this way, he would be "behind bars." He said he had read about a case or two in the newspaper, and in the

"rarest of the rare cases, it might happen somewhere, and if you blow [it] out of all proportions, it effects the entire community." The examiner couldn't be located for comment.

Cheating aside, the Indian education system needs to change its entire orientation to focus on learning, says

Saurabh Govil, senior vice president in human resources at Wipro Technologies. Wipro, India's third largest software exporter by sales, says it has struggled to find skilled workers. The problem, says Mr. Govil, is immense: "How are you able to change the mind-set that knowledge is more than a stamp?"

At 24/7 Customer's recruiting center on a recent afternoon, 40 people were filling out forms in an interior lobby filled with bucket seats. In a glass-walled conference room, a human-resources executive interviewed a group of seven applicants. Six were recent college graduates, and one said he was enrolled in a correspondence degree program.

One by one, they delivered biographical monologues in halting English. The interviewer interrupted one young man who spoke so fast, it was hard to tell what he was saying. The young man was instructed to compose himself and start from the beginning. He tried again, speaking just as fast, and was rejected after the first round.

Another applicant, Rajan Kumar, said he earned a bachelor's degree in engineering a couple of years ago. His hobby is watching cricket, he said, and his strength is punctuality. The interviewer, noting his engineering degree, asked why he isn't trying to get a job in a technical field, to which he replied: "Right now, I'm here." This explanation was judged inadequate, and Mr. Kumar was eliminated, too.

A 22-year-old man named Chaudhury Laxmikant Dash, who graduated last year, also with a bachelor's in engineering, said he's a game-show winner whose hobby is international travel. But when probed by the interviewer, he conceded, "Until now I have not traveled." Still, he made it through the first-round interview, along with two others, a woman and a man who filled out his application with just one name, Robinson.

For their next challenge, they had to type 25 words a minute. The woman typed a page only to learn her pace was too slow at 18 words a minute. Mr. Dash, sweating and hunched over, couldn't get his score high enough, despite two attempts.

Only Mr. Robinson moved on to the third part of the test, featuring a single paragraph about nuclear war followed by three multiple-choice questions. Mr. Robinson stared at the screen, immobilized. With his failure to pass the comprehension section, the last of the original group of applicants was eliminated.

The average graduate's "ability to comprehend and converse is very low," says Satya Sai Sylada, 24/7 Customer's head of hiring for India. "That's the biggest challenge we face."

Indeed, demand for skilled labor continues to grow. Tata Consultancy Services, part of the Tata Group, expects to hire 65,000 people this year, up from 38,000 last year and 700 in 1986.

Trying to bridge the widening chasm between job requirements and the skills of graduates, Tata has extended its internal training program. It puts fresh graduates through 72 days of training, double the duration in 1986, says Tata chief executive N. Chandrasekaran. Tata has a special campus in south India where it trains 9,000 recruits at a time, and has plans to bump that up to 10,000.

Wipro runs an even longer, 90-day training program to address what Mr. Govil, the human-resources executive, calls the "inherent inadequacies" in Indian engineering education. The company can train 5,000 employees at once.

Both companies sent teams of employees to India's approximately 3,000 engineering colleges to assess the quality of each before they decided where to focus their campus recruiting efforts. Tata says 300 of the schools made the cut; for Wipro, only 100 did.

Tata has also begun recruiting and training liberal-arts students with no engineering background but who want secure jobs. And Wipro has set up a foundation that spends \$4 million annually to train teachers.

Participants attend week-long workshops and then get follow-up online mentoring. Some say that where they used to spend a third of class time with their backs to students, drawing diagrams on the blackboard, they now engage students in discussion and use audiovisual props.

"Before, I didn't take the students into consideration," says Vishal Nitnaware, a senior lecturer in mechanical engineering at SVPM College of Engineering in rural Maharashtra state. Now, he says, he tries to engage them, so they're less nervous to speak up and participate in discussions.

This kind of teaching might have helped D.H. Shivanand, 25, the son of farmers from a village outside of Bangalore. He just finished a master's degree in business administration—in English—from one of Bangalore's top colleges. His father borrowed the \$4,500 tuition from a small lending agency.

Now, almost a year after graduating, Mr. Shivanand is still looking for an entry-level finance job.

Tata and IBM Corp., among dozens of other firms, turned him down, he says, after he repeatedly failed to answer questions correctly in the job interviews.

He says he actually knew the answers but froze because he got nervous, so he's now taking a course to improve his confidence, interviewing skills and spoken English. His family is again pitching in, paying 6,000 rupees a month for his rent, or about \$130, plus 1,500 rupees for the course, or \$33.

"My family has invested so much money in my education, and they don't understand why I am still not finding a job," says Mr. Shivanand. "They are hoping very, very much

that I get a job soon, so after all of their investment, I will finally support them."

**Source:** 6 April 2011/Bangalore/[The Wall Street Journal](#)

### Management schools in India drive GMAT growth

In three years, number of Indian B-schools accepting GMAT score is up from 20 to 45

In a bid to take their schools international and make them comparable to world class Business schools, more and more Indian management institutions have begun accepting the Graduate Management Aptitude Test (GMAT) as an admission criterion.

Consider this: In 2007 around 20 B-schools in India were accepting GMAT scores. In 2010, 45 B-schools are accepting GMAT scores.

According to Ashok Sarathy , Vice President GMAT programme, "Part of the value proposition of GMAT is that it is an internationally recognised test. And as B-schools in India desire to be comparable to the best in the world, GMAT provides them with that opportunity."

Mumbai-based Narsee Monjee Institute of Management Studies' Vice Chancellor, Rajan Saxena, agrees with Sarathy.

"GMAT will help us improve our admission process and learn from the global best practices in the world. It will also help us accept international students in future," says Saxena. NMIMS is already using GMAT scores to admit students for its executive management programme delivered in Bangalore. The B-schools in future, plans to use the same for its two-year management programme.

At the S P Jain Institute of Management and Research, accepting GMAT scores will help the school be counted among the world's best, according to its dean M L Srikant.

This means that B-schools in India plan to accept GMAT along with other examination scores like the — Common Admission Test (CAT), NMIMS Admission Test (NMAT) and Xavier Admission test (XAT) — among others used.

GMAC has also invited various Indian B-schools to be its member. These include — Indian School of Business, Hyderabad; Indian Institute of Management — Ahmedabad and Bangalore; SPJain Institute of Management and Research (SPJIMR); Great Lakes Institute of Management and Narsee Monjee Institute of Management Studies (NMIMS).

"One of the primary reasons for Indian students opting for Indian B-schools is that more number of institutes are starting one-year management programmes. The numbers could go up further, with institutes increasing the sizes of their batches in the future," said Samir Barua, director, Indian Institute of Management, Ahmedabad (IIM-A). IIM-A runs a one-year post graduate programme in management for executives, with a batch size of around 100 students.

“The institute may look at increasing the batch size in the future, as the programme establishes itself,” Barua said.

GMAC, which opened its India office this February, has its headquarters in Virginia (USA) and an office in London and Hong Kong, is looking at growing its GMAT volumes in India and also get more Indian B-schools to begin using GMAT for admissions.

The council says it would look at creating India specific research and data so that it can provide some value to Indian B-schools.

“In India we are looking at doing things that we have done successfully across the globe. We do volumes of research on management education and related trends. We also do professional development programmes. So being a part of GMAC allows B-schools an opportunity to network, educate themselves and bring up to speed with other B-schools,” adds Sarathy.

The council plans to grow GMAT volumes by marketing at different levels including web based and digital communication to candidates.

According to the Asian Geographic Trend survey report released by GMAC last month, GMAT exam takers from India declined by 12 per cent between testing year 2009 and 2010. The same increased by 29 per cent for Chinese students.

The council says it is also looking at expanding access to the test in India and make it much easier and available to Indian candidates.

“We are looking at the fact that candidates who travel long distance could they be better served if we were to put up centres in those locations. We would be looking at secondary market where significant volumes come from,” adds Sarathy. GMAT administers test at 18 centres in India.

**Source:** 7 April 2011 / Mumbai / [Business Standard](#)

### Round Table on Higher Education Held

The Ministry of Human Resource Development organized a Roundtable on Higher Education, here today, in preparation for the forthcoming India-US Higher Education Summit. The Summit is scheduled to be held on June 15-16, 2011 at Washington DC.

Leaders of major industry bodies like CII, FICCI, ASSOCHAM as well as heads of various higher education institutions in the country shared their views. Officials from the Ministry of External Affairs also joined the discussions. The Roundtable appreciated various initiatives already underway between the two countries like the Obama-Singh Knowledge Initiative, Yale-India Leadership Programme, Fulbright scholarships etc. and decided to take such partnership programmes further through an institutional bilateral mechanism with active participation of the Industry.

Shri Kapil Sibal, Union Minister of Human Resource Development, who chaired the Roundtable, announced the constitution of five Working Groups, from among the industry leaders and academia, to identify specific areas of interest and avenues for cooperation with the United States before the Summit takes place in June 2011. The five Working Groups are in the following fields:

- (i) Mechanisms for knowledge partnerships (US-India Academic-Industry- Partnerships)
- (ii) Building Environment for institutional partnership
- (iii) Faculty Development initiatives and academic leadership
- (iv) Academic-Industry collaboration (institutional & research)
- (v) Vocational & skill development (knowledge exchange)

**Source:** 7 April 2011 / [PIB](#)

### Find the right source to fund your higher studies in the US

Pursuing your masters from the US not only takes a lot of blood, sweat and tears, but it also leaves a big hole in your pocket. Higher education in the US can cost anywhere between Rs 17 lakh and Rs 28 lakh and hence good financial planning is a vital strategy. More than 54% of deserving students every year have to drop the idea or opt for very low ranked universities because of the financial hurdles. Funding for higher studies in the US can come through various sources. Here are some of the options:

#### *Scholarships by Indian trusts:*

A mere 4% of the students actually know about more than two scholarships available and miss on the best opportunities. When it comes to scholarships, Indian trusts like KC Mahindra and Narotam Sekhsaria provide a total of 50+ scholarships for higher studies in the US with a total of around Rs 10 crore for grabs. Students are also under the assumption that one needs "admit letters" to apply for a scholarship, which is not true and hence they miss deadlines. There is literally money lying on the table with no takers to grab it.

#### *Fee waivers by Universities:*

Some universities also offer tuition waivers (full or partial) which are awarded to students either based on their academic excellence or on other factors such as your native country, area of specialisation or financial need. Most good schools have an impressive budget for scholarships, but again the competition to avail these is intense.

#### *On-campus research & teaching assistantships:*

Most students are not able to procure any funding before reaching the US, and hence they start looking for earning extra money on campus. These can come via small hourly jobs in library, computer centres etc. But the best bet is a research or teaching assistantship (TA), which students can

apply via professors, for courses taught on campus. As a part of TA, a graduate student may help a professor with lectures, grade the exam papers or conduct labs for undergraduate /graduate students.

This requires a commitment of 20 hours a week. Professors in universities are awarded grants to further research in certain fields, and students interested in the same research area as the professor can apply for RA by substantiating the claim with previous projects/assignments. In such cases doing independent studies to prove mettle, networking with seniors and professors and doing well in classes are some of the ways a student can make sure that the professor would be willing to take him or her board.

#### *Bank loans:*

Apart from all these options, students are also in increasing numbers opting for education loans. And specially, now with a booming banking sector in India, students get a lot of attractive options. A lot of banks in India offer loans for higher education at easy interest rates and students can pay these back within two years after their graduation.

The broad eligibility criteria to avail of a loan from any bank in India is that one must be an Indian national and have secured admission to the concerned institute through the qualifying examination or merit-based selection. Students must make smart decisions on which loans to go for by looking at various criteria like the ease of paperwork, lowest interest rates etc. One should also check for hidden costs like the application fee, default fee etc.

The most important factor that should tilt in one bank's favour is flexible repayment options, which can really help a student plan finances after landing a job after post graduation. For the millions who are targeting the US this fall, it is time to start planning early and doing the homework well. It can make the difference between a tough and comfortable stay in the US.

**Source:** 15 April 2011 / [Economic Times](#)

### **Education players spot training opportunity in teacher shortage**

India faces a shortage of 1.2 million teachers, according to the estimates by United Nations' Children Education Fund, while data from the advisory firm Parthenon Group suggests it needs eight million higher education professionals over the next three years to sustain growth.

This pressing requirement is making players in the education sector introduce and expand opportunities to create a pool of trained professionals.

Tata Institute of Social Sciences (Tiss) and Azim Premji Foundation are collaborating and setting up the Azim Premji School of Education in Hyderabad for producing professionals in the field of education.

S Parasuraman, director, Tiss, said the school, which would start with about 150 students in the first batch, would primarily focus on teacher training to enhance the quality of elementary education, masters in education, bachelors in education, and deal with research policy, pedagogy and research at doctorate levels.

“The aim is to shape thinking on leadership, policy and technology issues, all dealing with education. We will start with 150 students and as we bring in more faculty, the numbers would keep increasing,” said Dileep Ranjekar, CEO of Bangalore-based Azim Premji Foundation, which would provide the financial support to the venture.

Like the School of Education, quite a few other players are also looking training education professionals.

“Right from those working in the pre-school domain to higher education levels in different capacities, training is crucial to bring some quality in our system. Professionals have to acquaint themselves with the latest tools and that can come only through training modules,” said Snehalata Deshmukh, former vice-chancellor of Mumbai University.

Tiss, which currently has about 1,700 students across all disciplines including education, plans to produce about 800-100 students from each of its four campuses in Mumbai, Hyderabad, Guwahati, and Tuljapur (in Maharashtra) in the next six to eight years, said Parasuraman.

“People who will work in education sector as policy makers, teachers, programme planners, etc, all need to develop an ability to set a measurable goal, have a right mindset and ability to involve other stakeholders in their jobs. All these skills can be built through training,” said Garima Gupta Kapila, city director (Mumbai), Teach For India (TFI), a not-for-profit organisation working in education.

Ranjekar said the Azim Premji University in Bangalore, which will be focused on education and development, will start three programmes from this academic year, including masters in education, masters in development and masters in teacher education. “We would be enrolling about 200 students.”

Kapila said TFI is providing 5-week training to young professionals looking at careers in education. “After the training, these professionals get to work as teachers in municipal schools for two years, after which they can become policy makers in education,” she said.

To strengthen education systems at rural and district levels, the Azim Premji University would set up about 600 district institutes and 30 state institutes in the next 15 years across India.

**Source:** April 16, 2011/ [DNA India](#)

### **Preparing The Underprivileged**

*Do Super 30 and other coaching classes make the grade?*

Children studying beneath street lamps are a familiar sight in Vikram village, one that reinforces Anand Kumar's belief

that schoolchildren try harder in Bihar. In a state once scorned for its poor civic infrastructure and tardy economic growth, “they know they have no option but to study hard,” says Kumar, 38, a math buff who in 2003 founded Super 30, a widely recognized coaching class for underprivileged students who aspire to engineering careers.

The Indian Institutes of Technology (IITs) have produced some of India’s finest engineers, who have achieved success at home and abroad. Competition is fierce for places in the 15 institutes, of which eight were added in 2008 and 2009. The IITs typically accept one in 60 applicants from among 450,000 each year. That competition has long sustained an industry of coaching classes that is often criticized for the quality of students it produces. Still, the classes are popular among those who can afford them.

Super 30 — free to 30 students of high merit each year — caters to the underprivileged and speaks to Kumar’s roots. The son of a postal department clerk, Kumar grew up in a family that often struggled financially. He went to a government-funded school for poor children in the state capital Patna. Yet his childhood dream of becoming a scientist nurtured in him a passion for math. While in college, he published a paper on number theory in *The Mathematical Gazette* of the U.K.’s Mathematical Association. He won admission to Cambridge University for a higher mathematics course, but had to forgo it because his family faced financial pressures after his father’s death. Kumar today recounts to his students those tales of hardship, including how his mother, Jayanti Devi, sold papads (home-made crisps) to make ends meet.

Kumar says those circumstances propelled him to set up Super 30 under the Patna-based Ramanujan School of Mathematics, a coaching class he founded in 1992 that is named for an Indian mathematical legend, Srinivasa Ramanujan. Super 30 is a frugal enterprise of three teachers and three support staff.

Students stay for 10 months to a year at Kumar’s house and houses he rents in the neighborhood while they train for IIT joint entrance examinations (IIT-JEE). Jayanti Devi serves them hot meals. Kumar finances Super 30 with earnings from the Ramanujan School, which has 400 students.

In its first year, 18 of Super 30’s students passed the IIT-JEE. The success rate has risen steadily, reaching 100% the past three years. Super 30 has sent 212 students to the IITs, including the sons of an auto rickshaw driver, a roadside vendor and a landless laborer, Kumar says.

*Time* magazine listed Super 30 as the best “cram school” in its Best of Asia 2010 annual guide last May. Others that have praised it include the *Guardian* newspaper, the Discovery Channel and NHK, Japan’s public broadcasting organization. Last July, a curious U.S. President Barack Obama sent an envoy, Rashad Hussain, to check out Super 30. Hussain called it India’s “best institute.”

### *The Method Behind the ‘Math-ness’*

Kumar believes Super 30 works primarily because of the absence of alternatives. He says it teaches that education is students’ best and only way out of economic and caste discrimination, especially in a state that has historically attracted less industrial investment than others and one where floods routinely play havoc. “We tell them to take up education as a weapon. We give them *garam bhashan* (“hot lectures”) and they forget about their poverty,” Kumar says. “We show them photos of our mother in a torn sari and selling *papads*.”

Adequately fired up, Super 30’s students study from 14 to 16 hours a day. A community-living format helps. Contrary to popular perception, the students do not learn by rote; they are taught to approach problems multi-dimensionally, Kumar says. A popular Super 30 module delivered through multimedia projectors features two teens, Bholu and Rithwick. Rithwick, a rich kid, rides a bike and indulges in pizzas and burgers. Bholu, who represents a Super 30 student, is a poor kid in a *kurta* (light cotton shirt) and slippers who rides a cheap bicycle. But when grappling with a question, Bholu responds creatively with five to eight solutions; Rithwick uses traditional methods of thinking. “In a geometry problem, Bholu uses algebra or calculus to solve it creatively,” Kumar says. The two takeaways: Poor kids can solve problems, too, and “math and science can be very interesting.”

India’s growing demand for seats at the IITs and other engineering schools has spawned a coaching class industry, especially in and around Kota in Rajasthan and Hyderabad in Andhra Pradesh. Many coaching classes have begun to attract private equity investments. Among the investors are Qatari investment bank Qinvest and Mumbai Angels, an angel investment group, according to an *Indian Express* newspaper report in January. Qinvest recently parked an undisclosed sum in FIITJEE, an IIT entrance exam training institute in New Delhi, and Mumbai Angels invested \$1 million in DEXL Education Institute in Jaipur, according to the *Indian Express*. But such private equity money is unlikely to head toward Super 30’s standalone institute. Private-equity investors are more likely to be attracted by those that can both scale up operations and tap into rising spending on private tuition. Average annual spending on private coaching by Indian students who receive it reached as high as Rs. 3,500 (\$78), depending on region, according to the 2007-2008 report of the government-owned National Sample Survey Organization.

### *Educators or Burn-out Factories?*

India’s coaching industry has annual revenue of Rs. 4,000 crore (\$890 million), wrote E.C. Subbarao, a founding faculty member at IIT Kanpur, in his 2008 book on the institute’s completing 50 years, *An Eye for Excellence*. He joins critics who say coaching classes put students through 10 hours daily of practicing solutions to questions they are likely to face on entrance exams. For two years, critics say,

they learn to fill in blanks or substitute numbers on an exam.

While students who come out of the “coaching factories” are bright, Subbarao writes, the coaching does “not educate them to think” and “after two to three years of intense coaching they are exhausted, almost burnt out, by the time they enter an IIT.” He accuses the industry of building a weak foundation in subjects other than the IIT-JEE subjects of mathematics, physics and chemistry. And the students have difficulty following lectures in English, he adds.

Subbarao notes that, after complaints from the IITs, a review committee in 2006 introduced reforms aimed at producing better-prepared students. The reforms included replacing a two-stage exam with a single-stage exam that combines both aptitude and analytical ability tests in an effort to discourage cramming; raising the IIT-JEE prequalification criteria to address “the serious issue of the JEE aspirants paying much more attention to their coaching classes” than to their primary studies; limiting the number of IIT-JEE attempts to two; and recasting the format of exam papers to include objective questions that vary from year to year. Subbarao says students and their parents can’t be faulted for availing themselves of coaching classes; they are driven by “the pathetic condition of the schools, especially in rural areas.”

P.K. Bansal, CEO of Bansal Classes Pvt. Ltd., the largest and oldest coaching class in Kota for the IIT-JEE and other exams, disagrees. At Bansal Classes, students learn concepts in depth, he says. “We take them to the climax from zero level in excellence,” he says. “Thereafter, fundamentally, they are able to solve any problem.” In any event, he says “it is not very tough to crack IIT-JEE” and “it is not possible to do it by mugging up” or learning by rote. His students report to Bansal that they do well in their careers. Bansal Classes currently has some 20,000 students in Kota and Jaipur, and has sent more than 10,000 to the IITs since it began operations in 1983. Nearly a quarter who appear for the IIT-JEE each year are accepted at an IIT, Bansal says. Each student pays Rs. 65,000 (\$1,435) for a 10-month course of nine lectures weekly, two hours each.

Kumar says his objective at Super 30 “is for our kids to get knowledge and not necessarily high marks.” The problem, if any, lies with the IITs, he argues. “They give International Math Olympiad problems” in the entrance exam, he explains. “They compel the students to go to coaching classes. Why don’t the IITs give questions that challenge the IQ of students and draw out their true talents?” Raman Kumar, a design engineer at Bharat Heavy Electricals in Bangalore who attended Super 30 before securing a degree from IIT-Kharagpur in 2009, agrees that the exams have “trick questions.” Students learn at the coaching classes to deal successfully with such questions even if they do not learn the underlying

concepts fully, says Raman Kumar, who is not related to Anand Kumar.

### *Acid Test in the Workplace*

After these students enter the workforce, they face challenges that lie beyond coaching classes, says Pradeep Mukerjee, founder-director of Confluence Coaching and Consulting, a management consulting firm in Mumbai, and former head of human resources for Citigroup across South Asia. Mukerjee hasn’t hired a Super 30 product yet, but feels that Super 30 and the coaching classes in Kota “are just doing a brilliant job. Why blame them?” He too went to a coaching class in Mumbai before enrolling in IIT-Kharagpur (Class of 1979). “You took a set of problems and solved them. You recognized which pattern they belonged to and solved them.”

Mukerjee, like Subbarao, is convinced that the problem of equipping students adequately for higher education lies in the school system. He wonders whether India’s education system, “barring a few elite schools, is geared for a person to fill out a mass of content at an exam paper or is it geared to helping people understand what they are learning and ask the question why.” He faults schools for not instilling an inquiring mind and the skills to articulate and interact with other people. Citing a McKinsey report of a few years ago, he says just a quarter of engineering graduates from across India’s public and private institutions are employable. As for coaching classes, he asks, “If my education system demands that I spend 10 to 15 hours a day beyond classrooms to pass an examination, then where am I picking up the basic skills of dealing with other human beings which is the core of any employment?”

Improvement in the basic education system would of course reduce students’ dependence on coaching classes, and the classes’ influence could wane. Subbarao writes that he hopes the IIT-JEE reforms would “encourage students to take more interest in their regular school studies.” He adds: “What effect they will have on the lucrative coaching industry is yet to be seen.”

The coaching classes — including Bansal and Super 30 — nonetheless plan to expand. Kumar dreams of setting up a Super 30 in each Indian state. Some of his own students could perhaps lead such an effort with a revolutionary zeal to spread education, he says. The number 30 is also a limitation, he says, and he is contemplating taking in 50 or 60 students each year, with instruction that goes beyond the IIT entrance exams. Bansal says he plans to set up numerous schools from Classes 1 to 10 across the country in the foreseeable future.

### *Death Threats and Copycats*

Super 30’s success has at times brought Kumar problems. A few years ago, he received death threats and demands for money. When he refused, his home was fired upon. Three people were caught and no one was hurt. Later, armed assailants entered Kumar’s house, stabbed a staffer

and seriously wounded him. He survived. Kumar now has two police bodyguards supplied by the Bihar government.

Kumar says several institutes calling themselves Super 30 have sprung up in the state, with some branding themselves as branches of the original and collecting donations. Super 30 has steadfastly declined donations, even as it receives more than a dozen offers each month from big donors and nonresident Indians, Kumar says. He has also said no to publishers and filmmakers who have courted him to buy the rights for Super 30 stories “and are willing to give crores. We want to show you can do it without donations.” Super 30’s web home page has the word “Donations” prominently crossed out. If necessary, Kumar says, Super 30 will publish its educational material and earn royalties. “When I need the money I will write my story and raise funds,” he says. “Housla (courage in Hindi) is the main thing; garv (pride) also is there.”

**Source:** Apr 16, 2011/ [Litter India](#)



## Contribute

---

If you are an academican, 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](mailto: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.

### **Disclaimer:**

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



### **Apeejay Stya Education Research Foundation**

**Apeejay Stya House**  
14 Commercial Complex, Masjid Moth, Greater Kailash, Part - II  
New Delhi 110048

Tel. No. (91 – 11) 29228296 / 97 / 98  
Fax No. (91 – 11) 29223326

Email: [aserf@apeejay.edu](mailto:aserf@apeejay.edu)  
Website: <http://aserf.org.in>