



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

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 Escole 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

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ASPECT**Global education in a flat world**

A global education means not only attaining degrees which are accepted globally but also gaining a wider cosmopolitan exposure and experience, writes Fiona Richards

In an era of a flat world, the boundaries of the countries are diminishing and organisations are hiring professionals beyond the geographical boundaries. In this dynamic environment it is very important for the students to be ready for global opportunities. And to grab these opportunities, one needs to have a global education. Global education means not only attaining degrees which are accepted globally but also a wider cosmopolitan exposure and experience.

Global education is an education perspective which arises from the fact that contemporary people live and interact in an increasingly globalised world. This makes it crucial for education to give learners the opportunities and competences to reflect and share their own point of view and role within a global, interconnected society, as well as to understand and discuss complex relationships of common social, ecological, political and economic issues, so as to derive new ways of thinking and acting.

Especially over the past two decades, Indian students' mobility to foreign universities has become an integral part of India's higher education landscape. Overseas education is no more a domain of only the rich in India. Even middle class students have been expanding the breadth of their abilities by acquiring enhanced academic knowledge overseas. Indian parents also do not measure education in terms of its costs which explain why Indian students form the largest contingent of international students in foreign universities. According to various reports, 12,500 students went to Canada; 104,897 to U.S.A; 59,719 to Australia; 12,000 to New Zealand and 57,500 to UK in 2010.

There are various reasons for Indian students preferring overseas education over studying in India.

Indian education system: Though the higher education system in India comprises of more than 17,000 colleges, 20 central universities, 217 state universities, 106 deemed universities and 13 institutes of national importance these are not sufficient for the growing population of India. Moreover the teaching mode is largely theoretical and practice and application of the subjects is minimal.

Increasing per capita income:

There is a demand for quality education among India's burgeoning middle classes and they are ready to spend extra for global education.

Cultural exposure:

Students can have exposure of other cultures. One of the biggest advantages of studying abroad is the overall value

it adds, not only to the degree or qualification sought but also to oneself as an individual.

Better financial prospects: Overseas education is considered a ticket to global careers as 'global minded' professionals are in demand. Some studies reveal that students who study abroad have a more expansive world-view and therefore employers perceive such students as independent.

Flexibility:

One of the most appealing aspects about studying at a foreign university is the flexible multi-disciplinary approach towards academics. A degree is tailored to suit the interests of the students.

Newer courses:

Studying abroad exposes a student to a varied range of courses and programmes that are not available in India.

Cost effectiveness: Cost of education is also one of the major enabling factors for the outward flow of students. Higher education costs in India are ridiculously low compared to most advanced country, but this is so only in government run institutions. Private higher education institutions that have mushroomed all over the country charge stupendously high fees and provides substandard education. For the same cost, a student could get better education abroad along with international employability.

Though there are innumerable benefits of studying abroad, there are a lot of complexities involved too. Of late there have been instances of closure of various private institutions in UK and Australia, jeopardising the future of thousands of students. Thousands of applications from India also got rejected by U.K and Australia because of document fraud. Some students have even fell prey of illegal human trafficking. Malta Boat tragedy is one such an unfortunate case.

300 youths, including 170 from Punjab, lost their lives in the Malta Sicily Channel, near Italy international waters, after the boat collided with a ship during an illegal mid-sea transfer.

Therefore, before enrolling in a foreign institution, it is essential for the students to find out as much as they can about the accreditor and the institutions it accredits, as well as the recognition process of the foreign education ministry.

They should strictly prevent usage of fraudulent documents as it gravely hampers their dream to study abroad.

Students should also be wary of fly-by-night immigration consultants who suggest admissions in not so credible colleges thereby jeopardising the future of the students. International education is a valuable industry forwarding a noble cause and should not be hijacked by the illegal and unethical behaviour of desperate visa seekers.

Source: 5 May, 2011/[Deccan Herald](#)

NEWS**National Plan for Skill Development of People with Disabilities**

There is a need to develop a special national plan for the skill development of people with disabilities (PwDs). This is required in order to give them greater opportunity but care will have to be exercised that it is not done at the cost of normal education. This was stated by Shri Kapil Sibal, Union Minister for Human Resource Development, while chairing the first meeting of the Round Table Conference on Educational Development of Women, SCs/STs & PwDs.

Shri Sibal also underlined the need for the setting up of residential schools and colleges for the disadvantaged in order to address the issues of lack of access and quality. He desired that the Secretaries, Higher Education and School Education and Literacy set up a task force to prepare a Public Private Partnership (PPP) model for this which could be sustainable.

Shri Sibal said that in order to address the issue of quality teaching in schools the Ministry will seek, in the next Plan, to expand the scope of the National Mission on ICT to school education also from its current higher education mandate. He also suggested that the Ministry can work on preparing a programme of a national fellowship for vocational and higher education.

Among those who attended the Round Table included Prof. Kancha Ilaiah, former Head, Deptt. of Political Science, Osmania University, Ms. Sonali Khan, Country Director, Breakthrough India, Dr. Mary E. John, Director, Centre for Women's Development studies. Dr. Mithu Alur Founder Chairperson, ADAPT, and Dr. Achyuta Samanta, Founder, Kalinga Institute of Social Sciences, Smt. Anshu Vaish, Secretary, School Education and Literacy and Smt. Vibha Puri Das, Secretary, Higher Education.

Source: 18-April, 2011/[PIB](#)

Union HRD Minister Chairs first Meeting of National Mission of RMSA

The first Meeting of the National Mission of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was held under the Chairmanship of Shri Kapil Sibal, Minister for Human Resource Development (HRD).

The National Mission is the apex body to take decisions on implementation, monitoring and evaluation of RMSA so as to implement the programme efficiently and effectively. The Mission is chaired by Minister of Human Resource Development and consists of Secretary, Department of School Education & Literacy as Vice-chairperson, Secretary of the Planning Commission, Secretaries of 8 other Ministries/ Departments, Director, NCERT, Vice-Chancellor, NUEPA, Chairman, CBSE and Secretaries of School Education of all States and Union Territories. The Department of School Education & Literacy made a

presentation on the current scenario of secondary education in the country and the role of RMSA in universalisation of secondary education.

The programme was launched in March, 2009 as part of the Central Government's commitment to make secondary education of good quality available, accessible and affordable to all young persons.

The objective of the scheme is to enhance access to and improve quality of education at secondary stage, while ensuring equity. The scheme envisages enhancing the enrolment ratio from 52.26% in 2005-06 to 75% for classes IX-X within 5 years by providing a secondary school within a reasonable distance of every habitation, improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removal of gender, socio-economic and disability barriers, universal access to secondary level education by 2017, and universal retention by 2020.

Broad physical targets include providing facilities for opening of about 11,000 new secondary schools, strengthening of about 44,000 existing govt. secondary schools, appointment of additional teachers to improve Pupil Teacher Ratio (PTR) and to provide subject specific teachers.

While reviewing and thereafter during the discussion on the progress of implementation of RMSA, a number of States pointed out problems in implementation of the scheme due to huge infrastructure deficit existing in secondary education.

They also expressed the need for greater support to manage and monitor the RMSA. Several State Secretaries suggested that the scope of RMSA should be expanded to include Government-aided schools and to include the higher secondary stage, i.e., classes XI and XII. The Mission deliberated on these issues and recommended to the Ministry to initiate necessary processes for the required modifications.

Recognizing the need for access and quality to be concurrent points of focus in the programme, the Mission also approved adoption of a list of quality enhancing interventions drawn up on the basis of interactions with the State Governments, other stakeholders and deliberations in the Project Approval Board (PAB).

These include appointment of teachers under RMSA, induction training of teachers, workshops on module developments for in-service training of teachers, management training of school heads, training of principals, etc.

It was agreed that disaggregated data for disadvantaged groups such as disabled students, Scheduled Castes, Scheduled Tribes, girls, minorities, etc need to be collected, regularly monitored and reviewed to ensure equity and full participation of all disadvantaged groups in the scheme. The Mission stressed the need for enhancing the pace of

implementation at the State level so that the objective of universalisation of secondary education by 2017 can be achieved.

Source: 25-April, 2011/[PIB](#)

Union HRD Minister Reviews Implementation of RTE

Shri Kapil Sibal, Union Minister for Human Resource Development reviewed the implementation of the RTE Act, 2009 at a meeting with State Education Secretaries here today. Also present in the meeting were Dr. D Purendeswari, MoS for HRD, Smt. Anshu Vaish, Secretary, Dept. of School Education and Literacy and other senior officials. During the meeting among the matters discussed was the need for a grievance redressal mechanism for the RTE. It was pointed out that the RTE Act makes local authorities the grievance redressal agencies and the SCPCRs the appellate bodies at the State level. In this context it is necessary to establish the modalities through which child rights under the RTE Act are protected and violations can be dealt with.

On the subject of Rationalizing Teacher Deployment, it was stated that a computerized software has been developed to facilitate states to undertake redeployment of teachers. The software uses the DISE database and can be customized to specific needs of the States. It has the potential to:

- Generate a list of under-served and over-served schools.
- Create a vacancy database.
- Generate a list of vacancies subjects-wise.
- Be sensitive to the needs of physically handicapped teachers, women teachers and other categories as prioritized by the State.
- Correct existing imbalances in teacher deployment.

Some of the other issues that were addressed during the meeting include a review of the status of notification of State rules under RTE Act, 2009. A Review of status of constitution of SCPCR/REPA for protection of rights of children under the RTE Act was also done. The subject of Community Mobilisation and awareness creation of RTE was also underlined.

Teacher related issues, including, Teacher Vacancies in State sector and SSA, Additional teachers to fulfill RTE Mandate, Teacher Qualifications and Revision of Recruitments Rules, Relaxation of Teacher Qualifications, Teacher Eligibility Test, Training of Untrained Teachers came up for discussion during the review.

Also discussed was reimbursement for admission of 25 per cent children from disadvantaged groups and weaker sections in unaided schools.

Source: 25-April, 2011/[PIB](#)

Shiv Nadar Foundation to establish university in Greater Noida

The Shiv Nadar Foundation today said it will establish a university in Greater Noida to offer undergraduate, postgraduate and professional degrees across a number of disciplines.

The Uttar Pradesh government has enacted the necessary legislation for the establishment of the Shiv Nadar University in the state, a statement said.

"UP has an extremely progressive approach towards education and we are thankful for the support of the state government which has approved our proposal to establish the Shiv Nadar University," Shiv Nadar Foundation Trustee TSR Subramanian said.

Apart from the students it will benefit directly, it will also contribute to the development of the state by enhancing its position as an education hub," Subramanian said.

The Shiv Nadar Foundation has also appointed Nikhil Sinha as the founding Vice-Chancellor of the University.

The Shiv Nadar University will commence operations this academic year.

The University will begin its academic programmes with the launch of the School of Engineering this academic year and plans to roll out other schools in the coming years, including schools of business, humanities, natural sciences and social sciences.

The University's most significant differentiator will be the strong emphasis on interdisciplinary research that will cut across all schools, the statement said.

"While India can be justifiably proud of having a robust education infrastructure, it has not uniformly kept in tune with the current Indian and global needs in higher education.

The progressive outlook of Uttar Pradesh has enabled us to set up a University with a multidisciplinary and research led character to address many of these issues," HCL Technologies and Shiv Nadar Foundation Chairman Shiv Nadar said.

Last year, HCL Corporation, promoted by Nadar and his family, sold a 2.5 per cent stake in group firm HCL Technologies to raise over Rs 581 crore, the proceeds of which were to be utilised for the Foundation.

The University is located on a 286 acre campus in Greater Noida and Phase-I of the campus development plan would accommodate 4,000 students. When fully completed, the

campus will accommodate 8,000 students, the statement added.

The Foundation has been established by HCL founder Shiv Nadar. It focusses on philanthropic activities in the field of education and had set up the SSN Institutions in 1996.

It runs the VidyaGyan schools and is also setting up Shiv Nadar Schools across India.

Source: 25 April 2011 / New Delhi / [The Economic Times](#)

Inflation in the global village

Management students need to comprehend the current inflation phenomenon since they are going to market their product in a scenario of constantly rising prices; they must reconcile with falling profit margins due to rising input costs, pay higher inflation-indexed wages and make future strategies factoring in expected inflation. And then, this is not a stand-alone incidence, but is going to recur in the future.

The 'sacrifice ratio' in macroeconomics tells how much growth rate an economy would need to sacrifice in order to achieve a decline in the inflation rate, a classic policy trade-off. Probably inflation control was a priority target of the economic policies then. But now inflation debate has taken a backseat. This could be due to three reasons: one, given the inflation-growth trade-off, policymakers are now targeting growth rate at the risk of persistent inflation, with wishful thinking that high growth will 'trickle down'. Two, after giving up...

on quick inflation arrest, it's more suitable to circumvent its mention. Three, they hope to erase this demon of inflation from public mind by diverting public attention to other benign numbers, buying time to exercise the most-needed long-term measures to tackle inflation.

The Economic Survey 2010-11 has indicated that inflation may be 1.5% higher than what would be if the country was not on this growth trajectory. Thus, the reversed 'sacrifice ratio' in India is now acceptance of 1.5% higher inflation in order to keep the growth rate intact. As the 'political business cycle theory' suggests, growth and unemployment are prime targets just before elections leading to a liberal economic policy letting inflation run amock, with tightening policy following immediately after elections to reign in inflation. After several successive rate hikes, ability of monetary policy to tame inflation has become questionable. In fact, RBI seems to have repeatedly fallen behind the... curve, thereby creating high interest-costs-prices spiral further feeding inflation.

India seems to experience demand-pull, cost-push, sectoral and structural inflation, the last being most adamant and hence toughest to handle. Demand-side inflation is due to fiscal stimulus, expansionary policies, higher purchasing power, greater marginal propensity to consume, etc. Cost-push or supply-side is due to input

shortage, especially of raw materials, inflation-indexing of wages and bonds, rising interest rates and crude oil prices. In sectoral inflation, the pressure on prices gets transmitted from high-demand to low-demand sectors through intersectoral resource mobility. When inflation gets into the structure of the economy during development process, and several inflation spirals emerge that keep the prices at high levels, the economic policymakers often give up and advocate acceptance of high prices in the future.

Domestic inflation has come mainly from primary articles, especially food, vegetables and fruits, and requires longer-term measures than repo and reverse repo increases. The Budget has tried addressing this and the media is creating public opinion by focusing on agriculture, the biggest employer in India, yet contributing the least to GDP, with smallest growth rate numbers, lowest productivity and hardly any reforms. Priority focus is needed to enhance agricultural productivity and production to avoid future price spikes in India. Innovations are urgently required to make agriculture profitable not only to retain farmers in agro-based activities but also to make rural India the new preferred destination for the dashing youth. India's favourable demographics and the new bold generation of B-school graduates will complement such effort.

As for oil-fed inflation, it will be a double whammy for the finmin if global crude prices flare up, since giving subsidies or duty waivers will throw fiscal consolidation out of gear, while letting the hike pass on to the consumer may be politically incorrect and also will lead to another inflation... spiral. Imported inflation can be kept under check by letting the rupee rise to curtail import bill, including for oil, or improving public transport and starting commercial application of alternate sources of energy, while creating social awareness. Letting the rupee appreciate also runs the risk of falling exports and reversal of the 'carry trade' caused by the interest arbitrage created by high domestic interest rates. But it's not as if we have a lot of choices. A correct mix of several well-aligned long-term remedies would probably work.

As the Chief Economic Advisor said while releasing the Economic Survey, as various countries and their financial markets get connected to each-other closely, the world becomes more like a single economy and then having several central banks operating within the same economy poses certain challenges. Going forward, with freer cross-border capital flows and some countries being in recession while others overheated, the opposite monetary policies in the these economies will smuggle part of the stimulus given in the former towards the latter, thereby nullifying the monetary actions of both. To avoid such pains, countries may choose to raise international trade barriers, especially during times of mismatching trade-cycles. And to avoid imported inflation, they may aim at self-sufficiency in future. And so should India.

In the corporate world, the HR manager will connect with inflation in 'inflation-indexing' wages, while the finance

manager will issue 'inflation-indexed bonds'. The marketing manager's challenge will intensify, having to push his product at ever rising prices. The operations manager will come under pressure to raise productivity to counter the rising input costs while combating supply-shortage problems. Analytical comprehension of recurring global phenomena like inflation will distinguish the superior fast-track manager from the also-ran type of clerical manager. Management students must ready themselves to combat such phenomena as inflation by a thorough and analytical understanding, innovative foresight and foolproof strategic planning.

Source: 25 April 2011/[The Financial Express](#)

China now a global edu magnet

The world goes to China to entice its young to their colleges. As in India, there too, higher education fairs, road shows and special admission campaigns drive thousands to pick brochures that give a peek into life on a campus in the West. Suddenly last year, China moved to a different level, leaving India lumbering ranks below. China joined the big league becoming one of the top six nations to host international students on its land.

South Korea continued to send the maximum number of students (27.1%) to China, but the surprise entrant, a close second was the US. When this decade opened, China was not on any student's radar; now, most are studying humanities, followed by medicine. But fresh data put together by the Organization for Economic Cooperation and Development shows that there are as many international students in China as there are in Australia or in Germany, pulling our neighbour right up on the chart.

It sits there in the company of giants like the United States, the United Kingdom and France, three nations that now capture 40% of the international student market which is growing at a feverish pace. Since 2000, the number of students leaving home in the pursuit of higher education increased by 65%, totaling about 3.3 million students globally.

Clearly, international education has turned into an export house; a fertile ground where share among nations is constantly altering—the rise of Canada and China, the drop in US's singular hold, the UK inching towards the number 1 spot and smaller Asian nations like Singapore marching in for space. Dynamic exchange replaces brain drain

China has made rapid strides in the unlikely field of higher education and is attracting several thousand foreign students every year.

Speaking of the rise of the Asian region, Rajika Bhandari, Raisa Belyavina and Robert Gutierrez in their work, 'Student Mobility and the Internationalization of Higher Education', note, "While this has resulted in a somewhat smaller market share for top host countries, it is nonetheless a positive development as it has brought more countries into the field of international education and has changed the relationship between sending and receiving countries from a unidirectional 'brain drain' type of mobility to one of dynamic, mutual exchange."

The trio feels the journey from being a nation which sees its scholars leave the shores for greener academic pastures to becoming a magnet for students from around the world, is a long one, fraught with challenges.

"They (the rising Asian countries) are likely to face the dilemma of how to increase the capacity of their higher education systems to provide adequate opportunities for their expanding college-age population while also accommodating incoming international students and engaging in the type of international educational exchange that is necessary in today's globally competitive world."

India, with about 22,000 international students, has a tough test to crack once the Foreign Education Providers' Bill is passed. It will have to build an SOP to lure the brightest if it must transform this nation into an international classroom.

A STUDY IN GROWTH USA: Shrinking Hold Since the 1950s, the US has been the leading destination for international students, and it continues to host an increasing number of students and scholars from around the world. The shift in the US's world share as a host of international students from 28% to 20% over the past decade is due to multiple factors, including the increased capacity of the higher education sector in many non-traditional destinations, especially in Asia, to host domestic as well as international students; strong national-level internationalization policies and strategies in competing destinations; domestic economic, demographic, and workforce conditions that might affect students' decisions regarding an overseas education; and the rise of non-traditional forms of educational delivery such as virtual learning and offshore education

Roaring Asian Tigers

Singapore has been making strides in this area with the establishment of Education Singapore, a new agency charged with promoting and marketing Singapore and attracting 1,50,000 foreign students by 2015. Malaysia seeks to attract 80,000 international students by 2010;

China seeks to host 5,00,000 by 2020; and Japan has set the goal of hosting 3,00,000 international students by 2020

India: A Sleeping Giant

India has not been as significant a host for students from other countries. It's due in large part to the same quality and capacity issues of its higher education sector that lead so many Indians to seek educational opportunities elsewhere. Though students from 195 countries come to India for undergraduate, postgraduate and research programmes from 127 universities, they total around 21,778 (2009), or about 8% of the total of outbound students (Source: Student Mobility and the Internationalization of Higher Education, Project Atlas)

Source: 25 April 2011/Mumbai/[The Times of India](#)

Education bill angers Muslim board

The All India Muslim Personal Law Board has decided to oppose the government on a host of proposed laws, including the right to education, saying the UPA regime had overlooked minority concerns in key social, economic and legal policies.

Some of the other areas where the board, a representative body of various Muslim sects in the country, has decided to take on the Centre are taxes, Waqf property, adoption and what it called tacit acceptance of homosexuality.

The decision came at a two-day general body meeting of the board that concluded in Hyderabad last night. Over 200 community leaders took part in the session.

AIMPLB chief Maulana Rabey Nadvi opposed the introduction of the Right to Education Bill, 2009, saying it would make the functioning of madrasas difficult and infringe on the rights of minorities to run educational institutions.

The bill proposes to make schooling compulsory for every child between six and 14. Nadvi, rector of the noted Islamic seminary Dar-ul Uloom, Nadwa, Lucknow, said the bill recognised only one type of school and education and voiced apprehension that it could be used to outlaw madrasas imparting religious education.

The law board unanimously opposed the UPA's Waqf Amendment Bill, 2010, saying many provisions of the proposed law were "against the interests" of the community.

The Muslim law board insiders said they were particularly exercised by Section 87, which makes registration of Waqf land mandatory. The fear is once such a plot is registered, the board will have no right to seek redress if a dispute arises.

The law board is also against some provisions of the Direct Tax Code Bill, which seeks to tax religious trusts, places of worship and donations received. The code is scheduled to come into effect from the next financial year.

On adoption, the board said it was prohibited in Islam. Therefore, a common law on

adoption applicable to all citizens would amount to "alluring", say, a childless Muslim couple to adopt, violating their religious tenets.

The law board also appealed to the Chief Justice of India to review the Delhi High Court judgment legalising consensual homosexual relationships

Source: 26 April 2011/Kolkata/[The Telegraph](#)

URA opposes entry of foreign universities

Do not allow foreign universities to open their branches here. Nor should we allow new ones to be created on our soil by foreigners. It was litterateur U R Ananthamurthy, former vice-chancellor, MG University, Kerala who was opposing the foreign university bill.

Inabsentia, he sent a message to a discussion held by All-India Save Education Committee at Bangalore University on Monday on the proposed bill to allow foreign universities to offer education in India. "Any university in India may use English as a medium but should have facilities to promote and use local languages. Otherwise we will give only 'imported' imitative knowledge and will not achieve originality. English is also a medium, along with other Asian and foreign languages for the creation and dissemination of knowledge," his message read.

Coming down heavily on commercialisation of education, he said 50% of seats in private schools should go to poor children.

Also raising concerns over another bill--Innovative Universities Bill--was M V Nadkarni, former V-C, Gulberga University. "There is going to a President who's apolitical nominee over the V-C. When the President is breathing down the neck of the V-C, how will he have the freedom to usher in reforms?," he asked. The discussion was held at Senate Hall, Central College campus, Bangalore University.

Source: 26 April 2011 / Bangalore / [The Times of India](#)

Education primers get in sync with digital age

NEW DELHI: Supplementary [online content](#), greater emphasis on analysis and India-centric examples... [education](#) primers have changed beyond recognition in the country.

Guidebooks for competitive examinations and higher education are now more tech-oriented, India-specific, analytical and precise.

There was a time, a little more than a decade ago, when education primers were slim unimaginative volumes of stock questions and answers with a few activity-oriented papers to solve at the end of the book.

Education books, on the other hand, were humungous information overloads, without precision information or pithy analyses to help students develop an aptitude and razor-sharp reasoning prowess.

But time is at a premium and attention spans shorter. Hence the change in the format of content, say industry insiders.

"The content of college and university education texts have changed. We don't have to sift through pages to look for what we need. The formats of our books are more lucid, concise and yet analytical.

The abundance of [Web](#) supports that come with books allows us to go beyond the run-of-the mill for reference and seek views on experts available online," Rajesh Kumar Mishra, a second year [Delhi University](#) student, told IANS.

Education books are adapting to online aids with digitisation making inroads, said Showick Thorpe, author of the CSAT (Civil Services Aptitude Test) Manual 2011.

"Education books are now being written to give 360 degrees of information not only for written examination but also interviews and to increase knowledge thereafter," Thorpe told IANS.

Thorpe, who owns the quality knowledge content brand Thorpes and V&S Thorpes Education, added: "The erstwhile manuals were mere compilations of questions that could be asked in examinations."

"Students now look for more information and want to read more with different views by different teachers. We provide a little beyond what the student requires."

Several generic higher education books written by foreign authors are also being adapted keeping the Indian audience in mind, said Anish Srikrishna, chief marketing officer of Pearson Education Limited, one of the largest publishers of education books globally.

Srikrishna cited the example of the 13th edition of Philip Kotler's famous book "Marketing Management", which Kotler co-wrote with Kevin Keller, Abraham Koshy and Mithileshwar Jha as "Marketing Management: A South Asian Perspective".

The highlight of the South Asian edition was a section on rural marketing memos in each chapter that provide tips and suggestions at all stages of marketing to rural customers.

"Kotler actively participated in adapting the original to the Indian subcontinent reality. Professors in IIM-A (Indian Institute of Management-Ahmedabad) who co-wrote the book created several India-specific instances pertaining to Indian retail market and Indian retail challenges," Srikrishna said.

According to veteran education manual writer A.P Bharadwaj, "students now look for precise information".

"Books should be precise to help students score and at the same time ensure quality. The market is flooded with substandard books and material. None of these books last for more than a few years - and it takes three for a quality work to be established in the market," Bharadwaj told IANS.

K.N. Panikker, author of the books "Emerging Trends in Higher Education" and "Social Justice in Higher Education", added that student requirements had changed with time, particularly after the entry of IT.

"Students depend on information technology for the specific information that they want. They look for more analytical information in a book. The types of the books have also changed depending on the level of education," Panikker said.

Macmillan, a leading publisher of education books, makes use of multi-media technology by providing web support with its books.

"Web support with printed texts reduces cost of the books - both production and sales costs - and at the same time allows students to access all the information," said S.K. Singh, chief publisher of the higher education division of Macmillan.

The web support includes video clips, animation and interactive websites.

"The interesting thing about e-books is that even in small towns, students are equipped with funky cell phones with large screens and notepads which serve as e-readers," he said.

As Priyanka Awasthi, a second year management student at Symbiosis in Pune, said: "We don't use printed text books. All our books and reading material are available online.

Our institute provides us reading material online and I buy all my reference books on the Internet... Higher education books have changed completely with digitisation and online aids.

Source: 28 April, 2011/[Times of India](#)

Mohandas Pai accepts Bangalore University's offer

Mohandas Pai has agreed to co-chair the committee set up to form a new economics school at his alma mater Bangalore University. This is the first public role that Pai has agreed to undertake since he resigned as a board member at Infosys, and indicates the kind of roles he is interested in taking up in the future.

"I have accepted the offer from Bangalore University. I will be part of a committee that will look at setting up a school of economics . We want to create an institute on the lines of the London School of Economics ," Pai told ET NOW on Thursday. Pai received a public offer from Bangalore University vice-chancellor N Prabhu Dev to set up a school

of economics after he announced his resignation from Infosys and also stated that he would like to spend 30% of his time on education

At Infosys, Pai held the position of a board member and was also director and head of Finacle , Human Resources, Education , Research and Infosys Leadership Institute. He joined Infosys in 1994 and has been on the company's board since May 2000. He was also the company's chief financial officer from 1994-2006 and is largely credited with enhancing the company's image among the investor community by increasing transparency and disclosures levels.

Pai's sudden resignation earlier this month, announced during Infosys' annual results, took everyone by surprise. And his subsequent remarks criticising the CEO selection process at Infosys raised fresh questions about the turbulence in the system, coming at a time when the company is preparing to induct a new chairman and CEO. The board of Infosys will announce chairman & founder NR Narayana Murthy's successor when it meets at Bangalore this Saturday.

Source: 29 April 2011 / Bangalore / [The Economic Times](#)

HRD plans to set up Education Finance Corporation

Chennai, Apr 28 (PTI) The HRD Ministry is contemplating setting up an Education Finance Corporation to enable students get loans to study in quality Business schools, Tamil Nadu HRD minister D Purandeswari said today. "We are seeing whether we can come out with an Education Finance Corporation to lend loans to children and whether this EFC can also support infrastructure creation in the country," she said at a function at Great Lakes Institute of Management.

Speaking after presenting diplomas to graduates, she asserted that business schools must ensure quality education is accessible to all students. "Of course, they can do so by providing educational loans and so on.. but I think ways and methods must be evolved to ensure that management education is made possible even through education loans," she said.

On the proposed National Commission for Higher Education and Research Bill (NCHER), she said it cannot be put in place without consultations with stakeholders. "We need to hold consultations. We need consensus on that. We all know very well that the Health Ministry and Agriculture Ministry are not happy to be part of it. We will form NCHER after deliberations," she said. The proposed bill will act as a regulator for higher education, oversee universities as well as technical, legal and medical education institutes. On the Right to Education Bill, she urged state Governments to play a "proactive" role in implementing the notifications. "Many articles and clauses in RTE emphasise the very pro active role state governments have to play. Kapil Sibal (HRD Minister) and

myself have been continuously holding talks with these governments to review its progress.

We had a meeting with state secretaries just two days back," she said. Notification on the rules in the RTE have been announced, she said, adding that Tamil Nadu has notified it while some other states were yet to do so.

Source: 28 April, 2011/[ibnlive.com](#)

B-schools beef up seed funding to push entrepreneurial initiatives

KOLKATA: Business schools across the country are looking to strengthen corpuses that give wing to students' dreams, as part of their effort to push entrepreneurial initiatives.

IIM Lucknow plans to tap corporates for a corpus to fund students' ventures, while CIIE Initiatives, a non-prof IT company started by IIM Ahmedabad's Centre for Innovation, Incubation and Entrepreneurship, is in talks with the central government and private organisations for establishing a renewable energy fund. The institute already has an IT and science fund, and a corpus of over Rs 13.5 crore, which is set to grow.

ISB's Wadhvani Centre for Entrepreneurship Development (WCED) is in talks with government agencies and corporates to create a promotional grant which can be tapped during critical stages of a project. "We are also seeing if we can bring together donations from our alumni in the form of a fund where they can take an equity stake in projects," says Krishna Tanuku, executive director.

The Indian entrepreneurship ecosystem has steadily been gaining ground over the past few years, helped by campuses, from arts and science colleges to engineering institutes and B-schools. Entrepreneurship as a movement has taken off in India, says Padmaja Ruparel, president of leading investors' network Indian Angel Network.

"Academic institutions are embedding and creating the culture and growing it. They are stepping out and saying, 'Can we have investors come in?'" Management Development Institute (MDI), Gurgaon, signed an MoU last year with the department of science & technology (DST) to mentor entrepreneurs who are aiming for start-ups within the technology business incubator in the MDI campus.

As part of this, a workspace with office facilities, business, and professional services will be provided while DST and ministry of micro, small & medium enterprise will assist start-ups through grants. MDI has a corpus of . 7.5 crore towards this end. For the institutes, it's primarily about brand-building.

"It is about contributing not just to jobseekers but also to job creators. Then there's the fact that we are morally responsible or students who are doing their MBA from a premier institute and want to take up entrepreneurship. From a larger perspective, India needs more entrepreneurs, and we, as an institute, want to play our part in creating the

ecosystem for that," says Abhishek Nirjar, associate professor, entrepreneurship and strategic management at IIM Lucknow.

Source: 29 April, 2011/ [Economic Times](#)

Govt. ignores AICTE norms for engg. admissions

Refusing to follow the guidelines of All India Council for Technical Education (AICTE) specifying eligibility marks for engineering admission, Tamil Nadu Government on Wednesday said that the minimum marks criteria adopted for engineering admissions this year will be the same as last year.

Last year, the state government had fixed a minimum of 50% marks for general category, 45% for BC, 40% for MBC and 35% for SC/ST students for engineering admission. AICTE had recently sent a circular stipulating the minimum eligibility at 50% for general category and 45% for all others coming under the reservation ambit from 2011-12. The state government has declared that last year's criteria will apply this year also.

The state government also asked the AICTE to withdraw the fresh guidelines issued in this matter as it would affect the interests of students belonging to SC, ST and MBC and those living in rural areas.

"AICTE should not insist (its case) by saying that education is in the concurrent list," a press release said.

"The government under Chief Minister (M Karunanidhi) is determined to ensure social justice and allow access to engineering education to all students," the release said.

Source: 29 April, 2011/ [The Times of India](#)

Designers meet to ensure country's growth in design

Nearly hundred members of the National Institute of Design (NID) community were present at the Ahmedabad Management Association (AMA) on Saturday. They had gathered to not only launch the Ahmedabad chapter of Association of Designers of India (ADI) but to also discuss and come up with solutions on how to impart design education and thereby give rise to many a Kumar Vyas.

Saturday also witnessed the felicitation programme of NID's founding faculty member and design educator, Prof Kumar Vyas, who received the 'Sir Misha Black Medal' for distinguished services to design education on March 8. While the NIDians reconnected with Vyas, remembering the time when they studied under him and learnt the nuances of design, they also explained features of ADI to the students and community at large.

Rashmi Korjan, visiting faculty at NID and member of ADI, explained that, "Our vision is to be a world class network which represents the professional interests of the Indian design community. We intend to create a meaningful interface with a web of design professionals, users, the industry, education institutions and policy makers."

"In addition to these aims, ADI is also committed to promoting best practices in the profession of design in India. This is pursued by strengthening and promoting the capabilities of the Indian design profession, as well as amplifying and presenting a unified voice to influence public policy,"

Korjan explained.

Talking about the importance of design education in India, especially with NID expanding into various other cities as well, ex-NID director, Ashoke Chatterjee said, "There has to be a three way approach to design education in India. First is the pedagogical aspect, then the teaching and most importantly, the teacher-training programme. Design education in India will vanish if we do not have design preachers like Kumar Vyas. However, the question remains about what is India doing in terms of investment in design education. We have to build teachers for the same without which future Kumar Vyas cannot be born".

Similar views were shared by NID alumnus and professor, Khalid Ameer Rafique who said, "Design education is not a one-day affair. We need great teachers in today's time to spread design education. There are no textbooks or methodology for design education. We need to have textbooks for designers to document. It is high time we do that. If ADI works in this direction, many things will change and design education will get its due importance."

Source: 1 May, 2011/[DND India](#)

AICTE to withdraw 45% eligibility

The state government on Wednesday asked the All India Council for Technical Education (AICTE) to withdraw its recent circular fixing 45 as eligibility percentage for SC, ST and MBC students to join engineering colleges.

The state government, terming the circular meaningless, said that it would not follow AICTE's directive and go ahead with its present minimum eligibility criteria.

"The government, under Chief Minister M. Karunanidhi, is determined to ensure social justice and provide engineering education to all students. The state government issued an order during the 2010-11 academic year stipulating the minimum eligibility marks: 50 per cent for general category (OC), 45 per cent for BC, 35 per cent for SC/ST. This is in force since then," a government press release said.

However, the AICTE had recently sent a circular to all state governments stipulating the minimum eligibility as 50 per cent for general category and 45 per cent for all others falling under the reservation category from 2011-12 academic year.

"If the AICTE directive is adopted, then it would affect SC, ST, MBC and rural students which will render the social justice concept meaningless," the government said.

The state government insisted that it would follow its present eligibility criteria for admissions to engineering courses in the 2011-12 academic year also and urged the

Council to withdraw its circular in the interest of students of the aforesaid communities.

Source: 5 may, 2011/[Deccan Chronicle](#)

India is 'top priority' for new Canadian government

Toronto: Deepening bilateral ties with India will be the new Canadian government's "top priority", says seniormost Indo-Canadian parliamentarian Deepak Obhrai.

Obhrai, who was re-elected to the Canadian parliament in Monday's polls, said: "My prime minister Stephen Harper had put relationship with India on his priority list last time, and we will now pursue our engagement with India without any problems."

The six-time MP from Calgary East, who is parliamentary secretary to the country's foreign minister, said the prime minister was eager to visit India again after his successful visit to New Delhi in 2009.

"I can tell you that he wants to go to India at the earliest to further deepen our ties. We will soon start working on it (his visit) as India remains our top priority," Obhrai, who won by a record margin of 67.4 percent, told IANS in an interview.

Obhrai is one of the nine Indian-origin candidates elected in Monday's polls which returned the ruling Conservative Party with 167 seats in the 308-member parliament.

Kam Rathee, vice-chairman of the Canada-India Education Council, told IANS: "The Conservative victory will have a domino effect on Canada-India relations and a major impact on the business and education corridors between the two countries."

Calling the Canadian prime minister an "Indophile," Rathee said, "The Conservative Party has the best track record in promoting Canada-India trade, as witnessed by numerous trips to India undertaken by its ministers and the inking of several agreements between the two nations.

"His (prime minister) visit to India in 2009 and Prime Minister Manmohan Singh's visit to Canada during G-20 set up a strong foundation of business co-operation. This will continue the momentum generated towards the completion of a Comprehensive Economic Partnership Agreement (CEPA)."

Rathee urged the government to commit "resources to the tune of \$10 million to strengthen the Canada-India education corridor" to make Canada the preferred choice for students from India.

The Canada India Foundation (CIF) also said it "expects the new Conservative government to fulfil its commitment of concluding the Comprehensive Economic Partnership Agreement (CEPA) with India by the year 2013 and related growth of bilateral trade to \$15 billion in 5 years."

"We look forward to Canada developing stronger ties with India in the civil nuclear sector, and making major investments in the education sector, including the

previously announced \$12 million Canada Excellence Research Chair program, focused on India," said CIF executive director Kalyan Sundaram.

Atul Ahuja, former director of the Indo-Canada Chamber of Commerce, told IANS: "The Tory victory is very good for India-Canada trade. Prime minister Stephen Harper in 2006 pushed for a Foreign Investment Promotion and Protection Agreement (FIPPA) which was a significant step towards closer trade ties. There is a need to increase trade with India and encourage business-people to engage in trade and business deals."

Source: 5 May, 2011/ [twocircles.net](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE

Let private universities bloom

Govt should ensure level-playing field

The proposal to convert Khalsa College, Amritsar, into a private university has raised some interesting issues: a debate on allowing the private sector to go full steam into education (job insecurity for faculty, high fees for students, turning it into a commercial venture, etc.) and the politicisation of what is essentially an academic exercise. But the outcome of this controversy is bound to have an impact on the future thinking on education in Punjab in more than one sense.

First, a university of course is more privileged than a college having its own decision-making power and taking academics to its highest level i.e. research. Colleges do a fantastic job the world over in the sphere of academics but they are stepping stones to the next highest level of development and major breakthroughs the world over come from fantastic universities which have developed over the years.

Colleges get stuck up in an academic exercise and remain the apron strings of the universities they are affiliated with and so have little scope for innovation or further development on their own. Some top colleges in North India like DAV colleges and Khalsa College can become universities any day they choose to because of their infrastructure and capabilities. That they have not chosen to become till now is actually quite intriguing, especially when little known entities have become big players over the years and have established universities. This leads to the next question: Commercialisation of education by private universities.

Yes, it's true some of the private players may not be following the rules of the game now but one good thing about a private enterprise is that it has to survive competition. If a university is overcharging and services and training are not commensurate with that and there is a level-playing field for other players, the dynamics of the system will be more than self-corrective. So over the years things will undergo a change and that is apparent from private universities like Thapar at Patiala.

A more important aspect which needs to be addressed is that the government is simply not geared up to create the massive educational infrastructure required for the country and private players have to fill the gap, with some estimates suggesting we would require about 1,500 universities in the years to come to fulfil the educational requirements of the country way up from the current 350 or so!

The future will be of smart education which is tailor-made and creates employable manpower and this will entail a flexibility in the educational system, making it possible to take courses across the streams and carry forward credits from one discipline to another. For example, a candidate who has had a break in education due to some reasons will have a choice to complete his degree in another complimentary discipline he wishes to and can be allowed to carry the credits earned earlier and shorten his course work.

Similarly, many new courses which are a lot more inter-disciplinary like biomedical engineering, nano sciences, bioinformatics, etc can be started early by a system which is more flexible and not caught up in rules and regulations and the bureaucratic red tape by entering into strategic alliances with foreign partners rapidly. So possibilities are immense in the private sector. These systems have to outsmart competition and aggressively offer courses which have employment potential, but since the fees will be higher than public universities they may have to tie up with banks for extending extensive loans to students who cannot afford the fees but see an employment potential at the end of the course.

Another benefit which can be reaped in the long term is NRIs contributing extensively to the corpus of such universities and the Punjabi diaspora spearheading academic and research initiatives in foreign universities coming back home. After all, Dr MS Kang of PAU did come back to his alma mater. Had the canvas been a little bigger, perhaps his achievements could have been much wider, although he has contributed significantly even now. But it's an indication of what future can be.

So Privatisation has its own good points if allowed to proliferate and give competition to public sector universities which will not be phased out in any case. A healthy competition between the two will be good for students and even better for the faculty because of wide choices available and market forces recognising their talent.

In the Khalsa College controversy from what one makes out from news reports is that not sufficient understanding is being created in the people concerned, mainly the current faculty, about the university system benefits and the chief reason for their opposition maybe the possible loss of job security, crass commercialization, etc. Maybe the management of Khalsa College can go a bit slow on the process and assure full support to the faculty without looking intimidating.

Not only education, the process of privatisation needs to encompass the entire state and the government should concentrate on creating a level-playing field, passing legislation for ensuring fairness, maintaining law and order and ensuring successful implementation of policies. Punjab has been held back for long now by an overemphasis on agriculture as a means of sustenance for the population; let the era of corporate farming, development of cash crops, privatization of agencies like Markfed and Verka set in for the great Punjabi spirit to blow the cork. We may not have had Sachin Tendulkars (read Dhirubhai), but we do produce Kapil Dev, Gambhir, Kohli, Bhajji, Yuvi and that's a very fine batting list of entrepreneurs and NRIs waiting for opportune moments to invest heavily back home and take the state back to where it always was, the numero uno, be it in education, enterprise or good living.n

Source: 24 April 2011/ [The Tribune](#)

Putting schooling to the test

Amendments to the Indian Constitution are not unusual, but a change in the Fundamental Rights section is a rare, momentous occasion. In August 2002, the basic character of the Constitution was amended to make free and compulsory education a fundamental right of every child. It took seven long years after that for the Parliament to adopt the Right to Education (RTE) legislation, and the law became operational little over a year ago.

Recently, the government of India released a report on the progress made. Clearly, consequential action has begun to gather pace in most states. However, very little is known about how the law takes tangible shape at the ground level, in schools and classrooms.

RTE is the only Central legislation in school education that continues to be controlled and supervised by the states. The Centre and various states have yet to agree on their respective roles, with sensitive federal questions at stake. Though many state governments have vouched for their commitment to RTE, they seem to be still gauging the level of their direct responsibility for implementing a Central Act. And without the full ownership and active interest of state governments, the law is unlikely to get implemented at all.

RTE expects every school to maintain a teacher-pupil ratio of 1:30. For this to happen, the country needs to appoint more than a million teachers in the next couple of years. Where do we find so many of them? Further, this shortage of qualified teachers is a problem mainly in eight states. As a human resource development ministry report identifies, these states not only have a high percentage of untrained teachers but also a low capacity for teacher preparation. Further, the Act demands that the teacher-pupil ratio be maintained by every school, implying that mere state-level and district-level averages will not suffice. Irrational deployment is a problem in almost all states, but it is not an easy issue to tackle, as transfers and postings are highly politicised in most states.

RTE expects that every school be equipped with certain minimum infrastructure. As the specifications are so basic, that should not create any issue. But there are simply too many government schools that currently fail to meet the benchmark, despite enormous investments made in recent years under the Sarva Shiksha Abhiyan. This clause is also likely to pose a challenge to non-governmental organisations and small private schools which invariably function with subminimal facilities using scarce resources from charity or relatively small school fees. Can we afford to push them out altogether? What would happen to children attending these schools? Should the government provide supplementary resources? While many NGOs are agitated over this question, state governments appear barely concerned.

The Act envisages major de-centralisation of school management by mandating the constitution of a school management committee in every school with a significant representation of parents. In addition, the monitoring of the Act's implementation at the local level is vested with panchayati raj bodies. This demands high levels of involvement from parents and teachers as well as the local political leadership.

But unfortunately not much has been done to develop awareness and capabilities among teachers, headmasters and school management committee members or panchayati raj representatives. As of now, most of these people are unaware of the implications of RTE to their work. The task is staggering, with around 1.3 million schools and around 6 million teachers. There is yet no established mechanism to reach out on such a large scale within the state system. This can be done only through mass mobilisation, possibly with civil society support. It is urgent that civil society agencies as well as the government (state and Central) engage in an exercise of re-drawing their roles in the implementation of the Act.

Despite the regulatory framework, teacher preparation in the country is in total chaos. It should be recognised that all external measures for implementing the Act come unstuck if the teacher in the classroom fails to protect the interests of the children. The Act has several specifications on what should happen in the schools and the classrooms. Though notifications have been issued by many states banning corporal punishment, no detention policy, continuous and comprehensive evaluation and so on, serious attention has not been paid to ensuring the rights of the children in the school. This should include the right of every child to be treated properly without discrimination and facilitated to learn as per the curriculum. Without protecting these rights, large assurances will lead us nowhere, and teachers are the prime actors in this regard. The country must invest more in ensuring that teachers are better prepared not only in terms of pedagogy, but also the values that must be upheld.

Much has been written about the issue of 25 per cent seats for economically weaker sections in private schools.

Considering that the issue concerns only around 5 per cent of the high-end private schools, this is not likely to significantly impact the implementation and the achievement of the goal of universalisation. Nevertheless, it is a crucial clause for making our schools more inclusive places. There is mounting empirical evidence on the long-term benefits of diverse classrooms.

Many scholars consider inadequate financial allocations a major constraint for the implementation of the Act. It is true that the current levels of resource allocation would not suffice to effectively achieve the RTE goals. But the immediate challenge is not so much that of inadequate finances; it is about the effective use of the existing resources and monitoring of the implementation of the provisions of the Act. One should assume that with faster growth and increased availability of resources, finances will not be the real hurdle. Further, one should hope that with the Census figures indicating drastic reduction in the population growth rate, the demand for school places will begin to shrink faster, giving greater scope to focus on quality.

The RTE Act gives a five-year window to achieve all these components of the law, and one is already behind us. If we are to keep to the 2015 deadline for full implementation, we must see a far greater sense of urgency on the parts of both the Centre and the state governments.

The writer is vice-chancellor of the National University for Educational Planning and Administration and a member of the national advisory committee on the right to education.

India can become economically developed by 2020: Kalam

India can become economically developed by 2020 if it maintains a GDP of 10-11 per cent as there are nine more years to achieve 'Vision 2020' goals, former President A.P.J. Abdul Kalam said.

"We have nine more years for 2020 and if we maintain 10-11 percent GDP we will be economically developed," he said before a gathering of prominent Indian businessmen and social leaders at Indian Consulate here.

Mr. Kalam was speaking about the success of Indian Space Research Organization (ISRO) and his 'Vision 2020' to make India economically developed by 2020 at the banquet organised by Indian Consul General, in Chicago, Mukta Dutta Tomar in his honour earlier this week.

He said that India's "economic growth must sustain population growth."

Speaking on India-Pakistan relations the former president said he was confident that India and Pakistan can work for people's economic development.

"Europe fought for more than 100 years for peace and has formed the European Union with 28 members, so why not our South Asian nations?" Mr. Kalam said.

He, however, also expressed the need for a corruption-free India for the country's development.

Talking about his 'Providing Urban Amenities in Rural Areas (PURA)' policy, Mr. Kalam said it would bring development in India and bridge the gap.

He said there was a digital divide in villages, and the PURA system that has been evolved would bridge the gaps between the villages and cities.

Mr. Kalam stressed on the need for a clean and green environment, energy, education for women, control on population, to ensure safe drinking water and adequate amenities in the rural areas in India.

PURA aims at providing urban resources like safe drinking water, street lights, education, healthcare and telecom services in villages.

He said that we need to provide adequate amenities to make it sustainable.

On Sunday, the former president visited Fermilab in Batavia and later attended a reception at the Oak Brook Marriott hosted by the Indo-American Centre. "I'm delighted to interact with educational leaders," he said.

Commenting on the Devas Multimedia and ISRO affiliate Antrix scam, in which the private company could have got 70 MHz of spectrum just for Rs 1000 crore, Mr. Kalam said, "We will have to wait for the investigations that are going on."

Source: 29 April, 2011/[The Hindu](#)

Classical maestro concerned over lack of music education

First woman to play Hindustani classical music on Hawaiian guitar and inventor of 'Shankar-guitar', Dr Kamala Shankar Janardan expressed concern over the lack of music education in the hill state.

Dr Kamala was here on Sunday to motivate students of colleges and schools to take up Indian classical music during which students also interacted personally with the artist to satisfy their queries for music, under a programme organized by SPIC MACAY. Dr Janardan said that the hill state is an ideal place for learning music.

"We musicians would definitely frame a strategy to teach music in such remote areas and I surely would discuss this problem with the founder of SPIC MACAY too," she said.

The artist said that music was a necessity for students as scientifically as it helps to increase the concentration power. She added that the menace of ragging and sex abuse would automatically get wiped out if youngsters come closer to classical music.

A senior student of RPGMC Medical College said that many of them wanted to learn classical music in 'guru-shishya parampara' but they didn't have such facilities over here.

The artist performed in the auditoriums of the Army at Yol cantonment and RPGMC Medical College, Tanda, where she glided the bar across the strings in the style so simple yet to melodious. With the sound very close to the hybrid of the 'sarod' and a sitar her finger with the elusive control over the instrument.

Source: 25 April 2011/ Dharamshala /[The Times of India](#)

Semester syllabus for 18 Honours courses

Delhi University Academic Council, Executive Council meet in quick succession to grant approval, teachers upset

The Delhi University on Monday approved the semesterised syllabi of 18 Honours courses. The Academic Council and Executive Council of the university met within hours of each other to approve the syllabi.

Much of the syllabi, like BA (Hons) Psychology and language courses, were from the Arts Faculty. Also cleared were all undergraduate courses offered by the departments of Commerce and Mathematics.

B Sc (Hons) Electronics, a syllabus that was approved in May 2010 using emergency powers of then vice-chancellor Deepak Pental, was among the syllabi placed before the university statutory bodies.

Several BA (Programme) courses and modules required for other subjects too were passed. In all, about 50 courses were cleared. All these were approved by the Standing Committee (Academics) of the Academic Council on Sunday.

Elected teachers' representatives of the AC alleged that the hurry was because the university wanted to paint a rosy picture before the Delhi High Court. On April 28, the HC is to hear arguments on a writ petition filed by the Delhi University Teachers' Association.

The petition argues that the semester system is illegal as the university did not follow the laid down procedure.

The 13 Science courses, passed by the Academic Council under controversial circumstances, were back on the AC plate on Monday. V-C Pental had walked out of the May 13, 2010, AC meeting after unanimously declaring that the syllabi had been passed.

But the Pental administration did not issue the corresponding ordinance to provide legal sanctity to the teaching of these Science courses. The approval to amend the corresponding ordinance was given on Monday.

Teachers alleged that the university had not given them sufficient time to go through the documents. "Someone from the university came to my house on Saturday at 10.30 pm to deliver the agenda. It was about 1,000 pages. It is not possible to analyse the agenda in such a short time,"

said Nikhil Jain of Dyal Singh College who attended his first AC meeting. Jain's problems were compounded by the fact that he is visually challenged. No disabled-friendly version of the agenda was given to him.

Monday's meeting was convened using the little-known Regulation 3.16 of Delhi University Act, 1922. It authorises the V-C to do away with the mandatory seven-day notice period for AC meetings if at least 10 AC members have requisitioned a meeting.

Usually, there is a gap between the AC and EC meetings. This is because the AC has the right to return less-than-perfect syllabi to the faculty concerned for re-consideration. Teachers said that no such option was available to them. "I pointed out several problems with the Hindi and Urdu syllabi. But they only said they would look into the matter," said Renu Bala from ARSD College.

Source: 26 April 2011 / New Delhi / [The Indian Express](#)

'Varsities' bill a threat to education system'

A meeting, organised by the All India Save Education Committee (AISEC) in the city on Monday, discussed the Innovative Universities and Foreign Universities Bill.

Eminent speakers, including Prof UR Ananthamurthy (former VC of Mahatma Gandhi University, Kottayam, Kerala and Jnanapeeth awardee), MS Thimmappa (former VC, Bangalore University) and Prof MV Nadkarni, spoke about the bill, which was passed by the Karnataka legislature without any discussion and approvals from academicians and educationists.

The bill proposes to create two systems — unitary and affiliation, under one university. Under this, two separate pro vice-chancellors would be appointed and the duties of a vice-chancellor would be divided among them.

The approved legislation proposes to give unfettered rights to the university and its faculty to start new and innovative courses, tie up with foreign varsities and issue diploma certificates. This move, according to academicians, isn't viable and seems to raise questions.

Most academicians spoke at length about the perils ahead if the bill became a law, citing valid reasons.

"The Innovative Universities and Foreign Universities Bill is a threat to our higher education and must definitely not be passed," MS Thimmappa, former vice-chancellor, said.

"Commercialisation of education must be stopped at any cost. The present initiatives of the government aren't very poor-friendly and are actually against the ideals of the Constitution," Prof UR Ananthamurthy said.

The speakers spoke in one voice against the bill, which they said, posed a threat to the present education system in the country and state.

Source: 26 April 2011/Bangalore/[DNA](#)

Prez for improving India-Mauritius relations through education

Sumir Kaul Port Louis, Apr 28 (PTI) President Pratibha Patil today advocated use of education as a tool to further improve bilateral relations between India and Mauritius, saying bridges of friendship should be strengthened for the future. Addressing a function organised to confer Degree of Doctor Honoris Causa on her by the University of Mauritius, Patil said education is an important dimension in the bilateral relations between India and Mauritius and she would like to encourage greater co-operation in this field. Patil said some Indian educational institutions, particularly from the private sector, are setting up branches in the island nation. "With management and business institutions also coming in, the circle of quality institutes of engineering, medicine and management, all working hand in hand with their Mauritian counterparts, would auger well for the development of educational linkages between our two countries," she said.

The President said over 100 scholarships are given annually to Mauritian students to pursue studies in various streams in India and additionally, many more students enrol themselves into Indian Universities on a self-financing basis. Patil said youth are the pillars of future development and she believe that the youth of the two countries must interact with each other, not only because of many commonalities that both countries have, but also because the bridges of friendship built must continue into the future with vigour, especially when India is emerging as a land of opportunity. "I always say that along with education we must inculcate moral, social and human values in our youth, because education without values is like a flower without fragrance. "I am pleased that there is a focus on gender empowerment in Mauritius, particularly in the educational sector. As the first woman President of India, this makes me feel happy and I am confident that this augurs well for your country," she said.

The President said gender equality and development provides an ideal platform for any country to grow and find its place with equality and dignity, in the comity of nations. "A chariot moves on its two wheels. So also, men and women are the two wheels of the chariot of the nation. If one wheel is weak, movement will be slow. Women, who are the other wheel, must be made equally strong for the nation to progress in a smooth, rapid and balanced manner," she said. Later, the President left for New Delhi after concluding of her five-day State Visit to Mauritius. She was seen off at the airport here by Mauritius Prime Minister Navinchandra Ramgoolam and other dignitaries.

Source: 28 April, 2011/[ibnlive.com](#)

In 90 yrs, developed world will be younger than India

India's population will peak in 2060 and decline thereafter but still be double that of China's by the turn of the century, projections released by the UN say.

The rise and ebb of India's demographic dividend is played out starkly in the new numbers. Today, India's median age is 25 years, which makes it younger than China, Africa, the developed world and the global average. As fertility drops and life expectancy increases, India will grow older than the world as we cross the middle of this century. By the end of the century, even the developed world will be younger than India, whose median age will have almost doubled.

In 2010, just under two-thirds of India's population was of working age, that is, between 15 and 60 years. In contrast, less than half the population of the developed world is in its working age group, 24-60 years. By the turn of the century, less than half of India's population will be working, the rest dependent on it. The developed world will be nearing a two-thirds dependent population.

Whether the current demographic composition pays its promised dividend will depend to a large extent on improved access to higher education. According to an Asian Development Bank draft report released on Wednesday, enrolments in tertiary education in China (21%) and India (12%) are far below those in the developed world.

However, postgraduate enrollment in China has now surpassed levels in India, growing more than five-fold, from 70,000 in 1998 to 365,000 in 2006, of which doctoral enrollment is 208,000.

Source: 5 May, 2011/[The Times of India](#)

India Journal: The Future of Indian Philanthropy?

The Westin Hotel in a Mumbai suburb is advertized as the heart of Bollywood. But on a recent evening at an event to raise money for a charity, there was to be none of that.

There was glitz, but not much glamor; bling, but only in a discreet way; and instead of paparazzi, only one photographer who politely asked you to stand against the green banner emblazoned with "Room to Read" — the charity for which the fundraiser had been organized.

The organizers meant real (and charitable) business. In a couple of hours—via a live auction of items like an education in champagne with Moët & Chandon, an education in cricket with Australian batsman Shane Watson and a stay in Florence thanks to Salvatore Ferragamo as well as a custom-made pair of shoes—the charity raised 70 million rupees (\$1.5 million.)

It may have been a first for India, where such fundraisers are highly unusual. But it is likely to be the kind of event we'll see more of here as wealthy executives (even if not on the scale of Bill Gates, Warren Buffett or Azim Premji) seek to show the size of their wallets for a good cause — a staple of society get-togethers in New York, San Francisco and other business centers in the U.S.

Room to Read was established a decade ago by John Wood. During a trek through Nepal he was shocked

enough by the lack of resources in schools to quit his job as a senior executive at Microsoft and start a non profit organization to build libraries and schools.

Today the NGO is active in nine countries, including Vietnam, Sri Lanka and Zambia, has built more than 11,000 libraries and distributed nearly 10 million books. It launched its India chapter in 2003, home to at least 35% of the world's illiterate, a share that's expected to shoot up to 50% by 2020.

But up until a couple of years ago all the funding for India was coming from Singapore, Hong Kong, London, says Laura Entwistle, who until recently was the president of the board of trustees of the American School of Bombay.

"That was crazy because there's so much money here in India," she said. She co-founded the Mumbai chapter of Room to Read with her husband Brooks, then India CEO of Goldman Sachs. (The couple recently moved to Singapore as Mr. Entwistle has taken over as regional chairman of Southeast Asia for Goldman.)

"When Brooks and I moved here we had several friends who'd made a bit of money and were looking for ways to contribute back but there weren't a lot of obvious, safe investments for them," said Ms. Entwistle.

The couple was friends with Mr. Wood and would host cocktail parties at their house to introduce their new friends to him. Last year, for the first time, Room to Read held a fund raiser in India where it raised \$500,000, a third of what it managed this year.

"In a room full of people we had limited the number of bystanders," said Vivek Pandit, a partner at McKinsey. "We had a room full of CEOs, decision makers, people who could stand up and say 'I'm in no matter if others are or are not, because it's the right thing to do.'"

It seemed to work. As bids for a private cooking lesson in Thai food for six with Chef Ian Kittichai reached 1 million rupees, Mr. Wood, who was leaning against a door of the ballroom, whispered almost to himself, "Wow, this is awesome." (It finally closed at 1.45 million rupees.)

But there was plenty more to come. Lot five was a visit to Ferragamo's shoe museum, where the winning bidder would be personally welcomed by the designer, be put up by him for two nights in Florence with another two at the family's wine estate and, to top it all, go home with a custom-designed pair of shoes.

The men in the room went crazy. As one participant said, "High- powered men like their shoes." Enough to have competitive bidding that finally closed at 2.1 million rupees.

But the piece de resistance was the bidding war over the cricket session with Mr. Watson where he would coach you through the different aspects of the game as well as provide eight cricket bats signed by all 14 teams that competed in the recent cricket World Cup.

This received the highest bid of the evening at 4.4 million rupees.

But for the next round of plain vanilla charity—120,000 rupees to educate one girl for 10 years, 180,000 rupees to build one library, 900,000 rupees for five libraries—the participants were less eager to raise their paddles, or so it seemed after the earlier bidding frenzy.

At one point Mr. Wood, who was leading this part of the auction, said he was not going to beg. But then he went down on his knees and did it anyway. It was worth it.

He got commitments for backing 171 libraries, surpassing the goal of 118, and in the last two minutes raised enough money to educate more than 100 girls.

All in a day's work elsewhere and maybe so in India in the future. Or so hope the organizers.

Source: 5 May, 2011/ blogs.wsj.com

Indians may fill resources skills gap

Tens of thousands of Indian graduates could be trained to Australian standards in a bid to plug the gap in Australia's booming resources sector.

Australian and Indian officials have started talks with tertiary institutions and training bodies in both nations about opening up Australia's training system, the Australian Financial Review (AFR) reports.

As many as 100,000 Indians would be trained under the plan to work in both countries and up to 30,000 Australian-trained graduates could be recruited locally.

India prompted the initiative after a realisation it needs about one million skilled workers to develop its own mining industries.

Demand for the Indian graduates will rely on the demands of mining companies, who have also been involved in discussions with officials from both countries.

Australia's senior trade official in India, Peter Linford told the AFR the skills training program offered huge opportunities for education and industry.

Mr Linford said Austrade was working with the mining sector and India's skills development group on the scheme which could become a model for other industries in other countries.

Indian trainees would be trained to Australian standards and employed on the same conditions as Australians.

They would be subject to existing immigration rules.

A Skills Australia report earlier this week said Australia would need 2.4 million extra skilled workers in the next four years to meet the demands of the mining boom.

Treasurer Wayne Swan said the government's priority was to train Australians first and foremost for jobs but skilled migrants would be needed.

"What the government is going to do is train Australians... we're going to make sure that Australians can participate in the benefits of the boom," Mr Swan told Sky News.

Too many Australians were able to join the workforce but were not, the treasurer said.

"In particular there are some concentrations of inter-generational or welfare dependants in parts of the country that we need to deal with, we need to help those people back into the workforce."

Source: 5 May, 2011/SMH

RESOURCE

China speaks better English than India: study

Despite its British colonial legacy and reputation as an English-speaking nation, India has lost out narrowly to emerging economic giant China in an international ranking of foreign countries' English speaking ability.

China with a ranking of 29 is one place above India at 30 in the 2011 English Proficiency Index but the economic rivals both have a "low-proficiency" score awarded by Education First, the world's largest privately held education company.

According to the EF report, the British Council estimated in 2010 that India had anywhere between 55 and 350 million English speakers while a report published by Cambridge University Press estimates that China has 250 to 350 million English learners.

China is poised to surpass India in the number of English speakers in the coming years, it said.

Taiwan and Hong Kong also have scores that are lower than many would expect. Both show that economic development and spending on education alone are not equivalent to high levels of English proficiency.

Malaysia emerged as the highest proficiency country in Asia and the only high proficiency country outside Europe and is an excellent example of how English can be used to bridge linguistic divides between different communities within the same country, the report said.

Norway has the highest level of English proficiency and Kazakhstan is at the bottom of the ranking.

China's proficiency has been attributed to the government's motivation both in training children via the public schools and in retraining adults, particularly those in the public sector.

India losing its edge

Though the report itself mentions that it could not be guaranteed to be representative of any country as a whole, India nevertheless may have a cause to worry for losing its edge since its English proficiency is a key factor in the boom in its business process outsourcing industry.

Forty-four countries and territories were represented in this year's index to illustrate the wide range of English skills around the world today and the study used data from 2.4 million adults globally who took free online English tests between 2007 and 2008.

Source: 25 April 2011 / New Delhi / [IBN Live](#)

School Vouchers Work

When President Obama first moved to phase out the D.C. Opportunities Scholarship Program, which finances tuition vouchers for low-income kids to attend private schools, his Education Department was in possession of a federal study showing that voucher recipients, who number more than 3,300, made gains in reading scores and didn't decline in math. The administration claims that the reading gains were not large enough to be significant.

But the program's merits don't rest on reading scores alone, says the Wall Street Journal.

- o In a study published last year, Patrick Wolf of the University of Arkansas found that voucher recipients had graduation rates of 91 percent.
- o That's significantly higher than the D.C. public school average (56 percent) and the graduation rate for students who applied for a D.C. voucher but didn't win the lottery (70 percent).
- o In testimony before a Senate subcommittee in February, Mr. Wolf said that "we can be more than 99 percent confident that access to school choice through the Opportunity
- o Scholarship Program, and not mere statistical noise, was the reason why... [voucher] students graduated at these higher rates."

The positive effects of the D.C. voucher program are not unique.

- o A recent study of Milwaukee's older and larger voucher program found that 94 percent of students who stayed in the program throughout high school graduated, versus just 75 percent of students in Milwaukee's traditional public schools.
- o And contrary to the claim that vouchers hurt public schools, the report found that students at Milwaukee public schools "are performing at somewhat higher levels as a result of competitive pressure from the school voucher program."
- o Thus vouchers can benefit even the children that don't receive them.

Source: Jason L. Riley, "The Evidence Is In: School Vouchers Work," Wall Street Journal, May 3, 2011.

Study urges 'equitable' treatment for private providers in UK

The government might consider offering private colleges cash incentives to encourage them to take over or merge with failing public institutions, a report says.

The study by the Higher Education Policy Institute, published on 5 May, also suggests that private institutions could be given greater access to libraries, sports facilities and social centres operated by publicly funded universities to make treatment of the two sectors more "equitable".

Both ideas would ideally run alongside a complete overhaul of the regulatory framework governing private providers in a bid to slim down the "multiple accreditations and reviews" that many are subject to, it adds. In one case cited, a private provider was involved with 39 accrediting bodies.

The report, *Private Providers in UK Higher Education: Some Policy Options*, suggests that in return for more public funding, private colleges should be subject to a more uniform and transparent regulatory regime.

One option would be to ensure that all institutions - publicly funded and private - were accountable to a single "risk-based" accreditation system so that the entire sector faced the same checks.

The study also suggests that corporate providers - and foreign institutions that set up in the UK - be asked to obtain licences to operate as higher education businesses.

The authors of the report - Robin Middlehurst, professor of higher education at Kingston University, and John Fielden, who leads university consultancy firm CHEMS Consulting - say that the "case had been made" for the government to address anomalies affecting private bodies in areas such as immigration, tax and quality assurance.

"The present mix of regulations has developed over time as a result of ad hoc responses to particular political or educational drivers. There is no comprehensive framework," they say.

The study suggests that an essential part of a regulatory overhaul would be the requirement that all private providers submit official data so that statistics on staff and student numbers, financial accounts, ownership and governance were transparent and widely available.

It adds that, provided adequate safeguards were in place, there is no reason why the private sector should not be treated in a fairer manner and given access to public funds for teaching and even research.

The report considers the option of opening up the "academic resource infrastructure" to private providers willing to make the "appropriate payment", with the state contributing to the cost of mergers or takeovers involving failed universities. It also suggests that properly regulated private colleges be made exempt from charging VAT on fees - as is the case with traditional universities.

On research, the report states that "there may be a case for opening up public funding" to applications from private staff.

However, Professor Middlehurst and Mr Fielden (who also published an extensive report on the private sector for Universities UK last year), sound a warning. If regulation were not carefully implemented, they say, there is a danger of the UK repeating the mistakes of the US system - where some for-profits have been accused of misleading students.

This, they add, is due to the fact that the growth in US for-profits has been built on access to state-sponsored student loans - something already happening in the UK, albeit on a much smaller scale.

Source: 5 May, 2011/[Times Higher Education UK](#)

India's business school faculty crisis

While academics of Indian origin such as Harvard Business School Dean Nitin Nohria, and Chicago Booth Dean Sunil Kumar are scaling the professional ladder in the west, business schools within India are struggling to find the same calibre of talent to fill faculty positions.

"One of the main challenges facing management education in India today is faculty," notes Professor S Sriram, executive director at Great Lakes Institute of Management. India's higher education sector is plagued by a severe shortage of teaching staff. In the management education space, the increase in the number of business schools over the last couple of years has further aggravated the situation.

Currently, there are 2,000 business schools in India, of which 1,600 are accredited by the All India Council of Technical Education (AICTE), a statutory body regulating technical education in the country.

India's top institutions, such as the centrally-funded Indian Institutes of Technology and Indian Institutes of Management have reported a 25% shortage in faculty. The urgency of the situation has led the Central government to form three review committees to address issues relating to the growth of the IIMs such as governance, faculty and funding.

Rooting for research

"There is tremendous shortage of good PhD programs in the management sector," observes Ashok Kapoor, professor of communication and marketing at the Management Development Institute, a business school based in Gurgaon. Kapoor was dean of graduate programs and continuing education and consulting at the school.

In order to counter the faculty shortage, business schools in India have been strengthening their doctoral programs and encouraging more students to take up research. According to the National Knowledge Commission, a high-

level advisory body to the Prime Minister of India, the growth in higher education in India has not been accompanied by an equivalent growth in doctoral students.

"The declining quality of research work and deteriorating research standards and infrastructure in the country are a cause of concern. Inadequate infrastructure and lack of strong incentives to practice quality research are major causes of decline in interest towards research work. Administrative hurdles add to the already unfavourable environment for research," according to the Commission.

The current quantum of research taking place in India is insufficient. Of the 11 million students enrolled in higher education in 2005-06, only 0.64% were enrolled in research programs. A study conducted by the Indian business lobby, the Federation of Indian Chambers of Commerce and Industry (FICCI) and consulting firm Ernst & Young states that India has approximately 130,000 researchers, a tenth of the number of researchers in the US and one-seventh the number of researchers in China.

"MDI runs a PhD program in management for developing faculty as well as an executive program that is meant for executives who want to move into academia. Both programs are very successful," notes Kapoor.

Invest in faculty

In his column in a leading business daily, Premchand Palety, director, Centre for Forecasting and Research (Cfore), a research agency in India writes that most Indian business schools "do not have the environment that motivates the faculty to do research. Unless the quality of research and knowledge created is of a high order, a paper can't be published in a top-ranking journal or get good citations. To write such a paper, faculty members will have to update themselves by reading about new developments in their area and interacting with the industry. This ensures they don't teach outdated stuff."

Business schools need decent budgets for faculty development programs and incentives to faculty for publishing in reputed journals. They should also make sure that teaching staff get ample opportunities to participate in faculty exchange programs in collaboration with international business schools.

"MDI has been running faculty exchange programs in collaboration with international institutes for several years now," says Kapoor. "The exchange programs are very useful as our faculty spend a couple of terms at a foreign school, broaden their perspective, gain international exposure and help raise the profile of our school."

Faculty at Indian business schools also need to be paid market-driven salaries. At present, faculty salaries in India are quite low. Starting salaries for IIM professors are less than US\$14,000 - \$17,000 per annum.

The significant difference in salaries between Indian and international faculty members leads many professors to

look for greener pastures abroad. In fact, academics fear that the Foreign Universities Bill and the subsequent entry of foreign business schools in India may further aggravate the faculty crisis. Foreign institutions may offer competitive salaries and lure faculty from leading Indian schools.

Industry interface

In a bid to avert the crisis, many business schools, including the IIMs and the Indian School of Business are taking the help of industry experts as visiting faculty and guest lecturers. Jay Vikram Bakshi, President and CEO, Digiqom Solutions, a brand development and communications consultancy in New Delhi is a frequent guest speaker at business schools such as the Management Development Institute (MDI) and the Faculty of Management Studies, Delhi.

“Management studies is not just about theory. In fact, this is one field where practice creates the theory. Business school students are taught the theory and classical case studies to apply the theory to. Speakers from the industry are invited by business schools to encourage students to think independently and get a flavour of where their learnings may be applied tomorrow,” notes Bakshi.

While the Indian Institute of Management review committee report is due in a month's time, academics fear that the faculty shortage situation will not have an easy solution. Business schools in the country have been trying to improve the situation by focusing on faculty development programs, revamping research offerings and stepping up recruitment in areas where there is a shortage such as marketing and finance.

However, in less than a year's time the Foreign Universities Bill will become a law and foreign business schools will be allowed to set up campuses in the country. This may lead to fierce competition between Indian and foreign business schools for faculty.

“The entry of foreign business schools may aggravate the situation to some extent,” says Professor Sriram. “However, I presume that many of the foreign universities will bring in their existing faculty initially to ensure smoother and quality operations.”

Kapoor adds, “There would be a certain amount of pressure on Indian institutions with the arrival of foreign schools. However, this should motivate our schools to raise the bar and improve their standards.”

Whether or not Indian business schools will be able to rise up to the challenge and solve the faculty problem now remains to be seen.

Source: 2 May, 2011/ www.topmba.com

France, Germany & Canada: New overseas education destinations for Indians

Volumes of essays, English tests with formidable acronyms like TOEFL and IELTS and endless sessions

with bank managers. It is a grind that swathes of students in India experience every summer to enter foreign educational institutes.

For years, the central characters of this plot have been universities in the US, the UK and Australia. Indian students who pack classrooms around the world - they are second only to the Chinese - did not dare look beyond these destinations for reasons as varied as job prospects to social recognition. Those days seem to be winding to an end.

Indian students are now turning their backs on the usual suspects for some of the very reasons they flocked to them earlier.

A raft of new destinations such as Continental Europe, Canada, Singapore, New Zealand and China are emerging as the new red-hot destinations. The map for overseas studies that was once concentrated on three regions finally resembles a spread.

Indeed, the fall in the number of students to the troika of the US, the UK and Australia has been too sharp to ignore. Nowhere else has the shift been more palpable than in Australia. The number of Indian students who chose the country dropped 77% in 2010 compared to the previous year.

In the UK, only 41,350 Indians went to study in 2010 against 57,000 in 2009. Even the US seems to be losing some of its sheen for Indian students as their numbers fell by 32% in 2009-2010 from a year ago. There are now more Chinese than Indian students in the US.

The biggest beneficiary of this shift has been Canada, where the number of Indian students rose 280% in 2010 compared to 2008. France is absorbing a steady increase of at least 20% Indian students a year. There were 15% more Indian students in Germany in 2009-10 from a year ago.

Though the Singapore government is yet to publish countrywise figures, education consultants say the number of Indian students picking that country has been rising nearly 20% a year since 2009.

“With Australia and the UK tightening visa rules and the slowdown hitting the job market in the US, Canada is emerging as a big overseas destination,” says Dhiraj Mathur, executive director and leader, education, at PricewaterhouseCoopers India.

“Singapore, which provides good job opportunities after studies, too has seen an increase in the level of interest,” he says.

Changing preferences

In Australia, the slump in the number of Indian students was fomented by the rash of racist attacks on Indians in 2009. That was followed by a clampdown by the government on dubious institutions, especially in vocational training, which was hugely popular with Indian students.

"Majority of students looking for a permanent resident status will be affected by the Australian government's attempt to delink education and migration through its new immigration laws," said Harmeet Pental of recruitment body IDP Education in an earlier interview.

A similar immigration story is playing out in the UK. Tighter rules—particularly the discontinuance of a two-year post-study leave to remain in the UK that non-EU students use for job hunting—is turning away Indian students. Foreign graduates will be allowed to remain in the UK only if they have skilled job offers under the Tier 2 work permit category.

"Restrictive visa and immigration policies in Australia and the UK make them less attractive," says Rahul Choudaha, director of development and innovation at World Education Services in New York.

Adds Ravi Lochan Singh, president of the Association of Australian Education Representatives in India: "The only bright spot is that Australia also offers an 18-month provision to work for experience post-education for two years. This will remain an alternative since the UK is clamping down on post-study work options from 2012."

Shifting Preferences –

% change in Indian Students population :

The Losers- (Australia (-77%) in 2010; US (-32%) from 2008-10; UK (-27%) from 2009-10

The Gainers - Canada (+280%)from 2008-10; France (+20) annually; Germany (+15%) from 2008-10; Singapore (+205) annually

The US has long remained popular in Indian campuses because of the optional practical training and curricular practical training programmes. These are avenues for international students to apply their classroom learning in the workplace.

The tough visa system in the US in the aftermath of the 9/11 attacks, however, has become a major deterrent for Indian students. Increasing cases of student visa frauds, the Tri-Valley University case still fresh in the minds of students, are likely to drive Indians to new destinations.

Continental shift

Drawing Indian students at the expense of the US and the UK are countries such as France and Germany. Education experts say this is more than an enrollment trend as these countries have made a calculated attempt to woo the Indian students, offering more courses in English.

A highly subsidised higher education system and world-class institutions are complementing the effort.

"German universities also offer a number of scholarships for students with excellent academic track records. About 15-20% of Indian students in Germany receive funding every year," says Apoorv Mahendru, head of operations of

the education network South Asia German Academic Exchange Service.

Another magnet for Indian students is subsidised education in Germany. Most higher education institutions charge nil or little tuition fees. A student usually pays no more than e500 a semester. The total expenses, including housing, food and health insurance amount to around Rs 6 lakh a year.

In the US, fees for a graduation course alone are nearly Rs 11 lakh a year. The UK is more expensive, with fees at around Rs 20 lakh a year and another Rs 10 lakh in expenses.

Germany's efforts to woo foreign students are manifested in this data: up to 12% of its total students are foreign compared to 3% in the US, says a recent study by the British Council. Germany has trumped Australia, the UK and China as the country with the most number of foreign students, says the study that compares the higher education systems in 12 countries on critical parameters.

Likewise, the French embassy in India along with CampusFrance has been looking to attract Indian students. More than 200 scholarships are handed out every year in India.

"Studying in France is not only about world-class institutions but also about understanding the European work ethos. Getting a student visa is not a problem and there are lots of scholarships available," says Ashish Kumar who holds a management degree from IESEG in Lille, France, and is now employed as a business development manager with a French company.

More scholarships, too, are in the works from French companies that are increasingly hiring Indians under the Quai d'Orsay Enterprises programme.

"The number of Indian students going to France doubled in the past five years to around 2,000 in 2010," says Philippe Cadene, attaché for scientific and university cooperation at the French embassy in India.

More hotspots

Canada is another destination that is fast emerging as a hotspot of Indian students. The country issued 12,000 study permits in India in 2010 against 3,152 in 2008.

"We see applicants in a wide variety of programmes from PhDs to community colleges and from engineering to hospitality. Business and commerce programmes remain particularly popular," says David Manicom, minister (immigration), High Commission of Canada, New Delhi.

The Canadian Experience Class visa programme and post-study work permits offer flexibility to foreign students. Chances of a permanent resident status are high thanks to two-year programmes at publicly funded colleges.

Canada also introduced a student partners programme last year, which has opened admissions in private colleges for Indian students.

Students also factor costs. Amit Arora, who is to join an MBA course at the Sauder School of Business at the University of British Columbia in Vancouver in August 2011, preferred Canada to the US. "While a top business school in Canada costs around Rs 22 lakh, fees work out to almost Rs 40 lakh in the US.

Besides, living expenses are higher in the US," he says. Arora also chose Canada for its 'fast-track' MBA course of 16 months and easier student visa norms.

Nearer home, Singapore is turning out to be another choice destination. Nanyang Technological University and National University are popular among Indians. Singapore is also known for world-class institutions and a cosmopolitan lifestyle.

Experts say students target quality education, but they will never ignore costs. Therefore, new countries will emerge as education destinations. In recent years, China New Zealand and Russia too have begun attracting Indian students.

"The continued interest of Indians to study abroad is a complex interplay of variables, including job prospects, cost of education, availability of quality local programmes, social recognition and opportunities of immigration," says Choudaha. "Depending on students' socio-economic background one variable may be more important than others."

Number of India Students abroad (based on Visa Issued)

Country	2008	2009	2010
Canada	3152	6283	12000
United States	37890	26890	25783
United Kingdom	27000	57000	41350
Germany	3572	3561	4070
Australia	47638	54574	12483
New Zealand	4790	5353	6801

Source: 1 May, 2011/[Economic Times](#)

IGNOU's free courseware contributes to GER

The Indira Gandhi National Open University (IGNOU) said it is aiming to foster the Gross Enrolment Ratio (GER) in the country.

Emerging as the world's largest digital educational resource repository, eGyan Kosh includes digitized and uploaded storage of over 95% of the IGNOU's self-instructional material.

At present there are more than 60,000 active registered users of the repository. The site has been visited over 3 lakh times. The facilities of e-Gyankosh are now being extended with a FlexiLearn platform to offer 'open courses' free of cost with course-wise registration and assessment.

Flexilearn provides free and easy access to IGNOU's courses. A modular approach is followed wherein a learner can combine course credits to obtain a degree or diploma of their choice. It integrates free learning resources with learning management systems for anyone who wants to learn, whatever their educational needs and experience. The platform provides an alternate way of awarding degrees and diplomas.

It is not just the digital content which is popular among students. "The University through its Material Production and Distribution Division (MPDD) printed over 1,40,29,000 Blocks of study materials in the year 2010 and sold study material worth 2.57 crores inspite of the free material available online. This, in itself, illustrates the huge scale of operations in academic activity," said Prof. V.N. Rajasekharan Pillai, Vice Chancellor of the university.

The university has implemented its promise of offering free-of-cost education to all jail inmates across the country.

Also, more than 79,800 SC/ST students have enrolled for its programmes. Several educationally and academically backward areas have been identified and programme centres have been started in these areas. In order to ensure better educational opportunities for the disabled, IGNOU has entered into collaboration with the Rehabilitation Council of India (RCI) for imparting education and training.

Flexible admission rules, modular approach to programmes and use of information and communication technologies provide flexible learning options and wide accessibility to students. IGNOU emphasizes work-integrated learning. There are 445 programmes which cater to a diverse range of learners. There are programmes for the disadvantaged as well as professional learners.

Source: 4 May, 2011/[Indiablooms](#)

Contribute

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

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

Please email your contributions to aserf@apeejay.edu

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

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