



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 Ecole Supérieure Des Arts Appliqués De Troyes (Groupe Esc- Troyes-Champagne) respectively.

Get Involved

International Two-Year Teaching Fellowship

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

Please visit our website for more:

<http://apeejay.edu/asu/getinvolved/fellowships.php>

Partnership

Dear Partners,

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

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

Editor

Dr. Mithilesh Kumar Singh

CONTENT

Aspect

Learning, central aspect of education

News

1. Bosch announces 22.8 million euro higher education funding for India
2. Calcutta University is in the frontline of higher education'
3. National Accreditation Regulatory Authority for Higher Educational Institutions
4. Central Sector Scholarship Scheme for College and University
5. Sibal Explores IDEA of Meta – University with Germany
6. Kapil Sibal bats for quality education
7. India Inc to grow its own workforce
8. UNICEF wants all kids to attend class by December 2012

Analysis/Opinion/Innovative Practice

1. Education is a necessary but not a sufficient basis for social mobility'
2. Liberalization hasn't led to education for deprived sections - Apex court
3. India Higher Education Sector Set to Grow at 13% CAGR
4. What India has to offer
5. Entrepreneurship integral to higher education'
6. Sibal's new booster plan: Priority sector loans to new educational institutions
7. Education without borders
8. 10 mn college students to be added by 2017
9. Best cities to study in
10. How college majors pay off in career salaries
11. Innovation in Education
12. Capitalising on quality
13. No tolerance for corruption in education, says Sibal
14. Time Now for Quality
- 15 Right to Secondary Education
16. Higher education merits change
17. University fees may rise every 3 years
18. State proposes fee slabs for engg. students
19. Bring Global Education to India
20. UK's £400m aid for India schools 'squandered' after education standards FALL
21. Let skills be part of edu system'
22. No world-class institute in India: CNR Rao
23. Coming soon: PPP model for higher studies in India

Resources

1. 'Number of students in India under age of 14'
2. Cloud computing in education
3. Reforms fail to improve statistics
4. Thinking business, not jobs

Apeejay Stya Education Research Foundation

Apeejay Stya House

14 Commercial Complex, Masjid Moth, Greater Kailash, Part – II, New Delhi - 110048

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

E-mail: aserf@apeejay.edu Website: www.aserf.org.in



ASPECT**Learning, central aspect of education**

Most of our classrooms are teacher-centred, with one-way communication

“He who can, does. He who cannot, teaches.” This quote is a jibe from George Bernard Shaw, given by him under the title ‘Maxims for Revolutionists’ in his renowned play ‘Man and Superman’ (1903). At best, it is a censure on ineffective teachers. It is not a universal truth. Teaching is a noble profession that moulds the emerging generations.

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires”, said William Arthur Ward, scholar, author, and teacher.

Often conventional teaching in schools and colleges degenerates into drudgery for the teacher, which in turn becomes drudgery and dull drill for the pupil. The great charm of teaching that merges knowledge and skill is relegated to the background, when examination scores become not only the first priority, but the sole objective.

This is not a new phenomenon. Perhaps when Mark Twain said that he had never let his schooling to interfere with his education, he had the boredom of school routine in mind.

A good teacher can make the teaching-learning process an enjoyable experience, provided he has commitment to the profession. Dedication, perseverance, and empathy with children are some of the essential traits. There is a view, “teaching is not a profession; it is a passion”.

Even gifted sculptors express their creativity by shaping lifeless blocks of stone, wood, or metal. But a teacher moulds growing human beings with a mind, a heart, and a soul. The sacred nature of a teacher's work is obvious.

The central aspect of education is learning. We know that teaching and learning are two sides of the same coin. There is an enormous volume of scientific literature bringing out the diverse features of institutionalised teaching-learning processes. Let us extract from this treasury of knowledge, principles that are of relevance and immediate application in classroom teaching. Awareness of the possibilities of fine teaching will enrich pupils' classroom experience as well. The ultimate objective of any teaching is effective learning by the pupil. Strategies for teaching have, therefore, to be designed on the basis of relevant phases of the internal processes of learning. The phases are:

Getting motivated

Apprehending (the pupil coming face to face with the key points)

The mental processes are influenced by factors such as the pupil's questioning ability, and the availability of

learning resources including teacher's guidance. A teacher is an instrument that facilitates, promotes, hastens, and influences the activities in the internal processes in the pupil during learning.

When we find that a pupil experiences difficulty in learning a lesson, we should analyse the reasons behind the difficulty. This can be done effectively, if we keep in mind the different factors that influence assimilation.

We should not forget that learning is a complex mental process. Many parents often accuse their children for their poor scores in the examination, without caring to appreciate the children's difficulty in assimilating new ideas. If the parent can show some patience to imagine what feeling he would have if he is asked to learn quickly a strange language like Korean or Chinese, he may realise the child's predicament.

Most of our classrooms are teacher-centred, with one-way communication from the teacher to pupils, as in a radio broadcast. One may label it as authoritarian and directive. Though it may be effective in preparing for a formal examination, it is desirable that the classroom is made pupil-centred, at least occasionally.

In a lecture-discussion, the classroom is not totally dominated by the teacher. Instead, the pupils get opportunities for participation; there is co-operative striving for a common goal. This situation boosts the self-confidence of the pupils in facing life's challenges.

The overall style of classroom management should neither be totally authoritarian or totally permissive. The teacher should strive to strike a happy balance for ensuring effective learning with pupils' participation. After all, the larger picture of the college classroom aims at development of the personality of the pupils.

Some guidelines for effective classroom management are indicated below.

- Follow the same rules for all students
- Enforce your declared rules consistently
- Know the names of students
- Be tough in the beginning; may loosen later if all goes well
- See that the pupils come prepared (mind and materials)
- See that they listen
- Use occasional humour. It makes children comfortable
- Never insult a pupil in the classroom or elsewhere, whether it is for poor performance or for other reasons
- Do not ignore good performance; do tell them they did well
- Submission of assignments on time. Also, return them after correction on time

- Develop good habits like punctuality through your style (be a role model)
- Don't allow the tail to wag the dog. But be pragmatic.

Source: Oct, 2008/[The Hindu/Education Plus](#)

NEWS

Bosch announces 22.8 million euro higher education funding for India

Announcing a 22.8 million euros higher education funding for India, [Bosch](#) said today it is setting up a "Robert Bosch Centre for Research in Cyber Physical Systems", at the Indian Institute of Science here.

This would be a first-of-its-kind research centre and would promote applied research in the chosen domains of cyber physical systems, mobility solutions and renewable energy, the company said in a statement.

The centre would create an ecosystem of research and working environment for future engineers, and support the entire industry through contract research projects, it said. Internationally renowned Fraunhofer-Gesellschaft would support the ten-year development project.

Cyber-physical systems would help to save energy in buildings, for instance, Bosch said. "The house of the future will know what current energy prices are and the local weather is like, and optimise its energy consumption according to the needs of its occupants", it said.

Bosch is creating a campus for IT design, cyber-physical systems, mobility solutions and renewable energy in collaboration with IISc.

"With our funding for higher education in India, we are creating a perfect research and working environment for future IT specialists," said Vijay Ratnaparkhe, managing director of Bosch Engineering and Business Solutions in India.

Under the InterCampus programme globally, Bosch is investing a total of USD 50 million euros to provide support for universities and research projects in Germany, China, India and the US. Of this, 22.8 million euros, and therefore the lion's share of the total budget, is going to India.

Source: May 17, 2011/[Economic Times](#)

Calcutta University is in the frontline of higher education

Kolkata was once the leading centre of learning in the country. But that's not the case now. What are the reasons for the decline?

I don't believe in that. I think CU was in the frontline of higher education earlier. It continues to be so and will remain so in the future. Here's why:

The UGC has identified nine universities in the country as universities with potential for excellence and CU is one of them.

CU has the largest numbers of departments having DRS, DSA and CAS status.

According to a India Today Nielsen survey (May 31, 2010 issue) CU has been ranked number one among state universities and number three among Central and state universities taken together.

I refer to the journal Current Science, Vol 97, September 2009, which shows the number of NET-qualified during 2002-2006. CU ranks very high as one of the top 20 universities.

Scopus, (a bibliographic database containing abstracts and citations for scholarly journal articles) shows, that in terms of the impact factor of publication in science and technology, CU is ranked sixth at the all-India level.

In a study which analyses the higher education and research scenario in ten states of India during 2000 to 2006, CU is ranked first in terms of published research articles (on an average 664 articles in a year in peer-reviewed national and international journals).

In 2009, the National Assessment and Accreditation Council has re-accredited CU with Grade A.

In November 2009 the UN had organised an international conference of VCs and educationists from 90 countries of the world. It was held in the UN headquarters in New York. UN, after the conference, identified 10 universities from across the world as academic hubs and CU is the only university from India which has been granted this recognition.

A unique feature of our university is that we have been able to maintain a fine balance between conventional subjects and emerging areas like bio-sciences and applied sciences. The government of India has recently given us a grant of R100 crore to set up a centre of excellence in nano sciences. The ministry of external affairs of the government of India has sponsored the establishment of an institute of foreign policy studies in our university, which is the first of its kind in the country.

Where does Kolkata stand vis-à-vis other metros of the country as an educational destination?

Kolkata ranks high as an educational destination. But we need to do more. We need to develop more inter-disciplinary teaching and research. However, we have two problems: a) our size. 300,000 undergraduate students spread over 170 colleges and 12,000 postgraduate students spread over seven campuses. Therefore, the student teacher ratio is unfavourable. b) We have shortage of space.

In terms of funding from the UGC there is a bias towards the central universities. As a result of this in the 11th Plan period we have received only R21 crore from the UGC,

whereas central universities like JNU, Delhi University, Aligarh and Jamia have received anywhere between R250 crore to R300 crore.

Is there anything unique about the education that a student might expect to get in the city?

Kolkata is the culture capital of India. It is true that Kolkata ceases to be as cosmopolitan as say, Delhi or Mumbai, now. But cultural exposure-wise it's unique. Education, I believe, is a holistic thing. It would be incomplete without the cultural exposure.

How has the education scenario changed?

Many private players have entered the field. PPP in education is welcome but that should not degenerate into a commercial activity.

Source: 24 May, 2011/ [Hindustan Times](#)

National Accreditation Regulatory Authority for Higher Educational Institutions

Assessment and accreditation in the higher education, through transparent and informed external review process, are the effective means of quality assurance in higher education to provide a common frame of reference for students and others to obtain credible information on academic quality across institutions thereby assisting student mobility across institutions, domestic as well as international. Presently, accreditation is voluntary as a result of which less than one-fifth of the colleges and less than one-third of all universities have obtained accreditation.

Mandatory accreditation in the higher education would enable the higher education system in the country to become a part of the global quality assurance system. Legislation has been introduced in Parliament (3rd May, 2010) to provide for mandatory accreditation and creation of an institutional structure for the purpose.

Source: 26-May, 2011/[PIB](#)

Central Sector Scholarship Scheme for College and University

To provide financial assistance to meritorious students from weaker section for pursuing higher studies and professional courses, the Ministry of Human Resource Development has started Central Sector Scholarship Scheme for college and University Students. From the academic year 2010-11, the eligibility criteria has been revised from 80 percent to 80th percentile in the relevant stream for a particular Board of Examination, in class XII of 10+2 or equivalent.

Students, whose parent's income is less than Rs.4.50 lakh per annum, pursuing higher studies or professional courses from recognized institutions as regular candidates, are eligible under this scheme. There will also be

reservation as per Reservation Policy of the Government, subject to internal earmarking. At present, reservations for the various categories are as follows: SCs-15%, STs-7-1/2%, OBCs-27% and horizontally 3% for physically Handicapped in all the categories. The income-ceiling is Rs.4.5 lakh per annum.

Source: 26-May, 2011/[PIB](#)

Sibal Explores IDEA of Meta – University with Germany

The Union Minister for Human Resource Development, Shri Kapil Sibal today discussed with his German counterpart, a consortia approach of twinning between universities of the two countries where two to three Indian Universities could partner with two to three German Universities for conducting degree level courses. The Minister was speaking on the occasion of his meeting with the German Federal Minister of Education and Research, Dr. Annettee Schavan in New Delhi today.

The Minister said that setting up of such Meta – universities will be a welcome step to collaborate further in the higher education sector between the two countries. Speaking on the occasion of his meeting with the German Federal Minister of Education and Research, Dr. Annettee Schavan and delegates of Germany, Shri Sibal stressed that opportunities in the field of higher education and skill development in both the countries, are enormous. He further added that mutual recognition of Degrees and Diplomas awarded by the educational institutions of both the countries will be extremely helpful to enhance the mobility of the students. Shri Sibal also emphasized on increasing the avenues for vocational education and setting up of joint ventures between two countries under public private partnership (PPP) model for skill enhancement. Shri Sibal also noted that there is need to publicise the fact that many courses at graduate and post graduate level in Germany are conducted in English language, so that more Indian students could avail of the opportunity of studying in Germany. Shri Sibal added that we too in India could make much more efforts to familiarise our students with the German language at school and higher education level. The Minister noted that an Indo-German Science Centre has already been established under the initiatives taken in the recent past.

Shri Kapil Sibal appreciated the programme "A new passage to India" which is upto the year 2012 and discussed ways of carrying it forward after 2012.

Shri Kapil Sibal also offered that India could host an Indo-German Higher Education Summit in Nov./Dec. 2011 to be co-chaired by both the Ministers with the participation of academics, senior government officials and public & private industry on both sides. The Summit could explore issues like:

(i) Development of junior faculty including doctoral & post-doctoral programmes.

(ii) Mutual recognition of qualification, particularly in vocational education.

(iii) Joint research programmes

Two MoUs were signed between IIT Mandi & University of Stuttgart representing TU9 Germany and University of Hyderabad & Westfalesehe Wilhelmns University of Germany.

Senior officials of Ministry of Human Resource Development, Ministry of Science and Technology and Ministry of Labour were present on the occasion including Ms. Vibha Puri Das, Secretary (HE), Shri Prabhat Chaturvedi, Secretary (Labour), Dr. T. Ramasami, Secretary (DST); Shri Amit Khare, JS (International Cooperation), Prof. Timothy Gomslves, Director IIT Mandi, Prof. Deepak Khemani, Dean Students IIT-Mandi, Prof Dr K Anantha Padmanabhan and Prof Dr K Bhanu Sankara Rao Dean School of Engineering, Sciences & Technology of the University of Hyderabad.

Source: 23 May, 2011/[PIB](#)

Kapil Sibal bats for quality education

When India attained Independence, only 14-15% of the population of 300 million was literate and today 74% of our billion plus population are literate. Today, we have 45 million graduates in the country and hardly 1-2% skilled labour force."

Kapil Sibal, Union minister for human resource development, who made these worthy observations in Ahmedabad on Tuesday, was greeted with thunderous applause by a packed auditorium. Sibal was in the city on Tuesday for the the 31st Vikram Sarabhai Memorial Lecture. He spoke on 'Education and Social Change'.

In his lecture, Sibal highlighted the fact that the mindset of the people needs to be changed to improve the quality of education.

"Human minds should be free and open. The ecosystem in which educational institutions are allowed to function, where the syllabus and the children are allowed to think beyond classrooms, that is the way forward, that should be brought in to improve education," Sibal said.

Sharing some figures about India and education, he said that out of 100 children, only 18 complete their schooling and 14 million of the total population finish their graduation. "With such figures, where are we heading?" asked Sibal. He further explained the difference between developing and developed countries; that in the latter growth enrolment ratio (GER) is high, which India needs to achieve. Also, Right to Education has a great role to play in increasing the GER.

About the Indian population and its institutions, he shared that the present Indian population is served by only 30,000 universities and institutions.

"So, if the GER has to be increased, we need 45,000 more colleges and institutions to keep up with the population. This means that more investment in education is required."

He further spoke about his plans to set up a National Vocational Qualification Centre, which will have 10 levels of certification. "I have been working on it for one and half years and will launch it in a month. The purpose of this is to free the mind of the students and increase the choice for the children. In this qualifying centre, the 10th level will be equal to a doctorate."

On maintaining the quality of education, he said that a uniform framework is important.

"This is where the semester system would help, which institutions all across India should implement, or else how will the students connect with each other? Hence, at the policy level itself, the institutions need to get together and decide on a common path for the students."

Source: 25 May, 2011/[DND India](#)

India Inc to grow its own workforce

Two recent examples of large well-known Indian multinational corporations making a foray to start university level institutions seem to be having the potential for changing the entire higher education scenario in India. While one Bengaluru-based large IT enterprise has decided to start a university dedicated to create a set of trained educational administrators, the other a large Delhi-based IT hardware and software provider has announced recruitment of faculty for its engineering programmes.

It's a known fact that in last 3-5 years, the number of engineering/technical education colleges has nearly doubled from 1,700 to 3,400. The intake in BE/B.Tech/B.Arch programmes has grown up from six lakh to more than a million seats. However, the big lacuna felt in the HE scenario in india, is the lack of trained teaching manpower. Most of the teachers are fresh graduates with a BE or ME qualification without formal training in teaching methodology, pedagogical and classroom management skills, or ability to prepare time tables, curriculum transaction, creating learning or teaching plans.

This is perhaps where the education university envisaged by the Bengaluru based IT company seeks to make a difference. It seeks to create a pool of teachers trained in education management. The other seeks to add higher value to engineering programs. What exactly will be the differentiator is the question. It is doubtless that corporate houses have always made a difference to higher education by creating high quality institutions. Look at the list of top tier colleges in india that are backed by big corporate:

The Birla Institute of Technology and Sciences (BITS)-Pilani and at Mesra are backed by the well known house of Birlas. Several other names come to our mind. The PSG group and GRD Group in Coimbatore have the backing of well known textile and engineering industry houses in Tamil

Nadu.

One can clearly see the correlation between the brand value of the corporate backer and the quality of the institution, because the corporate wants to ensure that its individual brand value is not eroded by offering sub-par standard of education. Naturally over a period of time, students and parents see value in aligning themselves with such institutions that lay emphasis on quality and brand of education offered.

Clearly, such institutions enjoy a big advantage that the administrators or management of such corporate backed institutions have a clearer vision of the kind of manpower they want to create. So far colleges have created engineering graduates, while the corporate backed institutions intuitively provide value added courses that convert a graduate into an employable professional or industry ready graduate.

The creation of the two institutions, clearly augur well for India's higher education scenario. Also the heads of well known corporate will be able to have their say in decision making bodies like the UGC or AICTE. The administrators will see value in the advice tendered by successful corporate heads, who can see the correlation better between education, employability and industry or economic needs. In countries like the United States of America most of the universities are supported by an industry in the state. Indian companies too should take cue from US model. In sum, the way corporate backed higher education institutions are run or perform can be a "best practice" for all other institutions to follow.

Source: May 31, 2011/[Deccan Chronicle](#)

UNICEF wants all kids to attend class by December 2012

In a meeting with chief minister Narendra Modi on Tuesday at Gandhinagar, UNICEF country chief Karen Hulshof discussed issues of education, sanitation and nutrition in the state.

They also talked about the state of children in Gujarat and on strategies to improve the present situation for them.

Hulshof said that in India, or rather Gujarat, majority of the population is youth. So, providing quality education and sanitation are a major concern.

"We want everybody to use toilets and stop open defecation to prevent the spread of disease. In Gujarat, infrastructure of toilets is available. Our target is to increase the use of toilets by 25% by December 2012," she said.

Regarding nutrition issues, Hulshof said that for Gujarat, under-nutrition is no longer an issue of poverty or food security. "One out of two children are born underweight in the state. It is time for community based approaches."

The target is to reduce percentage of underweight children from the present 41% to 31% by December 2012, she added. "The biggest challenge is to bring awareness at household level for appropriate maternal feeding to deal with underweight children. We are also focusing on overall immunisation in the state," she said.

She appreciated the government's efforts to introduce activity based learning to ensure quality education. "We want 100% of the children to go to school at least till class VIII by December 2012. With the Right to Education Act, we are sure the state is on the right track" Hulshof added.

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

ANALYSIS/OPINION/INNOVATIVE PRACTICE

Education is a necessary but not a sufficient basis for social mobility

CRAIG JEFFREY: "Class is crucial. If you are from the right class, there is always a good 'fallback job' available when you leave education."

Has wider access to education increased social mobility in India? How much does the class still matter in India even though the constitution guarantees equality of opportunities to all? And what does the future hold for those who don't come from the "right" class or have the "right" connections?

Oxford academic Craig Jeffrey, who spent several years in India and has written a book *Timepass: Youth, Class, and the Politics of Waiting in India* (Stanford University Press, California) examining the lives of middle class Indian youth, answers these and a host of other questions in a conversation with Hasan Suroor.

The title of the book is a take on what he describes as "a prevailing culture of boredom" in Indian cities where young graduates "regard themselves as 'timepass youth,' just waiting for something to happen."

A fellow and tutor in Geography at St. John's College, Dr. Jeffrey speaks fluent Hindi and Urdu.

In Britain there's a debate going on about class and mobility and studies have shown that formal education has not necessarily led to mobility and that class still matters. What does your search say about India?

I argue that education is a necessary but not a sufficient basis for social mobility. Large numbers of young people acquire high school diplomas or degrees in India but not all of these youth can obtain the secure, salaried jobs that they have been led to expect. Education provides a sense of entitlement but not always the problem-solving skills that allow young people to start businesses. This is particularly a problem in north India, where education is widely available but opportunities for social mobility rather rare. People have in a sense "discovered" education at almost the precise moment at which formal schooling has ceased to be a passport to success.

Class is crucial. If you are from the right class, there is always a good “fallback job” available when you leave education. If you are from a poorer background, you are much less likely to be able to turn your university degree into a good job.

As a western academic from one of the world's most famous universities and being used to an academic culture which is very different from what obtains in India, what struck you as the most unusual feature or features of Indian academic environment?

Indian higher education suffers from a lack of continuous assessment and active learning. Teachers and students tend to focus on examinations and curricular review tends to be slow. These aspects of India's mainstream educational scene reflect colonialism. As Krishna Kumar (well-known educationist) has pointed out, the British introduced subjects and curricula that were alien to the Indian milieu, and teachers and students responded in part through adopting strategies of rote memorisation and by concentrating on exam success.

But it is important not to put the U.K., or Oxford, on a pedestal. We are facing our own problems: cuts in budgets, the bureaucratisation of the university, and pressure for academics to demonstrate how their research will contribute to the national economy. Reading the recent work of Pratap Bhanu Mehta and Devesh Kapur on Indian higher education alongside commentaries on higher education in the U.K. is to become aware of some striking similarities between the two countries.

Some of the problems you raise in your book such as the often dubious teaching practices and what you describe as a “sense of ennui and disillusionment” among university students are a result of the massification of higher education in India in the 1970s. The insistence on a university degree was a clever political trick intended to keep the youth out of a tight job market for as long as possible. This led to a dumbing down of higher education and most universities ended up simply as factories to produce degree holders with no regard for academic excellence. Is Britain in danger of repeating the same mistake by encouraging everyone to go to university in the name of egalitarianism?

Some American scholars have argued that higher education serves to “cool out” the young. Students enter college imagining that they are going to become the President of the USA and leave accepting that they will acquire a low-paid clerical job in the retail sector. Colleges actually teach them to lower their ambitions. The same thing seems to be happening in India among some of the young men with whom I worked. Through acquiring a string of degrees, they slowly come to accept that their education is not going to provide a portal to riches or fame, and they ultimately return to a family farm or engage in low-paid white-collar work in the informal economy – “fallback jobs.” This is also happening in higher education in the U.K.

In your book you focus on a specific class of students from north-west U.P. but many of the issues that you identify with them — the notion of “timepass,” collusion between self-appointed student leaders and government and university officials and the phenomenon of student “fixers” — are a common feature of Indian campus life. Why did you choose the Jats for your research?

In the mid-1990s I came to India to study the Green Revolution, and academics in Delhi advised me to work with the Jats in western Uttar Pradesh. I settled on Meerut district as a base and started to conduct research on how rich Jat farmers were investing the profits they had obtained from the Green Revolution. I quickly became more interested in how rich Jat farmers were investing in their families, especially via education. Many rich farmers were channelling huge sums of money into obtaining private education for their children in urban schools. When I wanted to study urban unemployment in 2004-2005, it seemed obvious to return to Meerut. I was able to interview some of the Jat schoolboys I had met in 1996, who were now college youth in Meerut, often doing “timepass.” Understandably many of their parents perceived this timepass in highly negative terms — as the lack of a “return” on their investment.

On the basis of your research, how socially mobile does Indian society appear to you?

I am afraid I'm rather pessimistic about social mobility, both in terms of gender and caste/class. Wealthy Jats continue to outcompete poorer Jats, Dalits and women in the competition for prestigious educational qualifications, good jobs, and local political power. One interesting development, however, is the rise of Dalit youth who act as intermediaries for the poor and cultural brokers, politicising rural populations.

I have also seen that in universities young men often come together across religious and caste boundaries to develop youth cultures and protest about corruption and educational commercialisation. On street corners in Meerut I often saw higher castes and low castes, Hindus and Muslims, sharing snacks and cigarettes. This is hardly “mobility,” but it does suggest that youth are sometimes willing to challenge received ideas about caste and religion. “Timepass” is not just about hopelessness. Waiting may be the seedbed in which new cultural and political projects take root.

Source: May 17, 2011/[The Hindu](#)

Liberalization hasn't led to education for deprived sections - Apex court

The [Supreme Court](#) has said the notion that liberalization and free-market economy [in India](#) would generate [wealth](#) which the government would use for providing higher education to deprived sections of the society has turned out to be “false and a mirage”.

“For the past two decades, this country has been in the throes of early ‘amor’ with the false but mesmerizing

promises of laissez faire, free markets, liberalization, privatization and globalization," said a bench of Justice B. Sudershan Reddy and Justice S.S. Nijjar.

The observation came in a recent judgment, made available on Tuesday, holding as "ultra vires" (beyond its powers) the Delhi government notification permitting the Army College of Medical Science in Delhi cantonment to enroll only the wards of serving and retired army personnel and that of war widows.

Speaking for the bench, Justice Reddy said, "The state, in the throes of that false passion, believed that it would lead to generation of such wealth, that it could then take on the task of providing access to higher education to hitherto excluded classes and groups."

"However, that promise has turned out to be false and a mirage. It is now apparent to the state that denial of access to higher education, to socially and educationally backward classes, and Scheduled Castes and Scheduled Tribes, would potentially be dangerous to the ship of our nation, the Constitution."

The court held that there could not be any executive (government) order that is contrary to the statutory provisions and the mandate of the constitution of providing [reservation](#) to socially and economically weaker sections of the society.

"The disadvantaged (sections) are obviously brutalized and dehumanized, by the very structure in which they are compelled to live in," the judgment read.

It further cautioned that, "If the (disadvantaged) masses of India were to start believing, which thankfully they do not, and hopefully will not in the future, that their dehumanized condition is immutable, then also the ship of our constitution would have lost its way."

Apprehending a violent turn that this brutalized and dehumanized section of the society may take, the judgment said, "If they conclude that dehumanization is the only normal order based on what some keep propagating, and then further conclude that the only way out for them would be to violently revolt and oppress the oppressor, the (Indian) ship would sink." *IANS*

Source: May 18, 2011/[India News](#)

India Higher Education Sector Set to Grow at 13% CAGR

With increase in investment & ample opportunities, Indian higher education sector will surge at a CAGR of 15% by 2013, RNCOS acknowledged.

According to our research report "Indian Education Services - A Hot Opportunity", education is the most crucial investment and an essential element for the development of India's economy. There exist ample opportunities for growth, diversification, and investment in the education sector. Moreover, with the increasing investments by both public and private players, we expect

that, the annual student enrollments in higher education will grow at a CAGR of nearly 8.7% during 2010-11 to 2012-13. Further, the market size of higher education will witness a CAGR of approximately 15% to cross US\$ 22 Billion by 2013.

Our ongoing analysis found that, there are numerous factors, which can act as a catalyst for the growth of higher education in India. Availability of education loan, growing demand for skilled personnel, and e-learning are few of the growth areas. The country also faces challenges, such as low pedagogic quality and lack of investment funds in providing quality education.

Additionally, economic growth will result into a surge in demand for more engineers and management graduates. Along with the quantity of graduates, the quality of education is anticipated to be another focus area for the Indian higher education system.

Further, our report also presents an overview of the number of universities, technical education institutions, and colleges available and required in the country. The report has bifurcated the entire education sector into four main segments: Engineering education, Medical education, Management education, and Vocational education. Our report presents a prudent analysis of all these courses and concludes that they will remain in high demand during the next few years.

Our report "Indian Education Services - A Hot Opportunity", has analyzed numerous factors, which can act as a catalyst for the growth of higher education in India. The report facilitates current industry status and forecast for higher education segments, with focus on potential students' enrollments, and college's requirements during 2011-2013. Besides, it provides coherent analysis of the need for opening up of universities (particularly foreign) in the country during the next few years. In this regard, the report presents the entry and operation regulations for foreign universities/institutions providing education in India.

Source: May 19, 2011/[Industry Today](#)

What India has to offer

An Africa-India Volunteer Corps that will identify and work on Human resource development, and Projects in the fields of public health, informal education, women's empowerment, with grants of \$500m to enhance the 'Aid to Africa budget line'. Creating pan-African institutions of higher education especially in pure sciences, information technology and vocational education.

India is looking at investing in research and development in renewable forms of energy and agricultural development through these institutions. Long-term scholarships for under-grad, post-graduate and higher courses for 1,600 African students every year.

So far Kwame/Nkrumah University of S&T and University of Ghana, Merkere University of Uganda and Younde University of Cameroon, and Ibadan hospital of Nigeria

have been linked with Care Hospital, Hyderabad, Apollo, Chennai, Narayana Hrudayalaya, Bengaluru, Amrita Institute of Medical Sciences, Kochi, Fortis, Noida, Escorts and MoolChand in New Delhi, Ramachandra in Chennai, AIIMS, Delhi, HCG, Bengaluru and Nanavati, Mumbai.

Fifteen African countries will participate in the Summit on behalf of the African continent. The choice of the countries is decided by the AU on the basis of the so-called Banjul format adopted by the AU for the participation of African countries in summits like the Africa-India Forum Summit. The countries are: Algeria, Burundi, Chad, Egypt, Equatorial Guinea, Ethiopia, Kenya, Libya, Malawi, Namibia, Mauritania, Nigeria, Senegal, South Africa and Swaziland. The Chairperson of the African Union Commission, Dr Jean Ping, will also take part in the Summit.

The five educational institutions include IGNOU, BITS, Pilani, Universities of Delhi and Madras, and Amity University.

Ethiopia is the first beneficiary of the project, with 22 students from Addis Ababa University currently studying in India, and the tele-medicine link up with Black Lion hospital activated.

Source: May 22, 2011/[Deccan Chronicle](#)

Entrepreneurship integral to higher education'

Loss of primacy of universities in the higher education sector, erosion of autonomy, undermining of undergraduate education, growing distance between knowledge areas and isolation of universities from real world outside are some of the problems that characterize growth of Indian higher education, said Prof NR Shetty, president of Indian Society for Technical Education, New Delhi. He was addressing students during 27th convocation programme of Amravati university.

Shetty said the chasm between theory and practice, combined with fragmentation of ideas of knowledge, leads to confusion that our system of higher education is suffering from. "To overcome this situation, it would be necessary that universities should adopt a curricular approach which treats knowledge in a holistic manner and creates opportunities for different kinds of interfaces between disciplines, which is unthinkable today in most universities and institutions of higher learning. The Indian system of higher education has kept itself aloof from local knowledge base of workers, artisans and peasants," said Shetty.

Shetty said entrepreneurship has become an integral part of higher education as it primarily aims at imparting entrepreneurial qualities to enable the products of higher education to be job providers rather than job seekers. Economic growth, productivity improvement, innovations, job creation, poverty alleviation and social opportunities are interlinked and can be achieved only through entrepreneurship. An entrepreneurship development

programme has to be conducted on a regular basis, he said.

Shetty further said that India has been one of the best performers in the world economy during the past few years. But even in technology, where India has made rapid advances, the country's progress is lopsided and disparate. India ranks 63th on technology achievement Index in Human Development Index Report 2001 compared to China's ranked 45, He said.

Addressing students in his maiden convocation programme after he was appointed vice chancellor, Mohan Khedkar talked about new plans chalked out by university for its development. He said he was planning complete computerization of the system so that everything from admission procedure to degree will available on one click. Soon, all colleges in Amravati University would be connected with computers which would save time and money of students and they can access any information at the click of a mouse. The website of the university has been renovated. Now information on the website of amravati university is available in Marathi as well as English. UGC had approved one model college in Buldhana. In future, the university will work hard to achieve 'A' grade in NAAC assessment, said Khedkar.

Students, parents, deans of various faculties, senate members, members of management council, principal of colleges were present for the convocation programme.

Source: May 22, 2011/[Times of India](#)

Sibal's new booster plan: Priority sector loans to new educational institutions

New educational institutions may soon benefit from softer loans to kick-start their plans, under a human resource development ministry plan to incentivise private sector participation aimed at helping India meet its higher education capacity targets. The HRD ministry plans to ask the finance ministry to include bank loans to new colleges or universities in the priority sector that needs to repay at lower interest rates than others, top government sources have told HT.

The plan is a key component of the government's strategy to encourage the private sector to enter higher education. HRD minister Kapil Sibal has set a target of increasing India's gross enrolment ratio (GER) in higher education from 12.4% at present to 30% by 2010.

This increase in GER – identified as a priority by Sibal – is critical for India to capitalize on the demographic dividend it has earned because of its massive young population, government sources pointed out. Failure to capitalize on this advantage could equally easily lead to a demographic curse – a large, uneducated and unemployable youth.

But the government estimates that India will need an additional 1500 universities by 2020 to meet this GER target. The government has also repeatedly argued that a

paucity of funds means it alone cannot start and run all these additional higher educational institutions.

The HRD ministry wanted to offer loans at ultra-low interest rates – about 4 % -- to new educational institutions through a proposed National Education Finance Corporation (NEFC) which will also act as guarantor to student education loans. But the Planning Commission has objected to the proposed NEFC offering ultra-cheap loans to new institutions.

The HRD ministry's new proposal – for priority sector lending to new educational institutions – will, if accepted, mean loans at interest rates of about 7%, higher than the 4% the NEFC would have offered, but lower than ordinary bank rates.

Source: May 23, 2011/[Hindustan Times](#)

Education without borders

The Indian higher education system, which had considerably stagnated for a while, is on its way to a significant transformation. Even until the Foreign Educational Institutions (Regulation of Entry and Operations) Bill 2010 is passed, Indian colleges are making a solid effort to partner with foreign institutions for joint ventures. Students will have access to more specialised, flexible course options, better research facilities and international perspective. They will also be able to save heavily on travel, accommodation and living expenses. Read here about some of these collaborations.

Twining programmes

A twinning programme is one where you can do parts of the same course in two different countries. For instance, you can study at an Indian college for the first and second years and then continue the third year at a foreign university, which saves you a considerable amount of money.

Jai Hind College's BMM faculty has tied up with Bournemouth University in the UK, whereby students have the option to study their final year at the Bournemouth campus, with an automatic scholarship of £3000. Bournemouth, known for its media courses, is also in talks with Whistling Woods International for a similar partnership. For its arts students, Jai Hind has partnered with Nottingham Trent University, UK, where students can study for one term. Similar exchanges for other science and management courses are in the pipeline.

St Xavier's college offers a tie-up with University of Bath, UK for biotechnology programmes and with Teesside University, UK for social research and development.

HR College has collaborative courses with campuses abroad such as SP Jain Institute of Management in Singapore and Australia and New York University's Abu Dhabi campus for BBA programmes.

Ecube Global college only has the twinning option for engineering students, where they study one year in the

Thane campus and the following two years at Newcastle University, UK. These students are given a £3000 fee waiver.

SP Jain Institute of Management offers Global MBA and BBA programmes, where students can study in Mumbai, Dubai, Singapore and Sydney.

Internships, research and student exchange partnerships

Welingkar, as part of its 'global college' philosophy, has partners in various countries, including the USA, UK, Canada, Sweden, Germany and Denmark. These tie-ups are for research exchanges and student exchange programmes. They also have partners for internship opportunities in these countries in Germany, the USA and Sweden.

Malardalen University, Sweden: Has partnerships with the Welingkar's B-school for exchange programmes, and has a collaborative 'Innovation centre' where business ideas are incubated.

The Swedish university is also in talks with Mumbai University for partnerships at the Masters and PhD level, and to set up a 'technology park' for research in innovation technology, and an incubation center. Also exploring partnerships with IIT Bombay, XLRI.

IIT-Bombay has also signed a partnership with Brown University, USA for student exchanges slated to start 2011.

Source: 24 May, 2011/[Hindustan Times](#)

10 mn college students to be added by 2017

India plans to send over 10 million more students to college by 2017 than it does at present, under an ambitious target aimed at yanking up the country's abysmal higher education enrollment figures. The University Grants Commission on Tuesday told the Planning Commission that the government is setting a target of increasing the country's gross enrolment ratio by 10 % over the 12th Five Year Plan between 2012 and 2017. The meeting was the first of the steering committee to draft the government's strategy on higher education for the 12th Five Year Plan.

Statistics published by the UGC last year indicated that about 11.5 million students were enrolled in recognised higher educational institutions across the country. But the government is unclear about the current gross enrolment ratio (GER) because different studies and surveys have thrown up different figures.

The UGC and HRD ministry statistics suggest that the GER at present hovers close to 13.5% of the total number of citizens between 18 and 22. But the National Sample Survey Organisation (NSSO) in 2007-08 figures has estimated the GER at about 17%. The average GER across developed nations is between 40% and 50%.

The HRD ministry and the UGC are now conducting an All India Higher Education Survey which among other goals will try and fix a number to the GER that can be used for

further public policy formulation. "It is precisely because of the lack of a definite GER at present that we are suggesting fixing our target in terms of the increase in enrolment rather than an absolute number," a senior government source said.

Source: May 24, 2011/[Hindustan Times](#)

Best cities to study in

The metros are a big draw for many students – and it's not very difficult to fathom why. Top class universities will obviously offer you top class education. A degree from Delhi or Mumbai University definitely holds great weight for employers who automatically assume that graduates or postgraduates from prominent institutes make better employees, given the high standards of education they have been exposed to. Metro lifestyles are also supposed to add a certain urbane polish to your persona, making you a smarter, more employable person than your competition from a Tier-II or III city.

But what about the smaller cities? What happens to students who want to give the busy and buzzy lifestyles of the major metros a miss? What about those who do not make the grade in the top colleges in their home cities and are compelled to move out for lack of better options?

Education, lifestyles

Cities like Bengaluru, Pune and Chandigarh (the latter two being educational towns) are great places to study in. They also boast of great lifestyles, with malls, discos, movie theatres and fun-loving locals who are quite fond of shopping, eating out and long weekend trips out of town.

All three have major academic institutions. An IIM figures prominently in Bengaluru's list, apart from Christ University, Bangalore Medical College, Dr B R Ambedkar Medical College, and National Law School. Pune has its Film & Television Institute, National Film Archives, Symbiosis Institute of Computer Studies and Research (SICSR), MIT Institute of Design, and College of Engineering, among others.

Important educational institutions in Chandigarh include Punjab Engineering College (PEC), Post Graduate Institute of Medical Education and Research (PGIMER), and Panjab University.

Living in a non-metro city also has its advantages. You don't have to live in a place where the infrastructure is stretched at the seams. The power situation in the three cities is also under control. Bengaluru and Chandigarh are green cities – and all three offer students a fairly safe environment.

But before you leave...

Moving to a new city, however, is not easy – especially a smaller one, if you are more than used to a metro's advantages. But those planning to move out must remember to keep a few things in perspective.

Do your homework thoroughly before applying to a college or university outside your home town/city. It should not be a fly-by-night institute that makes you waste your time and money. Will you be comfortable with the programme you are taking up? Are you sure you won't get bogged down by it midway?

Remember, you will be on your own in the city and not able to get regular advice or support from family members.

Leaving home for the first time can be tough on anyone. The transition from school to city (in a new college) and then from home to a hostel or probably paying guest or rented lodgings, can come as a shocker. Those likely to be homesick should make sure they have a good support system in the new town. Any aunt or uncle or grown-up sibling or cousin should be on standby should you be in need of any kind of help.

Wherever you rent/live, make sure your parents/friends visit and take a good look around the place. Ask about neighbours, power and water situation, make sure your college is close by or at least has proper bus connectivity. Taxi services should be good but try not to travel alone and always keep your cellphone charged and connected to friends or relatives in town.

Lastly, as soon as you join up, make sure you familiarise yourself with the faculty of your college and befriend your batchmates. That's the best way to ensure that this new city starts feeling like home to you.

Source: 24 May, 2011/ [Hindustan Times](#)

How college majors pay off in career salaries

Over a lifetime, the earnings of workers who have majored in engineering, computer science or business are as much as 50 percent higher than the earnings of those who major in the humanities, the arts, education and psychology, according to the analysis by researchers at Georgetown University's Center on Education and the Workforce.

"I don't want to slight Shakespeare," said Anthony Carnevale, one of the report's authors. "But this study slights Shakespeare."

The report is based on previously unreported census data that definitively links college majors to career earnings. Earlier studies have looked at salaries immediately after graduation, but the new report covers earnings across a person's working life and is based on a much larger survey.

The report comes as the recession and escalating college costs have renewed questions about the value of a college degree. Over the past two decades, the average amount of debt a student takes on has roughly doubled in real terms, leading more parents and students to focus on the financial returns of their college investments.

According to the study, the median annual earnings for someone with a bachelor's degree in engineering was \$75,000. The median wage was \$47,000 in the humanities,

\$44,000 in the arts and \$42,000 in education or psychology.

The individual major with the highest median earnings was petroleum engineering, at \$120,000. The lowest earnings median was for those majoring in counseling or psychology, at \$29,000, and early childhood education at \$36,000.

Source: 24 May, 2011/[San Francisco Chronicle](#)

Innovation in Education

What do you think of the present Indian Education System?

There are two types of schools in India — Government run and privately owned educational establishments. The governments are working for a higher literacy rate but it takes time to reach a level of satisfaction. The immense rise in private schools show that people are very much in need of quality education. Our country has a very good education system but the main problem is unemployment. People are educated but there are no jobs.

Where does the Indian education system stand with respect to the global scenario?

Our education system is recognised world over and our students perform brilliantly on the global platform. But, the books we refer to are very old and often outdated. Also, technology has become a part of everyone's life nowadays. It is time for a change. When technology is included in education it generates interest in the child to study and to learn more. To bring about this change, Mexus-Education has been formed. Mexus works on the belief that learning is most effective when it is personalised, entertaining, voluntary and involves active participation by the students.

Using the NCERT model of education, Mexus-Education has created innovative education solutions. How will this be applied in Andhra Pradesh?

We will be coming up with the study material for the state syllabus books not only in Andhra Pradesh but also in all states of India within six months. I also have to add that there is a lot of competition when it comes to publications, specially in AP.

Will Mexus reach out only to urban India or the rural areas too?

We not only reach the urban India but also the heart of rural villages. Many villages have chosen as a part of the Mexus-Education project. We will provide all the study material, technical tools and also conduct special formal training for all teachers regarding the use of these tools.

Source: 24 May, 2011/[IBN Live](#)

Capitalising on quality

Why study in Delhi? It's a launch pad to the wider world.

The national capital has a high concentration of some of India's best higher education institutions, peopled by leading academics and very bright students. It's home to the biggest name in medical education and training in the country— the All India Institute of Medical Sciences. The Indian Institute of Technology and Jawaharlal Nehru University are not only among the best in the homeland, but they are also internationally-ranked. One of the top preferences of students from practically all over the country is the University of Delhi. The School of Planning and Architecture is highly regarded, too.

The metropolis is home to international institutions such as the Italy-headquartered International Centre for Genetic Engineering and Biotechnology and, more recently, the SAARC member countries' South Asian University.

Among undergraduate institutes, St Stephen's, Shri Ram College of Commerce and Lady Shri Ram College for Women are at the top of the charts. Their graduates sail through the admissions processes of globally-renowned universities such as Oxford, Cambridge and Yale. Some American institutions even waive off the requirement of 16 years' formal education for select candidates. Last year, a St Stephen's graduate got direct admission for a PhD programme at the noted Max Planck Laboratory, Germany, right after her BSc in physical science.

"Branding matters," says Saumen Chattopadhyay, associate professor at Jawaharlal Nehru University's Zakir Husain Centre for Educational Studies. "In education, what's important is not the degree but the quality of education."

That's what lures students from all over the country. Most of them swear by the infrastructure and other resources and camp here indefinitely, come DU admission time, preparing for entrance tests, recruitment exams and scholarships. Being in Delhi also brightens their chances of getting admissions to educational institutions abroad as most of the diplomatic missions and their education promotion wings are here. "It's much easier to appear for interviews (for foreign scholarships etc) in Delhi," says Chattopadhyay, who completed his masters and higher studies in the city.

Studying in Delhi is also about exposure, networking and acquiring an edge, though many are compelled to leave their hometowns and states partly due to infrastructural constraints, as well as socio-economic and security issues.

"Many of our students come to the Capital because the situation back home is very bad in terms of infrastructure and social unrest," says Boveio Poukai Duo, president, Naga Students' Union, Delhi, which was established in 1963. There are about 22,000 Naga students in Delhi/NCR, not just from Nagaland but also from Manipur, Assam and Arunachal Pradesh (plus Myanmar).

Students would face limits within their hometown, says Duo. "If we have to compete with the world, we have to be in Delhi. Delhi is the choice of more than 50% of Nagas including students, civil services aspirants and also state

civil services aspirants who come here for coaching and go back to write the exams.”

Delhi is about possibilities that can make the motivated and determined realise their full potential. It can open up mind-boggling vistas. It's here that graduates can bag jobs with R32 lakh in annual pay (Deutsche Bank offered the amount over the last two years). Delhi's services sector and the corporate sector in its satellite towns have a host of internship, training and placement opportunities — linked by a fabled Metro train. Buses, taxis, auto-rickshaws and cycle-rickshaws and even bicycles on-hire, connect the dots on your route map.

“Delhi is open to everybody. It doesn't discriminate. There's diversity among students as well as faculty members. You feel you belong,” says Chattopadhyay.

That's what many people think. Delhi belongs to everyone. “It's the country's capital, so people come here. It's the best,” says Joseph Malsawmtluanga, a final-year law student who chose to study here as he was “not satisfied” with the law programme in his home state Mizoram. Legal education, he says, is “really good — good lecturers, good library, and the office staff is good too,” says Malsawmtluanga, who is also president of Delhi Mizo Students' Association, which has about 600-700 members, though he puts the total number of Mizo students in the Capital at 1,000.

Life in Delhi, however, is not all that rosy, given the extreme weather conditions and the high crime rate. It's also considered an expensive city. The crowds, the traffic can rattle. But it's for those who manage to keep their feet firmly on the ground and carve their niche at the same time. “If you have come with a strong heart and will, you can do well. Otherwise, it's very easy to get swayed by Dilli ki hawa (Delhi has that kind of an effect on you),” says Ratnpriya, a student of Miranda House, from Bokaro.

Source: May 24, 2011/[Hindustan Times](#)

No tolerance for corruption in education, says Sibal

Speaking at the 11th convocation of [Dharamsinh Desai University](#) (DDU) at Nadiad on Tuesday, Union human resource development and telecom minister, [Kapil Sibal](#) urged the graduating students not to run after wealth. Telling them that they themselves are the country's wealth, Sibal recommend the students to become agents of change.

Sibal said it was talent of Indians which could make things happen and take the nation places. Urging the students to exploit the sea change taking place in social, economical and political and technological environment he said, “The greatest asset [India](#) has today is the talent of its youth.” Sibal expressed concern over rampant instances of lack of integrity and ethics of people in public life in the country and told students to focus on culture and traditional value system.

The convocation also saw the presence of Union minister of mines & minerals [Dinsha Patel](#), vice-chancellor of the DDU, H M Desai and managing trustee of the Dharamsinh Desai Foundation N D Desai along with other dignitaries, faculty members and the parents.

The convocation had 1445 students from various branches of engineering and technology, dental, pharmacy, commerce, computer application and business management streams obtaining their degrees and diplomas.

The minister also attended the 31st Vikram Sarabhai Memorial Lecture on education and social change at Ahmedabad Management Association (AMA) in the evening on Tuesday. Talking at the event Sibal said that the definition of wealth has changed. He said that wealth, today, is in the form of Intellectual Property Right (IPR).

Which is generated through good education system.

Talking about issues in the area of education, Sibal said that only 15% of the age group of 18 to 24 years is enrolled into colleges while in a developed country the enrolment ratio could be as high as 80%. Sibal said that there is huge corruption in the education system in the country. He suggested that there should be zero tolerance for corruption in the area of education as it is dealing with the lives of children. “While we need strong laws against corruption we also need the active participation of legislators, judges, vice-chancellors and civil society.”

While talking about the importance of the participation of civil societies in bringing developmental changes to the society Sibal, on the lighter side, mentioned that the participation of people like [Anna Hazare](#) are not required. However, he soon retracted his statement saying that it was just a 'joke' and later in another part of his speech mentioned the importance of the role of Hazare in the country.

Source: 25-May, 2011/[Times of India](#)

Time Now for Quality

The shake-out in professional education should be welcomed

India's higher education market has moved from its traditional shortage-based dynamics to excess supply — linked to uneven quality. Private management institutes and engineering colleges have mushroomed, creating a surge in output — 400,000 engineering students passing out every year, and the annual B-school throughput capacity going up to an astonishing 300,000. Much of the growth has been in the private (supposedly non-profit) sector, marked by high fees and often poor facilities and teaching. The job market has caught on; the leading information technology (IT) companies have been saying for some time that less than a quarter of engineering graduates is employable. Also, the majority of B-school graduates end up in jobs that do not require a management degree, with

salaries that do not justify the large amounts invested in fees.

So the bubble has burst. Students and parents have realised that the mathematics does not add up, and are opting out. The number of people sitting for the leading B-school entrance tests has dropped precipitously, as a report in this paper's Saturday Weekend section spelt out. As for engineering colleges, tens of thousands of seats have been going unfilled in states as far apart as Karnataka and Gujarat, Madhya Pradesh and Tamil Nadu. You could say that the problem has found a market-based solution; since demand has dropped off, supply too will shrink. What one should hope is that the shake-out will see the poorer quality institutions downing their shutters.

What are the lessons to be learnt? There are at least three. First, regulation by the government is less effective than the dynamics of the marketplace. Certification by the All-India Council for Technical Education has not meant any assurance of quality, and in fact involved pay-offs. The human resource development minister's push for replacing each such failed body with a new one is no solution. What has worked is the interplay of supply and demand. The long-standing shortage in higher education capacity led to a rush of fresh supply, the market overshot (as was to be expected) and is now correcting itself. The next logical development will be a stress on improving quality across the board, as institutes compete for good students in the same way that the best international universities do.

The even more important lesson is that the thrust of reservations in higher education is misplaced, born as it was in a shortage situation when admissions were hard to come by. Now the better students have a choice, and even the poorer students (including those from disadvantaged backgrounds) can hope to get a professional education. What they may not be able to afford are the high fees. The focus of government policy should shift, therefore, from reservations to affirmative action — scholarships to poor students, with additional weighting for students who come from the Scheduled Castes and Tribes.

The third and final lesson is that if private sector (non-profit) education is encouraged at school level, instead of actively discouraging it as recent legislation has done, you could see excess supply and then a drive for quality in school education too. With overall literacy having reached 74 per cent, and literacy in the school-age population having got to perhaps near 90 per cent, the time has come to switch focus from pure supply to quality supply.

Source: May 25, 2011/[Business Standard](#)

Right to Secondary Education

After the partial success of universalisation of elementary education, the Government of India along with the state governments is taking stock of secondary education and working out strategies to infuse fresh life into it. It is imperative because in the present scenario the secondary education constitutes the nucleus of the edifice upon which

rests the structure of higher education. Primary education appears to be debilitating but secondary education is gaining momentum with each passing day. The education system in Jammu and Kashmir has derailed in many respects. There is lack of seriousness which affects quality education and hampers its revamping. And bring it back on track is one of the major challenges that the state faces currently. Quality education at the primary level simply does not exist at this stage, which is also a challenge the state for the state's educator sector. According to the All India Education Survey 83.3 per cent villages either have a primary school in their own village or one within a radius of a kilometer. Similarly, 76.15 percent villages have middle schools in villages itself or one within a radius of three kms.

The situation is not so different in our state. Here the schools have grown like obnoxious weeds to cater to the primary education. This has happened without any consideration to infrastructure and other facilities. Going by these figures, one might infer that almost every village in our state has at least one primary school, middle school and that is true. But what about secondary schools? The paucity of resources available at the secondary level forced the authorities at the national level to devise a scheme having the same structure as that of Sarva Shiksha Abhyan (SSA). This time, however, it is for the universalization of secondary education throughout the country. This scheme is known as the Rashtriya Madhyamikh Shiksha Abhyan (RAMSA) and has now been extended to all states including Jammu and Kashmir. The main objective of the scheme is to provide free and compulsory secondary education to all falling in the age group of 12-16 years. But this is far from truth and the idea remains a distant dream. It is the matter of concern that at national level there are 41,198 primary schools around 5,638 middle schools are run under tents or under open sky, 1.15 lakh primary schools with a single teacher, while over 4,000 primary schools do not even have one teacher. Now one can just imagine the scenario of the states.

Government's efforts in the recent past to streamline the primary education sector have apparently failed. The year 2000 saw the introduction of yet another scheme to spread elementary education and the promise of making education a fundamental right. Government launched with great fanfare the "Sarva Shiksha Abhiyan". But what happened to it thereafter is also to known to everyone. It is beyond any doubt that schemes are aimed at making proper classrooms, extra teaching and reading materials available in primary schools, middle schools and now in secondary schools. However, most of the Government schemes do not come up to expectations of the people due to callous approach of authorities.

In Jammu and Kashmir it is a tragedy that schemes are taken causally and because of this approach we have been deprived of many benefits otherwise guaranteed in such centrally sponsored programmes. As a result, children suffered the most. We forget that due to the lack of other alternative education systems they are totally dependent on

the Government-run schools for their education. Lack of facilities has also been a major problem for these schools in attracting and retaining children which the Government of India intended to ensure in Rashteriya Madhyamikh Shiksha Abhyan (RAMSA). But our feeding of data to get the funds under this scheme is wrong.

The idea of the schemes like "Sarva Shiksha Abhiyan, Rashteriya Madyamikh Shiksha Abhiyan " is comprehensive. Both the schemes aim at roping in all children in the age group of 6 to 16 to complete ten years of primary education and secondary education by 2016. If these "Abhiyans" are carried out seriously and sincerely, it may herald a new chapter in the history of primary and secondary education. But it is too early to jump to any conclusion in this regard, because the nation has had a very bitter experience with regard to the viability of such schemes and operations. Similarly, the review of school curriculum is another major challenge. Given the changes that have taken place in different areas of knowledge, an overhauling of every syllabus is the need of the hour. The increasing dominance of information technology and professionalism in every walk of life has necessitated a fresh and serious look at the primary school curriculum. By introducing a national curriculum framework for school education, National Council of Educational Research and Training (NCERT) has taken a well-directed step. A debate is on to reduce the predominance of external examinations, and remove the pass and fail categories up to Class X and indeed some initiatives has been taken by Jammu and Kashmir Board of School Education though in haste. The Government, however, should also keep in mind the rural and urban divide, while formulating strategies to streamline the education structure in our state. It is the rural areas where primary education is indeed in a bad shape and needs surgical treatment at the earliest, not to talk about secondary education.

Source: 26 May, 2011/[Greater Kashmir](#)

Higher education merits change

Privately-owned institutions are more likely to attract the best-in-class faculty and ensure stronger industry linkages, because to them only merit would matter.

If cars need petrol, the software industry needs trained skilled manpower. So at the cusp of the new decade, when industry talked of new software export vision of \$375 billion for the year 2020, it tagged on a caveat: India's dominance in software outsourcing would hinge largely on the availability of a trained pool of manpower, among other factors. It had reason to worry: After all, employability of engineering graduates for technology services is only 26 per cent. But things seem to be changing on the ground now. For the first time, large companies such as Cognizant and Infosys are acknowledging an improvement in the quality of engineering graduates. Much of this is because of interventions in educational institutions by the industry. Over the last few years, the industry has collaborated with technical institutes not just for the curriculum. It has also

been involved in train-the-trainer initiatives for universities, engaged in workshops and training modules and lent subject experts as guest lecturers to colleges. Also, where volumes are concerned, the industry can derive comfort from the spurt in the engineering enrolment at colleges — over a million at the last count. That will mean more hands on the production floors a few years from now.

That said, there can be no doubt that more needs to be done. Even today, IT sector invests \$1.4 billion to convert 'trainable talent' into 'industry ready' professionals. And, because the education system does not make them "first day-first hour job ready", freshers joining companies have to undergo months of training. Even then some do not make the cut in the end. Second, the growing chasm between the quality of output from leading colleges and those from smaller technical institutes needs to be bridged. The latter still suffer from old curriculum and unavailability of good faculty. The solution lies in adopting a radical approach and taking bold decisions because reforms in higher education are critical. Industry veterans are also talking about structural changes in education system, given the glaring disconnect between what is being taught in colleges and what the industry really needs. Citing the benefits accrued through privatisation in the healthcare and airline sectors, many argue that privatisation itself could be the panacea for all that ails the education system today. It will bring in the much-needed capital to attract the best-in-class faculty, overhaul outdated curriculum and ensure stronger industry linkages.

The Government needs to remind itself of Deng Xiaoping's working principle: As long as the cat catches the mice, its colour doesn't matter. Whether education is state- or privately- provided should be irrelevant. True, politics will be a factor in a country divided socially as India is, but that does not mean ownership of educational institutions should be the chosen instrument of either politics or social change. Indeed, privately-owned institutions are far more likely to achieve these ends because, to them, only merit would matter.

Source: 26 May, 2011/[Hindu Business Line](#)

University fees may rise every 3 years

Govt to push for 10% periodic hike; proposals to be placed before apex education body, state ministers on 7 June

The Central government will push for a 10% hike in university fees every three years in a bid to nurse these institutions to financial health—a move that could have a far-reaching impact on India's resource-strapped higher education system.

The move, which is likely to face strident opposition from students as well as rival political parties, follows a government-appointed panel's recommendation of an increase in fees charged by the Indian Institutes of Technology (IITs). Fees at colleges that have government funding are nominal and increases are rare, given that such moves are fraught with political risk.

Universities are the key to higher education in India with over 80% of around 15 million students pursuing courses under the system. The proposals on increasing college fees will be introduced at two meetings—one of state education ministers and another of the Central Advisory Board of Education, the apex education body that helps the Central government formulate policies. Both meetings are to be held in Delhi on 7 June.

“Central and state universities may be statutorily required to adopt revision of fee structure payable by the students by at least 10% for every three-year period,” said the agenda note for both the meetings, a copy of which has been reviewed by *Mint*.

Since a majority of the universities in the country are under the control of the states, local governments have to be taken on board for the move to succeed, said two senior officials of the human resource development (HRD) ministry, who didn't want to be named.

There are some 525 universities in India, of which 450 are funded by the government. Of these 450, only 40 are Central universities and the rest are state universities.

“A couple of months back, a meeting of vice-chancellors had suggested a fee hike looking at the current financial condition of the universities,” said one of the officials.

He rejected the notion that fee increases would add to the financial woes of families labouring under rising inflation.

“Looking at the current situation, a 10% hike is unlikely to burden families as university education is not very expensive,” he said.

A student pays on average between Rs.6,000 and Rs.12,000 as annual tuition fee. Authorities say this is too low. Universities can charge market rates for so-called self-financing courses, where there is no government aid involved. For example, a self-financing course on corporate finance at Orissa's Utkal University costs students at least Rs.40,000 a year.

“Universities are getting less than 10% of their revenue from student fees and this can be increased up to 15%,” said the second ministry official.

A 10% fee hike may not look like much in bigger cities such as Delhi or Mumbai but would pinch students in smaller towns, said Gayatri (who uses only one name), a student at Utkal University.

“When your father is earning Rs.5,000-6,000 a month, a 10% increase in the course fee is definitely going to impact the family budget,” she added.

“These days the common man is the worst sufferer,” said Gayatri, whose father works in a small business in Orissa. “Whether it is food or fuel prices, it's the common man who has to accommodate” the increases.

Syed E. Hasnain, former vice-chancellor of University of Hyderabad, said some universities are charging just a few

hundred rupees per course for a semester, which is irrational.

“When the demand for education is growing, you cannot be irrational. A 10% hike every two or three years will help universities get some amount of extra funds,” he said. “And in five years time the course fee will be rational.”

Instead of a one-size-fits-all solution, the fee hike should be left to individual universities, he said. “If a student in a metro can afford a car to come to classes, why can't he afford Rs.30,000 per semester to study a course which has a lot of market demand.”

The Anil Kakodkar panel set up by the HRD ministry had suggested a sizable fee increase at the IITs to make them more financially independent. Currently, an IIT student pays around Rs.50,000 per year in tuition fee.

“The committee has suggested that the tuition fees should be between Rs.2–2.5 lakh per year per student,” the panel said in its report in the second week of May. “This would be reasonable considering the high demand for IIT graduates and the salary that an IITB. Tech is expected to get.”

The IIT council will take a final call on the suggestion. The committee has also suggested that there should be a special loan facility for IIT students to help cover their expenses.

As far as the proposal on higher education fee increases is concerned, the ministry will also ask state governments to be “liberal” in funding state universities to improve the quality of teaching and research. Funding is seen as the most crucial aspect of higher education.

While demand for education has increased enormously in recent years, the Central government expenditure on it is less than 1% of the gross domestic product (GDP), according to official data. The ministry proposes to discuss this issue at both the meetings and is likely to press for higher education funding to be raised to 1.5% of the GDP.

According to the agenda, both the meetings will also discuss performance-linked incentive grants for university professors and evaluation of teachers to improve the quality of education and create a sense of accountability.

Source: 30 May, 2011/[Live Mint](#)

State proposes fee slabs for engg. students

The declaration of Common Entrance Test (CET) results on Monday notwithstanding, the imbroglio on the fees of engineering degree courses continues, though Minister for Higher Education V S Acharya exuded confidence of resolving the issue “in a day or two”.

The State government has proposed two slabs in the fee structure. Students, with ranking up to 25,000 on the merit list and whose family income is less than Rs 2.5 lakh, will pay Rs 30,000. Others would have to cough up Rs 35,000, Acharya announced at a press conference while releasing the CET results here on Monday.

The private college managements, however, were yet to fall in line. Acharya hoped they would eventually accept the government's proposals saying there was no third option. According to the minister, the government was going by the consensual agreement signed in 2006. "There is no third option (for private colleges). They cannot refer the matter to the Padmaraj Committee on fee structure," Acharya maintained.

He warned the private colleges against "dragging up" the issue. The seat selection process will start on June 9. Minister for Medical Education S A Ramdas said seats in government medical colleges were likely to be increased. The Medical Council of India (MCI) has completed the first round of inspection of colleges where seats have been proposed to be increased. The State government has applied for increasing the seats in Mysore Institute of Medical College from 100 to 150. The seat matrix for medical/dental courses would be announced on Tuesday, Ramdas added.

Meanwhile, the results of the entrance test held on April 27 and 28 this year were announced on Monday. Over 1 lakh students qualified in different streams. Ramya R, a student of MES PU College of Arts, Commerce, and Science, Malleshwaram, Bangalore, bagged the first rank in medical/dental, and ISM & H courses. The first rank in engineering went to Aditya P Gaonkar of Vijaya Composite PU College, Jayanagar, Bangalore. Shreya Daffney of Poomaprajna College, Udupi topped in the architecture stream.

Source: 30 May, 2011/[Deccan Herald](#)

Bring Global Education to India: Shiv Nadar University Opens Admissions Process

Shiv Nadar University announces the commencement of a new era in higher education in India. Applications are invited for the inaugural batch of the Shiv Nadar University of Engineering, Noida.

With a view to create the most exciting place of discovery and innovation the country has ever witnessed, Shiv Nadar University announces the commencement of a new era in higher education in India. Applications are invited for the inaugural batch of the Shiv Nadar University of Engineering, Noida. One can seek admission into the Shiv Nadar University School of Engineering (SNUSE) by filling up the application form which is available both at the Shiv Nadar University Admissions Offices located in Noida and Chennai* respectively. The important dates of the application process as well as the application form can be downloaded from <http://www.snu.edu.in/>

After submitting the application form, the candidates will have to take the SNUSAT admission test, the dates for which can also be found on the University Website. The shortlisted candidates will be required to appear for a short interview. The session for the 1st batch will commence on the 18th of August, 2011.

According to Shiv Nadar, the founder of HCL (a \$6 billion enterprise and one of the largest IT companies in India) as well as the founder of Shiv Nadar University," Around one lakh of Indian students go abroad every year for further studies and in the West, the competition is increasing year after year.

We want that at least the brightest students need not go abroad to study." He is of a firm belief that education is the single most powerful tool for individual and social change. With a flag-bearer of such immense experience and influence, the Shiv Nadar University is completely focused at bringing out the best in Indian youth through powerful pedagogy, state-of-the-art infrastructure, world class faculty and most importantly through the freedom to aspire and dream.

Shiv Nadar Foundation with its nation-wide initiatives in education has over the years established itself as powerful center for innovation where students are not only encouraged to explore their passions, but also to enjoy the freedom that comes from the human spirit itself.

Shiv Nadar University, in the same spirit, will continue to provide its students with an environment that motivates original research, scholarly production and creative expression.

About Shiv Nadar University: The Shiv Nadar Foundation, with a strong legacy in education in India with leading colleges like the SSN Institutes in Chennai, has launched the Shiv Nadar University, a research-led, inter-disciplinary university aimed to create a global centre of learning and education to India.

Set up on a 286-acre 2057316877 campus at Greater Noida in the National Capital Region, in close proximity to South Delhi, Shiv Nadar University will offer a full range of academic degree programs including undergraduate, postgraduate and professional degrees across multiple disciplines.

The University commenced its academic programs with the launch of the School of Engineering in 2011. In the pipeline are schools of business, humanities, natural sciences and social sciences.

Source: 30 May, 2011/ [Prlog](#)

UK's £400m aid for India schools 'squandered' after education standards FALL

Hundreds of millions of pounds in British aid has been squandered on schools in India where standards have fallen.

Britain has pumped £388million into the Indian education system over the past eight years, and is due to spend another £117million by 2013.

But an investigation has revealed that much of the money has been wasted and that standards of reading, writing and arithmetic have dropped.

Impoverished: Aid intended to improve education in poor, rural areas appears to have failed, a study has found

The spending has been questioned because standards in many Indian state schools –where old-fashioned and rigorous teaching methods are still employed – are often far higher than in Britain.

But even if the money is designed to improve education in poor, rural areas, it still appears to have failed, according to a study by the Indian government.

Standards in the most impoverished regions have fallen to such an extent that national figures show up to a quarter of primary school teachers are routinely absent, half of ten-year-olds cannot read a sentence and only a third can do a simple sum.

The Annual Status of Education Report into Indian schools, unveiled by Indian vice president Shri Hamid Ansari, found that the money sent by Britain has made little or no impact. It concluded: 'Close scrutiny of India's education system reveals a sobering truth – that this large investment has been spent poorly.'

The highly-regarded independent report found that, while there had been an increase in the number of children attending school, half of ten-year-olds could not read a simple text and standards had declined since 2007.

The same report found that little more than a third could complete a basic sum, which was also considerably worse than the result three years earlier.

The report said that 'the changes that can be discerned in the system as a whole are minor and often imperceptible'.

And Indian children, the report added, do not appear to be learning any better than they were four years ago.

Tory MP James Clappison said: 'This casts doubt on the efficacy of the role of UK aid in India. Perhaps that money should be spent at home or sent to poorer countries. Some of these countries can help themselves more.'

The revelations come amid a furious row within the Coalition over plans to enshrine in law an increase in British aid spending to 0.7 per cent of national income at a time when public services are facing sweeping cuts.

Alan Duncan, the International Development Minister, caused controversy this week when he said that Britain should keep giving aid because it makes the country look good.

David Cameron has also stood up for Britain's aid budget, despite hostility from the public and Tory MPs.

A spokesman from the Department for International Development defended the Government's spending on education in India.

He said: 'Since 2003 the UK has helped more than two million children attend school in India.'

'We are working hard to get more into school and raise teaching standards, giving the poorest the chance to lift themselves out of poverty.'

'All British aid is now subject to rigorous, independent evaluation which will help to drive up the standard and quality of education in India.'

DfID has already faced criticism of its funding for India's Sarva Shiksha Abhiyan programme to provide free education to those aged six to 14.

Investigations exposed corruption within the scheme, with up to £70million going astray.

Source: 31 May, 2011/[Daily Mail UK](#)

Let skills be part of edu system'

To get students job-ready, every stream must be attached to a skill. Anil Kakodkar, who is drawing up a plan for the state government to reform its higher education sector, felt that every programme, including those in humanities, can have a skill development component.

Speaking at the Observer Research Foundation on 'How we are failing [India](#) and its youth: the urgent need for reform in higher education', Kakodkar said, "Skills have to become an essential part of the education system. Learning has to be made a practical experience."

Kakodkar said, "A science student should have an understanding of the humanities and management and economics and vice versa."

The former chairman of the Atomic Energy Commission is heading a committee to look into university reforms in Maharashtra, which he said was still a "work in progress".

Speaking on the challenges of higher education he spoke of the increasing burden shouldered by universities in supporting its affiliated colleges, but stressed on the need for autonomy and putting money on research.

"For holistic growth, a student has to be on a university campus where there is ongoing research and be part of a community of academics. That is not possible in affiliated colleges," Kakodkar said, expanding on the idea of residential universities he studied about on a recent trip to China.

Citing an example from [China](#), he said, "There are no affiliated colleges there. Every student has to study at a residential university campus that is spread across 1,000 acres with 35,000 students of which 6,000 to 8,000 are doing their PhDs."

Admitting that governance is a major hurdle in higher education today and autonomy is the need of the day, Kakodkar said, "We are used to a British Raj, where a few people control many."

Turning the ongoing criticism of IIT graduates taking up lucrative careers which have nothing to do with engineering, Kakodkar said, "I would worry, if a graduate in a particular

discipline can't adapt to another discipline . A good education is where a student learns to adapt to changing scenarios. Although I do worry that lesser people are there for research in technology."

Source: May 31, 2011/[Times of India](#)

No world-class institute in India: CNR Rao

C N R Rao, chairman of special advisory committee to PM, has said there is not a single institute or university of global standard in the country.

While Rao was seemingly echoing Union minister Jairam Ramesh's argument that IITs were good only because of students not faculty, he said he was not responding or reacting to Ramesh.

Speaking at a programme on nano technology organised by the Karnataka State Higher Education Council on Tuesday, Rao said not a single science institution in the country was in the top 100 and may be at best one or two in the top 500. "We are nowhere in the scheme of things when it comes to being a world class science academic destination. Everything we do from now on should be geared to taking a place in the top 100 and then top 10."

Rao said money was no longer an issue in Indian science. "I did a degree from the US and I was paid a salary of Rs 500 during my time. Now professors get Rs 1 lakh. There cannot be complaints. If the money is put in the right direction, results should be forthcoming."

He was worried that there were no takers for physics, a fundamental necessity for work in nano sciences. "We have colleges offering biotech instead. Here is an irony - people are too specialized such that industry cannot respond with jobs. We are creating niche specialists who cannot be in general employment. Result is we are generating qualified science graduates in one area who cannot find jobs in areas other than that."

Rao said nano technology would be helpful in the areas of medicine, electronics, semi-conductors and biology. The immediate future will see plenty of nano applications helping people drink pure drinking water to administering insulin in easier ways to tackle diabetes.

Higher education minister V S Acharya who keenly listened to Rao's observations said the state was planning a road map for nano technology. "We are working on the overall direction that nano technology should take in the immediate future. We will have a plan ready soon."

Source: June 1, 2011/ [Times of India](#)

Coming soon: PPP model for higher studies in India

A new paradigm of public-private partnership (PPP) in the rapidly growing higher education sector is on the cards, with a role for corporates in developing the necessary infrastructure. In parallel, the norms for public funding of education as a whole — which is set to be increased from

roughly 1% of GDP at present to 1.5% — would be revamped with the inclusion of performance incentives.

Senior officials said that the ministry of human resource development (HRD) and the Central Advisory Board of Education would meet here on June 7 to discuss the PPP model for higher education that would likely comprise concession agreements distinct from those for other areas of physical infrastructure like ports, roads and power. Different models are being looked at: Basic infrastructure, outsourcing, equity or hybrid and reverse outsourcing.

The basic infrastructure model will involve the real estate player providing land and others offering education services.

In the reverse outsourcing model, foreign educational institutions will set up campuses in India and deliver lectures to students in India remotely. Under the hybrid model, even Indian institutes can offer education services to other countries.

Sources said the HRD ministry, along with CABE which advises the central and state governments, will formulate the agenda for education for this year. Besides defining the funding parameters and devising suitable PPP models for the sector, the twosome will look at internationalisation in the higher education space, determine alternative modes of delivery and frame a new National Policy on Education, the sources added. The ministry has proposed that the public funding pattern should be norm-based under three broad categories – mandatory norms for minimum substantive grants to all universities; provision of maintenance grants to all universities based on transparent and objective criteria and performance-linked incentive grants based on assessable outcomes. "We are working on education guarantee finance schemes and the legislation is being framed," said a top ministry official. An HRD ministry paper had earlier said that inclusive policy must primarily focus on state-supported expansion of higher education. The idea is to upgrade facilities in the existing publicly funded institutions and make use of the opportunities of under-utilised spaces in these institutions. Also, facilities in non-aided institutions would be improved through an appropriate PPP model. The ministry is also setting up 14 Innovation Universities in the PPP mode under innovative disciplines with the participation of private parties would be encouraged.

Financing of these ventures would be done jointly by the government and the private firms. The ministry has already identified five universities for this project and they will have the freedom to formulate their own policies on admission to programmes and offer scholarships to the top 20% of the student community at the undergraduate and post-graduate levels.

The forthcoming government-CABE meeting would also deliberate on innovation inculcators to create the necessary linkages between the university, industry, research labs,

civil society. This would also be explored under the PPP mode.

Source: June 1, 2011/[Financial Express](#)

RESOURCE

'Number of students in India under age of 14'

What is the focus of the Canada-India Education Summit, which is being organised by Carleton University, in collaboration with the Shastri Indo-Canadian Institute, Indian High Commission in Ottawa, in June 2011?

Institutions in Canada have realised that the opportunities of collaboration at university levels in India are growing. There is an education MoU, which was signed last year when the prime ministers of India and Canada met in Toronto. In addition, we had 15 Canadian university presidents (equivalent to vice-chancellors in India) visiting India in November 2010.

The summit in June 2011, organised by the Shastri Indo-Canadian Institute and Carleton University, is a follow-up of those relationships that were built in November last year. It is a way of maintaining the momentum and building on relationships that already exist.

A number of MoUs were signed and CA\$ 4 million worth of scholarships was announced during the visit of Canadian university presidents to India in November 2010. Twenty-five VCs from India are travelling to Canada to attend the summit, and I believe university presidents from Canada will be visiting India again in November 2011.

How does Canada plan to establish education-focused collaborations with India?

I was sharing the dais with minister Kapil Sibal in Hyderabad sometime back, where he mentioned that the number of students in India under the age of 14 is 134 million — a remarkable number. The opportunity is huge and there are varied roles we can play in this context. Individual institutions bring their own strength to the vertical. The University of Alberta, for example, is a premier research institution in Canada, situated in Alberta, a province rich in oil and gas. Thus, they bring in particular expertise in engineering and nanotechnology. Each university in Canada comes with its own best fits for India.

What are the scholarships and fellowships on offer for Indian students in Canadian colleges and universities?

The Vanier Scholarship programme, which was started three years ago, provides CA\$ 50,000 a year to a researcher. India already has five of those scholarships. We also have a new scholarship programme called the Banking Fellowship Programme, which provides up to CA\$ 70,000 a year for research at the postdoctoral level.

Community colleges in Canada too, have a programme for Indian students. 'Students Partner Programme (SSP)' is a partnership between the Canadian visa offices in India and

the Association of Canadian Community Colleges (ACCC). Under the programme, students apply to the participating college, and the participating college ensures that students who are accepted in the programme, have the required documentation and meet the criteria, thus making it easier for them to get a visa or student permit.

Graduate fellowships are also available for Indian students who want to pursue a Master's or PhD in Canada. There are also up to 51 scholarships valued at more than CA\$ 3.5 million for Indian students under the MITACS scholarship programme in mathematics for research internships at the undergraduate level.

What is the role of community colleges in Canada?

Community colleges in Canada are highly specialised colleges. I think we do not have an equivalent in India though. If you want to become an aircraft mechanic, for example, or a pilot; a nuclear technician at a nuclear power plant or a digital media designer, you have to go to a community college. These are focused, more technical institutions with a different curriculum. Community colleges are for students who are looking for a more 'applied' career.

Source: 30 May, 2011/[Times of India](#)

Cloud computing in education

The rise of the cloud is more than just another platform shift that gets geeks excited. It will, undoubtedly, transform the information technology industry, but it will also profoundly change the way people work and companies operate. — *The Economist*

The education sector is the second largest sector globally and Indian school system is the world's largest school system with over 1.12 million schools. The development of the sector is key for economic growth and improvement in the standard of living.

According to the 2011 census, India's literacy rate has reached 74 per cent, increasing by 9 per cent since 2001. But, what is important is the quality of this literacy. In 2009, 96 per cent of children in rural India, who were six years to 14 years old, were enrolled in schools — of these, 73 per cent were enrolled in government schools and 53 per cent could read class two texts. The government has allocated Rs 52,057 crore for the education sector in the Union budget for financial year 2011-2012, up by 24 per cent compared with the past financial year. Is this enough?

While such statistics paint an extremely positive picture of the Indian educational sector, the overall quality of education still remains an issue. There is a need for more effort on multiple fronts to enhance the quality of educational discourse, improve standardisation and increase the reach of vocational and other alternate education channels to all sections of society.

The challenges posed by the growing appetite for education requirements are immense. India will have about 45 million people in the age group of 18 years to 20 years by 2020.

To train them, we need more than 20 million teachers. As per present trends, we will create only 20,000 teachers by 2020.

Traditional forms of technology in education pose a number of other key challenges. Cost of technology, both hardware and software, which are unaffordable for the masses; cost of maintenance of IT (information technology) setups; power shortage, particularly in the rural areas; and a lack of trained teachers — especially in IT awareness and knowledge are only some of the issues.

Cloud computing and related business models provide answers to many of the challenges faced by the Indian educational sector. IT in general has proven to be a catalyst in making the experience of learning more enjoyable and effective and cloud computing could provide answers to many of the challenges faced by the education sector in India. The cloud refers to wide-area networks, generally the internet, from which remote computing resources are shared. Google and others, already offer various productivity applications, and Microsoft has announced that it will offer Microsoft Office 2010 online next year. The cloud reduces costs and complexity and provides scalability.

The biggest advantage that the cloud brings is to reduce costs and improve efficiency. An institution can rely on the the 'pay-as-you-go' characteristic of the three pillars of cloud: IaaS, PaaS and SaaS.

Ease of maintenance increases efficiency as the pain of maintaining the software is now shifted to the cloud services provider. Technical issues related to online portals for distance education programmes and online examinations are the responsibility of the cloud service provider.

One of the primary reasons for the high dropout rate in Indian schools is the insipid form of learning propagated by rote learning. Interactive applications delivered through the cloud can not only standardise teaching methods and content across schools, but also add richness and variety to the learning experience.

Teacher-training programmes at remote locations or rural areas are often caught in a web of ignorance themselves. Cloud computing solutions can be used for teacher-training courses and rapidly train a larger number of teachers.

Many adults, deprived of minimum education at an early stage of life, are later reluctant to go to schools or do not have the time to do so. Cloud can help bring mass awareness among the rural population through interactive applications delivered using newer means of delivering education through mobile phones and televisions.

SciCloud is a project that is studying the scope of establishing private clouds at universities. With such networks, researchers can efficiently use the already existing resources in solving computationally-intensive

scientific, mathematical, and academic problems. The project established a Eucalyptus-based private cloud and developed several customised images that can be used in solving problems from mobile web services, distributed computing to bio-informatics domains.

Online tutoring has become a source of employment in India. In the rural areas, where career choices are limited, cloud online tutoring can play a major role in helping a person earn his bread and butter. At peak times, online tutoring vendors like Tutor Vista's teachers coach 2,500 American students in one to-one sessions Opportunity is knocking and while there is no doubt that the private sector will seize it, the government has to form partnerships to enable India to utilise the full potential of cloud computing.

"Education is not the filling a bucket but the lighting of a fire." — William Butler Yeats

Source: June, 2011/[My Digital fc](#)

Reforms fail to improve statistics

Contrary to expectations, the emerging reforms introduced by the Meghalaya Board of School Education to curb failures threw up a big surprise yesterday when the pass percentage in the Secondary School Leaving Certificate examinations did not even cross the halfway mark.

Introduced from this year, the reforms stipulated that pass certificates would be issued to all candidates who passed in two compulsory subjects — English and modern Indian languages/additional English, and three out of four additional subjects, which includes science and technology, mathematics, social science, health education/computer science.

The percentage of marks of individual students was also calculated on a best-of-five basis (500 marks instead of 600), provided a candidate appeared in all the six subjects and passed in all the internal assessments.

But going by the results declared yesterday, only 16,738 out of 36,122 students (46.34 per cent) were declared successful.

Prior to the 46.34 per cent in 2011, the pass percentage was 45.05 per cent in 2010, 46.77 per cent in 2009, 57.35 per cent in 2008 and 42 per cent in 2007.

Teachers, who claimed that the board did not consult them before implementing the reforms, are now demanding for the scrapping of the reforms.

The Khasi Jaintia Deficit School Teachers' Association, in its general meeting held yesterday, said the teachers were not taken into confidence by the board prior to the implementation of the reforms. "We only heard about the reforms, but did not receive anything in black and white," the association's president, E.D. Nongsiang, told reporters after the meeting.

Nongsiang said the reforms would adversely affect the thinking capacity of the students, who would desist from attempting to do well in mathematics and science.

He added that if the reforms were necessary, they should be made applicable only to those candidates who have been held back after having made an attempt. It should not be for the fresh candidates, he said.

Education minister Ampareen Lyngdoh said the student-centric reforms would be in place for the next five years and “the outcome of the reforms would take a little while to manifest”.

“This is the first time that such reforms have been introduced. It will, therefore, take some time for the results to manifest,” Ampareen told *The Telegraph*.

Asked why the pass percentage was only 46.34 per cent, Ampareen said, “The quality of evaluating the students was substantially improved as from now, the candidates can obtain photocopies of their answer sheets and can also ask for a re-evaluation.”

She said examiners were extra careful this time after the board had announced that students would be provided with copies of their answer sheets to see for themselves where they did well and where they went wrong. “We cannot make students pass just for the sake of passing,” she said.

The minister added that the system of checks during the exams was also improved to prevent malpractice.

This year, 130 students — 127 from Garo hills and three from Jaintia Hills — were expelled after they were caught using unfair means.

Source: 22 May, 2011/ [The Telegraph](#)

Thinking business, not jobs

A new book makes a case for entrepreneurship to be taught in schools and colleges, saying it's the way forward for both individual and country

India—Land of a Billion Entrepreneurs looks at the long legacy of entrepreneurial endeavour in India and argues for a holistic educational system that can change mindsets and offer entrepreneurship as a career option. Author Upendra Kachru, the first CEO of Maruti Udyog Ltd (now Maruti Suzuki India Ltd), demonstrates the innovative acumen of Indians, irrespective of social status or education, through examples from the many businesses mushrooming across the country. Edited excerpts from an email interview:

How can India's current educational system be modified to accommodate entrepreneurship?

Planning for the future: Value-based entrepreneurship has to prevail in the long run in countries such as India.

At the high-school level you need to tell students the value and beauty of business and how to go about it. You need

to change the value system where “job” is the predominant focus. Just as history, geography, mathematics are taught as subjects, you need to add another subject on entrepreneurship.

You also need courses at the college level, and professional courses in entrepreneurship at the postgraduate level. However, the most important of these are the college-level courses where students have to learn how they can put their ideas on paper, how they can get funds and other resources, and matters that are important in starting a business.

What sets Indian entrepreneurs apart from their counterparts in other countries?

Indian businesses are generally tradition-oriented. Decisions are made in the family context. This is witnessed by the dominant role of business families in India.

Indian entrepreneurs find it easier to start a business because, even if the family is not in business, it provides support that lowers start-up costs and risks substantially. Generally, Indians are better businessmen because they are more logical and rational and amenable to advice than their Western counterparts, who are highly individualistic.

Do you think Indian entrepreneurs are susceptible to the dynastic syndrome? What are its pros and cons?

There is nothing wrong with the dynastic syndrome in business. Our entire social system was built on this. Families provided the training, the learning and the means to follow their traditional professions. Ultimately, the way of doing things builds in the genes itself, the ability to see opportunities improves, you get free mentoring and handholding too. Overall this is very good, though it does put a first-generation entrepreneur at some disadvantage.

This becomes bad only when there is a nexus between business dynasties and the power structure. Through their connections they can make life difficult for a start-up. Though there is no proof that such a nexus exists, the suspicion that this may be so is often high.

Does Indian entrepreneurial practice leave room for ethics? Can we use the words entrepreneur, ethical and Indian in the same sentence?

Indian entrepreneurs operate both in India and internationally. In these two contexts they are totally different animals. In the Indian context it may be true that entrepreneur, ethical and Indian do not give a positive image; however, at the global level this is not true; the image is positive, and growing more so every day.

Are women entrepreneurs markedly different in their approach to business?

Yes! Women are better decision makers; they measure risks more logically than men. Men lose out due to their egos and their overenthusiasm.

The difference is more apparent in the lower economic strata; in the higher strata this is generally hidden or ignored. The success of the microfinance model is based on women entrepreneurs. The recovery rate of over 99% of (Bangladesh's) Grameen Bank shows that the women are very successful. In general, statistics show that only 40% of start-up businesses are successful. Perhaps this is the proof needed.

What leads you to recommend entrepreneurship as a career option?

It provides another option for career growth, especially since it can change the mentality of a job being the most important thing in life. More importantly, it gives confidence to the individual. There are no limits to what he or she can earn and how fast he or she can grow. It helps in nation building; ultimately, it is through entrepreneurship that the country can grow and compete effectively with others.

Do you see entrepreneurs shifting to the services industry from traditional manufacturing-based businesses?

Entrepreneurship, in essence, starts with the identification of opportunities. As the needs of people become greater, services provide more opportunities for entrepreneurship. This is because traditional manufacturing-based businesses are limited by flexibility, which is not the case with services. Another reason why traditional manufacturing-based businesses have less of a future is because India has a huge population of growing middle-class professionals in the services segment, who are competing on value rather than on cost. Value-based entrepreneurship has to prevail in the long run in economies that are fast moving towards becoming developed economies.

Are there any specifically Indian obstacles that an entrepreneur faces in our country—political, social or others?

We have a long way to go to provide a reasonably good infrastructure for new entrepreneurs. This also has to be taken in the context of India's population and the number of young people the country has. Because of this many people do not know how to dream, and they limit themselves in life to mundane jobs.

I believe, if you have a dream, you have a plan; if you have a plan you have hope; if you have hope, success cannot be far away. That is the vision for the future that I have.

Source: 29 May, 2011/[Live Mint](#)

Contribute

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

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

Please email your contributions to aserf@apeejay.edu

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Apeejay Stya Education Research Foundation

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

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

Email: aserf@apeejay.edu
Website: <http://aserf.org.in>