



## 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,** [Click here](#)

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

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

## Get Involved

### **International Two-Year Teaching Fellowship**

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

Please visit our website for more: [Click here](#)

## 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

[IITs may be losing their relevance](#)

### News

1. Central Sector Scheme of Interest Subsidy on Educational Loans
2. Fidelity Invests in Indian Education Provider
3. NIT Council Meeting Held: Shri Kapil Sibal Suggests Review of NIT System
4. National Translation Mission Reviewed
5. India and New Zealand to Set up a Joint Education Council
6. Meeting with Members of S&T Advisory Committee; Explains Mandate to Committee
7. HRD says no to move for limited 'for-profit' higher education institutions
8. Special Convocation to Confer the Degree of Doctor of Literature Upon Prof. Amartya Sen
9. India SCS market to grow 43.4%
10. AICTE lowers cut-off for engineering courses to 45%
11. Germany invites Indian students
12. Company praised for commitment to education and health in India
13. Textbooks sold as scrap to pay for revelry?
14. 83,489 engineering seats available in Karnataka
15. India Inc pays record dividends
16. No-show from 50% of top 500 rank holders
17. Victoria to fund for vocational teacher training in India

### Analysis/Opinion/Innovative Practice

1. 'Mushrooming of new colleges may be the best antidote to grade inflation'
2. 10-yr plan is ready for India: Prof P Taylor, Strathclyde UK
3. Improve quality of higher education - FICCI tells Oscar Fernandes
4. Research quotient
5. How important was Macaulay?
6. Oxford University's link to India dates back to 1579'
7. Public Spending on Education in India
8. NZ PM Announces Education Initiative with India
9. Focus on strong education, industry training: India Inc
10. Free education till Class X under 12th Plan: Sibal
11. Venturing into education
12. A university to manage a rapidly urbanising India
13. IITE rolls BEd, degree courses into one
14. The biggest change has to be in the exam system
15. Govt should encourage education among Muslim women
16. Amartya rues education scenario in state
17. Engg admissions: New guidelines for candidates
18. Who Wants to Leave India?
19. The rights and wrongs of the right to education
20. Koran and computers: Azamgarh madrasa with a modern touch
21. Bihar could have full literacy in two decades
22. 10 years of ISB: India's global MBA brand -Journey till now
23. We'd better get serious now'
24. India needs better pay scale, not laws, to prevent graft
25. A new university to manage a rapidly urbanising India

### Resources

1. No need for 27% OBC quota, if school education is better: IIMA study
2. India's Best colleges
3. No need for OBC quota if school education is good: IIM-A paper
4. IIM report on education: Fixing accountability of teachers is a problem
5. BHU leader in multi-disciplinary education: survey
6. Television magnetizing more female eyeballs in India !
7. Education loan growth in public sector banks dips
8. India faltering on poverty alleviation

## 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](mailto:aserf@apeejay.edu) Website: [www.aserf.org.in](http://www.aserf.org.in)



**ASPECT****IITs may be losing their relevance**

The IITs have completed 50 years and have helped build India. They were set up for producing high quality technical human capital for India and have met their objectives. But, as is the character with such institutions, they have not changed with the times and are not providing India with what she now needs.

They have remained largely teaching institutions, as they were set up, not transforming into research based, innovation driven agents of change for the India that is now emerging.

They seem unwilling and unable to change - overburdened by work, driven by a small vision, starved of adequate resources and owned by an apathetic master. They seem to be in a state of perpetual decline though there are some bright spots, but not large enough to meet the needs of time.

Very recently, a Union Minister made a statement that IITs are known for their world class students and their world class alumni, of which he presumed himself to be one but not world class faculty. Partly true, but forgetting that he and his ilk are largely responsible for this outcome.

The IITs today enjoy substantial academic autonomy but lack adequate administrative and financial autonomy.

The IIT boards and the directors are unable to take any financial decision which they deem fit without the approval of the government. Even for an overseas travel of the director or the faculty, permission is needed.

They are subject to austerity measures of the government, a perfect situation to emasculate an educational institution.

The demand for an IIT seat is enormous and has spawned a tutorial industry that earns more revenues than the IITs themselves. This has resulted in large number of students spending up to two years of their youth going to cramming schools learning pattern recognition, forgetting the art of thinking and problem solving knowing that their lives are made once they get entry into the hallowed portals.

Today about 60% or more of the intake is from the coaching mandis. This has also resulted in many bright young Indians deciding not to undergo the ordeal and go overseas for higher education. 250,000 of them study overseas, over 110,000 in the United States, about 45,000 in the UK spending about \$ 6bn on fees and costs annually, depriving this country of much needed resources for education and talent, adding to the wealth of those countries.

The IITs too have steadfastly refused to change. They remain small by global comparison . They are between 6,000-9 ,000 students in size, with an annual intake of about 500 PhDs, and about 1,000 undergraduates.

Overall, the 15 IITs graduate 7000 undergraduates, 6000 post graduates and about 1700 PhDs annually. Sadly only about 2% of the undergraduates go on to their masters and Ph.D in the IIT system. The IITs hold fast to the idea that by squeezing input they can get a quality output, an idea that has been consigned to the dustbin of history.

Increasing the scale and size can give them the diversity of talent, the resources, the ability to have more quality faculty and the depth and width needed for an elite educational institution. Even the current increase in size was forced on them because of social initiatives.

Contrast this with China. China today has about 1,000 universities, each between 25,000 to 40,000 students, running fully residential courses, turning out over 50,000 PhDs annually. China may, in the next 20 years, it will overtake the United States as the world centre of higher education.

The Top Five Chinese universities, in the global top 50 now, have between 25,000-35,000 students and about 7000 Ph.D students each. China has invested for growth through quality institutions while India has lost out and is oblivious to it.

Even in comparison to the engineering education system in India the IITs have become insignificant today. 10 years ago the IITs made up about 10% of India's engineering output of human capital. Today they are less then 2% and declining further.

India currently has about 3800 engineering colleges with an annual intake of 1.2 million, a size to rival China. Yes, about 50% of the colleges are of indifferent quality, some rank bad; but they are offering an answer to India's youth.

About 1,000 of them are of reasonable quality, very many have improved over time. No university or college was founded great, they evolved over time, so there is hope for India that these bad colleges will provide the sinews for India's growth and answer the need of India's young.

In the meantime, the IITs will live in their ivory tower and possibly become less and less relevant to India's need as neither are they meeting India's need for more human capital nor producing the kind of Ph.Ds India needs. What needs to be done to change this? The government has all the answers setting up many eminent committees, the latest of which is the Anil Kakodkar Committee of which the author is a member.

The solutions are known to all, the government, the policy makers, the academics and the intelligentsia. Total

autonomy to the IITs, driven by a board of governors with a new vision, accountability through public opinion and transparency.

Yet there is resistance to change, from government for the fear of losing control, from some part of academia because they become more accountable and lose the shelter of blaming the government for all ills and for inadequate performance and from some opinion makers who believe that the existing feudal system should continue since they have a disproportionate influence on them.

The best solution is to open up the education system and allow competition, the dreaded word in academics, to come forth. India should revise her educational policies and allow the private sector to set up "innovation universities" granting them all that they need. Full autonomy, academic, administrative and financial to chart their own future.

Some safeguards are needed, as this is a public good. A large corpus of say Rs 100 crore, an open merit based admission policy, a faculty compensation policy based on minimum UGC scales and an assurance that they will aim to be amongst the top 100 in the world over the next 25 years.

To ensure access to the merited we need a national scholarship scheme which will fund students. India needs to trust the genius of her citizens to create institutions that are world class and not look at them through myopic eyes with suspicion.

India's future is too important to be left to the benevolence of an apathetic, insensitive government which has destroyed academic excellence over the years, driven her young out and even today shows callous indifference. See the state of our universities today, so many have fallen from the high standards they had, see the state of the Presidency Colleges, it is indeed sad!

Most policy makers and leaders have solved their personal issues by sending their children out to get a good education, so they are not impacted by the poor quality of higher education in India. It is the middle class and the poor who suffer, because they love their country more and see their future here; maybe they too want to take flight but do not have the resources to. As the saying goes "Yankee go home, but take me with you." But will competition work? Yes, it will indeed.

The engineering colleges have opened up, very large numbers set up by political influence and plain bribery but they have served another purpose. Today there is a flight to quality. The bad colleges are dying since students have a choice, they are voting with their feet.

The good ones are expanding and seeing greater demand. The market mechanism has worked, not by design but by

serendipity. So there is hope. Look at various other sectors today. Bharti has made BSNL redundant and has given us a choice, Jet has overtaken Air India and given us a choice, the power system in Mumbai is still the best, and in education the Indian School of Business has turned our IIMs inside out.

The IIMs actually want reform, expansion and are concerned about their future. Competition and an open liberal environment for higher education will work. India's best higher education institution, the Indian Institute of Science, was started by a private citizen many years ago and is still the best we have.

India's needs in higher education are too large to be met by the government, they need the genius of India's citizens to meet them. (TV Mohandas Pai)

Source: 16 June, 2011/[The Times of India](#)

## NEWS

### Central Sector Scheme of Interest Subsidy on Educational Loans

The Ministry of Human Resource Development launched during 2009-10 a new Central Scheme to provide full interest subsidy during the period of moratorium on educational loans for students belonging to economically weaker sections (with parental family income from all sources of less than Rs.4.5 lakh annually), from scheduled banks under the Educational Loan Scheme of the Indian Bank's Association (IBA). The loans are for pursuing of studies in professional/technical streams from recognized institutions in India, subject to a loan ceiling of Rs.10 lakhs.

Under the Scheme, proof of income is required to be certified by authorities to be designated by the State Governments. Accordingly, the Ministry has written to all Chief Secretaries of States/Union Territories to intimate the designated authority/authorities (at the District/Sub-District/Block, etc. levels) to the District level Consultative Committee (DLCC) so that banking authorities at the branch level where students would be approaching for availing the scheme would be aware of the same. The eligible students may get the details of designated authorities from the concerned branch of the Bank where they have availed of loan.

All Scheduled Member Banks of the IBA have also been advised to take necessary action to adopt and implement the Scheme so that the benefits of the Scheme accrue to the eligible students. Canara Bank is the Nodal Bank, for the Member Banks of IBA, for claiming reimbursement of interests to student accounts.

The details of the Scheme as well as the above communication are available on the website of the HRD Ministry at [www.education.nic.in](http://www.education.nic.in).

All eligible students who wish to avail of the benefits of the Scheme, are advised to approach the respective bank branch from where they availed of the education loan and complete the necessary formalities including obtaining the certification in respect of annual family income from the competent authority at the Block/Tehsil/District Level, so that the individual students accounts could be credited with the interest due on the Loans for the academic year 2009-10 onwards. Those who have already submitted such Certificates are not required to submit them again. The last day for submitting Certificates by students to respective branches is 20.07.2011

**Source:** 22 June, 2011/[PIB](#)

### **Fidelity Invests in Indian Education Provider**

Classteacher Learning Systems Ltd. has received \$15 million from a Fidelity fund for a minority stake in the Indian educational content provider.

The money from Fidelity Growth Partners India Ltd., a private-equity arm of the global fund management company, will be used to expand Classteacher Learning's product portfolio, the Indian company said in a press release.

Classteacher Learning didn't specify the stake it sold.

Two members of FIL Capital Advisors (India) Ltd., the private-equity advisory arm of Fidelity Growth, will join the board of Classteacher Learning.

Classteacher Learning provides more than 85,000 educational modules to 500 schools, the statement said.

**Source:** [WSJ](#)

### **NIT Council Meeting Held: Shri Kapil Sibal Suggests Review of NIT System**

The 2nd NIT Council meeting was held here today under the Chairmanship of Shri Kapil Sibal, Union Minister of Human Resource Development. The meeting was attended by distinguished members of Parliament, Chairperson & Directors of National Institute of Technology (NIT) and other Council members. Several important decisions having long-term implications on improving the quality of technical education were taken.

Since the NIT system is going to complete a decade of its existence, the Minister suggested to conduct a review of

the system under the Chairmanship of Dr. Anil K.Kakodkar on the lines of the report already submitted by him on IITs.

Reports of various committees constituted by the Council earlier were approved for implementation. The Council also reviewed admission policy for undergraduate and postgraduate programmes. In particular, foreign student admission through DASA and centralized M.Tech admission were considered. The Minister expressed government's desire to have one single national level examination test for admission to all Engineering institutions on which Ramasamy Committee would be submitting its report by September 2011.

A Committee was constituted for implementing centralized PG admissions on the pattern of UG admissions. Another Committee to provide merit scholarship to deserving UG students was constituted. Scheme for promoting foreign students admission through AIEEE on-line examination to be held at international level was also approved in principle.

Shri Sibal re-affirmed the support of the ministry to the NIT system in general and to Ten new NITs in particular for the development of infrastructure and recruitment of faculty and staff. He was appreciative of the progress made in this regard by NITs and remarked that these institutions have to be the torch bearers of progress and development in the technical and professional education in the country alongside the IITs.

He stressed on the need of networking amongst IITs, NITs and other institutions. In order to promote better coordination the Directors and Chairpersons of IITs and NITs must meet once a year to discuss larger issues connected with technical education and research.

The Secretary HRD laid emphasis on promotion of research and recruitment of quality faculty in NIT system. The Minister also desired that the NIT Council should meet more frequently. Accordingly the next Council meeting was fixed for November 15, 2011.

**Source:** 28 June, 2011/[PIB](#)

### **National Translation Mission Reviewed**

The Ministry of Human Resource Development has taken measures to review the functioning of the National Translation Mission, which is viewed as a most important Scheme by the National Knowledge Commission, and as a major initiative of the government in making Knowledge accessible to all by transcending language barriers. The Mission in its first phase is expected to translate knowledge texts –at graduate and post graduate level -available in English in over 15 disciplines into all the 22 languages listed under the 8th schedule.

The NTM is expected to strengthen the growth and development of all Indian languages in a rapidly modernizing society and pave way for a functioning knowledge society with healthy multilingualism. In this connection the Director, CIIL, Mysore, who is the nodal officer of the scheme and the Project Director, National Translation Mission (NTM) met the Union Minister of Human Resource Development Shri Kapil Sibal recently and apprised him of the developments in NTM. The presentation from NTM reflected the Mission's mandate and its achievements that include the preparation and publication of Basic Dictionaries, creation of University Database and Databases of translations and translators, interactive website etc. The Status of publication of textbooks was also discussed. Shri Sibal was briefed about the short term and long term goals of NTM. Some of the significant suggestions during the presentation included – exploring the possibility of NTM becoming a certifying agency which has implications for employment generation; subtitling/dubbing available e-content; translating open source ware for various disciplines etc. At the conclusion of the meeting, Shri Sibal assured NTM that all support would be extended to address all problematic issues (manpower development being one of them), and adequate measures would be taken to facilitate smooth functioning of the Scheme and ensure its successful outcome.

**Source:** 29 June, 2011/[PIB](#)

### **India and New Zealand to Set up a Joint Education Council**

India and New Zealand have decided to establish a Joint Education Council to carry forward the education cooperation between the two countries. Both the countries already have signed an Education Exchange Programme during the visit of Shri Kapil Sibal, Union Minister for Human Resource Development to New Zealand.

During the meeting of the Prime Ministers of India Dr. Manmohan Singh with his New Zealand counterpart on 28th June 2011 it was declared that an Education Initiative, a jointly-funded programme will be launched to enhance bilateral cooperation in higher education, research, and skills development. The total funding for the initiative is expected to be NZ\$1 million per year with both India and New Zealand contributing equally. The University Grants Commission of India will provide the funds for India.

It is expected that this initiative will strengthen the relationship even further and promote academic, industry links and open up opportunities for education services collaboration between the two countries. The Education Council will become flagship of the education relationship between the two countries which will encourage in building knowledge and awareness among young business leaders

from both countries through scholarships and internships in each other's business schools and industrial enterprises.

**Source:** 29 June, 2011/[PIB](#)

### **Meeting with Members of S&T Advisory Committee; Explains Mandate to Committee**

The Union Minister for Human Resource Development, Shri Kapil Sibal held a meeting with the members of the recently constituted Advisory Committee of Science and Technology here today. The chairman of the committee, Prof. Roddam Narasimha, Dr Anil Kakodkar, Dr M. K. Bhan, Prof A. K. Sood, and Prof V. Kannan. Prof K. Vijayraghavan, Prof Baldev Raj and Prof Ashustosh Sharma are the other members of the Committee. Secretary Department of Higher Education, Ms. Vibha Puri Das and other senior officers of the ministry were present in the meeting. In this first meeting, Shri Sibal explained to the members the mandate of the committee. He said that the committee would be advising the Government on a holistic approach to research in science and technology on strategies, schemes and measures that provide a vision yet show a specific path for implementation. The Minister pointed out that the Committee could undertake the following:

(i) To lay down the vision for science and technology development in the university system in the next decade with targets for achievement.

(ii) Delineate strategies and measures to attract students to science and maths at the secondary level and simultaneously to improve teaching in science and maths in schools.

(iii) Identify emerging areas in science and technology for focusing through the university system.

(iv) Specify schemes with investment plans to facilitate creation of research infrastructure expanding the number of institutions of quality involved in research.

(v) Develop schemes to attract global talent in research to Indian Universities and initiatives for faculty potential enhancement.

(vi) Develop mechanisms for competitive research funding and research audit of institutions.

The Minister said that with the vastness of the task entrusted to the committee, it would prioritise its areas of focus and submit recommendations from time to time on specific areas that require attention of Government and policy makers. He also said that the Advisory Committee may consult such persons as they deem fit and engage consultants to aid and assist in their task. It was also decided that the Committee may meet as often as they require and submit reports from time to time but shall meet

with HRM in chair every three/four months to deliberate on recommendations that may require intervention of the Minister.

Source: 1 July, 2011/[PIB](#)

### HRD says no to move for limited 'for-profit' higher education institutions

The HRD ministry has rejected a Planning Commission proposal advocating "for-profit" higher education though limited to vocational and professional institutions.

In its draft note for the 12th Plan approach paper, the Plan panel said, "For-profit higher education limited to vocational and professional institutions may be explored to boost this sector, while keeping concerns about quality and equity in mind."

The Commission argued that countries like US had a large for-profit higher education sector and others like [China](#) were experimenting with it. In the case of [India](#), it said, private higher education accounted for about four-fifths of enrolment in professional higher education and one-third of overall enrolment. "This growth trend is likely to continue in the 12th Plan. Currently, this growth is restricted to specific areas and there are concerns about quality and use of unfair practices. A clear policy is therefore required so as to manage private education and statutory and transparent framework to be established for its operation for driving private growth further in a legitimate and balanced manner," the note said.

Source: 3 July, 2011/[Times of India](#)

### Special Convocation to Confer the Degree of Doctor of Literature Upon Professor Amartya Sen

Professor Amartya Sen was conferred the Degree of Doctor of Literature, honoris causa, by the National University of Education Planning and Administration (NUEPA) at a ceremony held here today. Professor Amartya Sen is the Thomas W. Lamont University Professor and Professor of Economics and Philosophy, Harvard University, and the winner of the 1998 Nobel Prize in Economic Science. Professor Amartya Sen is the second recipient of the Honorary Doctorate conferred by the National University of Education Planning and Administration (NUEPA).

Speaking on the occasion, Shri Kapil Sibal, Union Minister for Human Resource Development said that the Government is committed to giving access, equipment and quality as regards education to children. He said it will not be possible to achieve the inclusive growth which is central to the government policies if this commitment were not to be adhered to. He also said that in order to bridge the

quality gaps in teaching, the government needs to lay down a fiber optic network for the country in two years, and also provide last mile broadband access.

Speaking on the occasion, Professor Amartya Sen said that he feel very honoured and privileged to become associated with this University. Shri Sen said that "India does have many achievements in the success of a relatively small group of privileged people well trained in higher education and specialized expertise. Yet our educational system remains deeply unjust. Among other bad consequences, the low coverage and low quality of school education in India extracts a heavy price in the pattern of our economic development. The Indian economy may be doing much better than before in many different ways, and yet India is still paying quite a heavy price for having a far less educated general labour force (as opposed to the privileged people with special education and technical skill) than, say China."

He also said "India has great difficulty in competing in a whole range of simple products the making of which requires basic education (and an ability to follow written instruction of quality control), including elementary gadgets such as clocks and calculators, even computer hardware, in which China excels, and which were among the mainstays of the earlier "East Asian Miracle."

Source: July 04, 2011/[PIB](#)

### India SCS market to grow 43.4%

*Bangalore July 8 (IBNS) India's premier information technology, telecoms and business advisory firm CyberMedia Research expects the India Structured Cabling Solutions (SCS) market to grow at 43.4% in 2011 (over 2010) to touch revenues of Rs 1,927.7 Crore.*

Of this, copper cables and components would contribute Rs. 1,540.4 Crore while fiber cables and components would contribute Rs 387.3 Crore.

Despite the global economic recession that prevailed during the last 2-3 years, the India SCS market has continued on a growth path. The total India SCS market, which includes fiber cable and components and copper cables and components stood at Rs. 1,345 Crore at the end of 2010.

The market is likely to grow strongly in 2011 with ongoing implementation of many new projects in the IT-ITeS, BFSI, Manufacturing and Government sectors, with a gradual slowing down in 2012 and beyond. In the five-year period between 2010 and 2015, the overall India SCS market is expected to grow at a CAGR of 19.8% to touch revenues of nearly Rs 3,315 Crore.

According to, Anirban Banerjee, Associate Vice President, Research and Advisory Services, CyberMedia Research,

"With increasing IT adoption among a large number of Indian enterprises there has been a sharp rise in the level of business intelligence data generated. Fast paced changes in the external business environment coupled with proliferation of IT are driving Indian enterprises to look for a robust cabling infrastructure."

"Organizational growth, use of converged networks, new enterprise applications, demand for data centers and network virtualization have served to increase the importance of structured cabling solutions (SCS) in India in recent years," Anirban further added.

In the copper SCS segment, Indian enterprises now increasingly prefer Cat 6 and Cat 6A as compared to Cat 5e. Cat 6 is the dominant cabling solution deployed across major industry verticals. Despite the advantages of using Cat 7A cabling like higher bandwidth of up to 600 MHz, and lower cost as compared to using a fiber LAN, enterprises are not yet willing to invest in Cat 7A.

The reason for this is not that the India market is not prepared for adopting Cat 7A or that there is no demand, but because Cat 7A installation involves a cumbersome process. Cat 7A cables are heavy with much larger cable diameter than Cat 6A. The latter category of SCS are also 10G compliant and currently widely in use in India for 10G backbone cabling.

Management and termination of Cat 7A cables require a lot of time and expertise, which could otherwise be better used in installing an easier to use cabling system.

As the price of copper has been fluctuating in international commodity markets over the last couple of years and with rising international crude oil prices, SCS cables are getting more expensive by the day.

Most vendors, finding it hard to keep prices within reasonable limits have already resorted to a hike in order to shield themselves from shrinking margins. In spite of these issues, Cat 7A cabling solutions are slowly gaining traction.

"Cat 7A delivers 40G on copper, which is seen as ideal for deployment in data centers. Cat 6A has a technology barrier of 10G. The most compelling feature of the Cat 7A is the design, which allows a technology upgradation path that is backward compatible with the existing Cat 5e / Cat 6 / Cat 6A solutions and offers a good Return on Investments to enterprises," stated Subhajit Kumar, Lead Analyst, India Networking Equipment Market, CyberMedia Research.

At the same time, more and more users are slowly upgrading to fiber-based networks. As fiber is dearer compared to copper based solutions the market is still dominated by the latter.

"New software solutions and customer demands for faster, more reliable networks that can support heavier applications and cater to the needs of diversified users would create an increase in demand for fiber cables in the India market. As a result, in 2011 the India fiber cables market alone would grow 45% year-on-year to touch nearly Rs. 200 Crore," Subhajit added.

With all-round rapid infrastructure development in India, there exists a huge opportunity for structured cabling players. Upcoming commercial complexes and office buildings are focused on deploying a strong structured cabling backbone.

Anirban Banerjee, Associate Vice President, Research and Advisory Services, CyberMedia Research further stated, "New applications running in the front-end are driving growth in network traffic, which require a need to install higher bandwidth capable cabling solutions."

Networks are expected to have the robustness to carry huge volumes of data, voice and video and companies would like their employees, partners and customers to access these data at any time, from anywhere. Thus for accessing data in real time the market is moving to better specifications in Structured Cabling Solutions."

The Government and Education sectors have started to strengthen their network infrastructure, which is also a major driver for the SCS industry. Substantial investments are taking place in the IT-ITeS vertical backed by government projects like National e-Governance Plan Mission Mode Projects (MMPs) and UID Project Aadhar.

Many of these MMPs are pan-India in nature and require creation of a national backbone for 3G and BWA applications.

Industry verticals like BFSI, Telecoms and Healthcare are in the expansion mode and are setting up new channels, erecting towers and opening new clinical facilities, respectively.

Concluded Subhajit Kumar, Lead Analyst, India Networking Equipment Market, CyberMedia Research, "In general, business enterprises have started to realize the importance of data centers. There has been an upsurge in investment in data centers in terms of upgradation and consolidation and setting up of remote disaster recovery centers, all of which require better cabling systems."

"This trend is also contributing to the growth of the India SCS market. With increasing awareness and stress on 'green IT', SCS vendors are also focused on making their solutions compliant with new safety standards and 'green' guidelines," said Kumar.

**Source:** 6 July, 2011/ [India blooms](#)

## AICTE lowers cut-off for engg. courses to 45%

The All India Council for Technical Education (AICTE) has lowered the eligibility criteria for engineering courses from 50 per cent in Class 12 (in physics, chemistry and math or PCM) to 45 per cent for general category candidates and 40 per cent for reserved category candidates.

S S Mantha, chairman of AICTE, told The Indian Express that the relaxation is mandatory for states to follow and it eliminates disparities. He added that it also has been relaxed in view of demographics. "Some children go to good schools and some go to not so good ones but they are talented," he said. "This way they will get admission."

With regards to empty seats, which was being seen as a reason for the move, the AICTE chairman said it is mostly in streams that are not so popular or in rural areas. "Overall we have 10 per cent vacant seats and they are not evenly distributed."

Union Minister for Human Resource Development Kapil Sibal said the relaxation in the norms by the advisory body follows an upsurge in the demand for the same. "We have to ultimately relax the norms because the demand is huge. It all depends on the market. For instance, this year, people have moved to mechanical engineering courses," he said. "Seats in colleges are vacant due to poor standards. We have to address the demand issue."

Following the AICTE decision, which was taken a couple of days ago, the Directorate of Technical Education (DTE) in Maharashtra on Tuesday released a notification which stated the revised basic eligibility rules.

Maharashtra along with Andhra Pradesh, Tamil Nadu, Kerala and Karnataka contributes around 70 per cent of the country's engineering graduates.

"Candidates should have passed the Std XII examination...and secured minimum 45% marks, that is, not less than 135 marks out of 300 marks (and minimum 40% marks, that is, not less than 120 marks out of 300 marks in case of candidates of backward class categories) in physics, chemistry and mathematics added together," said the notification.

"All those candidates who are now eligible due to change in eligibility are required to submit and confirm the online application form. Those candidates who were not eligible (previously) and submitted and confirmed the online application form and now become eligible due to change in eligibility, are required to take the fresh receipt-cum-acknowledgement," the Directorate of Technical Education notification said.

Source: July 6, 2011/[Indian Express](#)

## Germany invites Indian students

BERLIN: The German government has launched a big initiative to attract more students from India under the Year of Germany and India 2011-2012 programme.

"Euro 6 million has been set aside under the programme which is sponsored by our foreign office, Goethe Institute, the Asia-Pacific committee of German business and the federal ministry of education and research. Another Euro 6 million will come from our industry partners. We will highlight various areas of higher education in Germany with a focus on research to Indian students and scholars. The idea is to make German institutions more widely known among young Indians so that they find them attractive destination for education," Jens Buntjen, counsellor in the federal foreign office of Germany, responsible for the German science year in India, told ET.

The German government is now making an effort to reach out to a specific target group in India to make the idea of studying, living and working in Germany more attractive to them. "The core group that we are particularly reaching out to is the English-speaking and academic community between 20 and 40 years. This is a socially dynamic and career oriented younger segment of Indians, who we hope to attract to Germany for higher studies to begin with," Mr Buntjen said. Working with the German Academic Exchange Service or DAAD, the government will highlight courses in science, technology and liberal arts which are available in English across German universities and the increasing international dimension in German higher education.

The fact that there are job opportunities available for international students after they finish their education in Germany and that a very deep knowledge of German language is not essential to live, work and study there are also being highlighted. The global lifestyle of students in cities which play host to Germany's prominent universities and research facilities is being show-cased as part of the initiative to attract Indian students.

Source: 6 July, 2011/[Economic Times](#)

## Company praised for commitment to education and health in India

LANDSCAPE products group Marshalls has been highly commended for its work tackling child education and health issues in India.

The Huddersfield-based group, which supplies products ranging from natural stone paving to bollards and tree guards, received recognition in the Coffey International Award category at the national Business in the Community (BITC) Awards for Excellence, held in London's Royal Albert Hall.

Working with Indian non-Governmental organisation Hadoti Hast Shilp Sansthan, the company has helped established five free schools and six free health centres in Rajasthan, the heart of India's quarrying area, from where Marshalls sources some of its natural stone.

The centres give children education they would not otherwise have received and ensure their and their families' welfare is catered for. Since it was set up in 2007, the project claims to have touched the lives of more than 35,000 people.

Marshalls marketing director Chris Harrop said: "Receiving a commendation in the Coffey International Award category is particularly important to Marshalls because it recognises all of the work that we've done to ensure that sustainable and responsible business practices are at the heart of what we do.

"Through a range of actions, Marshalls has worked tirelessly to improve working conditions throughout the entire supply chain and we're enormously proud of what we've achieved so far."

The Coffey International Award identifies and celebrates contributions from businesses supporting the United Nations Millennium Development Goals. These are eradicating extreme poverty and hunger and achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health, combating HIV, AIDS, malaria and other diseases, ensuring environmental sustainability and developing a global partnership for development.

The national commendation follows a host of awards collected by Marshalls at the regional Business in the Community awards in Leeds last month.

The Prince of Wales also announced Marshalls' chief executive Graham Holden will remain as his Prince's Ambassador for Yorkshire and Humber for a second consecutive year. The Prince of Wales told the awards via a video link: "I cannot thank Graham enough for his energy and commitment and am delighted that he will remain my ambassador for the next year."

Source: July, 6, 2011/[Yorkshire post UK](#)

### Textbooks sold as scrap to pay for revelry?

Were the textbooks sold as scrap by education department officials to pay for their revelry? Investigators say [JC Vaghela](#), a senior clerk in the district education office (DEO), who was in charge of textbook distribution for the last seven years, used to throw parties in his circle. He had also bought a car.

Vaghela had borrowed Rs 20,000 from Mahipalsinh Gohil, principal of Valukad School in Bhavnagar district, who sold 10 tonnes of textbooks as scrap for Rs 25,000. Vaghela had instructed Gohil to store the excess stock of textbooks at his school. But the school needed the rooms so Vaghela told Gohil to sell the books as scrap.

"Vaghela thought that now he need not return the Rs 20,000 to Gohil," a police officer said.

Both Vaghela and Gohil have been arrested in the case. Valukad village is located 20 kms away from Bhavnagar in Ghogha taluka. Vaghela was booked under Indian Penal Code section 406 (Criminal breach of trust) and section 409 (criminal breach of trust by public servant).

Moreover, DEO officials have estimated that textbooks worth Rs 8 to Rs 9 lakh were sold as scrap. The figure could go up to Rs 30 lakh as there were other schools where the books had been kept. However, Bhavnagar superintendent of police V Chandrashekhar refused to divulge any information, saying that the probe was on.

Moreover, district education officer, Bhavnagar, J M Kharadi abruptly went on leave after the [textbook scam](#) came to light. DEO officials said Kharadi went on leave on medical grounds.

Former DEOs who served in Bhavnagar during this period will be questioned as to how a clerk was handling the textbook distribution all these years without their knowledge.

The police have arrested scrap dealers Batuka Marwadi, Jamal Ghanchi and Asharaf Memon in this case. Batuk purchased 10 tonnes of textbooks at Rs 25,000, which he sold to Jamal Ghanchi at Rs 64,000. Ghanchi sold the textbooks to Asaraf Memon at Rs 96,000.

Police also arrested Vinu Bariya, a clerk in Valukad school, on Thursday.

Source: 7 July, 2011/[The Times of India](#)

### 83,489 engineering seats available in Karnataka

Finally, the long wait ended on Thursday. Students started lapping up government quota engineering seats as the Common Entrance Test (CET) counselling had a nail-biting start at seven centres across the state.

Karnataka Examinations Authority (KEA), that conducts the test and seat selection sessions, has declared 73,168 students eligible for engineering seats this year. On Thursday — the first day of counselling — CET candidates who have secured ranks from 1 to 1,600 were called for seat selection under the general merit category.

Note that the total number of engineering seats available to CET candidates is 47,697 in 188 colleges. This year, 83,489 engineering seats are available in the state in toto. KEA said all engineering seats in the Electronics and Communications stream that were available for CET students under the general merit category were taken on Thursday.

Initially, the engineering counselling was scheduled to begin on June 27, but the state government was forced to postpone it by 10 days to Thursday, as the All India Council for Technical Education (AICTE) delayed sending approvals for engineering courses.

State higher education minister VS Acharya visited the KEA cell in Malleswaram in the morning when the counselling kicked off and addressed the session. "This year, all eligible and aspiring candidates will get engineering seats as the number of seats has gone up. Six new colleges have been approved," Acharya said.

Along with the seats, the number of students eligible for engineering seats has also been jacked up. When the CET results were announced, the count of candidates eligible for engineering seats was 60,543.

AICTE had altered the eligibility slab for aggregate marks in Science subjects from 45% to 50% (GM & OBC) and from 40% to 45% (SC, ST) for engineering seats.

It then changed the eligibility criterion to include Computer Science and Electronics students, increasing the number.

But it later gave in to the pressure exerted from various states to drop the change in eligibility cap. After these last-minute changes, KEA came out with a revised rank list with 73,168 students eligible.

Due to the delay in the commencement of the engineering counselling, KEA is now racing against time. It has planned to hold counselling sessions even on weekends without break as the deadline for the completion of the seat selection process is August 2. Of the total 44,305 seats that were available to CET candidates in the general merit category, 982 were filled on Thursday.

Those who have secured ranks from 1,601 to 3,200 are eligible to attend the second day of the counselling today.

**Source:** 8 July, 2011/[DNA India](#)

### India Inc pays record dividends

Corporate India has been generous to itself this year.

Dividend payout to shareholders for financial year 2010-11 has hit a new high at Rs 88,379 crore (Rs 883.79 billion).

Equity dividends paid out this year have increased by 14.9 per cent, a slower pace compared to the 17.5 per cent rise in net profit for the 1,099 dividend paying companies under review.

Moreover, the dividend payout as a percentage of net profit has remained more or less unchanged at 25.55 per cent.

The big beneficiaries of this generosity were the promoters themselves.

Indian promoters in the private sector received Rs 17,361 crore (Rs 173.61 billion) in 2011, marginally higher than in the previous year.

Three promoters got more than Rs 1,000 crore (Rs 10 billion) each.

Mukesh Ambani, who holds 41.96 per cent in Reliance Industries through his family and privately-held companies, got Rs 1,095 crore (Rs 10.95 billion) equity dividend.

Brijmohan Lall Munjal and his family, who hold 52.21 per cent in the country's largest motorcycle company, Hero Honda, became richer by 1,095 crore (Rs 10.95 billion).

Azim Premji, who holds 79.28 per cent in Wipro through a family trust, received Rs 1,168 crore (Rs 11.68 billion).

Sun TV promoter Kalanithi Maran got Rs 266 crore (Rs 2.66 billion) on account of his 77 per cent stake in the company.

Among Infosys Technologies' promoters, Narayana Murthy and his family got Rs 154 crore (Rs 1.54 billion), Nandan Nilekani and family Rs 118 crore (Rs 1.18 billion), S Gopalakrishnan and family Rs 117 crore (Rs 1.17 billion), S D Shibulal Rs 61 crore (Rs 610 million) and K Dinesh and family Rs 86 crore (Rs 860 million).

Investor Rakesh Jhunjhunwala got Rs 38 crore (Rs 380 million) from 16 companies in which he holds stakes.

The government of India, which has huge holdings in listed banks and other public sector undertakings, received Rs 5,856 crore (Rs 58.56 billion), compared to Rs 1,714 crore (Rs 17.14 billion) in 2009-10.

The listed government oil and gas companies, which are facing huge under-recoveries, paid Rs 8,690 crore (Rs 86.9 billion).

Oil and Natural Gas Corporation (Rs 5,550 crore or Rs 55.5 billion) and Indian Oil Corporation Limited (Rs 1,820 crore or Rs 18.2 billion) were the major contributors.

The listed banks, power and mining and metals companies paid over Rs 4,500 crore (Rs 45 billion) each.

Out of the 1,099 companies studied here, 427 paid more than last year, while 113 had paid no dividend in 2009-10.

A total of 350 companies maintained the last year's level while 209 thought it prudent to keep resources in hand and reduced the payout.

Dividends are tax-free in the hands of shareholders and hence cause a significant loss in income tax to the government.

However, a domestic company paying dividend has to pay dividend distribution tax.

The rate applicable for 2010-11 is 15 per cent plus surcharge of 1.125 per cent, education cess of 3 per cent, totaling 16.61 per cent.

So, these companies paid Rs 14,680 crore (Rs 146.8 billion) as DDT.

Source: July 08, 2011/[Business Standard](#)

### No-show from 50% of top 500 rank holders

BANGALORE: When admission counters opened at 9am across seven cities on Thursday, none of the 13 candidates who topped the coveted Common Entrance Test (CET) showed up. Amaresh H S, ranked 14, was the first to pick a seat on the opening day of seat selection to fill 47,679 engineering seats under government quota, a process which will continue till mid-September.

Of the top 100 rank holders, just 27 showed up at counselling centres. Others, presumably, preferred to study medicine or chose seats in the more prestigious Indian Institutes of Technology or National Institutes of Technology. His choice of Electronics in Bangalore's RV College of Engineering conformed to the trend — it was the overwhelming choice, with only three of top 100 candidates picking Computer Science. The college destination, too, was predictable, with just four autonomous colleges — RVCE, PESIT (both Bangalore), National Institute of Engineering (Mysore) and BVB College of Engineering and Technology (Hubli) — drawing students from the top 100. Among the top 500 engineering rank holders, more than 50% (247) did not show up for counselling. "To ensure transparency, we started publishing session-wise seat allotment on our website.

Names of all candidates and their seat details are in the public domain. We're also collecting feedback from all candidates on this system to introduce reforms from next year," V Rashmi, executive director, Karnataka Examinations Authority, told TOI. There was enthusiastic response for the supernumerary quota seats introduced this year. Five of top 100 candidates picked up free seats, paying the nominal university fee of Rs 3,090. The

authorities warned candidates about selecting seats in three colleges yet to receive the nod from the apex regulator All India Council for Technical Education.

Sri Bhagawan Mahaveer Jain College of Engineering (Ramanagaram), Sri Krishna School of Engineering and Management (Bangalore) and R L Jalappa Institute of Technology (Doddaballapur). "I'm very surprised why our college has not been approved despite meeting all norms. There must be a technical error on AICTE's part. We're sorting out the matter with the state government so that our college seats are available to CET candidates," said RL Jalappa, chairman, RLJIT. KEA has also cautioned students about SCT Institute of Technology, Bangalore as the State Bank of India plans to take possession of the college to recover dues from its management. [toiblreporter@timesgroup.com](mailto:toiblreporter@timesgroup.com)

Source: 8 July, 2011/[The Times of India](#)

### Victoria to fund for vocational teacher training in India

Australia's Victorian state government said on Thursday that it will provide USD 300,000 to Kangan Institute to establish a vocational teacher training programme in India.

According to an official statement, Minister for Innovation, Services and Small Business Louise Asher said that the Victorian government will provide the funds to the institute to establish the training program in Maharashtra.

"Victoria is a leader in vocational education and the new vocational teacher training program will highlight the exceptional quality of Victorian education programs and help strengthen links with Indian institutions," Asher said.

The minister said, "Kangan Institute is one of Victoria's top quality technical training institutions and this partnership will support Maharashtra to build the skills of its workforce and improve business productivity."

The statement said 300 vocational teachers across Maharashtra would learn new, practical methods of training and assessment.

"Victoria's well-regarded practical vocational training model will be customised for Maharashtra, and teachers who complete the training will have follow-up mentoring and support as part of the programme," the institute CEO Ray Giffiths said.

"The Victorian Government recognises the important role education plays in increasing business and cultural ties between India and Victoria," Asher said.

"The new vocational teacher training program in India is the first of its kind for Victoria and is another important step in

recognition of the strong relationship between Victoria and India.”

This is the second of two major announcements from the Coalition Government to strengthen the relationship between Victoria and India.

The Victoria-India Doctoral Scholarship program was launched last month, offering scholarships for Indian students seeking to conduct doctoral studies at Victoria's leading universities.

Source: [India Express](#)

## ANALYSIS/OPINION/INNOVATIVE PRACTICE

### 'Mushrooming of new colleges may be the best antidote to grade inflation'

Three years ago, in 2008, 8,253 students scored an aggregate of 90 per cent and above in the Class XII Central Board of Secondary Education (CBSE) examinations. In 2011, that number has gone up two and a half times to 21,665. The rise in the number of students who have scored more than 95 per cent in aggregate in the CBSE Class XII exams is even sharper, growing five and a half times from 384 in 2008 to 2,097 this year. Is the graduating CBSE class of 2011 simply much brighter than their peers three years earlier? Almost certainly not, not by that scale at any rate. What we are witnessing is an extraordinary degree of grade inflation where students of comparable ability to those say three years ago, or even 10 years ago, get a much higher grade for a similar performance.

Far from helping students, grade inflation actually leads to serious distortions, often compromising standards. At the top end of the spectrum it becomes difficult to distinguish the truly exceptional students from those a rung below. At the lower end of the spectrum, it gives students with more limited abilities a false sense of academic worth. In 2011, a 90 per cent aggregate mark is of less value than it was in 2008. But at the school leaving age of 18, students tend not to analyse things in this comparative perspective. This leads to confusion, disappointment and hysteria, all of which have been witnessed in abundance this admission season as students from across the country line up to get into one of the premier colleges of India's most reputed university, the Delhi University.

Prima facie, cut-off marks which hover between 95 and 100 per cent seem absurd. But that is the reality of getting admission into a B.Com Honours or Economics Honours course in the top five or six colleges of Delhi University. Colleges only have a limited number of seats and if more than 2,000 students in the CBSE alone have got over 95 per cent, upward pressure on cut-offs is understandable.

Our cover story, written by Associate Editor Padmaparna Ghosh with reporting from bureaus across India, analyses this phenomenon of grade inflation. The story talks to policymakers, vice-chancellors, university professors, school principals, school teachers and students to trace the recent history of examinations and marking in CBSE and other boards.

There seems to be some evidence that the CBSE, which was once criticised for its subjective and error-prone examination system, has made an over-correction by making exams and evaluation completely objective. For example, students are now awarded full marks in English for an answer which may have poor grammar and sloppy language as long as it contains the right "key word." There has to be something terribly wrong in an examination system where just one word in an entire answer can get a student full marks.

While grade inflation is a problem that needs to be addressed, policymakers also need to turn their attention to the fact that there simply aren't enough quality avenues for higher education in India. The number of students aspiring for higher education is growing rapidly. The number of good colleges remains stagnant. Many colleges and universities, particularly in provincial centres, have in fact declined over the years, putting more pressure on a select few in the major metros. This needs to change. The mushrooming of new, high quality colleges may eventually be the best antidote to grade inflation too.

[India Today](#)

### 10-yr plan is ready for India: Prof P Taylor, Strathclyde UK

Strathclyde SKIL Business School (SSBS) – the joint B-School initiative by Strathclyde Business School, University of Strathclyde, UK and Indian infrastructure pioneer SKIL Infrastructure Ltd – has finally taken off. SSBS, which has its campus in the National Capital Region in Greater Noida, is currently conducting the admissions process for first academic session starting from September 2011.

Strathclyde Business School, UK is one of only 48 business schools in the world to be triple accredited. The B-school has been accredited by AMBA, AACSB, EQUIS. The first programme to be offered at the India campus is MiM.

MBAUniverse.com spoke to Prof. Phil Taylor, Academic Director of Programmes, Strathclyde SKIL Business School, to know more about this B-school.

Excerpts from the interview:

*Q. What prompted Strathclyde B-school, Glasgow to set up a campus in India?*

A. The long-term partnership between University of Strathclyde and SKIL is underpinned by the University of Strathclyde's academic heritage and business acumen, in combination with the thirst for knowledge in India's booming new economy.

Strathclyde is proud of its links with excellent overseas institutions and is committed to providing globally-relevant education and research. At the same time, SKIL has a strong belief in empowering young people with excellent education, and has recently taken a 20%-plus stake and a co-promoter status in the world's largest VSAT education network company, Everonn Education Limited.

*Q. What have been the key learning from the setting up of offshore campuses in Singapore, Malaysia, Oman, Greece etc?*

A. We now have over 20 years experience of setting up offshore programmes and have learned that it requires careful management with a long term view. It typically takes at least 3 years to establish a clear presence and build reputation.

We have always entered a new location with a 10 year plan for its development, and have undertaken our preliminary research very carefully. We have a policy of always working closely with local communities and government and so ensuring that we adapt to local conditions and are able to meet local demands.

Our concern is to ensure that our students are not simply given a UK education but can truly set that education within the local setting. We have learned to regard these policies as crucial to success.

*Q. Please share your early impressions/reflections on the Indian management education sector.*

A. The top Business schools in India are renewing their focus on curriculum design, faculty development, and the cultivation of strategic partnerships. Business schools in India are at the threshold of unprecedented change in their bid to offer state-of-the-art learning and personality development facilities that are meaningful to the stakeholders.

The focus of the B schools is shifting on creating globally savvy leaders and introduction of new off-campus learning initiatives. But the emphasis on research in India needs to increase. The faculty members have to undertake research led initiatives at the B-Schools and must train different resources and processes. For research to be India relevant, B-Schools must build their own research culture and environment.

One distinct trend in the top Indian B-schools is the growing importance of faculty who are active in research and who are internationally networked through, for

example, academic conferences, membership of leading journals and collaborative projects. A growing premium will be placed upon academics' ability to get published in highly ranked international journals.

*Q. Strathclyde B-school is one of the only 48 in the world to hold all three the major global accreditations. What steps are you taking to maintain the same quality in India campus?*

A. Strathclyde is one of the only 48 business schools in the world to be triple accredited. Globally there are three organizations that are recognized as offering credible 'seals of approvals' on business schools and their programmes- AMBA( UK) , AACSB ( US) and EQUIS ( Europe). The Strathclyde SKIL Masters in Management (MiM) holds international accreditation in its own right from AMBA.

Consistent with the high standards of the Strathclyde SKIL Business School (SSBS), the Indian campus would also maintain the same quality as such: Indian based faculty will be recruited according to strict academic criteria; Active researchers in areas relevant to teaching and project supervision, but equally they will have a track record in publishing in internationally rated journals; Indian faculty will spend time with their counterparts at the Strathclyde campus in Glasgow, planning and preparing teaching modules and taking part in induction workshops.

*Q. Please share with us key highlight of the MiM programme. What other programmes will be taught at the Greater Noida campus?*

A. In the first year the course that will be delivered is called Masters in Management (MiM), a two year programme aimed at developing entrepreneurial and dynamic business leaders. In the following years, the School will also offer a three-year Bachelor in Business Studies, and the globally renowned, one-year Strathclyde MBA programme, which has already seen international success in Singapore, Bahrain, Dubai, Abu Dhabi, Athens, Hong Kong, Kuala Lumpur, Muscat, and Zurich.

The course highlights include 120 credits of core subjects and Professional Management practice (PMP) , 60 credits of specialization courses (electives) in Glasgow and 60 credits industry project.

*Q. What career avenues will likely to be there for MiM grads? How will you ensure 100% good quality placements?*

A. The placement prospects in India are bright. We will endeavor to provide campus placements leveraging the vast network of corporate connections of both Strathclyde and SKIL. We are confident that leading Indian Companies and MNCs would employ our students. The students will get a competitive edge due to the exposure they get in an international study scenario and the research orientation of

the programmes of study. During their semester in Glasgow students from India will mix with international students from diverse cultures and backgrounds. As a result, course members will benefit greatly from this international and multicultural learning experience, making contacts that form part of their future business networks.

*Q. What differences are there between the 2-year masters MiM and a MBA programme?*

A. The principal difference between the 2-year Masters in Management (MiM) being offered by SSBS and an MBA is that the former is essentially a pre-experience programme. Graduates from a wide range of disciplines and subjects, who ordinarily have no or limited work experience, are encouraged to apply. In contrast, the MBA would seek to recruit graduates who have a minimum of three years full-time postgraduate experience where the management of people and resources has played a significant role.

The MiM programme provides an unrivalled platform for students embarking on a career in business and management, through its fusion of theoretical knowledge and practical application. The in-company project, which takes place in the second year of study, is a further distinguishing feature that prepares students for challenges of management.

*Q. What profile are you looking at for selecting students? For whom is MiM best suited?*

A. We are looking for candidates who have obtained a first division in any discipline from a recognized university. CAT/GMAT scores are desirable.

Course participants will require a high level competence in English speaking, writing, reading and listening. If candidates undergraduate studies were not in taught in English, then he/she may be asked to achieve a minimum of 6.5 across the board in IELTS or 95 (IBT) in TOEFL. The candidate may be asked to undertake a formal interview to discuss the achievements and aspirations.

*Q. What is your message to MBA aspirants who dream of doing MBA from a foreign university?*

A. MBA degree from a reputed foreign university / prestigious international college is well recognised, and can enhance the career prospects. A foreign degree also has global brand recognition. Pursuing MBA from a reputed foreign university guarantees more exposure since students are able to interact with people from diverse cultures. They are exposed to working with people belonging to different nationalities, languages, industries, having different mindsets and attitudes. Also they get to do internships with major corporate houses of international standards and get work experience in a variety of fields like finance, marketing, IT etc. This diversity helps the students develop a strong network across all countries.

If a student is planning to settle overseas then, an MBA from a foreign university is advisable. It could be a perfect launch pad for his/her management career and may improve the chances for a worldwide placement.

However, these days, Indian MBAs also fare well in terms of job opportunities. While a MBA from abroad may give you an international exposure, enhance your skills and give you better prospects in finding a job abroad, Indian B-school education is not far behind. The quality of education at top-ranked Indian business schools is at par with some of the best in the world. So a combination of a UK degree in an emerging market like India will help the students put their best foot forward.

**Source:** 17 June 2011/[MBA Universe](#)

### **Improve quality of higher education - FICCI tells Oscar Fernandes**

A leading business chamber on Friday wrote to the chairman of the Parliamentary Standing Committee on Human Resource Development, Oscar Fernandes, voicing concern over the steep cut-offs announced in [Delhi University](#) and the "dismal" quality of higher education in the country.

The Federation of Indian Chambers of Commerce and Industry (FICCI) said the high cut-offs were "an indication of the desperate situations that today's children and parents are faced with due to the dearth of quality higher education institutions in the country".

"Dismal show of quality higher education is further substantiated once again by the recent QS rating of universities across Asia, in which only IIT [Mumbai](#) features in the top 200," said the letter.

"Immediate steps should be taken by the government to initiate reforms in higher education. Its topmost priority should be to nurture the youth, make them self-reliant and employed by appropriate policies and programmes," it added.

In its first cut-off list, Shri Ram College of Commerce (SRCC) affixed the cut-off for its B.Com (Honours) course at 100 percent for non-commerce aspirants. For B.A. Economics (Honours), the cut-off is 98.25 percent.

A majority of India's population is between 15-64 years, resulting in a substantial working population. However, in the absence of appropriate education and training, India may lose out due to a lack of skill sets to meet the industry needs, it said.

According to the letter, recent surveys conducted by FICCI have showed that about 60-65 percent of the employers

were somewhat satisfied with the current engineering and general graduate skills in the country.

India's higher education system has seen immense growth since independence. However it suffers from various challenges like access, inclusion, quality, management and resource crunch, it added.

"For the higher education system to keep pace with the rapid economic, technological and societal changes, reforms in the pipeline need to be implemented on a fast track," it said.

**Source:** 18 June, 2011/[IANS](#)

### Research quotient

The history of management education in India began with a grant to the Indian government, which was spent to train 30-40 faculty members, who later helped in building the premier business schools and research institutions in the country, including the IIMs.

India's requirement for PhD scholars today far exceeds its current availability. Hence, experts in management education feel there is an urgent need to build capacity, and that efforts should be directed from top business schools in the country, with a change in mindset and a push from the government.

According to Sanjay Kallapur, senior associate dean, Faculty and Research and associate professor of business in accounting, Indian School of Business (ISB), "Business research is not as expensive as science and engineering research. They are largely self-funded by schools and have a low to minimal reliance on extramural grants. Funding is needed for databases and conference travel. The need in India today, is to encourage students to pursue their PhDs at the top schools of the world." Kallapur was in the Capital recently for a seminar on the importance of academic research in institutions of higher education that was recently organised by ISB.

**Source:** 20 June, 2011/[Times of India](#)

### How important was Macaulay?

*Macaulay's minute gained notoriety for its explicit articulation of contempt for India's traditions of knowledge and culture*

Individuals matter, but the extent of their importance is debatable. It is widely believed that if Macaulay had never come to India, or if he had not served the East India Company, India's system of education would have been different from what it is. By attributing to Macaulay a superhuman causality, this view makes education under

colonial rule look rather too simple. In this volume, historian Robert E. Sullivan devotes no space whatsoever to question this popular wisdom. Rather, he appears to derive from it a rationale for his study of Macaulay's life and personality.

Sullivan stays well within the orbit of received wisdom on colonialism in the early 19th century when the educational history of India was supposedly shaped by the outcome of the so-called controversy between the Anglicists and the Orientalists. The controversy is believed to have been settled by Macaulay's minute. This document gained notoriety for its explicit articulation of contempt for India's traditions of knowledge and culture. The unabashed racist tone of this document makes it a darling of every guidebook writer for the Bachelor of Education degree.

Once you have read this note, you need not bother to grapple with the political economy of colonisation. You feel blissfully free to believe that the system of education under the colonial rule would have energetically cultivated India's indigenous languages and discouraged the use of English if Macaulay had never come to India or written that hateful note. Sullivan's treatment of Macaulay will give a further lease of life to this myth.

Sullivan starts his introduction to the volume by regretting what he terms the demotion of Macaulay from being considered an eminent Victorian. He notes that the Latin inscription below Macaulay's statue in Trinity College, Cambridge, gives him the credit for reforming "the letters and laws of India." Sullivan says: "The tribute sounds like imperial hyperbole until you hear the voice of a fluent English speaker in a call centre in what was recently Bangalore and consider that in 1835 Macaulay, not yet 35, was instrumental in launching English as the subcontinent's shared language."

We can well imagine why an Indian publisher has so promptly reprinted this ponderous book, first published — surprisingly, without much editorial attention being given — by Harvard University Press. The vast and strenuous effort that has gone into its making is not easy to appreciate unless one shares Sullivan's premise that Macaulay did indeed leave his personal stamp on India by shaping its system of education and by preparing an early draft of the codes of civil and criminal procedures.

The author has not succeeded in his attempt to make the reader feel fascinated by Macaulay as a person. Is it because the scholarly effort put in to build an image of Macaulay as a great, though tragic, thinker and public figure is not good enough, or is it because the method and style are so unattractive? Perhaps, it is both.

Untenable

The tragic greatness Sullivan attributes to Macaulay is hardly convincing. The evidence he advances to support his view that Macaulay left important and lasting legacies lacks

plausibility. For instance, he cites Nehru as an example of “the success of Macaulay’s much-deprecated project of ‘forming a class who may be interpreters between us and the millions whom we govern, a class of persons Indian in blood and colour but English in taste, in opinions, in morals and in intellect.’” Even Nehru’s worst critics would find it untenable. That Sullivan regards a statesman and freedom fighter of the stature of Nehru, who spent more than a decade of his political life in British jails, as an example of Macaulay’s legacy should suffice to indicate the quality of historical sense underpinning this work. As for Macaulay himself, he remains a dated historical figure, afflicted by the contradictions typical of many of his contemporaries, between visions of liberal reform and the impulse to conquer and kill. It is good for him that he wrote a multi-volume history of his own country which is currently desperate to find material that might inspire its youth — including the progeny of immigrants from the former colonies — with nationalistic fervour.

**Source:** 21 June, 2011/[The Hindu](#)

### **Oxford University’s link to India dates back to 1579’**

Professor Andrew Hamilton, vice-chancellor, University of Oxford, talks about the University’s 900-year-old history of research, its deep alumni focus and the various scholarships and bursaries available to talented Indian students, regardless of their financial background.

*What does Oxford do differently that makes it an institute of educational and research excellence?*

We have been in existence for 900 years and that gives a lot of time to evolve and adapt towards excellence in all areas. But no institution survives that long without doing new things. Two distinctive features of Oxford are the collegiate and the tutorial system. Colleges act as small communities, and each college is a mix of academics, postgraduate and undergraduate students and college staff, all doing different subjects. The tutorial is at the core of undergraduate teaching at Oxford. It offers students a unique learning experience in which they meet regularly with their tutor.

*How would you define an education institution which is world class? And what are the building blocks for it?*

The essential thing is a commitment to excellence in all areas — research, teaching, and administration. To be world class an institution must be able to attract and identify the very best students, academics and staff — our students come from over 140 different countries. Finally, excellence is not cheap. Universities need good funding to be world class. For Oxford, that comes through a mixture of research bodies, charities, government funding, and the generosity of our donors and alumni — as well as managing the resources we have wisely.

*How is Oxford able to generate so many research papers?*

Oxford’s research activity involves over 1,600 academic staff, more than 3,500 research staff, and over 5,000 postgraduate research students. Our research income has doubled in the last five years. One of the things that help in research is not having rigid disciplinary lines. In our collegiate system we have small communities of academics and researchers doing different subjects. And we have several research centres with a dedicated interdisciplinary approach.

*What is the link between teaching and research?*

The University’s two primary areas of activity are research and teaching and these are strongly linked: students are taught by leading researchers in the field, a process which benefits the students and also, the researchers themselves.

*What role does industry and government play in making Oxford a hub of research?*

The government is important in setting the regulatory environment in which research takes place while allowing researchers the freedom to explore new ideas independently. The government is also a major funder of research. Industry also provides some funding. The crucial thing is that Oxford’s research remains independent and objective.

*How does Oxford engage with its alumni?*

Oxford alumni’s ongoing relationship with the university is crucial. Because of the very personalised education Oxford offers, our graduates have strong bonds with their alma mater. The individual colleges and the university as a whole invest a lot of time in alumni relations — from inviting graduates for events to sending them regular information about developments at Oxford. Our worldwide alumni network comprises more than 190 individual regional groups, in places like Paris, Auckland and Zimbabwe. In India there are groups in Mumbai, New Delhi, Kolkata and Pune.

*What are Oxford’s plans for growth in India?*

Our longstanding connections with India date to 1579, when Father Thomas Stephens, from New College, Oxford, was the first recorded Englishman ever to visit India. Ties have strengthened through time, with the creation of the Boden Chair in Sanskrit in 1832. The Indian branch of Oxford University Press, established in 1912, has a proud tradition of publishing its own distinguished scholarly list.

Today, Oxford University is a thriving location for the study of India. We have a postgraduate degree in Modern South Asian Studies, including language studies, and the new MSc in Contemporary India welcomed its first intake of students in 2008. Oxford scientists are connecting with their

Indian counterparts through unique networks in physics and cancer research.

Oxford has various scholarships and bursaries available for talented students, but priority is to increase that provision, so that the very best students can come to Oxford.

Source: 22 June, 2011/[DNA](#)

### Public Spending on Education in India

The failure of the Indian state more than six decades after Independence to provide universal access to quality schooling and to ensure equal access to higher education among all socio-economic groups and across gender and region must surely rank among the more dismal and significant failures of the development project in the country. It is not only that the expansion of literacy and education has been far too slow, halting and even geographically limited. It is also that educational provision itself remains highly differentiated in both quantitative and qualitative terms.

There are huge differences in access to both schooling and higher education across location (rural/urban or state), economic category and social group, as well as by gender. And there are very significant variations in the quality of institution across different schools, colleges and universities, which mean that the experience of education is different for different students.

These differences in quality cannot be simplified into government or public versus private as is quite commonly done in journalistic discourse: there are some good government schools and some terrible private schools. In general, public higher educational institutions perform much better than private ones. All the so-called "institutions of excellence" in higher education are publicly created and publicly funded. Rather, the differences in quality often unfortunately reinforce differences on the basis of location and social divisions.

Thus, institutions in backward areas and in educationally backward States tend to be both underfunded and of poorer quality than institutions in metros or in more educationally developed States. Rural schools are often worse than urban schools (although once again, this is not inevitable) and schools catering to elite or middle-class children tend to be better than schools for the urban poor serving slum children or rural schools serving the children of agricultural labourers. Schools with dominantly upper-caste children also tend to provide better services than schools mostly catering to Scheduled Caste or Scheduled Tribe or Muslim children. Schools with only girl students are more likely to be deficient in basic facilities, including toilets and fans in classrooms, and teaching aids. And so on.

These differences in the quality of schooling have significant implications because they do not simply affect the quality of education per se; they also affect the chances of entry into higher education and the possibilities of socio-economic advancement that come from such entry. (by Jayati Ghosh )

Source: 29 June, 2011/ [Mrzine monthly review](#)

### NZ PM Announces Education Initiative with India

The New Zealand-India Prime Ministers' Education Cooperation Initiative is a jointly-funded programme to enhance bilateral cooperation in higher education, research, and skills development, and facilitate student and academic mobility. It invests in the education cooperation areas respective education Ministers agreed in April 2010.

What has been agreed? New Zealand and India have agreed to establish an Education Cooperation Council as a mechanism to progress the Prime Ministers' Education Cooperation Initiative.

Why a council? The joint Council provides a mechanism for India to bring together a range of Indian education and skills development funding agencies and other education sector bodies. India has a complex, large system and a Council provides a 'one-stop-shop' for New Zealand to engage.

Who is involved in the Initiative, and the Council? On the New Zealand side will be our new Government agency for international education announced earlier this year by the Hon Steven Joyce, Minister for Tertiary Education.

On the Indian side, the Ministry of Human Resource Development and the University Grants Commission will support the higher education/university elements of the scheme. The National Skills Development Corporation (a public-private-partnership) and the Ministry of Labour will support the vocational education/skills development side.

Assuming a similar Council model to that which was recently established between Australia and India, peak education and other sector bodies from both sides may be invited to be involved.

About the New Zealand international education agency The new agency will up and running by September this year, and will be solely focused on international education. It will provide a sharper focus and better coordination with New Zealand's education representation abroad. The agency will combine Government-funded representational, promotional, and education business activities that are currently spread across the Ministry of Education, Education New Zealand and New Zealand Trade and Enterprise.

What will the initiative achieve? The initiative aims to increase academic and business linkages between New Zealand and India and open up opportunities for education interests in both countries to collaborate on education development.

How much funding will go into this? The total funding for the initiative is NZ\$1 million per year, with both New Zealand and India contributing equally. New Zealand's funding will be drawn from the additional 2011 Budget boost for international education - funding which has been set aside for initiatives such as this one which aims to build on our most important bilateral education relationships, such as the one we have with India.

**Source:** 29 June/2011/[VOXY](#)

### **Focus on strong education, industry training: India Inc**

CHENNAI: It is the responsibility of colleges to train the students in the fundamentals of the course while industries should provide the fresh recruits with the requisite training and skill set - this was the unanimous view of speakers at an interactive session held here.

"Institutes will train students in basics. Industries can adopt colleges and train the students so that they are aware as to what the industry looks for in them," said M.S. Shunmugam of the Indian Institute of Technology (IIT), Madras.

He was speaking at an interactive session on Tamil Nadu Manufacturing Outlook 2011-12 organised by the Confederation of Indian Industry (CII) Wednesday.

According to John Devadason, unit head of Apollo Tyres Ltd Chennai operations, the company is tying up with local educational institutions so that its employees can pursue B.Tech courses and the company officials also teach the students on tyre production technologies.

"There is no separate course curriculum on tyre technology, as a result the students are benefited with our teaching," he said.

The tie-up with educational institutions has resulted in reduction in attrition rate, he said.

Asked if the industries were trying to shift the training burden on to the educational institutions, Shunmugam said: "Educational institutes cannot churn out industry ready graduates. Industry has to train the fresh graduates. Industry has to invest in people."

Giving the industries' perception, N.K. Ranganath, managing director at Grundfos Pumps India Pvt. Ltd, said: "Most of the engineering graduates are unemployable and many colleges do not have proper facilities."

"Industries look at the basic skill sets in a recruit. We expect the institutes to impact such skills in their students, and companies can take on from there," said Jayakumar Ramdass, managing director at Mahendra Submersible Pumps Pvt. Ltd.

Stressing the important role played by micro, medium and small enterprises (MSME) in the economic development of a state, R. Mahadevan, group technology director at India Pistons, said the involvement of SMEs in Indian economic development is below expectations.

According to Ramdass, MSMEs need a Technology Upgradation Fund (TUF) similar to the one for the textiles industry so that they are able to upgrade their operations.

Predicting downturn for next three quarters, Ranganath said Tamil Nadu is lagging behind among the four southern states in terms of growth rates.

He said the vision of policy-makers is short-sighted and restricted to five years.

"For developing power sector, one needs a vision for 25 years. We have to make development widespread and take the industries away from Chennai," Ranganath added.

**Source:** June 30, 2011/[Economic Times](#)

### **Free education till Class X under 12th Plan: Sibal**

*HRD Ministry to connect 31,000 colleges via National Knowledge Centre in next 2 years*

Advocating the need for holistic approach to improve education and thus employability status in India, Human Resource Development Minister Kapil Sibal today said here the 12th Five-Year Plan will look at providing free education from Class I to Class X. Currently, free education is available only till Class VIII.

He also announced the roll out of National Knowledge Centre that will connect 31,000 colleges over the next two years. "The knowledge centre will also provide 1,100 courses that have already been developed, to students free of charge. On the school education front, a National Mission of ICT has been set up and will use technology to the fullest," he said while addressing the CII Edu Summit 2011 here.

Also, there are efforts to provide a 3D geospatial access of any college, university or school to a parent sitting at home. "The pilot project has already been carried in Karnataka, which would soon be a reality. As the future lies in geospatial technology, a parent or a student would be able to have a look at the classrooms, get information on the kind of education provided, infrastructure as well as other

data pertaining to the institute sitting at his place,” Sibal said.

Giving present scenario on Gross Enrollment Ratio in India, Sibal pointed out that only 70 out of 100 students in the age group of 18-24 years reach university. “We hope to increase this ratio to 15-20 per cent by 2020. If this ratio increases, 45 million students would be able to go to universities compared with 5 million currently, and attain employable skills,” he said.

Looking at an investment of Rs 2.31 lakh crore in the education system, which shall definitely change the scenario in India in terms of improving infrastructure facilities in the schools, the minister said, “To start with, 35 dollar tablet computer will be launched and as a pilot 10,000 tablet computers will be made available at the university level by July 2011.”

He also said all CBSE schools would act as centres for training by the private sector after the working hours and would run vocational courses. “To begin with, all engineering colleges in Delhi would run the vocational courses to take this forward,” he said.

Commenting on the examination system, the minister said the HRD ministry is proposing one exam agenda for analysing critical areas of child’s ability to take up higher education in specific fields by 2014.

Sharing his view on 100 per cent cut offs, he said that the child needs to be assessed on the basis of knowledge and not mere short-term memory power.

The HRD Ministry has initiated the process of developing a National Vocational Education Qualifications Framework (NVEQF) and proposes industrial training courses in Class IX and X in specific subjects and sectors.

“These subjects would be different for different schools and would be based on the geographical location and corresponding industrial requirements of the industry in that particular area,” he said.

Highlighting the need for sector-specific training, Sibal said, “To begin with, 150 courses have been developed in the automobile sector in consultation with the industry looking at employability criteria and similar sector-specific courses will be developed in hospitality, tourism and telecom.”

Emphasising on the need for forging linkages between industry and academia, Vijay Thadani, chairman-CII Northern Region and chief executive officer of NIIT Ltd, said CII will soon be launching a project—University-Industry Congress—engaging vice chancellors of 25 universities.

Source: 30 June, 2011/[Indian Express](#)

## Venturing into education

India spends barely 3% of its GDP on education, which is even less than what sub-Saharan countries spend. *Vinita Sethi and Ritika Tewari* say private equity & venture capital should be encouraged to bridge this investment deficit. Much has been said about India’s demographic dividend, especially our ‘young’ population. But serious effort is required to leverage this advantage, particularly if sustainable growth of 9% or more is targeted over the next five years. Above all, our capacity to innovate will be a critical factor in influencing decisions concerning new investments that nurture high growth.

It is unconscionable that for a country with a GDP of \$1.3 trillion and population of over a billion, barely 3% of GDP is accounted for by investment in the education sector. A decade ago, the US spent the most on education, roughly \$500 billion, followed by Japan, Germany and France at \$139 billion, \$89 billion and \$82 billion, respectively. Other top spenders included Norway, Malaysia, France and South Africa—all of whom spent in excess of 5% of GDP on education (2003 Environmental Scan, OCLC). Today, while Japan and Korea lead OECD countries in education spending, both countries are also leaders in innovations, with strong links between industry and academia. Not surprisingly, China, having surpassed Japan’s GDP, has realised the urgency to universalise quality education and vowed to increase its spending on education from 3.3% to 4% of GDP by 2012.

India has to narrow the education gap—both in relation to global trends and in terms of connecting investments with innovations. Almost five decades ago, the Kothari Commission had given deep insights into the need to spend more on education at all levels and recommended an increase in investment in education to at least 6% of GDP. In spite of the global downturn, North America and Western Europe have continued to invest 5.6% of GDP in education, followed by 4.9% investments by Arab states. Even sub-Saharan Africa’s investment of 4.5% in education exceeds ours. Not only is India’s investment in education dismal at around 3%, an investment deficit estimated at \$39 billion could pose a further threat to our long-term growth.

Today, the capacity to innovate is emerging as the key to developmental growth, as universities are becoming hubs of innovations. In the nineties, China produced just 5,000 PhD students a year, much less than the number produced by Japan or India. But now, China has overtaken every country in the world except the US in terms of doctoral degrees awarded. While strong government support and corporate funding has made this possible over there, research funding available to our best engineering institutes barely exceeds \$10 million—a marked contrast. Compare this figure to the endowment funds of Ivy League colleges in the US, which often exceed \$10 billion.

Higher education in India needs a focused strategy to unleash its innate potential. Why not attract more of venture capital and private equity into our education sector? Our PE market has, after all, has grown quite a bit since its humble inception in late 1980s. Plus, India has already emerged as the second-largest Asian PE capital recipient after Japan. Venture capital and private equity investments in India as a percentage of GDP have also grown, from a mere 0.4% of GDP in 2004 to more than 1.5% of GDP in 2008. Of course, the beneficiaries of VC and PE have so far been the technology-led, capital-intensive sectors like telecom, power and infrastructure, besides traditionally favoured sectors such as real estate, IT, banking and healthcare. The time is ripe for education to be positioned as an attractive destination for venture capital and private equity investments.

In fact, private equity can easily bridge the \$39 billion investment gap in education funding. Consider that we are willing to spend a disproportionate amount of our income on universities abroad. We are also prepared to go back there and re-skill ourselves to gain more meaningful employment. Our education market has yet another unique feature, wherein there is often a time gap between the K-12 and the higher education segments of education, and another time gap between education and work. These gaps are often used to augment skills through vocational training or to prepare for placement exams. Both gaps have the potential to be productively developed by private equity funding.

Then why has private equity funding not found its way into our education sector? Perhaps, the “not-for-profit” diktat imposed upon private investment, wherein no dividends can be paid to the investor, has traditionally discouraged venture capital. Above all, it is the fact that education continues to be overly regulated which makes it unattractive for the private players. Though private entities can bypass such hurdles by establishing unaffiliated higher education institutions, there remains the problem of securing industry recognition and acceptance. And rule books do not recognise higher education institutions that have no accreditation. Moreover, the non-formal segment of this sector is too small and fragmented and, therefore, lacks the scale necessary for making it lucrative as an investment opportunity.

To underline, the challenges that private equity faces in entering the Indian education sector are that (1) the particular schools and colleges are required to be non-profit institutions, (2) they are also required to be certified by or affiliated to government boards like the All India Council for Technical Education, and (3) there are not only restrictions on foreign investments in higher education but also a lack of clarity in policies governing these investments.

Some have found a way to bypass the stringent regulations to invest in the sector, by establishing higher education institutions outside the purview of UGC

regulations. The significant point here is gaining acceptance not from UGC, but from industry. As long as industry is satisfied with the quality of education and training of such students, higher education institutions can do without stringent and cumbersome affiliations and regulations. For instance, ISB, Hyderabad, is a reputed name in the industry corridors despite not being affiliated to any formal regulatory board.

But such outreach is restricted and not available to professional education related to doctors, architects and lawyers who have to graduate from affiliated institutions to be able to practice in India. Here again, recognition is accorded to select foreign degrees and holders of such degrees are allowed to practice as professionals in the country. Private equity could explore tieups with such foreign institutions and set base in India.

The Global Talent Index Report has tabulated 60 countries based on their capacity to nurture talent. India is ranked 35th. Worse, many countries, including China, are projected to surge ahead of us by 2015 on account of their substantial investment in education. Will we squander our demographic dividend for lack of funds? Or will we take this opportunity to nurture talent, by encouraging venture capital inflows into education?

Vinita Sethi is Adviser and Ritika Tewari is Research Analyst, Spice Global

Source: July 2, 2011/[Indian Express](#)

### **A university to manage a rapidly urbanising India**

BANGALORE: With over 625,000 villages, rural India still dominates the country's landscape even as rapid urbanising is throwing up challenges for planners. To train people manage this massive social transformation and fill the critical human resource and knowledge gap, a group of eminent Indians is setting up a university.

One of them, Nandan Nilekani, a co-founder of India's IT bellwether Infosys who now spearheads the massive exercise of providing billion Indians a unique identification number, and his wife Rohini, have just gifted Rs. 50 crore to the proposed varsity.

Called the Indian Institute of Human Settlement, the institute is coming up near Bangalore and the people behind it are in talks with the government for recognition of its courses.

Besides Nilekani, other leading figures forming the board of directors of the venture are renowned industrialists and academicians like Xerxes Desai, Jamshyd Godrej, Cyrus Guzder, Renana Jhabvala, Vijay Kelkar, Keshub Mahindra, Kishore Mariwala, Rahul Mehrotra, Rakesh Mohan, Nasser

Munjee, Deepak Parekh, Shirish Patel, Aromar Revi and Deepak Satwalekar.

The IIHS will offer "globally benchmarked bachelors, masters and doctoral degrees in urban practice based on a wide set of disciplines and practice areas central to India's urban transformation," Aromar Revi, its director, told IANS in an interview.

The Bachelors in Urban Practice (BUP) programme "will be a four-year course, after the plus-2 level of schooling. The MUP programme will be a two year course," said Revi, an alumnus of IIT-Delhi and the law and management schools of Delhi University.

The IIHS will begin by offering the masters programme first from July next year, provided the government gives regulatory clearances by that time, he said.

"Discussions are active with the government on getting the appropriate regulatory clearances," Revi said.

The "tentative fee structure for the MUP is in the range of Rs.300,000 and Rs.400,000 per annum," he said. The IIHS "is planning to offer up to 50 percent of its students' scholarships and financial assistance of varying degrees depending on need," he added.

Revi was confident that students passing out of this institute will have job opportunities since the "most serious constraint facing Indian cities today is not capital but the availability of suitably educated professionals, entrepreneurs and change makers who can act in the common good".

We anticipate career opportunities across the public and private sectors as well as civil society and universities and knowledge enterprises. There is a large gap in the supply of urban practitioners and inter-disciplinary professionals as India and its urban areas grow," he said.

On the gift by the Nilekanis, he said "this is in keeping with their vision of building quality transformative institutions for India and a reinforcement of their past philanthropic commitments. Nandan Nilekani has been deeply involved with the IIHS from its conceptualisation".

Announcing the gift Tuesday, the Nilekanis said: "IIHS is at the convergence of both our interests in education, urbanisation and sustainability."

The IIHS is coming up on a 54-acre site in Kengeri, on the Bangalore outskirts. "Work on planning the first phase of the 42,000-sq metre campus has started. It will be executed in a phased manner over the next five to seven years," Revi told IANS.

On what prompted the setting up of this institute, he said there was a need to fill "a critical human resource and

knowledge gap in addressing multiple challenges of urbanisation".

"The IIHS is conceived as an inter-disciplinary university born out of the realisation that a single academic programme within a university would not be able to offer the breadth and depth of inter-disciplinary academics and practice that are urgently required to solve the multiple dimensions of urbanisation challenges that the country is confronted with," he said.

The IIHS has tie-ups with several well-known institutions, including the Massachusetts Institute of Technology (MIT), University College London (UCL), and The African Centre for Cities (ACC) of the University of Cape Town (UCT), Revi said.

**Source:** 3 July, 2011/[Economic Times](#)

### **IITE rolls BEd, degree courses into one**

The Indian Institute of Teacher Education (IITE), a teachers' university set up by the state government, is offering a four-year integrated BSc/BA with BEd and six-year MSc/MA with MEd programme for students having passed Standard XII examinations with a minimum of 45 per cent in the general category and 40 per cent in reserved category.

The programmes, being launched from August 1, are unique in the country in two ways. First, the curriculum focuses not only on academic excellence but pays attention to physical and spiritual aspects as conceived in the teachings of Swami Vivekananda, Rabindranath Tagore, Dayanand Saraswati and Mahatma Gandhi to prepare teachers of a different kind. Second, it has arranged internship programmes for students during three months' vacation on a monthly payment of Rs 10,000 so that they are able to recover part of their fees and other expenditure.

The annual fees is currently Rs 50,000. There is also guaranteed placement for all the students after completing their courses.

The courses being launched from the newly constructed College of Education in Sector 15 at Gandhinagar will admit 100 students initially and increase the intake capacity to 200 from the next year. All the students have to stay in the college hostel as is the practice in several top engineering and management institutes.

While the college has recruited permanent faculty, it will also requisition visiting teachers from different fields for lectures on various subjects.

IITE registrar Bipin Bhatt told The Indian Express that admission would be done through a written test. The last date for receiving applications is July 7 and the test will be held on July 17. For the final selection, 50 per cent

weightage will given to students' scores in the entrance test and another 50 per cent to marks obtained in standard 12 examinations. Classes will begin on August 1.

According to Bhatt, students will have the option to study mathematics, physics, chemistry and biology in BSc and humanities, economics, history, politics and other subjects in BA.

**Source:** 3 July, 2011/[Indian Express](#)

### **The biggest change has to be in the exam system**

Vineet Joshi, chairman of the Central Board of Secondary Education, speaks to INDIA TODAY Associate Editor PADMAPARNA GHOSH on the higher education crisis and the need for change.

*Q. Is the CBSE to blame for such high cut off marks in colleges?*

A. The board exam is an achievement test on a curriculum of two years. It is wrong to look at it like an entrance exam. There has to be a ranking system, which takes into account performance at school and an entrance test like we have for the IITs. That would be ideal but then how do we account for disparities in testing and marking in state boards? That's a practical problem.

*Q. How and when will there be consistency among state education boards?*

A. There has to be a similarity on design of question paper and marking scheme and many boards have agreed to this. Hopefully, this will be implemented in the next few years. The issue involves all 41 boards and higher education institutes and everyone needs to be on board.

*Q. Why are students scoring such high marks?*

A. If you look at absolute numbers, the hike is more or less the same percentage but students taking boards are increasing by 10 per cent annually. Students know the marking scheme and exact value points and as it is not a free writing exam any longer, students are better prepared. The purpose was to reduce stress.

*Q. Wouldn't a grade or percentile system be better?*

A. Definitely. Research shows that a 91 percent is as good as a 100 per cent one, even in a subject like maths. But since this is a school leaving exam and the marks are considered for admission, all boards will have to agree to this. The biggest change we need is in the examination system. We have seen that after we moved Class X to grades, even teaching has become better and more learning oriented. Admissions in colleges should also take into account aspects of creative or softer skills but for that

you need objective tools to measure them, which we don't have right now.

### **Govt should encourage education among Muslim women**

Education is the basis for growth and development of not just an individual but of the community and the country at large.

The famous saying, "Educate a man and you educate an individual, educate a woman and you educate a family", applies very well in the Indian context more so in the context of Muslim women, a large section of whom have been denied education for a variety of reasons, each rooted in either government apathy or poor understanding of the religion.

In these progressive times, when there is so much emphasis on educating a girl child, the issue of educating Muslim women has seldom been raised. Women account for more than 50% of the Muslim population in AP and it is startling to note that their education has not been a priority. According to the Sachar Committee report, the Muslim community has the poorest literacy rate in the country. And bringing about any improvement in literacy levels among Muslims would be difficult if this 50% of the community's population is not encouraged to educate itself.

The main reason why a large chunk of Muslim women are not literate is lack of schools and colleges in the areas where there is a higher concentration of the Muslim population. Girls are enrolled in nearby schools and are not sent far off to study due to safety reasons.

Lack of proper public transport only works against any girl child's desire to study. It is essential to increase the number of schools and colleges in these areas and improve the public transport system which will motivate the families of the girl child to not only send them to schools but also make sure they study at college. According to a household survey conducted in 2,000 houses in one of the areas in the Old City of Hyderabad, seven out of ten girls who had passed their tenth standard exam but not studied further cited lack of transport and non-availability of colleges in their areas as the reason for discontinuing studies. There is not much effort being made to educate women in the Muslim community and there is a need for drastic measures to ensure that proper facilities are provided.

**Source:** 4 July, 2011/[Times of India](#)

### **Amartya rues education scenario in state**

Nobel laureate professor Amartya K Sen on Tuesday said that the number of well-educated teachers in the state is still much below anything that can be called satisfactory.

"We cannot have a flourishing higher education unless we have a strong primary education," Sen said while releasing a 80-page report on "Elementary Education in Bihar: Progress and Challenges". The report has been jointly prepared by the Pratiche India Trust and the Centre for Economic Policy and Public Finance (CEPPF).

Lauding the rich contribution of Bihar's glorious past, Sen said the report emphasizes on how much more needs to be done in the field of education.

In his foreward to the report, Sen said the report draws attention to several gaps and deficiencies in the education system, including the wide prevalence of primary school students relying on private tuition.

"There are some real sparks of hope there, to which we also draw attention, and which deserves appreciation. Along with that appreciation should also come encouragement to the educational authorities of Bihar to do more - indeed much more than they have been able to do so far," he said.

CM Nitish Kumar could not attend the function due to his indisposition. Sen will hold the Nalanda University mentors' group meet here on Wednesday.

Deputy chief minister [Sushil Kumar Modi](#), who was the chief guest on the occasion, said: "People here want a good education system. They don't ask for jobs. They demand more schools and teachers," he added.

Modi also invited Sen to inaugurate the Bihar global meet which is scheduled to be held here on February 18-19 next year. "Please keep yourself free on these days," Modi urged Sen. Appreciating the report, Modi requested the Pratiche India (Trust) to make similar reports on other topics related to Bihar.

State HRD minister P K Sahi, who was the guest of honour, said the government has initiated a five-year plan for improvement in the quality of elementary education in Bihar in a sustainable manner. This programme will be formally launched on August 15. People belonging to each section of the society would be involved in this drive, he added.

A galaxy of ministers, including culture minister Sukhda Pandey, food minister Shyam Razak and animal husbandry minister Giriraj Singh, were present on the occasion.

At the outset, Bihar's principal secretary finance and chairman of CEPPF Rameshwar Singh welcomed the guests. Former JNU professor Anjan Mukherji presided over the hour-long function.

**Source:** 6 July, 2011/[Times of India](#)

## Engg admissions: New guidelines for candidates

Owing to the All-India Council for Technical Education (AICTE) move to lower the entry bar for engineering courses from 50 per cent to 45 per cent in Class XII physics, chemistry and mathematics (PCM) group, the submission process for online application forms for engineering degree courses (first year) has now been extended till July 8 from the initial date of July 2.

All newly-eligible candidates should submit and confirm the online application form at the Application form Receipt Centre (ARC) concerned as per the schedule notified on the website.

Those candidates who were not previously eligible and submitted and confirmed the online application form are required to take the fresh receipt/acknowledgment from the concerned ARC. The candidates who had failed to submit any of the supporting documents can submit them at the respective ARCs during the grievances periods from July 6-8.

The DTE on Tuesday released the provisional merit lists for the centralised admission process for autonomous institutes (CAPAI) and the centralised admission process (CAP).

The DTE also declared the schedule for submission and confirmation of forms by the newly eligible students besides the four admission rounds of CAPAI and CAP.

The process for submission of online option forms for CAPAI Round-I will begin on July 12 while that for the CAP Round-I will begin on July 19. The subsequent admission rounds II to IV will be conducted alternatively for CAPAI and CAP institutes between July 22 and September 7.

The new academic year will commence from August 4 at the five autonomous institutes and from August 22 at the non-autonomous institutes. The cut-off date for all types of admissions is September 15. All information regarding the schedules are available on

[www.dte.org.in/FE2011/Downloads/Notification\\_Online\\_Option\\_CAP\\_EN\\_2011-12.pdf](http://www.dte.org.in/FE2011/Downloads/Notification_Online_Option_CAP_EN_2011-12.pdf).

**Source:** July 7, 2011/[Indian Express](#)

## Who Wants to Leave India?

*A certain percentage of Indian adults would like to leave the country permanently if they could. What would this migration mean for India's economy?*

For a decade or more, the world has looked to India with fear and hope: with fear because so many jobs have been

outsourced to India; with hope because India generates so many well-educated workers who are badly needed by companies worldwide. But is that fear and hope justifiable? How many Indians really want to migrate? And what would this migration mean for India's present -- and future -- economy?

The private sector isn't generating enough jobs, and government jobs may not be appealing to the educated.

The answers may not be what the world expects. Gallup has studied worldwide migration patterns since 2006, producing a wealth of information that is important to the business community. Rajesh Srinivasan, Ph.D., one of Gallup's regional directors for Asia Pacific, has been analyzing the results, and what he's finding doesn't always sync up with traditional assumptions about Indian workers.

For instance, as Dr. Srinivasan discusses in the following conversation, a small percentage of Indians want to leave India -- but in a country of a billion people, that's a big number of potential migrants. And the people most likely to want to go aren't necessarily unskilled laborers with few job opportunities. Instead, they are more likely to be better educated and in the middle to upper socioeconomic levels. And India might not be all that worried about brain drain; the country may even be encouraging it as a release valve for the smart, ambitious, and stymied. But will this strategy work? Or could it cause economic damage that can reach across India's borders?

*GMJ: According to Gallup's data, Indians who have secondary or higher education are the most likely to want to migrate permanently. Why is that?*

*Rajesh Srinivasan, Ph.D.:* One explanation often provided for this phenomenon is a simple supply-demand mismatch, because many of the best educated workers can't get quality jobs in India. The private sector is not generating enough jobs, and government jobs may not be appealing to the educated. There is definitely some disenchantment with existing work conditions. Well-educated workers' aspirations are high, and they may believe that they can do better for themselves and their family outside the country because their education and skills are marketable.

Many people already know somebody with a similar skill set who has left to find a job in another country. That motivates the younger generation to think, "If I truly want to be like that person who left, I better start studying to get a job like that. Once I do that, I won't even think of options in India; I'll think about getting out."

*GMJ: But a relatively small percentage of Indian adults -- 5% -- want to leave the country permanently.*

*Dr. Srinivasan:* Right. But in a country with a population of more than a billion, that's still a lot of people in absolute numbers.

*GMJ: So if the ambitious, energetic, educated people who would like to leave actually did leave, what effect could that have on the Indian economy?*

*Dr. Srinivasan:* The desire to leave and the reality of migrating are quite different things. The expression "If I had a chance, I would leave now" reflects aspirational needs, while the reality is that not everyone can migrate. But if everyone who wanted to leave actually did leave, India should be extremely worried. That's because the people who want to leave are exactly the kind of workers that India needs to keep to help with the country's development -- to help develop the economy, reduce poverty, create better governance, and stimulate entrepreneurship.

Certainly, the government would like these talented, educated people to stay; or, if nothing else, the government would like to make it easy for them to consider returning at some point, and it has taken action to address this issue. But I'm not sure that the government actually recognizes that it's a big problem.

*GMJ: What do you mean?*

*Dr. Srinivasan:* With the large population and the number of highly educated people that India's generating, I think the government feels that trying to curtail the outflow of educated Indians could create tensions within the country that the government might have a difficult time managing. In other words, the government sees migration as a safety valve. If people want to leave, especially educated people seeking better opportunities elsewhere, let them go -- but let's not lose touch with them. Perhaps migrants will feel the pull to come back, and they'll return with the skills, knowledge, and experiences that they have acquired overseas.

Whether conscious or otherwise, it's been a reasonably successful policy. That's because over the past decade or two, especially with the technology boom, many successful professionals in various fields have decided to come back to India to re-establish roots, and many of them are thriving in their respective fields.

Now, this wouldn't be the case if India was truly facing a permanent brain drain. If that were happening, people who leave the country would never come back. And this reinforces migrants' rationale for wanting to leave in the first place: conditions conducive for their own success and growth are better overseas. Then, when they see things in India have changed, they may feel the time is right for them to go back and take part in that change and to promote further growth and development.

The potential brain drain is really among the elite, the educated.

I think India is relying a lot on role models, especially people who left India in the sixties and seventies and came

back. India is making them more visible, more prominent, whether it's in business or in government positions, because such people indicate that even if workers do leave, they should entertain the idea that leaving doesn't have to be permanent. They can come back to India because there's a future there.

*GMJ: So India isn't all that concerned about brain drain?*

*Dr. Srinivasan:* I don't think so. The government knows the number of Indian citizens leaving and the number coming back. What they don't know is what proportion of the larger citizenry would want to leave if they had the opportunity. And because there are limits to how many people actually leave, both based on demand -- conditions outside the country -- and supply -- migration control within the country -- the government hasn't had as much to be concerned about.

Now, if borders were open and labor mobility was completely free, if people could go anywhere they wanted to, it would be a different story. Even if you're only talking about the 5% of adults who want to leave, losing them all would pose a significant challenge, particularly when you look at the educated group. And the government knows that while many have expressed a desire to leave, they can't.

However, the downside of being complacent -- assuming it won't happen, so we don't have to do anything about it -- is that many of the people who want to leave but can't are essentially disengaged or unproductive, or they just haven't realized their true potential as employees or citizens, wherever they are. If India can't figure out how to channel them and make them feel that they are productive citizens, they won't be very useful within their organizations, the community, or the country. So from that perspective, the government should be actively thinking about how to create opportunities so the aspirational needs of its citizens can be met within India.

*GMJ: So maybe brain drain is a bigger threat than India thinks?*

*Dr. Srinivasan:* Perhaps. Let's look at it from another angle. Gallup has three indexes that measure migration patterns. The first is the Potential Net Migration Index, which looks at the general population, what proportion wants to leave versus what proportion wants to come in. The second is the Potential Net Youth Migration Index, which looks at the desire to migrate among people ages 15 to 29 and the potential net change to that population. The third, the Potential Net Brain Gain Index, looks only at educated people, those with "tertiary education," which is defined as four years of education beyond high school or a college degree.

In India, all three indexes are negative, which indicates a potential population loss. But the Potential Net Brain Gain

Index, the one based on tertiary education, is significantly larger than the other two. This suggests that the best educated really want out, while fewer educated people want in. And if they really could leave, the implications of this could be potentially catastrophic for the Indian economy. There already is a war for talent -- for smart, intellectual, talented, educated people -- within the private sector in India. Added to that, my perception is that younger educated people are moving away from government employment to private sector employment. And even within the private sector, workers have a stronger preference for solid blue-chip companies.

Being concerned about these large negative numbers is, I think, maybe premature for several reasons. One, this is still an index reflecting desire. The international Office on Migration [IOM] estimates that the net migration rate for India for years 2010-2015 will be -0.2 per 1,000 population, which is quite low. Second, India has begun to adopt a more flexible approach to facilitating legal migration that is time bound (such as labor migration) rather than permanent. Finally, a large part of the population is still rural -- 65% to 70% -- and their opportunities outside the country are rather limited even if their desire is not.

So the potential brain drain is really among the elite, the educated. To that extent, we're talking about a fairly small population. It might be that a larger proportion of this group is interested in leaving but only expressing a desire at this point in time. Though the numbers look negative, India is still a huge country. Brain drain would be a lot more problematic in a smaller country.

*GMJ: Of the people who would like to leave if they could, where do most of them want to go? To the United States or elsewhere?*

*Dr. Srinivasan:* Our 2010 data show that around 30% want to go to the United States, while 8% want to go to the United Arab Emirates, and another 6% would like to go to the United Kingdom. As for the U.S., here are some reasons why Indians might find it an attractive destination: For one, there is the presence of a strong diaspora; there already are many successful Indians in the U.S. -- especially in the technology field -- who fuel the aspirations of the educated youth. Language is part of the equation too; if there was one thing that the British left as a legacy in India, it was the English language. And there's a lot of commonality between the United States and India in terms of sharing similar values of freedom of expression, freedom of speech, freedom of religion, and the idea that if you work hard, you can succeed.

The desire to migrate is human and will always be driven by human needs.

Combine all of those elements with a demand for specific skill sets, and it is not surprising why the U.S. is a very attractive destination. In fact, if you look at the U.S.

naturalization numbers for 2010, after Mexico, India has the largest number of individuals gaining U.S. citizenship. Even if you looked at the category of work-related migrants from India on legal permanent resident status in the U.S., it is the third largest country in terms of representation.

*GMJ: Is anyone migrating to India?*

*Dr. Srinivasan:* They are, mostly from neighboring countries such as Afghanistan, Sri Lanka, Bangladesh, and Nepal. The IOM reports that close to 3.5 million migrants from Bangladesh are living in India. The IOM's profile of migrants to India largely shows they consist of unskilled and semi-skilled people seeking work in specific sectors, such as transportation, construction, hospitality, and the like, and they create a niche for themselves just as immigrants do in every country.

Now, some things are changing. Outsourcing and other collaborations between companies in India and the West, primarily the U.S., have created opportunities for foreigners to go and temporarily work in India. Further, affordable education provided in some of the best technical and business schools in India with tie-ups to U.S. universities is attracting students on a tight budget who want to explore a new culture and get a good quality education. By no means are these substantial trends, as our latest figures on temporary migration for work or study show, but it is a beginning.

*GMJ: Why study in India?*

*Dr. Srinivasan:* It's cheaper, and there are some very high-quality institutions available, regardless of the field that you choose. And Indian universities are becoming more global in their curricula because they're collaborating with foreign institutions. That's not only good business as far as India is concerned, but it may also help Indians. They might think, "If many people from outside are coming here, why do I need to go somewhere else to get the same quality of education or to get the same kind of a job?" So policy officials may be hoping that perceptions about secondary and tertiary education might change as a result of increased demand both from within and outside the country, thereby reducing the desire for more Indians to migrate in the future.

*GMJ: And will it have that effect?*

*Dr. Srinivasan:* I don't know if it will have an immediate impact because going overseas always has had a cachet. Today you might find that most middle-class Indian families have at least one member living overseas or someone who has returned after spending considerable time overseas. It's a badge of honor for many, particularly when it comes to marriage season; having lived/worked/studied overseas increases the value of potential brides and grooms.

There's also plenty of evidence that migration can be a win/win if countries actively think about the benefits for both the donor and the recipient countries. The hope for many of the people working in the migration area is that eventually we'll see a borderless world where it is possible for people who truly qualify to be able to pick up their bags and go anywhere they want to go. As long as they can remain productive and support whatever initiative that they are indulging themselves in, it almost becomes a freedom for them to do what they want to do, including moving to another location.

*GMJ: I wonder -- if that comes to pass -- if it will be driven by the business community.*

*Dr. Srinivasan:* The business community in the U.S. has been pushing very hard for immigration reform because business success lies in being able to get the right resources at the right time. Sometimes those resources are people from another country. But sovereignty wins over all these kinds of arguments in the end. And migration, whatever is said and done, has a political angle to it. The desire to migrate, though, that's human and will always be driven by human needs.

**Source:** 7, July, 2011/[JMG](#)

## The rights and wrongs of the right to education

CHENNAI: The Right of a Child to Education is one of the Directive Principles of the Indian Constitution and it has taken 60 years for the Right to Education Act to be passed and hailed as one of the great achievements of UPA 2. But it is also a fact that education is a joint Centre-State subjects under the Constitution and so all the states have the freedom to follow their own educational system and so we have State and Central boards.

It is illuminating to look at the numbers involved (rounded off for convenience) quoted from a CLSA Asia Pacific and Kaizen Educational report. There are approximately 340 million children in the 4-19 age group and about 1 million schools in the country. Ninety per cent are publicly-run schools catering to 60 per cent of the student base while the balance 40 per cent study in the 7 per cent of privately-run schools. This demonstrates that almost half the parents in the country can afford to pay private fees/ prefer private schools as they feel they get better value and are willing to pay for it.

Inefficiency of the public education system is further demonstrated by the 40 per cent dropout rate resulting in net enrolment of 37 per cent! There are almost 140 million children out of the school system. The answer is not to disable the successful part of the system but to make every effort to improve the inefficient portion.

Most of the opposition to the Right to Education Act (RTE) has been focused on the 25 per cent free education for deprived students, but look at the less publicised portions of the Act.

There shall be no corporal punishment. A good thing but already established by custom, court rulings and State Education Departments.

Tuition is outlawed. This is one of the most impractical sections. Considering the intense competition for college admissions (witness Delhi University 100 per cent cutoff this year) legal or illegal, parents are going to tutor their children.

25 per cent seats for disadvantaged section of society. Good idea but badly implemented. These are seats only from Classes 1 -8. Why not from LKG to 10 ? Many schools do their initial admission at LKG and will have to make adjustments at Class 1. Children unable to speak the medium of instruction will be proficient by Class 1. A class can proceed at the speed of the slowest child. Should the more proficient be penalised? What about children who are doing well in school. Why should they be made to leave at Class 8?

No testing and no failing. All must be passed from year to year irrespective of their comprehension or ability. No greater folly can be contemplated in the effort to maintain the reputation and standards of a school.

Governments will pay only such fees as will be incurred in a government school for these children. Education is a resource-intensive model. It is next to impossible to get entitled payments from government departments. Fees will be levied on 75 per cent to subsidise the 25 per cent.

The vast majority of such disadvantaged children live in rural and semi-urban areas while the vast majority of private schools are located in urban areas. It is for the government to start schools in such areas.

There is an unfortunate tendency of the central government to behave as if India is the National Capital Region and the National Capital Region is India and consultations are held only with National Capital Region school principals and school managements and ignore the rest of the country like an unwanted appendage.

Now the Government has come up with proposals for public-private partnerships in starting many thousands of new schools which will be allowed to charge fees as they desire. The wheel has come full circle and we are back where we started.

The Government has been collecting an education cess of 2 per cent on every transaction for the last five years or so. This surely significant amount should be used to make a

herculean effort involving private schools to improve the dismal condition of most government schools.

Source: July 7, 2011/[IBN Live](#)

### **Koran and computers: Azamgarh madrassa with a modern touch**

Re-inventing itself to keep pace with the times, a century-old Islamic seminary in Azamgarh district not only has a broadbased curriculum with science and computers but also a polytechnic to equip its students with vocational skills.

Established in 1908 at Saraimir town in Azamgarh, Madrasatul Islah is one of the oldest Islamic religious schools in the region.

Apart from the Koran, the madrassa also imparts knowledge in English, science, mathematics, political science, economics, Hindi and computers.

About 1,000 students from Uttar Pradesh, Bihar, West Bengal, Uttarakhand and Maharashtra study here. Several alumni are doing research in various universities in India and abroad.

Fakhrul Islam Islahi, vice rector of Islah, says that modern education is not incompatible with Islam.

"We don't believe in differentiating between education," said Islah, who also heads the department of Arabic of Shibli National Post Graduate College in Azamgarh city.

"Science and mathematics are helpful to understand Islam and obey its commandments. It is difficult to solve inheritance questions and disputes without knowing mathematics," he said.

The Islamic law of inheritance is an important subject of Islam that is necessarily taught in madrassas.

English has come a long way here and is no more viewed from the pre-independence lens as the language of the oppressor.

What makes the madrassa stand out is that it is located in a place often associated with terror and Islamic fundamentalism.

Azamgarh made headlines after the Batla House shootout of 2008 in Delhi in the immediate aftermath of the serial blasts in the capital. Two suspected militants, both Azamgarh natives, were killed in the incident.

Many of those accused of the September 13, 2008, Delhi serial bombings belonged to Azamgarh. Following the incident, many local youths were arrested in connection

with different terror attacks across the country, which maligned the image of the district.

But Islah defies stereotypes.

Ishtiyaq Ahmad Zilli, a retired professor of history from the Aligarh Muslim University (AMU) and alumnus of Islah, thinks Islah's educational system is both unique and practical.

"I have never faced any hesitation in the contemporary world because I learnt old, divine and modern education at the madarssa," he said.

Zilli passed out from Islah in 1962 and did research in medieval Indian history. He also heads the century-old Darul Musannefin Shibli Academy. Several personalities, including Mahatma Gandhi, Jawaharlal Nehru and Maulana Abul Kalam Azad, were associated.

The madrasa's polytechnic offers certificate courses in mobile operating and several other branches of electronics.

Zafeer Alam, who studied at the polytechnic, feels proud to have received both religious and modern knowledge.

"I am not an expert of mobile technology but with the knowledge that I have got at Islah, I can repair mobiles," says Alam, who runs a mobile operating shop in his village in Bihar.

Nazish Ehtesham, another alumnus, is now a medical officer at the Municipal Corporation of Delhi.

"Islah helped me to take a great leap ahead in my career as it provides some of the best education in Arabic language and science," said Nazish, who also studied Unani medicine at Jamia Hamdard university in Delhi.

The polytechnic is fast gaining popularity among students from nearby schools and colleges as well, and boasts of 500 students.

Source: July 8, 2011/[DNA India](#)

### **Bihar could have full literacy in two decades**

Bihar's literacy rate may be the lowest in the country at 63.8 percent, but it could achieve total literacy in about two decades like the rest of India, predicts a new report.

During the past decade, the literacy rate in Bihar has increased by 17 percent, much faster compared to nine percent for the entire country, the report points out.

"If Bihar is able to maintain its present momentum in educational progress, it will hopefully achieve total literacy

simultaneously with the rest of the country," said the report, "elementary education in Bihar: Progress and Challenges".

According to the report, among all Indian states, the literacy rate is the lowest in Bihar. The 2011 census records it at 63.8 percent compared to 74 percent for the entire country. "The only ray of hope in this otherwise depressing scenario is the faster spread of literacy in Bihar during 2001 to 2011 than in India as a whole," the report said.

The report was released by Nobel laureate Amartya Sen three days ago, which was jointly prepared by the Pratichi India Trust and the Centre for Economic Policy and Public Finance, Bihar. It pointed out that the present momentum in the progress of literacy in Bihar can be maintained only when elementary education in the state is strengthened.

"The differences between the all-India and Bihar literacy rate was only 4.5 percent in 1961, it has gradually increased to 18.2 percent by 2001," the report said. "Fortunately, the spread of literacy during the last decade has been faster in Bihar than in India as a whole, reducing the gap in literacy rates to 10.2 percent," the report said.

It said there are certainly many signs of change. The number of schools has jumped, the shortfall of teachers has come down sharply, attendance of students is definitely up and the enrolment ratio has reached the comfortable figure of 98 percent.

The availability of schools has now been doubled as the number of schools per one lakh population has increased from 60.2 in 2005-06 to 107.3 in 2008-09.

The overall enrolment ratio in elementary education was found to be extremely high, about 98.1 percent for children of 6-14 years. Nearly 95 percent of the students are enrolled in government schools, the backbone of the elementary schooling system in the state.

The report added that there has been an advancement in teacher recruitment in Bihar in recent years, bringing their strength to about 4.33 lakh. However, the total required is at least 7.28 lakh, implying a shortfall of about 40.5 percent.

Source: July 8, 2011/[Economic Times](#)

### **10 years of ISB: India's global MBA brand -Journey till now**

*The Indian School of Business (ISB) is celebrating 10 years of its existence*

The Indian School of Business (ISB) is celebrating 10 years of its existence. Adding to the celebrations is the news that ISB's second campus is all set to be launched next year. On this occasion MBAUniverse.com brings to you a sneak look into the journey of ISB till now.

ISB was established in 2001 at Hyderabad. Rajat Gupta became the school's first chairman. Adi Godrej, Chairman, Godrej Group, succeeded Gupta as chairman in 2011.

The foundation stone for the campus was laid in Hyderabad in 1999. The Post Graduate Programme was launched in 2001 with an initial batch of 128 students, followed by the Executive Education Programmes.

The school's Hyderabad campus was inaugurated by Prime Minister Atal Bihari Vajpayee in 2001. Its first graduation ceremony was held on June 24, 2002 and was presided over by President A. P. J. Abdul Kalam.

On the completion of 10 years of ISB Mr. Ajit Rangnekar, Dean, ISB said, "In the ten years since its inception, the ISB has established itself as a global business school of repute. Its track record in the past decade point to greater potential for the future. We believe that the ISB should not just be known for creating high quality business leaders, but also as an institution that plays a pivotal role in addressing some of the major challenges facing society today."

ISB is now getting ready to launch its second campus at Mohali. With the addition of the new campus in Mohali, the class size at the ISB will further increase from 570 to 770.

The two campuses, Hyderabad and Mohali, will operate as a unified entity with seamless integration through inter-campus exchanges and virtual connectivity. The Mohali campus will also house four institutes focusing on the areas of Public Policy, Healthcare, Manufacturing and Infrastructure Management.

ISB is recognized as the youngest institution globally to have its programme ranked among the Top 20 business schools in the world. ISB's post graduate programme was ranked #13 in the 2011 Financial Times Global MBA Rankings.

The B-school pioneered the one-year format in India with its flagship programme. It has witnessed impressive growth in terms of class size as well, 126 in 2001 to 573 in 2011.

ISB's alumni are spread all across the world. There are more than 3500+ PGP Alumni working in 25+ countries across the world.

The B-school is also the largest provider of Executive Education in India, and among the top 3 in Asia. It conducts programmes spanning the private sector, public sector enterprises, Government (IFS, IPS, MLAs, Ministry of Railways), Entrepreneurs, SMEs.

According to a London Business School paper, the research output at ISB has been the highest among Indian institutions in the area of management in the period 2000-

2009. ISB has seven Centers of Excellence, each with a particular focus on issues relevant to emerging markets.

Apart from these laurels the B-school is backed strongly by the biggies of India's corporate world, which helps this B-school in providing a good industry exposure to its students. The B-school keeps launching new programmes in tune with the changing market.

In spite of its excellent track record ISB has faced few storms as well. Rajat Gupta, Chairman of ISB, recently had resigned from his post. Mr. Gupta had asked the ISB executive board to relieve him of the responsibilities as its chairman and managing director emeritus until the matter pending with the Securities and Exchange Commission was resolved.

ISB had also witnessed resignation of Anil Kumar last year from the ISB board following allegations of involvement in insider trading.

All such events did not have much implications on ISB as the B-school is continuously being ranked by global media organizations amongst the top 20 global B-schools. Leaving aside these events, the B-school has fixed its eyes on its goals of providing quality management education, and is planning to launch its Mohali campus by the year 2012.

ISB has become an example for the Indian B-schools that want to touch the sky. Its education model is being taken note of by academicians around the world.

**Source:** 8 July, 2011/[MBA Universe](#)

### **We'd better get serious now'**

*Is the Canada-India Education Summit a forum to cement ties between the two countries?*

The three takeaways from the AUCC (Association of Universities and Colleges of Canada) mission to India in November were the scale, the scope and the urgency. The scale means Canadians have to look at the challenges that India is facing, and how big the opportunity is for Canada to play a role through partnership. Minister for Human Resources Kapil Sibal last year spoke about the need to create 20 million jobs a year, for a decade, in India. He has probably created 10 million jobs since we last spoke, but what have we been doing? Where scope is concerned, the mission last year was recognising if diversity of Canada's universities can play a role in India. Whether you are a research-intensive university from Toronto, Montreal or Vancouver or a small undergraduate university, is there a fit for you in India? And in terms of urgency, it's just recognising the demographic dividend that India has and the opportunities that it presents. We cannot forget the fact that other countries are moving in as well. If Canada wants to be a part of this then we'd better get serious about it.

From the last couple of days (at the Ottawa Education Summit), I would say, the takeaways are focused on follow-up. The opportunities are so vast. We are going to be bewildered trying to decide where we are going to apply ourselves and where we are going to put our best efforts forward. We are particularly interested in making sure from the meeting of the prime ministers of India and Canada in June 2010 and the creation of the MoU that we need to get the joint working group up and running to develop the action plan so that when we do get together, we are not any longer just talking about what we might want to do but actually implementing those things that we have identified.

*What concrete steps have been taken after the 2010 MoU?*

There have been a number of individual follow-ups. Canada's universities committed close to C\$4 million in initiatives. Those initiatives are underway so students are moving. The MITACS students number 240 this summer in Canada from India. There are the other opportunities for student and faculty mobility. Some student mobility will happen in September when the next intake of classes happen, but those are underway, whether it's at Queens University or the university of Regina. It's important to communicate to Indians that students are moving back and forth. In the business-to-business context, more MoUs have been signed between the University of British Columbia and IIT. And the University of Regina has implemented a joint degree programme in kinesiology.

The takeaways from the last couple of days (at the Education Summit) is that the university presidents can help catalyse and put a focus on the effort. But now, we have to pay attention to the faculty mobility, the research work, rolling up our shirtsleeves and doing projects together. I expect that over the next year you would see us moving forward on concrete action. What concrete steps can happen? We'll have staff participation at the Federation of Indian Chambers of Commerce and Industry (FICCI) higher education conference in India in November, we continue to work with our high commission, with our contacts there but in the interim we've got to be doing some work together.

*What about students from Canada going to India?*

That's an area that you'll hear us talk more about within Canada. About the need for Canadians to get overseas as well. That was a clear takeaway from our November meetings. We were told not to vaccum students out of India, to have a general exchange. I would like to point out that in the last federal budget the Canadian government recognised the need for a sophisticated intentional education strategy that would include Canadian student mobility overseas. If this is designed then we have a sophisticated interntional relationship with India that allows for two-way exchange of students, of faculty and real work

on research projects of joint interest that can be of benefit for the world.

*How can the faculty exchange work out?*

For the first time in a while we have a young faculty in Canada. That total fulltime faculty is 42,000 and more than half of them have been hired in the last 15 years. So what you have is a young faculty generally that's had some international experience. They would have had one of their degrees from outside of Canada so they would be interested in global partnerships. In that context, Canada has invested heavily in attracting and retaining top talent with a view to being able to engage internationally.

We want these emerging faculty stars to link up early in their careers with the emerging faculty in India. There is a demographic piece to it, there are research priorities. And this is where we have been having some good discussions over the last few days.

*How can Indian faculty be involved?*

Canada has got pretty good facilities but they need help in terms of the entrepreneurial engagement with the private sector. It's understood that Indian faculty is entrepreneurial and that linkages can be made that way. India's entrepreneurial instincts would be an area where we can work together. There's been a lot of talk on nanotechnology. Another area is delivery of healthcare, which is much more cost-effective in India than in Canada... that's an area where Canada has a real need... to understand how India has been able to make those savings. So these are just some areas where we could collaborate.

*What are you apprehensive of when it comes to taking the mission forward?*

A lot of those barriers have been removed. We've been through a process of learning about each other over the some time now, we've reformed some of our immigration procedures, our orientation is now much more global, universities are globally ready and globally engaged and so now there's a chance to join up in a serious way. I'm apprehensive of not moving quickly enough and into the concrete next steps. People are busy, you can only have so many protocol meetings, so many cups of tea, but at the end of it you've got to get down to business and I think there's been good work done to date, we've got real momentum in terms of garnering interests where the universities, governments and students of both countries sare concerned. We're all aligned and ready to go – now we just have to get there.

*Any deadlines that have been set?*

We were just talking about milestones, about how we measure each other's work. For us the critical next step is the joint working group meet and to have the action plans

approved. The action plan includes conferences and workshops on specific projects, student mobility, faculty exchange, research collaboration and institutional strengthening and capacity-building. Those are the required buckets of work but we need to have that first meeting, and then we need to ensure that each government is putting in the resources to animate that relationship. We expect that meeting to take place in the next three to four months.

Now we have to only look ahead. The two PMs met a year ago in June, the university presidents' mission was in November last year, the MoU is one year old, we need to have those meetings and we need to make progress together. That's the first milestone. The next milestone is that we'll be checking in with the FICCI (in India) and others in November to measure progress.

*Traditionally, Indian students prefer disciplines like medicine and engineering. What else could one recommend?*

We always have an interest in promoting the broadest range of student experience and inquiry. We make note of the point that the chief engineer for Google in the US has said they will employ 5000 people this year, and 4000 will be liberal arts and humanities students because what they want are creative critical thinkers that can do a whole range of things and not simply be trained to do one type of engineering or one kind of science. India knows what it needs best but what Canada has to offer is a range of experiences and high quality educational facilities to meet the needs of every student.

At the Innovation Summit just after the education meet, another element that came up was that when you look at third country intervention you can come to Canada and study alongside Chinese, Koreans, that it's a way of skipping a generation in terms of entrepreneurial linkages. So by coming to Canada you can actually engage with the whole market.

Delivering education to international students: Quality matters Why Canada? First of all Canada's immigration policies have been reformed in recent years so students can actually get work experience, and get North American credentials. Work experience can be attractive. A number of universities are also linking up with their local chambers of commerce to help international students create their own businesses while they are in Canada. This is a very new development but it's one that's designed to strengthen one's attachment to Canada so that after a few years the students can say 'I have a thriving business, how do I grow it, how do I move it.' And that can be useful both for India and Canada.

*Growing numbers:* More generally in conjunction with other community colleges, language schools and public schools. We've been saying we'd like to go for about 10 %

per year, generally, in Canada. And the reason for not having a bigger number is that we want to ensure that quality is maintained. We want to make sure that the experiences we are promoting and offering are actually happening. If you look at some other jurisdictions, they undersold and underdelivered. And, our Canadian style is to make sure that the experiences we are delivering are valued. A 10% growth would be quite a good rate of growth on the student side.

The experience counts: Students, when they are thinking about an international education experience, should think about Canada. We want to be on that list of considerations that students talk with their parents and with their headmasters about the benefits of different choices. It's important that students feel right about their choices but we know you can get very good international education at an affordable price in a safe and secure multicultural environment. One of the things that really strikes me as I visit Canada's classrooms is that you really don't know who the international students are. That's the great thing about Canada.

Source: 8 July, 2011/[Hindustan Times](#)

### **India needs better pay scale, not laws, to prevent graft**

Having worked closely with government for the past 30 years I have realised that proper protection and conservation can only begin if and when we start paying our officials their rightful salary and not the pittance we throw their way at the end of each month.

A simple comparison with any developed country will prove to us whether our forest guard/ranger/DCF get paid justly or but a pittance compared to what their positions demand? Does corruption start because we don't pay them well? And if that is the truth then is it right to call him corrupt if one of them takes but a few extra rupees home to make two ends meet to keep his head above water and maybe even hold a respectable position in society?

Don't you think that the fight against poaching, conservation and corruption can commence only after the foundation of our governance have been solidly laid? I know for a fact that each range forest officer and the circle inspector of police do work for three people every day. My respect for the range forest officer has soared since I found out that not only is he grossly underpaid but that he has to protect and conserve our forests with hardly any funds. He has to convince the people under him to work without pay for months on end. I would like to see corporate officers do the same in their business. And if our forest officers are saving the tiger from extinction fighting against all odds then why don't we pay them more?

Surely that will control corruption to a large extent.

Trying to pass a bill without first defining corruption itself is an exercise in futility.

India amazes me. Very few males in our country would ever blame a husband for looking elsewhere if his wife did not satisfy him in bed yet if the husband could not satisfy the wife and she looked elsewhere, she becomes a slut. Similar is the case with corruption in India.

The poor officials, who should be paid at least 10 times their present salary if they were to get anywhere near the average international pay scales for developed countries, get but a pittance for devoting their lives to India.

With a society which worships and respects nothing but money those that try and earn this respect realise that they need more to meet the demands of a good life, one example of this good life being decent education for their children. The similarity between these officials and the "dissatisfied wife" is quite apparent. If what I am saying has any semblance of truth then who is right and who is wrong, where does it all start, who is corrupt and who is not all become debatable issues.

My request to Mr Anna Hazare, Baba Ramdev and others of similar ilk is, especially as they claim to represent society, and I part of that society, is that unless they fight for the basic principles of governance first being put in place, this entire battle for corruption will become a farce.

Try telling a tribal not to kill an elephant when it has killed his daughter. Similar is the case with an official. Why should an official/MLA/MP not take money when he is being grossly underpaid? He will continue to increment his salary with bribes till he is satisfied that he has received the amount that is justly his. What is justly his under such circumstances remains undefined and thus corruption goes beyond normal boundaries.

If as a Union minister a person holds power and position greater than any corporate head then surely he should be paid accordingly. Once salaries are incremented justly and to international levels, then surely the system will settle into a healthy trot with the odd official falling to the lure of greed and when and if that happens then India can take stringent measures to ensure that the crime is not repeated.

In the present context, fighting to get the Prime Minister under the guillotine is childish, for the bill will surely become a guillotine which will only enable the Opposition to file a million fabricated charges against the Prime Minister thereby ensuring that he spend the rest of his time putting out fires instead of taking the country forward. We should have enough faith in the Members of Parliament to elect a just man for the position of Prime Minister and allow him a free reign.

Maybe it's time that we learnt a lesson from Kenya. They attained independence over two decades after us but have managed to quit from the draconian exclusionary English

law and establish a law of their own taking into account their ethos and their culture. Why can't we do the same? Lets have a law that respects and redefines an Indian.

Source: 8 July, 2011/[Asian Age](#)

### **A new university to manage a rapidly urbanising India**

Nandan Nilekani, a co-founder of India's IT bellwether Infosys, who now spearheads the massive exercise of providing billion Indians a unique identification number, and his wife Rohini, have gifted Rs 50 crores to a proposed university, being set up by a group of eminent Indians.

Called the Indian Institute of Human Settlement (IIHS), the institute is coming up near Bangalore and the people behind it are in talks with the government for recognition of its courses.

With urbanisation throwing challenges for planners, there is critical human resource and knowledge gap, which the institute aims at filling in.

Besides Nilekani, other leading figures forming the board of directors of the venture are renowned industrialists and academicians like Xerxes Desai, Jamshyd Godrej, Cyrus Guzder, Renana Jhabvala, Vijay Kelkar, Keshub Mahindra, Kishore Mariwala, Rahul Mehrotra, Rakesh Mohan, Nasser Munjee, Deepak Parekh, Shirish Patel, Aromar Revi and Deepak Satwalekar.

The IIHS will offer "globally benchmarked bachelor's, master's and doctoral degrees in urban practice based on a wide set of disciplines and practice areas central to India's urban transformation," Aromar Revi, its director said.

The Bachelors in Urban Practice (BUP) programme "will be a four-year course, after the plus-2 level of schooling. The MUP programme will be a two year course," said Revi, an alumnus of IIT-Delhi and the law and management schools of Delhi University.

The IIHS will begin by offering the masters programme first from July next year, provided the government gives regulatory clearances by that time, he said.

The "tentative fee structure for the MUP is in the range of Rs.300,000 and Rs.400,000 per annum," he said. The IIHS "is planning to offer up to 50 percent of its students' scholarships and financial assistance of varying degrees depending on need," he added.

Revi was confident that students passing out of this institute will have job opportunities since the "most serious constraint facing Indian cities today is not capital but the availability of suitably educated professionals, entrepreneurs and change makers who can act in the common good."

"We anticipate career opportunities across the public and private sectors as well as civil society and universities and knowledge enterprises. There is a large gap in the supply of urban practitioners and inter-disciplinary professionals, as India and its urban areas grow," he said.

On the gift by the Nilekanis, he said "this is in keeping with their vision of building quality transformative institutions for India and a reinforcement of their past philanthropic commitments. Nandan Nilekani has been deeply involved with the IIHS from its conceptualisation".

Announcing the gift Tuesday, the Nilekanis said: "IIHS is at the convergence of both our interests in education, urbanisation and sustainability."

The IIHS is coming up on a 54-acre site in Kengeri, on the Bangalore outskirts. "Work on planning the first phase of the 42,000-sq metre campus has started. It will be executed in a phased manner over the next five to seven years," Revi said.

Source: 8 July, 2011/[The Weekendleader](#)

## RESOURCE

### No need for 27% OBC quota, if school education is better: IIMA study

Ahmedabad: At a time when India implements reservation in higher education and government jobs, a working paper by the Indian Institute of Management, Ahmedabad questions the need for 27% reservation for Other Backward Classes (OBC). The paper feels that greater focus on school education will translate into greater participation in higher education and reduce need for reservation.

The paper titled 'Who Participates in Higher Education in India? Rethinking the Role of Affirmative Action' has been prepared by Prof Rakesh Basant of the faculty of Economics at IIMA and Gitanjali Sen, fellow at Observer Research Foundation, New Delhi.

The paper finds that there is no need for 27% OBC reservation provided participation share in the age group of 17 to 29 years (eligible for higher education in OBC) is as good as other socio-religious groups like Hindu upper caste, Hindu SC, Hindu ST and Muslim OBCs. The paper states that among other things, the policy of reservation in higher education is based on the premise that participation of persons from the reserved category has been uniformly low and reservation would result in a significant rise in participation.

The paper analysed the National Sample Survey data of seven different socio-religious groups in three different

categories-total population of the socio-religious groups, share of graduates and higher educated in the age group 22-35 years, and share of currently studying persons at the level of graduation and above in the age group of 17- 29 years.

Source: 24 June 2011/[Daily Bhaskar](#)

### India's Best colleges

For those who have followed the INDIA TODAY-Nielsen Survey of India's Best Colleges since it first began in 1997, the identities of the topranked colleges in each of our six subject streams will perhaps come as no surprise.

The battle for the top 10 ranks is usually fought by the same group of colleges, with only an occasional gatecrasher spoiling the game of musical chairs played by the elite.

The continued domination of a select few institutions is not necessarily a bad thing. Higher education needs a dose of institutional elitism as separate from an elitism that denies equal opportunity and access.

#### 2011 BEST OF THE BEST

ARTS	COMMERCE	SCIENCE
Lady Shri Ram College for Women, Delhi	Shri Ram College of Commerce, Delhi	St. Stephen's College, Delhi
<b>2010</b> Lady Shri Ram College for Women, Delhi	2010 St. Xavier's College, Kolkata	2010 St. Stephen's College, Delhi
<b>2009</b> Loyola College, Chennai	2009 Shri Ram College of Commerce, Delhi	2009 Loyola College, Chennai
<b>2008</b> Loyola College, Chennai	2008 Shri Ram College of Commerce, Delhi	2008 Loyola College, Chennai
LAW	ENGINEERING	MEDICINE
NALSAR, Hyderabad	IIT Kanpur	AIIMS, Delhi
<b>2010</b> NLSIU, Bangalore	IIT Kanpur	2010 AIIMS, Delhi
<b>2009</b> NLSIU, Bangalore	2009 IIT, Delhi	2009 AIIMS, Delhi
<b>2008</b> NALSAR, Hyderabad	2008 IIT, Delhi	2008 AIIMS, Delhi

Becoming a member of an elite club should become an aspirational goal for those on the outside. The insiders must strive to improve to maintain their status. That motivates the pursuit of excellence in the system as a whole. That is what leads to academic excellence.

Catching up with the best requires time, not least because it takes much longer to acquire a reputation than to actually

construct the physical infrastructure on par with the best. Some of India's finest colleges like St. Stephen's, Delhi; Shri Ram College of Commerce, Delhi; Presidency College, Kolkata; and Loyola College, Chennai were set up in the late 19th and early 20th centuries.

Their creaking infrastructure may not compete with what a new private university can offer, but their reputations precede the buildings, libraries and broadband.

Reputations formed over long periods of time matter not just in India. Oxford and Cambridge have continued to be the preferred destinations of British undergraduates for eight centuries. Harvard has been the top choice of American undergraduates for almost four centuries. But there is a difference.

In the US and the UK, the elitism of Oxbridge and Harvard prompted other institutions to rise to the challenge and compete-the LSE for example or the MIT and Stanford; there are many more, less famous names which provide comparable education without the brand. In India, there has been stagnation.

It should not be that way. There is plenty of room for many more institutions of excellence. In 2011, only 15 per cent of those Indians who complete secondary school will actually enroll in a college for higher education. The global average is close to 25 per cent; in advanced economies it is close to 50 per cent.

The country doesn't seem to have enough quality higher education institutions to cater to the demands of even this 15 per cent, never mind the 85 per cent who are yet to demand it. In the 2011 IIT-JEE, five lakh students competed for just over 9,600 seats. Out of every 50 students that appeared for the IIT-JEE, 49 competed for engineering in-institutes other than the IITs, BHU, Varanasi and Indian School of Mines, Dhanbad.

In Delhi University, the best colleges which feature in the top 10 of this survey closed admission with cutoffs ranging between 95 and 100 per cent. The demand for quality higher education far outstrips supply. Thousands of aspiring young students will head to third-rate universities in Australia and New Zealand because they have no choice.

The Government must take the lion's share of the blame for this unfortunate state of affairs. For too long, the Government dithered on allowing private participation in higher education- left to itself, it didn't have the necessary resources. When it finally did allow private entry, it failed to ensure that the necessary regulatory setups were in place to ensure high standards. In many cases new institutions, improperly regulated, have actually ended up lowering the standards of the system as a whole.

The one exception to the trend of stagnation and decline has been in legal education, visible in our rankings over time. At least three law colleges which feature in our top 10 this year did not exist at the time of our first stream-based rankings in 1998.

NALSAR, Hyderabad, this year's top-ranked law school was set up in 1998. National Law Institute of India, Bhopal, was set up in 1997 and the West Bengal National University of Judicial Sciences was set up in 1999.

All three set out to fill the gap between demand and supply for high quality legal education straight out of school- most university faculties offered law as postgraduate degree. All three wanted to emulate the success of the National Law School, Bangalore that had been set up in 1988. On the basis of quantifiable factual data, all three rank higher than NLS in Bangalore.

This reflects the relative ease of building first class infrastructure. On perception the journey can be longer. But NALSAR has, in a short span, beaten NLS in terms of the perception of experts. These institutions of legal education should serve as a role model for colleges seeking to break through to the ranks of the elite. We may then witness a churn in the rankings and have more quality options for those leaving school.

Source: July edition [India Today](#)

### **No need for OBC quota if school education is good: IIM-A paper**

At a time when India implements reservation in higher education and government jobs, a working paper by the Indian Institute of Management, Ahmedabad questions the need for 27% reservation for Other Backward Classes (OBC).

The research paper feels that greater focus on school education will translate into greater participation in higher education and reduce need for reservation.

The paper titled Who Participates in Higher Education in India? Rethinking the Role of Affirmative Action has been prepared by Prof Rakesh Basant of the faculty of Economics at IIM-A and Gitanjali Sen, fellow at Observer Research Foundation, New Delhi. The paper finds that there is no need for 27% OBC reservation provided participation share in the age group of 17 to 29 years (eligible for higher education in OBC) is as good as other socio-religious groups like Hindu upper caste, Hindu SC, Hindu ST and Muslim OBCs.

The paper states that among other things, the policy of reservation in higher education is based on the premise that participation of persons from the reserved category has

been uniformly low and reservation would result in a significant rise in participation.

The paper analysed the National Sample Survey data of seven different socio-religious groups in three different categories-total population of the socio-religious groups, share of graduates and higher educated in the age group 22-35 years, and share of currently studying persons at the level of graduation and above in the age group of 17-29 years.

**Source:** 27 June, 2011/[DNA](#)

### **IIM report on education: Fixing accountability of teachers is a problem**

A study by the Indian Institute of Management, Calcutta (IIM-C) suggests administrative reforms to improve the school education system in the state.

In the study Restructuring the School Education System of West Bengal, commissioned by the state government, a team of five professors has highlighted problems like fixing accountability of teachers, teachers' appointment and training, inspection of schools and improper administration of mid-day meals.

In August 2010, the IIM was commissioned to prepare a report on the school education system of the state. The government allocated Rs 1 crore to the institute for the study.

“It is essential to ensure that a teacher regularly spends five hours in the school every working day. A teacher should also take classes as per schedule,” the 103-page interim report says, adding that teachers' accountability is a concern. Other concerns are school inspections, para teachers, siksha bandhu and private tuitions.

Unlike other reports that highlight the infrastructural aspects like increasing the number of the schools, the IIM report emphasises proper functioning of the education system.

“Periodic inspection/supervision of schools is critical. Also it is to be understood that the role of school supervisor is not limited to inspection alone - it could also be advisory in nature,” the report said, adding that one-third of the posts of school sub-inspectors and assistant inspectors are vacant.

The report points out other functional mechanisms. “Managing committees do not spend time on academic matters. The committees spend most of the time on matters concerning physical infrastructure. Village education committee-level monitoring has been a failure,” it says.

“The report has been prepared from the management perspective. We trying to give all viable options so that there can be alternatives for the government,” said Bhaskar Chakrabarti, an IIM professor involved with the research. The report tried to come up with the best practices of states like Madhya Pradesh, Tamil Nadu, Kerala and Gujarat, Chakrabarti said. The researchers opted for sample designs for rural and urban pockets and the sample consisted of more than 130 schools across West Bengal, 640 households, 128 SSKs and anganwadi centres.

The report recommends innovative means of learning and incentives. “Incentive schemes may be developed for students as well as teachers. The state can introduce a merit scholarship examination for Class V students. An incentive scheme (in the lines of Pratibha Parv in Madhya Pradesh) may be launched for the teachers in primary and upper primary schools,” it suggests.

School education minister Rabindranath Bhattacharya said, “We have just received the report. We are looking into what steps needs to be taken and what provisions of the report can be implemented.”

**Source:** 4 July, 2011/[Indian Express](#)

### **BHU leader in multi-disciplinary education: survey**

VARANASI: The [Banaras Hindu University](#) (BHU) has emerged as a leader in multi-disciplinary education in a survey conducted by Outlook-MDRA on multi-disciplinary varsities.

According to the university spokesperson, the Institute of Technology (IT), Institute of Medical Sciences (IMS) and Faculty of Law of BHU were ranked higher than any other university having multi-faculty and multi-disciplinary set up. In the overall ranking, the IT-BHU stood at 7th position and only IITs that exclusively focus on technology education ranked higher than BHU.

The IMS ranked 9th, while the Faculty of Dental Science stood at 13th rank. The institutions that superseded the BHU were autonomous medical colleges or institutes which provide exclusive training in medical or dental sciences.

With the 7th rank in the overall ranking, the Faculty of Law was left behind only by those universities or institutes which are devoted solely to law education.

Besides, the department of sociology was included among the top ten Indian educational institutions of social work with 6th rank.

Overall, the findings of the survey highlight the multi-disciplinary strength and excellence of BHU.

It may be mentioned here that in another survey ( India Today-Nielsen survey) in May 2010, the BHU was ranked first followed by JNU at 2nd position and Delhi University on the 3rd spot. BHU vice-chancellor D P Singh expressed satisfaction over the varsity's ranking.

**Source:** 6 July, 2011/[Times of India](#)

### Television magnetizing more female eyeballs in India !

Women in India believe they have greater opportunities than their mothers and are far more optimistic about the future of their daughters than women in developed markets, says the new Women of Tomorrow Study released by Nielsen. The study found that women across the globe are empowered, but stressed, with women in emerging markets feeling far more stressed than their counterparts in developed countries, however they do believe that they are more empowered than their mothers.

The Nielsen Women of Tomorrow Study, one of the most comprehensive examinations into what women watch and buy, identifies the spending and media habits of women in 21 developed and emerging countries. The survey was fielded in February - April 2011 using an online methodology in developed countries and a mixed field approach of online, central location or door-to-door interviewing in emerging countries.

“The women of today and tomorrow are powerful consumers. This is evident given their growing levels of education and by virtue of many of them joining the workforce and being a contributor to the household income”, said Surekha Poddar, Executive Director, Customised Research, Nielsen India Region. “Women today feel more confident to exercise self choice, and feel more in control of opportunities. As the earning and subsequent spending power of women increase, they will have a bigger influence over key household decisions. It is increasingly important for marketers and advertisers to understand their habits and attitudes”.

#### *Empowered Yet Stressed*

Today women in emerging as well as developed markets are managing multiple roles, and theirs is not a stress-free life.

Among female respondents in emerging markets, women in India (87%), Mexico (74%), and Russia (69%) said they were most stressed/pressured for time. Female respondents from India attributed higher levels of stress to more opportunities, coupled with managing multiple roles. A critical contributing factor is that there is little spare cash remaining after basic essentials to spend on themselves or take vacations.

Amongst developed countries such pressure was felt most by women in Spain (66%), France (65%) and Italy (64%). However, nearly 80 percent of women indicated they believe the role of women will change and of those, 90 percent believe it will change for the better.

“According to the study, women say they feel empowered to reach their goals and get what they want, however this results in added stress for them,” said Poddar. “Taking their stress levels into consideration, companies marketing to women should explore highlighting ways their products can ease stress and provide convenience.”

#### *Extra Funds, Different Allocations*

Differences emerge in how women from different economies allocate additional money. More than three fourth of Indian women (76%) gave importance to saving for their children's education. 85 percent women from Nigeria and 63 percent women in Malaysia consider saving for their children's education important; contrasting with 16 percent of women in developed countries who believe that saving for their children is a priority.

The Indian woman today feels confident to indulge in clothes and health & beauty for herself, but when it comes to long term planning her children are her biggest focus. This trend is highlighted among working women whose contribution to family income is expected to increase, and who have an active say in household decisions.

“Even with her increasing individual aspirations, she is still family oriented, with her children being her first priority. This is clearly reflected in her wanting to save more for them rather than indulge herself in the long run,” continued Poddar.

Overall, women from developed markets plan to spend their extra money on vacations (58%), groceries (57%), and savings or paying off credit cards/debts (55% each), while women from emerging markets spend their extra money on everyday essentials such as clothing (70%), groceries (68%) and health and beauty items (53%). In emerging markets, taking a vacation ranked seventh as a priority amongst women, with 40 percent indicating they would spend extra money on it.

#### *Rising Hope*

Across countries surveyed, women in emerging markets believe their daughters will have even more opportunities than they did, relative to their mothers. However, in developed countries, women surveyed believe their daughters will have the same opportunities as they did, not more.

Respondents from India said that women are far more optimistic about the future, and also envision a more self-reliant future for this generation of women. They will also be

able to bridge the opportunity gap to a large extent. The areas that today's mothers anticipate as the biggest areas of change are freedom to make the decision to get married, as well as the decision of whom to get married to. The trend shown in India is the highest amongst the emerging markets. The indices of change are also higher for India with regards to other parameters like ability to reduce stress, access to technology opportunities to participate in sports, purchase things they want and opportunities for leisure activities.

Overall, in emerging markets, 81 percent of women surveyed believe their daughters will have greater financial stability, 83 percent believe their daughters will have a better education and 84 percent believe their daughters will have better access to technology. In comparison less than half (40%) of women in developed countries surveyed believe their daughters will have greater financial stability while 54 percent believe their daughters will have a better education. And almost one-third (29%) believe their daughters will be less likely to retire when they choose to compared to today's standards. Nearly three-quarters (74%) of female respondents in developed countries, however, believe their daughters will have better access to technology.

“Women in India and other emerging economies see greater hope for their daughters in terms of growth & opportunities. This is a stark difference from the women in developed economies, who have had the freedom of choice for a while now,” said Poddar.

#### *In the Know*

Nielsen found that the number one place women across continents prefer to get information about new products is television. In 10 of 10 emerging markets and in seven of 11 developed countries analyzed, television outranked 14 other sources of information. In Germany and Spain word-of-mouth placed higher than television, in South Korea, Internet searches ranked highest, and in Sweden, direct mail ruled. Word-of-mouth was listed as either the second or third choice in nine of 10 emerging markets and in eight of 11 developed markets.

Reflecting this global trend, the best way for marketers to reach out to the Indian woman consumer remains Television and Print media.

#### *Quality Drives Loyalty*

The most important driver of brand loyalty in 20 of the 21 countries examined, across 12 factors and across generations, is Quality. Women in the United Kingdom cited trust ahead of quality. Additionally, Nielsen found that the most important drivers to bring women into the store for products such as food, beverages, health and beauty products, pharmaceuticals and electronics, was good value and quality.

India too reflected the same trends while price was the next consideration, the last being innovation.

#### *Relevant Media*

In India, in terms of consumption of media, Indian women are now viewing more television than they were two years ago, and are consuming more television than their global counterparts (51% India, 40% Global). Internet use among women in India is still very low (10%), but is slowly growing – as 20 percent of users claim that they use the internet more than they did 2 years ago.. Traditional media has much more of role to play in the Indian context.

Among the net connected women in India, the highest agent of change has been the computer (77%), internet (77%) and the cell phone (70%) which were cited as the top three in making their lives better.

“When it comes to enhancing lives, women from India are slowly being influenced by their use of technology and access to the Internet, though there remains a significant reliance on traditional media.,” notes Poddar.

“The next generation of female consumers will shop and use media differently, from men and generations before them. Companies marketing to women must take note of what they are now watching and buying. The Indian woman on the whole is exploring emerging media, while retaining her trust in traditional media. However, now, the focus should be on the message in communication rather than the mode of media to tap into this woman of tomorrow,” said Podda.

#### *Other Key Findings:*

When Nielsen compared results of the Nielsen Women of Tomorrow Study to its Q1 Global Online Survey it found:

In India, there is a desire for shared life responsibilities between men and women, although traditional roles continue. The study shows women have expressed a desire to have a greater say in decision making when it comes to personal electronics, finances, and insurance. However, men still view themselves as the primary decision makers for these categories. In the health & beauty department, women are the undisputed decision makers. However, the woman of today wants to move beyond just influencing purchase of groceries and health and beauty products. She would like her personal preferences to be considered even for home electronics and personal electronics.

#### *Gaining Women's Trust*

Across 22 forms of advertising, Nielsen found that “recommendations from people you know” is by far the most trustworthy advertising source for women surveyed in developed (73%) and emerging (82%) countries, followed by branded websites (60%, emerging countries) and consumer online opinions (49%, developed countries).

In India, with 77% trusting recommendations from friends, followed by branded websites (70%) the third most trusted was editorial content in newspapers (66%). The sources that are lowest on trust levels are ads on mobile phones and online banner ads. The route of traditional media is still paramount amongst marketers targeting the Indian woman consumer.

Women in emerging markets, among the net connected, are more influenced by web ads shown on social media sites than those in developed countries. Indian women were the most highly influenced group by web ads and women in South Africa and Russia were least persuaded. In developed countries, respondents in South Korea were most moved by social advertising and women in Australia and France were most impartial.

The Nielsen Women of Tomorrow study was conducted between February and April 2011, polling nearly 6,500 women in 21 developed and emerging countries throughout Asia Pacific, Europe, Latin America, Africa and North America. The sample was fielded using an online methodology in developed countries and a mixed field approach of online, central location or door-to-door interviewing in emerging countries. The margin of error is  $\pm$  two points. The countries in the study represent 60 percent of the world's population and 78 percent of the GDP.

**Source:** 7 Jul 2011 /[Media News Line](#)

### Education loan growth in public sector banks dips

The education loan growth rate in public sector banks (PSBs) is witnessing a continuous declining trend.

While the number of education loan accounts is increasing, the year-on-year growth rate has been showing a declining trend both in number of accounts as well as in the amount. The total outstanding education loans of PSBs as on March 31, 2011, stood at Rs 43,074 crore in 2,235,532 accounts. The education loan amount was Rs 4,550 crore in 319,337 accounts as on March 31, 2004.

The growth rate in the education loan amount went up by 47.54 per cent and 49.14 per cent in 2005 and 2006, respectively. However, it has seen a continuous decline after that. The growth rate of education loan outstanding amount as on March 31, 2011, went down to 20.90 per cent.

#### Ready Reckoner

Year	As on March 31 <sup>st</sup>		Year-on-year growth (%)	
	No. of Accounts	Accounts outstanding	No. of Accounts	Amount
2004	319,337	4,550	-	-
2005	468,207	6,713	46.62	47.54
2006	679,945	10,012	45.22	49.14
2007	944,397	14,283	38.89	42.65
2008	1,246,870	19,817	32.03	38.75
2009	1,603,385	27,646	28.59	39.51

Similarly, the growth rate in number of accounts has also fallen from 46.62 per cent at the end of March 2005 to 15.93 per cent at the end of March 2011. The issue will be discussed at the meeting of Finance Minister Pranab Mukherjee with public sector bank chiefs on Friday.

Secretary, financial services has already held discussions on the matter with the bank heads in April. The Indian Banks' Association (IBA) has reviewed the current model education loan scheme and has proposed modifications in the scheme.

A senior finance ministry official told Business Standard the proposed modifications were being discussed with IBA and revision in the scheme was likely to be finalised shortly.

At present, the model education loan scheme allows loan up to Rs 10 lakh for students in India and up to Rs 20 lakh for the students studying abroad.

For a loan up to Rs 4 lakh, co-obligation of parents is required and for loans above Rs 4 lakh and up to Rs 7.5 lakh, co-obligation of parents together with collateral security in the form of suitable third party guarantee is required.

In case of loans above Rs 7.5 lakh, co-obligation of parents together with tangible collateral security of suitable value, along with the assignment of future income of the student for payment of instalments is necessary.

The rate of interest for loans up to Rs 4 lakh is BPLR and for loans above Rs 4 lakh, one per cent more than BPLR is charged by the banks.

**Source:** July 8, 2011/[Business Standard](#)

### India faltering on poverty alleviation

People, Left, Right or Centre, would possibly agree that an internally weak country can't negotiate with the rest of the world from a position of strength. Internal strength of a country cannot be measured just in terms of resources at its disposal, military power, technological expertise and production capacity. Strength of its people is a country's biggest asset. Economic empowerment of the masses is critical to emergence of a strong India.

Waking up to this reality like the rest of the world, India became a signatory to the United Nations Millennium Development Goals (MDGs) in 1990. The first goal is to halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day. In 1990, 37.5 per cent of Indian people were living below the poverty line, measured by the old standards. The bigger goal is to halve, between 1990 and 2015, the proportion of people who suffer from hunger.

According to the new poverty marker arrived at by the expert group on methodology for estimation of poverty, appointed by the Planning Commission and chaired by Professor Suresh D. Tendulkar, a person who could spend Rs 446.68 and Rs 578.8 in a month in rural and urban India respectively at the 2004-2005 price levels, is to be considered above the poverty line (See Table 1 at the end of the article).

So in 2004-2005, if a landless tiller could spend Rs 15 a day and a migrant labourer in a city Rs 19, they had risen above the abyss of poverty. By a liberal extension of the same logic, a person today is not poor if he can spend Rs 24 in a village and Rs 30 in a city.

These figures are as absurd as they can get. In Delhi, people pay Rs 15 for a one-way bus ticket. So a man who makes Rs 30 a day in Delhi may travel to work and back, buy and eat nothing but he still not will be considered poor.

Even if one were to accept the new yardstick, we find that at the all-India level, the revised poverty headcount ratios in 1993-94 are 50.1 per cent in rural areas, 31.8 per cent in urban areas and 45.3 per cent in the country as a whole.

By applying the same benchmark, the corresponding figures for 2004-2005 are 41.8, 25.7 and 37.2 per cent respectively.

Considering the population increase in the country, one should not be surprised if the actual number of poor people has in fact gone up.

If the UPA government's intention behind sanctioning the study for devising a new methodology was to paint a rosy development picture, it has surely backfired.

A recent world Bank study says, "India has maintained steady progress in reducing poverty as measured by consumption. Using the Government of India's official poverty lines, in 2004-05, 28 per cent of people in rural areas and 26 per cent of people in urban areas lived below the poverty line, down from 47 per cent and 42 per cent, respectively, in 1983.

Improvements in the last two decades represent a continuation of a long-term secular decline of both urban and rural poverty under way in India since the 1970s."

So the new benchmark sees the Indian poor perform worse than the old figures which were measured in terms of consumption.

The government has launched many initiatives that should have helped bring down the poverty figures, for example, in areas of rural infrastructure (Bharat Nirman), employment (National Rural Employment Guarantee Act), education (Sarva Shiksha Abhiyan), rural health (National

Rural Health Mission), and urban infrastructure (National Urban Renewal Mission).

But utter lack of political will, an inept bureaucracy, corruption at multiple layers and local turbulences have contributed to the shoddiest implementation of the schemes.

A few months back, I had the opportunity of visiting a free kitchen run by Akshaya Patra Foundation, a part of the ISKCON movement, at its Vrindavan centre. The kitchen cooks hygienic and nutritious meals for 169379 school children every day.

They run 17 free kitchens in eight states of India feeding more than 1.26 million school children. It is the largest school lunch programme run by a non-profit organization in the world. I met school headmasters in a few of the schools in and around Vrindavan and they all said that enrolment and attendance had gone up significantly.

They started by feeding 1500 children in 2000. And the best part is that 65 per cent of their funds come from the government.

However, in case of government-run school lunch programmes, complaints range from siphoning off funds to rotten food being served. So is public-private partnership the only way forward in this situation?

India continues to be one of the hungriest nations in the world. It is ranked 67th out of 84 countries listed and ranked on the Global Hunger Index report, 2010. India accounts for 42 per cent of the world's underweight children.

Unless India ensures food security for its people, its claim for a greater role in the world will be taken with a pinch, if not a lump, of salt. In that regard, universalisation of the Public Distribution System (PDS) is the simplest and surest way to ensure food security.

Dr Abhijit Sen of the Planning Commission had proposed a minimum support price-linked PDS scheme, excluding 25 per cent of the population who are not the target group. But this was shot down by C Rangarajan, chairman of the Rangarajan Committee, who thought that streamlining the present PDS system was enough.

Though the government has made up its mind on the proposed Food Security bill, it is not too sure if universalisation of PDS would be a viable measure.

A study by Praveen Jha, Associate Professor at Jawaharlal Nehru University (JNU) and Nilachal Acharya of the Delhi-based Centre for Budget Governance and Accountability (CBGA), show that Universalisation of PDS is not an extremely expensive proposition. Their study has put forward two proposals.

Under the first one, an additional Rs 94419 crore per annum will be required to supplement the present provisions of food subsidy.

Under the second, an additional Rs 84399 crore will be needed to achieve universalisation of PDS.

When the Centre allocates Rs 10000 crore for a new airport, Rs 40000 crore for the Commonwealth Games and can write off more than Rs 150000 crore lost in the 2G Spectrum scam, this should not be an impossible investment.

The 2010 Union Budget made provisions to write off Rs 500000 crore for the super-rich corporate houses.

Universalisation of the public distribution system can come at a fraction of these costs and with the economy growing at over 8 per cent, availability of money is not really an issue. The UPA government seems committed to the Food Security Bill but it is wavering on the subject of universalisation of PDS.

The UN country report on India, specific to the MDGs, released in late 2010, do not paint a rosy forecast at all.

While it is possible that India would reach the target of halving its poverty by 2015, states in the Hindi heartland - Uttar Pradesh, Bihar, Madhya Pradesh, Chhattisgarh, Jharkhand, Uttarakhand apart from Maharashtra and Orissa are likely to put a spanner in the works, the report says.

The report reads, "India accounts for 50 per cent of the world's hungry. Over 46 per cent of Indian children are undernourished."

Rising inequalities, inefficient delivery of public services, lack of implementation on the ground and huge variance between coverage of urban and rural areas are emerging as the principal bottlenecks.

A country of poor people, plagued by hunger and the lack of development, is internally weak. It can't aspire to go out to face the world with confidence.

With 2015 becoming less distant with every passing day, time is definitely not on India's side.

Rahul Gandhi, the Congress scion, said a while back: "What is important is that we stop worrying about how the world will impact us, we stop being scared about how the world will impact us, and we step out and worry about how we will impact the world.

" However, the government his party leads would do well to ensure that 1.3 billion people get to eat before the country decides to step out. For, weak feet would not be able to go the distance.

Final Poverty Lines and Poverty Head Count Ratio for 2004-05					
State	Poverty Line (Rs)		Poverty Headcount Ratio (%)		
	Rural	Urban	Rural	Urban	Total
Andhra	433.43	563.16	32.3	23.4	29.9
Arunachal	547.14	618.45	33.6	23.5	31.1
Assam	478.00	600.03	36.4	21.8	34.4
Bihar	433.43	526.18	55.7	43.7	54.4
Chhatisgarh	398.92	513.70	55.1	28.4	49.4
Delhi	541.39	642.47	15.6	12.9	13.1
Goa	608.76	671.15	28.1	22.2	25.0
Gujarat	501.58	659.18	39.1	20.1	31.8
Haryana	529.42	626.41	24.8	22.4	24.1
Himachal	520.40	605.74	25.0	4.6	22.9
J & K	522.30	602.89	14.1	10.4	13.2
Jharkhand	404.79	531.35	51.6	23.8	45.3
Karnataka	417.84	588.06	37.5	25.9	33.4
Kerala	537.31	584.70	20.2	18.4	19.7
MP	408.41	532.26	53.6	35.1	48.6
Maharashtra	484.89	631.85	47.9	25.6	38.1
Manipur	578.11	641.13	39.3	34.5	38.0
Meghalaya	503.32	745.73	14.0	24.7	16.1
Mizoram	639.27	699.75	23.0	7.9	15.3
Nagaland	687.30	782.93	10.0	4.3	9.0
Orissa	407.78	497.31	60.8	37.6	57.2
Pondicherry	385.45	506.17	22.9	9.9	14.1
Punjab	543.51	642.51	22.1	18.7	20.9
Rajasthan	478.00	568.15	35.8	29.7	34.4
Sikkim	531.50	741.68	31.8	25.9	31.1
Tamilnadu	441.69	559.77	37.5	19.7	28.9
Tripura	450.49	555.79	44.5	22.5	40.6
Uttar Pradesh	435.14	532.12	42.7	34.1	40.9
Uttaranchal	486.24	602.39	35.1	26.2	32.7
West Bengal	445.38	572.51	38.2	24.4	34.3
All India	446.68	578.8	41.8	25.7	37.2

Source: Planning Commission of India

Source: Jul 08, 2011 [IBN LIVE](#)

## Contribute

---

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

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

Please email your contributions to [aserf@apeejay.edu](mailto:aserf@apeejay.edu)

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

### **Disclaimer:**

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