



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

**Get Involved**

**International Two-Year Teaching Fellowship**

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

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

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**ASPECT****95% and Nowhere to Go**

*DU cut-off list: Exams have made a mockery of the education system*

Anushka Dey, 18, did everything right. She didn't watch television, didn't hang out with her friends, studied for four hours every day and scored 95 per cent in her Class XII Central Board of Secondary Education (CBSE) exams. From Kolkata, Dey hoped her stellar marks would land her at one of the top colleges in Delhi University. But the stratospherically high first cut-off list at the Shri Ram College of Commerce (SRCC) at 96.75 per cent left her stranded. Dey will now move to St Xavier's College, Mumbai, to pursue the course of her choice, Economics. She's not the only one who thinks it's the end of the world. Delhi toppers Urmi Uppal and Vishal Dewan both scored 97.6 per cent but were unable to get into the course and college of their choice. Kapil Sibal, Union Human Resource Development (HRD) Minister, has called the impossible cut offs irrational and Vineet Joshi, chairman of the premier national examination body, CBSE, has admitted that Class XII scores are not the correct marker for selection for higher education.

Marks have been inflated, even as testing standards have been simplified. If you are 17 and can find an error with a sentence such as, "We were late and it is getting dark" or "Now we both was running", or write a hypothetical dialogue when clues and even an example is given, you will probably do well in a Class XII CBSE English exam. In the history paper, you can score an easy 25 marks in a section called sourcebased questions, where answers are based on short extracts given. Understandably, the percentage of students scoring above 90 per cent in CBSE has gone up by 162.5 per cent from 16,563 to 21,665 between 2008 and 2011. And even more stunningly, the number of students scoring above 95 per cent has gone up from 1,202 to 2,097 in the same period.

Other state boards have become as liberal with marks. A third of Delhi University's (DU) SRCC'S seats were taken by Tamil Nadu Board graduates. The pass percentage in Tamil Nadu this year is at 85.9 per cent, highest in 10 years. Also, 6,450 students scored 100 per cent marks in various subjects compared with 3,700 last year. Similarly, for the first time, a student under the Kerala state board, M.S. Shreelakshmi, scored 100 per cent in all subjects. Even in the Andhra Pradesh Board, the highest score was 99.3 per cent for the first time. A ministry official says that some boards deliberately inflate marks either under political pressure or to ensure college admission of their students. He adds that such high scores don't necessarily mean students have become brighter but that they understand exactly which answer or key word will get them good marks.

"Now people are questioning 100 per cent. We should have been alarmed long back. Even a 98 per cent cut off is shocking," says Shyam Menon, vice-chancellor, Ambedkar University, New Delhi, a new university set up in 2008 by the Delhi Government as an exclusive social science university with 300 seats focusing on quality faculty and research. But an elitist system of education like DU, where everyone rushes to the 10 top colleges out of the existing 84 (54,000 seats), perpetuates the Brahminical system India has of chosen centres of excellence, model schools and innovation centres.

Some experts blame the exam system for pushing students to the wall and forcing them to adapt to a system which is clearly faulty with a single shot at higher education (Class XII exam) turning into a do-or-die situation. The uneven quality of schools and 41 state boards has made it impossible for everyone to get uniform school education. From former vice-chancellors to parents and CBSE officials, everyone is worried. Take CNR Rao, chairman, Scientific Advisory Council to Prime Minister Manmohan Singh, who wrote to Singh in April that the current system be replaced with a common national entrance exam.

It's an idea that is starting to make more sense as the school-leaving exam across boards focuses more on scoring marks instead of learning. Rao says, "It's like a battlefield. It seems like that when students walk into the gate for an exam. We are subjecting them to distress and agony, and some even kill themselves. It's a national shame." Former students have also protested, saying they would not have been able to get into their alma maters at today's cut offs. Omar Abdullah, Jammu and Kashmir chief minister tweeted, "I'm terrified for my sons because in five years, when Zamir (Abdullah's son) moves to college, the cut offs will be even more insane," while Sitaram Yechury, CPI(M) leader, said, "Even if Shakespeare were to come back and take an English exam today, he would not score 100 per cent." Counsellors have pointed out the crisis in confidence among youngsters who can't cope with the stress. A few succumb to such relentless pressure by committing suicide.

It's a ticking time bomb. The number of school leavers seeking admission to undergraduate courses is at 13 million and is estimated to explode to 30 million by 2025. Though the share of private unaided higher education institutions has increased from 42.6 per cent in 2001 to 63.21 per cent in 2006, quality concerns are rife. According to the National Assessment and Accreditation Council, only 9 per cent of the 3,500 colleges, which went through the accreditation process, fall in A category, the best quality. India has only 355 (both state and central) universities, and it needs 1,500 if it wants to pull up its measly gross enrolment ratio (GER) to 15 per cent from 13 per cent by 2015. China, on the other hand, has created 1,250 universities in just three years.

And all this in India, when very few actually make it to colleges. India's 11-13 per cent GER compares to a global average GER of 23 per cent, developed country average at 45 per cent and developing country at 36.5 per cent. Sibal has announced that the Government aims to pull the GER to 30 per cent by 2020, which will take a miracle, given it took 55 years for India to hike its GER from 1 per cent to 10 per cent.

The HRD ministry has also failed in implementing critical changes such as regularising the national curriculum and standardisation of exams. The National Curriculum Framework of 2005 was meant to take evaluation beyond its uni-dimensional nature and move towards continuous assessment, where students are evaluated in various fields, and at regular intervals. CBSE has done this for Class X, replacing the board exam with continuous and comprehensive evaluation as well as grades but not for Class XII, where it continues with marks.

Teachers too, in a way, have abdicated the responsibility of evaluation to a public exam, which has led to a trust deficit between teacher and student. Even within its own domain, the HRD ministry has been unable to put its house in order. After piloting the landmark Right to Education scheme and replacing the gruelling Class X CBSE exams with a grading system, reform is at a standstill. Critical bills on education such as the Foreign Educational Institutions Bill, Prohibition of Unfair Practices in Technical and Medical Institutions Bill, Innovative Universities Bill are pending. Sibal, the Government's front-line firefighter in a series of crises, has been unable to select chairmen for two key prongs of the troika that should regulate school education—the NCERT and the National Council for Teacher Education (NCTE). While NCERT is primarily a curriculum-setting body, the NCTE is the national body for standardising teaching by the teachers.

Sadly, in today's school education system, students are only taught how to score, not to learn. In 2005, the CBSE introduced the Higher Order Thinking Skills system or HOTS, meant to be a way out of rote and textbook-centric learning. The new style stressed more on synthesising, analysing, reasoning, comprehending, application and evaluation of subject matter rather than on drill and repetition.

While HOTS is a good idea, it is the shift from long essay-type subjective questions to fragmented and objective questions which has led to high marks. A.K. Sharma, former director, NCERT, says, "CBSE reforms have remained focused only on testing cognition and not implementing the purpose of education as set out in the National Policy of Education, 1986, which aims to inculcate a spirit of inquiry, creativity, objectivity, the courage to ask questions, and an aesthetic sensibility."

Students are also switching from CBSE to state board schools after Class X for higher marks. But the reverse is

true for the West Bengal Council of Higher Secondary Education (WBCHSE), which doesn't give liberal scores. Kolkata's well-known South Point High School has introduced CBSE alongside the state board. Principal Rupa Sanyal Bhattacharjee says that the aim of the state boards is to come as close as possible to CBSE.

Whether it is grading or marks, or an aptitude test or a board exam, the bottom line is how students score. Cutoff marks have risen over the years but how and why are students getting such high marks? A Class XII english teacher at a Delhi government school says, "It is possible to score 100 per cent even in English with the current lenient marking scheme. My school has had an exceptional result this year, with more than 29 per cent getting over 90 per cent in English.

This, from students who cannot string three sentences of English together. A board paper does not test any real learning. It only tests your capability of answering a paper according to a prescribed answer sheet. My question to the CBSE is, how can an answer key dictate expression or knowledge in a subjective paper? The answer value points are not a sufficient evaluation of a student's intelligence and capability but a test of how well things can be followed to the book."

CBSE's marking scheme, made public for the first time in 2003, gives marks for merely mentioning a key word, even though the grammar, spelling and expression could be wrong, lifting parts of a given passage as an answer and fragmenting long questions into several parts, thereby making scoring easier. Another Class XII teacher of history says that even if she marks some answer sheets conservatively, while trying to judge the actual learning of the student, the head examiner often increases the marks. Examiners are paid a paltry Rs 16 for each paper they check, Rs 20 for refreshments and Rs 100 for conveyance (paid only if they check a minimum of 25 papers) and are under pressure to check 50 papers in a day while examiners estimate they cannot check more than 25.

India's education sector has to find a way out of this maze. Changes in the education system have to range from devising a common entrance test like the US SAT which is a standardised higher education aptitude test, expand proven quality institutions, generate more research funding as well as create better facilities in private universities, nationalise curriculum and standardise tests which focus on continuous evaluation of students. India already has a tried and tested system of entrance exams.

The IIT entrance exam is taken by 8.5 lakh students every year, the CBSE is taken by 7.7 lakh and over two lakh students take the All India Pre-Medical Test. Why a general entrance exam cannot be devised is a question no one has answered. DU vice chancellor Dinesh Singh, in the middle of this crisis, is away in the United States and repeated attempts to question him were unsuccessful.

Apathy and inertia have driven bright students to the noose and will probably continue to. Already, more than 1.5 lakh students leave the country every year for a college degree. A 100 per cent cut off is not only the sound of a college slamming its door shut but also of 13 million students screaming to be heard.

Source: July 4, 2011/[India Today](#)

## NEWS

### Vocational studies to get new curriculum in Oct

Faced with the problem of school dropouts and dearth of skilled labour, the ministry of human resource development plans to finalise by October a new curriculum for vocational studies in the country.

The National Vocational Education Qualifications Framework (NVEQF) will put in place a nationally recognised qualification system, covering higher secondary schools, vocational education institutes, polytechnics, colleges and institutes of higher education. For this, the All-India Council of Technical Education (AICTE) has identified eight skill areas for immediate attention and has involved the private sector for devising curriculum, testing, evaluation and certification. These eight areas are automobile, hospitality and tourism, security and energy, retail, media and entertainment, information technology, construction, and financial services, banking and insurance.

AICTE has already held meetings with the various stakeholders in the automobile, information technology, hospitality, media and entertainment and construction sectors and curriculum has already been prepared for the first three sectors.

“Many students drop out of school or are not interested in regular formal education. Some fail their senior secondary exams while others have to work to support their families. In some cases, there are no formal colleges near their homes. The framework will benefit them,” said AICTE chairman S S Mantha.

There are 9,583 schools offering 150 vocational courses of two-year duration in broad areas of primary, secondary and tertiary sectors of the economy. In addition, the National Institute of Open Schooling (NIOS) imparts vocational education in 80 courses, taking the total enrolment in vocational education courses of all these schools to roughly 6,00,000.

The framework will have a competency-based modular approach with provision for credit accumulation and transfer. Students would have the scope for vertical and horizontal mobility with multiple entry and exits.

With dropout rates nearing 40% in Classes IX-XII, Mantha added that vocational education would offer competency-based skills and help students find employment. Representatives from the industry chambers, National Skill

Development Corporation are also helping the ministry develop the framework.

“The ministry identified eight sectors for white collar jobs and a group of 12 state education ministers is examining the issues that may need sorting out at the state level to implement AICTE’s ambitious scheme. The group is expected to submit its report by July,” said Shalini Sharma, head-higher education, Confederation of Indian Industry.

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

### Graduate to a global level

Education, in general, and school education in particular, is passing through an exciting, albeit, critical stage in India. The country is home to 16% of the world’s total population and the impact of info-dynamics and globalisation has converted India into a vibrant emerging economy.

There are profound changes everywhere and there is a radical transformation in the field of work and employment. These challenges have a direct impact on the schools and also on the education being provided to our 21st century learners.

Two news items, diametrically opposite to each other, need special mention. On one hand, today’s global-based economy provides numerous opportunities unlike before and there is a strong perception that most of the opportunities world over would be grabbed by young graduates from India and China, provided we churn out graduates with quality. On the other side, there is a belief that 70% of our young graduates do not have employable skills.

Thus, there is critical and urgent need for universal access to quality education, which is missing in our system. Though we have created islands of excellence, these are not enough if our students have to succeed both at the national as well as global level.

The future growth and stability of our economy depends on the ability of our education systems to prepare students for career opportunities and help them attain higher levels of achievement. Education is not for living but for life.

But, in order to lead a decent life, our children need to be confident and competent enough to avail the opportunities that the world has given them.

There have been numerous efforts to improve educational standards in the recent past. But, the educational system in India is struggling to meet the demands of the 21st century learners and employers.

Young people world over, India being no exception, are increasingly relying on social networking technologies to connect, collaborate, learn and create and employers have begun to seek new skills to increase their competitiveness in a global scenario. In another 10 years, we may require skills, which we do not even recognise today. The pace at which the requirement of knowledge and skills is changing is mind-boggling.

Education, however, has not changed much. With a few exceptions, schools in India are yet to revise their

pedagogy to reflect current trends and technologies. At the college and university level, less said is better. At best, what is being done is simply repetitive and stereotypical.

In order to overcome this challenge, a bold and timely response from the education systems is required so that schools and colleges can incorporate the skills required by the 21st century into the existing curriculum, new subject areas and flexibility with regards to choice of subjects at higher education and a good vocational education programme after class 10 and 12.

This requires a holistic transformation of the education systems. We have been trying to reform our education systems since independence. But, the efforts are not sufficient and we need a paradigm shift from the reformist mindset to a transformative approach.

This will require a comprehensive roadmap of curricular and assessment reform, vibrant classroom management, recruitment of new teachers and training strategies, leadership empowerment programme and integration of technology that encourages innovation, collaboration and helps student apply their knowledge and creativity in solving real-life problems.

We need to understand that learners are changing and students today live in a world that is very different from the one, which we all have grown up. It is important that our students leave school prepared to meet the opportunities and challenges set before them. The globalised world requires 21st century skills for success.

These include core skills covered by the existing curriculum of language, maths, science and arts and combined with new themes such as environmental awareness and the impact of globalisation. These are to be complimented by problem solving and decision making, creative and critical thinking, technology skills and life and career skills.

Whatever has been said above may relate to 40 million children in the age group of 14-18 years enrolled in our schools. There are about 57 million children who are out of school and not enrolled in any formal/non-formal schooling system.

Unless and until they are put into any quality-schooling framework within a reasonable and acceptable time frame, their employment potential cannot be generated.

India cannot sit comfortable with such huge unskilled human resource. So, it is very essential to ensure that every child in India gets education and the number of students who graduate goes up dramatically. But, quantity is only half the story.

The bigger concern is ensuring quality, particularly if India has aspirations of matching China and the United States in terms of technology and the size of its economy.

Let us now look at the ground realities of government and government-aided schools where less than 60% of children complete grade 8 at the lower secondary level (class 9-10), the Gross Enrolment Ratio (GER) is 52% while at the senior secondary level (class 11-12), it is just

28%. India's GER at the secondary level is far inferior to GERs of its global competitors.

Even countries like Vietnam and Bangladesh, which have lower per capita income than India, have higher GERs. India needs to increase public investment both in secondary and higher education to remain globally competitive.

While latest Programme for International Student Assessment (PISA) performance rates students from Shanghai as the best in reading, science and mathematics, we are still shy of participating in such international assessment programmes in a big way.

So, there is no denying the fact that if we do not improve our education system in a given time frame, our students may not be able to grab employment opportunities available globally and our unemployment scenario may remain grim. On one hand, we need to improve the quality and efficiency of school education making all stakeholders responsible and accountable; on the other, there is no rationale in pushing all students into 'one-size fits all' general education.

We know that about 94% of employment is in the unorganised sector where they look for varied and specific skill areas, not providing the acceptable vocational education option to class 10/12 passouts/dropouts is not understandable. If China and Germany have developed huge number of such courses over a period of time, our limited efforts in this regard need adequate support and expansion.

Thus, if India has to compete with global competitors as an 'economic power', it cannot have the luxury of more than half of its young graduates being either unemployed or simply unemployable. The time is ripe for creating a holistic approach to a system transformation in the entire spectrum of education.

It is important to ensure that efforts in education do not simply result in schools being built or opened and teachers are recruited but that the students learning well and education system leaders have the competence to teach the skills required to succeed in the 21st century economy.

Besides the core skills covered under the existing processes, it is increasingly important to nurture the development of 21st century skills such as innovation, collaboration, thinking and problem solving, information and communication and self-directional skills.

The Right to Education Act and the Rashtriya Madhyamik Shiksha Abhiyan are steps in that direction but need to be implemented within a reasonable and acceptable timeframe. The opening of secondary schools under the PPP model has not yet succeeded.

Private participation is necessary but it has simultaneously accentuated the trend of consumerism, which needs to be checked. Not every student is to be pushed into general education.

There must be skill based courses at the secondary level, vocational education option after class 10 and 12 and entire refurbishing of higher university education. The skewed and

sub-standard mushrooming growth of professional engineering and management college needs to be regulated.

Alignment of all key stakeholders is necessary for achieving system-wide transformation. We require educational leaders to develop a compelling vision of 21st century learning, embedding 21st century skills, communicating it with passion and ensuring that it is translated into action.

We have to take the challenge of putting every child into the schooling system and preparing every learner for the 21st century.

Let 2012 be the year to make a beginning for this holistic transformation.

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

### **Sen gets Presidency answer Renewed pledge of academic free hand**

Amartya Sen today sought out Mamata Banerjee's expectations of the mentor group formed to revive Presidency and the chief minister "explained it well" with the commitment to leave the future of the institution with academics.

After a half-hour meeting with the chief minister at Town Hall, the Nobel laureate said: "I wanted to know the government's attitude towards Presidency and what Mamata Banerjee expected of the mentor group. The chief minister has explained it to me well."

Sen is the adviser to the chairperson of the mentor group. He had agreed to the role following a request by Sugata Bose, the Harvard history professor who chairs the panel.

Mamata had picked Bose for the job but she has since been categorical about who should call the shots. In consultation with Sen, Bose has formed a team of six home-bred but world-wise scholars.

"The chief minister has made it clear that the government wants to turn Presidency University into a centre of excellence and she has iterated at the meeting that her government will give complete freedom to academics in achieving that," Bose said this evening, with Sen seated next to him.

Sen was convinced that the mentor group had been given "a very important responsibility". "My job is to advise the chairman on what should be the suggestions to the government to turn Presidency into a world-class institution," said Sen. "There is a need to stress more on the institution's academic standards," he added.

Sen and Bose are both former students of Presidency and now professors at Harvard. They had been part of the institution when it was rich in top-of-the-line teachers and equally capable students.

"Presidency University has a long history. It started as Hindu College and it was set up at the initiative of a civil society. It was later turned into a government college. The opinion of the civil society has played a vital role in the

growth of Presidency College," said Sen, a graduate from the batch of 1953.

The decline of Presidency over the past few decades is as much a symptom of the all-round rot in higher education as it is the sad story of an institution.

Sen referred to the larger picture. "Bengal has a glorious tradition of higher education and there is also a need to ensure the development of the other institutions of higher education in the state. Along with Presidency, we have to work at improving the standards of all those institutions," he said.

It will be wrong to ignore Jadavpur University, for instance, the Nobel laureate said. "I was the first head of the department of economics at Jadavpur University in 1956. The university is now an established institution of higher learning. And then there is Bengal Engineering and Science University, which has also developed as a reputable engineering institution. The mentor group is working for further improvement of academic standards of Presidency University. But it won't be right to consider the other institutes any less," Sen added.

During a two-year break between his postgraduation and PhD at Trinity College, Cambridge, Sen had joined Jadavpur University as a professor and economics head at the age of 23. Such an out-of-the-box decision to allow a bright young scholar build a department from scratch would be unthinkable 55 years on.

Chief minister Mamata studiously skirted the waiting media crew and left the academics under the spotlight this evening. Her meeting with the two scholars took place in a private room at the historic Town Hall before the launch of His Majesty's Opponent: Subhas Chandra Bose and India's Struggle Against Empire, Bose's assessment, as a historian, of his great-uncle.

Mamata shared the dais with them for the launch but left immediately after, pointing at Sen when the journalists rushed to her to ask what they had discussed about Presidency.

"Presidency has a special place in Bengal and I feel the government wants it to be a model institution. Other institutions will be filled with hope if Presidency reclaims its lost stature," said Bose.

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

### **Initiatives likely to be announced on US-India education cooperation**

Washington, July 9: India and the United States are likely to announce fresh initiatives to boost cooperation in the education sector during the second US-India Strategic Dialogue to be held in New Delhi in the third week of July.

Announcing this here, Robert O. Blake, Jr., Assistant Secretary, Bureau of South and Central Asian Affairs, said: "Education cooperation, I think, is going to be one of the most important pillars of our future cooperation in the next 10 or 20 years.

American educational institutions of all kinds are very interested in expanding their collaboration with their Indian counterparts."

"We hope to have the U.S.-India Higher Education Summit this fall. I don't yet have a date, but we may be able to announce it on the margins of the Strategic Dialogue. That will provide a tremendous opportunity for Minister Sibal and the Indian educational establishment to come to the United States and speak to a broad range of higher educational institution representatives on their plans for offering opportunities for American universities in India and also listening to where American universities see those opportunities," he added.

"I think from their perspective American universities would like to expand their presence in India. They'd like to expand the collaborative research and development activities that are already underway. They would like to learn more about how we can work on things like faculty development in India which is going to be a critical part of ensuring that all of the young Indians that are now entering into the higher education market in India will get a proper education so they can compete in the 21st Century," Blake said.

Referring to the Obama-Singh Initiative of November 2010, Blake said that both Washington and New Delhi were focused on fostering more research and development and faculty development.

"So, we expect some announcements on that as well on the margins of the Strategic Dialogue," he said.

Asked whether the Indo-U.S. Higher Education Summit would focus more on an exchange program wherein U.S. students get a chance to study in India, Blake said: It's something that we've always wanted to do more on, which is to try to increase the number of American students going to India which are still relatively modest, I think between 2,000 and 3,000 right now compared to the more than 100,000 Indian students that are studying in the United States."

"So, we are looking at new initiatives to increase the number of students going to India, both for longer term study, but also for shorter term internships and semester abroad and a whole variety of other programs that our universities offer," he added.

**Source:** July 9, 2011/[ANI](#)

### **Large number of single-teacher schools cause for concern**

India is witnessing massive contractualisation of school education, raising serious concerns about the quality of instruction that will be imparted to children who enter the system as a result of the Right to Education (RTE) Act, 2010. The number of single-teacher schools across the country also remains unacceptably high, making up nearly 10 pc of all elementary level schools that currently exist.

The RTE Act will become fully operational by March 31, 2013, when the deadlines for the creation of school buildings and other infrastructure draw to a close.

The latest government statistics put the number of contractual teachers in elementary schools in India at a whopping 5,38,000, which comes to about 9.44 per cent of the 5.79 million teachers currently engaged for school education. About 71,494 schools have only contractual teachers -- a concern raised by a study commissioned by the HRD Ministry on "Elementary Education in India: Where do we stand?". The study states, "Quite a good number of schools are left to contractual teachers to manage affairs. Studies should be initiated to review the functioning of all such schools."

Among areas of topmost priority for the government, the report also lists the existence of several single-teacher schools with even the prosperous north not escaping the trend. The report states, "A good number of schools are single-teacher schools despite the availability of an average of four teachers per school, all of which need serious intervention. Rationalisation of teachers is the only solution."

So far as single-teacher schools are concerned, almost all states and UTs with the exception of Chandigarh, Delhi and Lakshadweep, have both single classroom schools and single-teacher schools.

Among the northern states, the situation in Jammu and Kashmir is the worst and it has failed to manage any improvement in recent years. The state witnessed an increase in the number of single-classroom schools from 9.1 per cent to 17 per cent (from 2007-08 to 2008-09); single-teacher schools also shot up from 4.3 to 12.7 per cent in the same period.

In Himachal, the number of single-teacher schools increased from 7.3 to 9.5 per cent from 2008 to 2009; in Punjab, the number decreased from 8.1 to 5.5 per cent over the same period.

In West Bengal, single-teacher schools comprise 4.1 per cent of all schools as, while in Haryana the situation is a shade better. The percentage of such schools in its jurisdiction has decreased from 3.4 to 3.1 between 2008 and 2009. In Rajasthan, there were 21.7 per cent single-teacher schools in 2008; the percentage now is 16.3.

Overall, India has four teachers per elementary level school up to Class VIII, and three teachers per primary school. According to HRD Ministry's school statistics, India has 12,85,576 schools imparting elementary education; 87.3 per cent of these schools are in rural areas.

**Source:** July 13, 2011/[Tribune](#)

### **UGC public notice to curb ragging**

As the new academic session is about to begin in higher education institutions, the University Grants Commission has issued a public notice to contain the menace of ragging.

The notice uploaded on UGC website and published in the local media here on Wednesday says, "It is brought to the notice of the public that ragging is a criminal offence and that UGC has framed regulations on curbing the menace of ragging in higher educational institutions, 2009, in order to

prohibit, prevent and eliminate the scourge of ragging in Indian universities/colleges/institutions. The regulations are mandatory and all intuitions should take necessary steps for its implementation under intimation to the UGC."

Under the regulations, all the educational institutions have been directed to form anti-ragging committees and squads and ensure that no such incidents take place. The regulations have empowered the educational institutions to punish the perpetrators depending upon the severity of the crime. Students indulging in such activity can be suspended, barred from attending class or library or even rusticated from institutions. To top them all, the ragging can be separately dealt under the Indian penal code.

Being aware of the fact that educational institutions may or may not publicize instances of ragging to prevent damage to their reputation, the UGC has also started a toll free helpline 1800-180-5522 to lodge complaint.

Rajendra Institute of Medical Science has formed an anti-ragging squad last year comprising teachers to ensure that no such activity takes place on the campus. If the institution authorities are to be believed, not a single case of ragging or intimidation was reported since last year. "Who is going to indulge in such activity after the UGC and the Supreme Court of [India](#) issued such strict guidelines," said director Tulsi Mahto. However, a junior doctor said some of the (ragging) cases were resolved at the level of students and teachers because everyone was aware of the consequences of reporting the matter to higher level.

According to the UGC guidelines, every institution is supposed to put up a notice prohibiting ragging and should also display contact numbers of anti-ragging committee members. Complaints received by the institutions are to be displayed on the website of the institution. However, most of the institutions in Jharkhand have not posted any complaint on the website.

Birla Institute of Technology, Mesra, has uploaded the UGC guidelines on its home page but no complaint can be seen. Pawan Kumar, a former student, said, "Ragging is no longer an open affair. It happens in closed corners like hostel and playground and if the matter worsens, senior batches intervene."

Additional registrar at RVS College of Engineering in Jamshedpur Shivaji Bose said every year anti-ragging committee was formed but it had not received any complaint since 2004.

**Source:** July 14, 2011/ [Times of India](#)

### **SunGard bets big on higher education segment in India**

*With IT spends on education increasing gradually, SunGard Higher Education is betting big on the education segment in India.*

A report by E&Y and FICCI estimates the spend on higher education to be close to Rs 46, 200 crore. This is projected to grow to Rs 150,000 crore in the next 10 years, reflecting an average growth rate of 12.8 percent. As India has a young population, it is clear that this market size is just the

tip of the iceberg, and this market has still a lot of upward potential to grow.

In such a big market, both domestic and global vendors are naturally keen to exploit growth opportunities. A case in point is SunGard Higher Education, a division of SunGard, a leading global software and technology services provider. The firm believes that the potential is huge, as a major percentage of institutions in the higher education space do not use technology to the optimum.

"Our strategy for India is to work with institutes that are forward looking and have a vision of becoming truly world class in the future. In our experience we have found that these institutes are more open to change and adoption of new technologies. At the moment we are focusing on top business schools including IIMs, large private universities and institutes of national importance such as IITS and NITs," says Vinod John, Senior Director (Sales) at SunGard Higher Education.

Traditionally institutes in the Higher Education space look at technology to help manage the more traditional back office business processes such as financial accounting, payroll and inventory and so on and provide lab facilities to students. While these are important, John believes that institutions must look at using technology to deliver more learning content and services to students. Technology must also aid in enabling collaboration with alumni and industry.

Establishing links with alumni is also crucial, as past students can not only be great brand ambassadors, they can also help in contributing funds to boost research activities. "Today, there is a huge drop in research due to lack of funds. Traditionally, most alumni do not contribute back to the institutions they have studied in, as they are not connected. What if there was a simple way to help them connect to the institution?," asks John.

John says that Indian institutions can unlock huge efficiencies and improve their institutional performance through efficient usage of technology. For example, information technology can not only help in improving processes with respect to learning and teaching, but also in managing the operational aspects of running an institute. "We anticipate another wave of innovation will occur once Indian universities effectively run digital campus environments. At this point, we expect the emphasis to shift to far more personalized learning, with the institution able to adapt and respond to an individual learner's needs," opines John.

In India, the firm has customers such as the 'The Indian Institute of Management Bangalore' (IIMB). The institution is using SunGard's Unified Digital Campus (UDC) solution to increase efficiencies in course administration, improve student services, and enhance capabilities for collaboration with institutions in India and abroad.

With a number of global institutions entering the country, the scope for adoption of an integrated solution that manages the entire administration of an educational institute is huge. The growth opportunity can also be envisaged from a recent statement by Union human

resource development and information technology minister Kapil Sibal. The honorable minister said that within the next two years, around 700 universities and 26,000 colleges in the country will be connected with the Internet to improve the higher education scenario in the country.

With experience of serving 1,800 universities in 40 different countries, SunGard has a huge opportunity to take a major market share of the higher education segment in India.

**Source:** July 18, 2011/[Information week](#)

### **Banks want to grade colleges to pare bad education loans**

Students who fail to secure admission in reputed institutes of higher learning due to poor results may soon find it tougher to secure bank loans.

Concerned over a sharp rise in defaults from educational loans in the past one year, Indian banks now want to grade educational institutions based on the efficiency and repayment track record of their students.

Banks have asked the Indian Banks' Association (IBA), an industry lobby, to put in place a mechanism to rate the institutes.

“Banks want educational institutions to be graded. The idea is to put more checks and balances in place (to control bad loans),” said K. Unnikrishnan, deputy chief executive of IBA. “If IBA cannot do this on its own, there are other options available, such as doing this through state-level banking committees or appointing an outside agency.”

Institutes whose students have a poor repayment record will get a low grade and their students will find it difficult to secure education loan. They may also need to produce collateral for such loans.

The move is triggered by an almost 45% rise in bad loans in fiscal 2011 to around Rs.1,600 crore. Total educational loans outstanding rose to Rs.43,000 crore given to 2.2 million students in March; around 4% of such loans are bad.

Currently, there is no rating of educational institutes by banks to assess default risk of a particular college or institute. Though rating agencies Crisil Ltd, Credit Analysis and Research Ltd (CARE) and Icra Ltd have begun rating various programmes offered by management institutes, they do not grade institutes, their placement records or the ratio of loan defaults by their students.

“It makes sense that banks can stipulate that students (availing loans) go to only good colleges, but the quality can only be decided by an outside agency,” said T.N. Arun Kumar, general manager, head of criteria development, CARE.

Educational institutes, however, said such a move could hurt the sector and will have an adverse impact on millions of students from middle-class families aspiring for higher studies.

“A majority of the students are from middle-class and lower middle-class families, and if you put further checks on student loans, it's going to hurt,” said T. Duhan, director of JK Business School in Gurgaon.

Duhan, however, said the colleges, particularly those offering professional courses, must keep their promise of good job placement as it enhances the credibility of the institute.

“Unless your placement record is good, banks would hesitate to give education loans,” he said.

The development has come shortly after banks started reworking education loan norms to control bad debts in the sector. IBA had constituted an expert committee under Indian Bank chairman and managing director T.M. Bhasin to modify the education loan scheme, first launched in 2001-02 by then finance minister Yashwant Sinha. The scheme was later modified in 2004-05, when P. Chidambaram was the finance minister.

The committee has proposed to make security mandatory for loans given to those students securing admission not on merit but through recommendations or hefty donations.

It also made a case for extending the repayment period of education loans from 5-7 years now to up to 10 years to facilitate repayment and reduce the probability of default.

IBA established the committee after complaints from some banks that they are often compelled to lend to students under pressure from politicians and influential people in rural and semi-urban areas even when they are not fully convinced about the credentials of the students.

Current rules say banks cannot seek any security for loans up to Rs.4 lakh. Between Rs.4 lakh and Rs.7.5 lakh, they can ask for only personal guarantees, and collateral for loans above that.

Typically, banks lend to students at a rate of 10-11% for a maturity of 5-7 years and the students have the flexibility to begin the repayment only after securing a job.

Education loans have grown by a healthy 20% in the last few years with State Bank of India having the largest share of the pie. At end-March, its share of education loans was at least Rs.11,000 crore—about 25% of the outstanding portfolio of the industry.

Senior bankers said an increasing trend of rising defaults from such loans needs to be checked urgently.

“We lend; don't give scholarships,” the chairman of a large south India-based bank said, requesting anonymity. “We lend when we feel that recovery will happen.”

He also cited the inability of students to secure jobs after the completion of their course due to poor infrastructure and quality of education.

The move is a right step as many colleges in India are not outcome driven, said Bharat Gulia, senior manager, education practice at audit and consulting firm Ernst and Young India.

“Your fee structure must (be) commensurate with your placement record,” Gulia said. “When you are not imparting

good education and thus hampering the career prospect of a student, why should (the) bank take the responsibility of giving study loans?"

*Some 15 million students are studying in higher educational institutes and constitute less than 14% of those eligible to pursue college education, official data show. The Union government has a plan to add 30 million more students to the higher education space in next 10 years.*

Source: July 18, 2011/[livemint](http://livemint)

## ANALYSIS/OPINION/INNOVATIVE PRACTICE

### A mix of access, affordability and quality vital for creating a world-class university

Combining access with affordability and ensuring high quality undergraduate education is vital for building a world class university, according to Morton Schapiro, President, Northwestern University, U.S.

Professor Schapiro, who was recently in the country, spoke to The Hindu here on a host of issues related to funding, accessibility, affordability and quality in higher education.

"You cannot create a world class university overnight. Most of our institutions, though great research institutes with brilliant scientists and millions coming in for sponsored research, also do a pretty good job of [imparting] undergraduate education," he says on the pursuit of quality in higher education.

Pointing to certain trends in the U.S. universities, Professor Schapiro says the class size is small, and often capped at 20. Professors like him prefer adopting an interactive approach to teaching, rather than lecturing.

"We go around the room, students write papers every week and we have discussions in class. It is this kind of educational model which tends to be pretty unusual in the world which usually has a professor lecturing to a large group of students sitting in front of him.

"The professors [in the U.S.] really get to know the students and work closely with them. I am not sure if that counts on the ranking [of the university] but that counts on the quality of education."

A model that enables a very high quality undergraduate experience means that the class size is small and that the expectations of the students, to have the faculty truly available whether they are writing thesis or research projects or in labs, are met.

"Combined with access and affordability, that [quality] is more important than climbing the ladder from 225 to 150 in

the ranking lists," observes Professor Schapiro, who is credited with achieving a substantial reduction in average class size at institutions he has served.

In the discourse on quality, the distinction between private, not-for-profit institutions such as Harvard and Yale and private, for-profit universities is crucial. Arguing in favour of a rigorous and careful process of accreditation for private for-profit universities in particular, he says: "In the case of non-profits, you want to make sure they are good given that they are not distributing the earnings. What is the incentive to be a really bad private not-for-profit? Not much, because you cannot distribute the revenues."

In the case of private for-profits, however, there is incentive to make a lot of money. "Your share holders and owners do well, but students may not.

So accreditation is particularly important for private for-profits. In order for India to meet its access goals, you might want to think about the private for-profits as well as private not-for-profits."

Professor Schapiro, who specialises in the economics of higher education, says for private not-for-profit universities such as Northwestern, much of the funding is taken care of by the endowments built over years, new gifts, money obtained through research and tuition fees. "We get almost no money from the State."

"Last year, at Northwestern we got \$556 million to support research labs...that is about a third of our annual operating budget [\$ 1.6 billion]. Most of it was from the Federal government, while some came from the State and some, from corporations. It does not really go into the endowment. It is given just to support research."

The university's chemistry and biomedical engineering departments are very famous for their research initiatives. "We got a grant of \$10 million recently from the Federal government to do five years of research that we think is going to help the government and the country."

Endowments constitute a major portion of the funding to universities. Northwestern University, one of the most highly endowed institutions in the U.S., currently has endowments worth \$ 7.5 billion. "It basically grows from new gifts [the University gets about \$ 200 million every year]...you have \$ 7.5 billion and then you have a good year, you make a billion dollars...that is how Harvard got to be so rich." Such endowments allow universities to provide better education relying less heavily on tuition.

However, the public institutions such as the University of Illinois, which is a wonderful research university with great engineering, rely on State funding that forms a declining yet significant share of their revenues. Pointing to a "terrible budget problem" during the last three years, Professor

Schapiro notes that the public universities in the U.S. have been very vulnerable to cutback in State revenue.

“I am hoping that if tax revenues rebound, once we fully recover from the great recession and the States have much more tax revenue, they can give it to the public colleges and universities. That has been the big story in the U.S. higher education over the last three years. They have had a terrible, terrible time.”

The key to philanthropy in the U.S. is a combination of factors, ranging from tax deductions to loyalty to one's alma mater. “If you are a U.S. citizen paying taxes and if you make a gift to a not-for-profit institution like Northwestern, you get a tax deduction.” Also, some alumni have great financial success and they say they want to share it with their alma mater.

Many public universities have a lot of students from low income groups, but the flagship public universities actually have richer students, he notes. “They are very hard to get into. Part of their mission is to serve low income kids, but most of their mission is to attract people with high test scores and high performance in high schools and they tend to be from more affluent families.”

Ironically, it is the highly endowed private universities that are able to subsidise education for students from underprivileged sections.

“It is institutions such as Harvard, Yale, Northwestern, Duke, Stanford, Williams and Amherst that have enormous endowments and can say fine, you are a brilliant kid, your parents can't afford, come for free.”

Then, criteria for admissions become significant. “Many of us in the job recognise that if you come from a low income family, your SAT is not going to be high. You might have to work outside to supplement family income, or babysit younger siblings.”

Observing that it would be nice to do in India what has been tried in the U.S., he adds that universities must also remember that it is unrealistic to expect the exact, same academic qualifications from someone from a low income family as that of a student from a rich family. “The difference will always be there.”

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

### Primary school blot on Nehru

*- Attitude lamentable, says admirer Amartya*

Nobel laureate Amartya Sen today said the attitude of Jawaharlal Nehru towards primary education was “deeply lamentable” in terms of channelling resources and prioritising.

“Primary education remained neglected ever since Independence.... Nehru's attitude towards primary education was deeply lamentable,” Sen said while addressing a special convocation of the National University of Educational Planning and Administration where he was awarded an honorary doctorate.

At a media conference that followed the convocation, Sen sought to clarify his views and said he was a great admirer of Nehru.

“I have great respect for Nehru. Nehru had an understanding of primary education and was committed to it. But in terms of channelling resources, priorities or planning, there was a big failure,” he said.

Sen said Japan and Korea had given much importance to primary education by allocating more resources in those days.

“It looked like there was no sense of urgency in primary education at that time (in India),” said the economist, who has set up a trust, Pratichi, which focuses on primary education and health for the underprivileged.

Sen applauded Nehru for giving due attention to technical and higher education. “Nehru did a lot for technical and higher education. Those days, the IITs were started,” he said.

Statistics bear out Sen's views. According to the first five-year plan (1951-56) document, the central government had envisaged an investment of Rs 35.02 crore for the entire education ministry for five years. Of this amount, the allocation for primary education was Rs 12.5 crore while that for technical education was Rs 11.55 crore.

However, in recent years, the allocation for primary education has increased in line with the stress laid by the UPA government.

The allocation is Rs 1.84 lakh crore for the eleventh plan (2007-12) and that for higher education and technical education put together is Rs 84,000 crore.

“Recently, schooling is beginning to get the attention it deserves,” Sen said.

The low coverage and low quality of school education in India extract a heavy price in the pattern of economic development, he said.

“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 than, say, China,” he said.

**Source:** July 5, 2011/[The Telegraph](#)

**The 13th year anxiety**

Rajat Ranjan mumbles choice Hindi expletives when asked what he thought about the admission process adopted by Delhi University colleges. The 18-year old from Begusarai came to Delhi after class 10 to pursue a dream - to get into the Indian Institutes of Technology (IITs). He studied classes 11

and 12 from a south Delhi school, staying up nights to study for the IIT entrance test with friends at Jiya Sarai, in the shadow of IIT Delhi.

He is waiting for the fourth round of counselling to see if he gets a seat at the prestigious engineering schools. As a backup, he had planned to apply to some of DU's top colleges - confident that his aggregate 95% would see him through.

Then the cut-offs were released and Ranjan found himself staring at the prospect of studying at what he considers a second-rung DU college if his IIT dreams weren't realised. "My neighbours' kids all went to the IITs or top DU colleges. How will I face my father?" he asks.

*Pushy parents*

A shortage of quality higher educational institutions and consequentially rising cut-offs, rising investment costs in education and the uncertainty of the future are principal reasons for anxieties and stress in students graduating from school. But if Indian students are more stressed than their American counterparts we may need to look at our dinner-table discussions for answers, an HT C-fore survey of 1000 students aged 15-19 from Delhi, Mumbai, Kolkata and Bangalore suggests.

Over half the total respondents listed parents and relatives as the set of people causing them maximum stress, a pattern almost uniform across the cities and for both boys and girls. Peers and friends (21%) and tutors (18%) are other sources of stress, while 9% blamed no one.

A disconnect between children and parents is a factor. Only 19% students said their parents were comfortable with them pursuing a stream they wanted. While 12% students want to pursue the arts and humanities, only 5% parents prefer these streams for their children.

What makes parental responsibilities even more critical is the survey finding that students still prefer turning to parents for advice on stress and anxieties instead of seeking out teachers, counsellors, friends or medical help.

"We've focused a lot on student counselling. But I often think what we need more is parent counselling," says Ulhas Vairagkar, Director, TIME, a coaching institute that also offers counselling.

*Our stress, their stress*

Half the surveyed students argue that more good colleges will help reduce stress the most. Unsure of securing a seat at any one college or set of colleges, 95 % students surveyed have appeared for more than one competitive exam.

The same uncertainty - coupled with confusion over career paths which Indian students, unlike American counterparts, need to choose straight after school - is reflected in 72% students applying to more than one discipline.

But the perceived shortage of quality colleges, leading to an increasing number of students applying to the same select, top institutions, is a problem increasingly afflicting the US too.

"Many kids are applying to 15-20 schools even though they will only end up going to one," says Dr Denise Pope, Stanford University education lecturer and author of *Doing School*, a book on stress and anxiety among American high school students.

As in India, students applying to multiple colleges across diverse streams for admissions push up the number of applications at each institution. This creates the impression of tougher competition, leading to more stress, even though many of the applicants may only be treating a particular college as a backup.

*Race to Nowhere*, a 2009 documentary that shook the US education community, traces the growing stress-related illnesses high school students are suffering from, as they try and build a resume that will help them beat other students to top colleges. "It documents how preparing for the SAT consumes many teenagers because of a false but pervasive belief that they will become 'failures' if they do not post top scores and get into a top school," says Bob Schaeffer, Director of Boston-based Fairtest, a group that argues against standardised testing.

The cost of higher education in the US - where, unlike India, most top institutions are private - is another stress-inducer, particularly following the economic downturn.

The most expensive colleges generally also have the largest endowments and therefore the largest scholarship budgets. "But families often do not understand this clearly and worry about their ability to meet costs, especially as family incomes have been affected in the economy," says William Hiss, Vice President for external affairs at Bates College.

*A neighbourhood problem*

Last month, news agency Xinhua captured a day in the lives of students preparing for the gao kao - China's single common entrance examination for colleges. "It's 5.30 in the

morning...students have already worked up a physical and mental sweat. And Mr Jiao is as anxious as his pupils. The gao kao is coming," it reported.

Like in India, and unlike in the US, China too faces the problem of parental expectations and the consequent stress mixing with the ambient anxieties of finding a good college in a competitive space.

"It's a deadly cocktail," says Liu Weng, a Chinese education consultant who works with Indian students pursuing higher education in his country.

But blaming parents would be simplistic. Parents understand that in India without family wealth, quality education offers the only route to a successful socio-economic status for their children, argues education consultant Arindam Lahiri. "I completely understand where parents come from," says Lahiri.

Meena Thakur, a schoolteacher and mother of an 18-year old who has just obtained admission to Hindu College, says parents can unintentionally pressurise their children. "My daughter keeps telling me to relax but I just don't know how to," she laughs.

It may be time to learn.

**Source:** July 09, 2011/[Hindustan Times](#)

### **Universities should hone skills of youth, says Pranab**

Union finance minister Pranab Mukherjee today said the universities should play a major role in skill development and capacity building of youths, who constitute a key component of human resources.

Mukherjee was addressing the convocation of the Central University of Orissa (CUO), Koraput at Bhanja Mandap in the premises of Sunabeda unit of Hindustan Aeronautics Limited (HAL), near Koraput. Orissa governor MC Bhandare and Chief Minister Naveen Patnaik also addressed the convocation.

Mukherjee also launched the School of Biodiversity and Conservation of Natural Resources of the university in collaboration with the Swaminathan Foundation. Praising the initiative taken by the CUO, Koraput to launch the School of Biodiversity in collaboration with a reputed research institution, the finance minister stressed that the universities should take such initiatives for research work with the help of private institutes. "It will benefit the people".

Stating that as many as 672 million people in the age group between 15 and 59 are usually treated as working population, Mukherjee said, they should come forward with a strong determination for the development of the

country. "Not only education, the students should have strong determination to succeed in life," he added.

Praising the achievements of the CUO in a short span of two years, the finance minister said, "In comparison to other Central Universities which were launched at the same time, the CUO, Koraput is far ahead both in academic activities and infrastructure facilities". The university was launched in Koraput in 2009.

"The institute will go a long-way in strengthening the academic activities in the state, particularly in the (Koraput-Bolangir-Kalahandi) KBK region where facilities for higher education are not very encouraging," he said.

Stating that Orissa was emerging as a education hub in the country, Chief Minister Naveen Patnaik said institutes like IIT, IIIT, NISER have come up in the state. The state has achieved a growth rate of 9 per cent. In order to maintain it, we need skilled manpower, Patnaik said. At least, six students of the university were given gold medals for being the toppers in their respective post graduate programmes for the session.

**Source:** July 11, 2011/[Business Standard](#)

### **Government must allow FDI in education**

In order to meet the rising supply-demand gap, the Government must encourage further investments by the private sector in the field of higher education. This was the message driven home by experts who participated in a conference on 'The New Opportunities in Higher Education In India', organised by edex, the weekly educational supplement of The New Indian Express. Eminent educationists and representatives from various educational institutions across the state participated and shared their thoughts on measures needed to improve the standards and scope of higher education in India.

Delivering the welcome address, Prabhu Chawla, Editorial Director, TNIE, stressed that the government should allow Foreign Direct Investment (FDI) in higher education, as a measure to boost investment in the sector. "While people in this country are incrementally willing to pay for education, the sector has not been able to expand its scope and facilities due to various constraints primarily those laid out by the government," he said. "With less than 2 per cent of our national budget being allocated for education, we do not have enough resources. And though private colleges are mushrooming in every other state, it remains a question if the quality standards are maintained."

Chawla also stressed that education must not be seen as a profit making venture and that substantial amount of money earned must be reinvested into the sector for continuous improvement of infrastructure on world class standards. "There should be a positive relationship between the government and private educational player. But land and

resources need not be given free of cost to these institutes," he said.

Delivering the inaugural address at the conference, state higher education secretary, R Kannan recalled the impact of Indian Express on him during his school days and how he avidly read columns written by Frank Moraes, former editor-in-chief of the Indian Express. "I still remember his editorial on Indira Gandhi during the heights of the fundamental rights controversy," he said.

"Tamil Nadu started opening up its educational sector to private players during MGR's tenure as the Chief Minister, way before India's liberalisation programme," Kannan said. "A reason why Tamil Nadu today has far many number of established private educational institutions compared to other states."

Speaking at a panel discussion session, Gopalji Malviya, Head of Department of Defence and Strategic Studies at University of Madras lashed out at owners of deemed universities for calling themselves as Chancellors. "It pains me when the owner of an institution is called a Chancellor and their children as Vice Chancellors.

There is no reason why they should enjoy the rank of a governor," he said. "With the present scale of corruption in the UGC, which now does not even have a chairman, the atmosphere is not conducive for students to carry out research. No wonder that not even a single Indian university figures in the list of top 500 universities in the world," he rued.

Source: July 12, 2011/Indian Express/[Ibn Live](#)

### Columbia Professor agrees with Jairam Ramesh

*Prof. Panagriya credited the country's ever growing talent pool to the good quality secondary education being provided by the schools of the country.*

*If India's growth story has to become sustainable then we need deregulation and that too fast.*

While delivering a Special Lecture on the topic of "India's Growth Story: Imperatives in Higher Education" in New Delhi on Monday, 11 July 2011, well known economist Prof. Arvind Panagriya of Columbia University, USA agreed with the recent statement given by Environment Minister Mr. Jairam Ramesh that the premier institutions of the country – the IITs and IIMs -- are "not world class" but are "excellent" because of the quality of students only.

Commenting on the state of Indian higher education Prof. Panagriya said, "The IITs and the IIMs are largely excellent institutions because of the talent that joins them. The quality of research being done by the professors in the country is poor."

Prof. Panagriya credited the country's ever growing talent pool to the good quality secondary education being provided by the schools of the country. He said, "While our secondary education is good our higher education system is not as good. Actually the quality of the good talent that exists in the country can be attributed to the good quality secondary education. This good quality education at the school level helps the students reach the universities."

Commenting on the existing higher education system in the country Prof. Panagriya said, "Indian higher education system needs much deregulation. Our current system is highly centralized in terms of decision making. The central body, the UGC, dictates terms for setting up of new institutions and running of existing institutions. It controls all aspects of higher education, be it fees or curriculum."

He added, "In the management education domain the same role is being played by AICTE. If India's growth story has to become sustainable then we need deregulation and that too fast."

Prof. Panagriya in his speech highlighted how China has moved far ahead of India in the higher education domain. He pointed to the fact that at present India has 14% Gross Enrollment Ratio (GER), while China's GER is 23%. Five years back India's GER was 10% and China's GER was 6%. India has lagged behind while China has registered four-fold jump in its GER.

Speaking about the steps that the government should take to improve the quality and reach of higher education Prof. Panagriya said, "The role of private sector in higher education has to be encouraged. The private sector needs to be given free hand and the right policies. If this does not happen that we will not see the right talent grow for 9% GDP growth."

Source: July 12, 2011/[MBA Universe](#)

### Sibal urges mobility in universities at World Education Summit

The Union Minister for Human Resource and Development (HRD) and Information Technology, while inaugurating the World Education Summit 2011 (WES-2011) stated the need of mobility of students from one university to the other mid-session and the need for public private partnership (PPP) so that major reforms in the education system could be embarked upon.

He also emphasized upon the parallel system of vocational education exactly like the formal system of the Central Board of Secondary Education (CBSE).

The WES-2011 was organized by the [Indira Gandhi National Open University \(IGNOU\)](#) along with Centre for Science Development and Media Studies (CSDMS) and Elets Technomedia on Wednesday.

"In higher education, to collaborate between the universities, you need mobility and choice of set standards to easily move to reform the examination system so that the entry should be based on one exam. You need a semester system to allow that mobility. All this requires a whole range of reforms. No university doing a three years course would allow a semester learner. We must dismantle the structure. It should not only be the question of access but quality, which is necessary. This is a country centric problem therefore, this has to be addressed by us," Sibal said.

"We must ensure that a child must develop employable skills during his schools days. Why can't a child take music with mathematics, geography with physics? We need flexibility and change of mindset. Discipline of knowledge is only acquisition of knowledge.

What we need is skills for tomorrow with a change in content of education," added Sibal.

V N Rajasekharan Pillai, vice chancellor, IGNOU, while delivering his opening address said: "Education today is not just about spreading knowledge and skills but developing, training and capacity building. [India](#) is witnessing a great change in terms of quality and quantity at all levels. Establishing universities, instituting reforms, creating a national vocational framework, technology integration, all these are important areas to network."

**Source:** July 13, 2011/[Time of India](#)

### **Desire to innovate, research is must**

"Knowledge institutions have to be at the centre of the host communities in order to innovate and create new knowledge. Therefore, the Ministry of Human Resource Development has tied up with the Ministry of Science and Technology for an increase in the level of fellowship, so that research output is much higher.

Each ministry must have a certain percentage devoted to ensure research," said Vibha Puri Das, Secretary, Department of Higher Education, Ministry of Human Resource and Development, Government of India, during the second day of the World Education Summit 2011.

She emphasised upon connectivity not only among institutions in terms of humans, but also in terms of the optical fiber network.

She also discussed main issues of the 12th Five Year Plan and described it as a plan geared on consolidation of expansion of education agenda during the second day of the summit, organised by the Indira Gandhi National Open University (IGNOU) along with the Center for Science Development and Media Studies (CSDMS) and Elets Technomedia at the Ashoka hotel in the capital.

Das discussed India's education scenario in context with the alarming school drop-out numbers along with facilitating private investment in higher education.

"Consolidation is the key word in the 12th Five Year Plan to confront the challenges that the institutions of higher learning in India are lacking in critical mass of student and faculty. **Out of 76 lakh school pass outs, only 36 percent make it to the higher learning institutes.** Skill requirement is another factor influencing the Five Year Plans. Our national vocational qualification framework ensures vertical, horizontal and diagonal mobility," said Das.

"A year after the Right To Education (RTE) was launched, the drop-out rates have been much higher. Only 36 percent of the school drop-outs make it to the higher education. We are looking at these numbers and strategies to ensure that the drop out rate is not allowed to continue. The National Knowledge Commission and Yashpal Committee have also steered our thinking to enhance the reach of higher education. A system based on self disclosure rather than verification is needed to enhance and assure the quality," she added.

Dr. Narendra Jadhav, Member, Planning Commission and Member, National Advisory Council, Government of India, also delineated his vision for the education sector for the next 12th Five Year Plan and said that educational skill development and health are the two high priority sectors in resource education.

"Identification of viable Public Private Partnership (PPP) model is now well recognised, but one of the contentious issues is non profit tag in education sector. There should be industry-academia interface to meet the challenges in the global market, along with the entry of foreign education providers," he said.

**Source:** July 15, 2011/[indianeducationdiary](#)

### **Higher education sector in crisis: Dr Patnaik**

The higher education sector in India is plunging into deep crisis and fast turning into "a saleable commodity like onions and potatoes," former Vice chairman of Kerala State Planning Board Dr.Prabhat Patnaik said here today.

"Higher education is fast becoming a commodity by its very nature and is being limited to a package. The process of commercialisation of education is leading to its destruction, and affecting young minds in free thinking and probing," he said.

He was speaking at a seminar here on "Complexities in the Education Sector", organised as part of the 40th state conference of All India Students Federation here.

Patnaik said the Supreme Court has clearly laid out that education cannot be for making profits. But "we find there are profit making institutions all over the country".

"In the west, universities like Stanford, Harvard and Columbia maintain a commitment and benchmark for excellence on their own and the promoter's investment is more or less in the form of charity," he said.

"We must have a system that produces intellectuals who are committed to building of the nation," he said.

**Source:** July 16, 2011/[Times of India](#)

### Lessons in equity

*The Supreme Court enunciates the virtues of state intervention in ensuring equity in higher education*

THE Supreme Court, in a recent case, examined the question of equity in higher education in India and laid out certain principles that could be relevant in every field of education. The case, Indian Medical Association vs Union of India, related to the Army College of Medical Sciences (ACMS), Delhi Cantonment, devising in 2008 its own admission procedure for the first year MBBS course from a predefined source carved out by itself and its parent society, the Army Welfare Education Society (AWES). The college sought to admit only students who are wards or children of current and former Army personnel and widows of Army personnel.

Students who otherwise would have been eligible for admission challenged the policy in a slew of writ petitions. The Indian Medical Association (IMA) also challenged it. The ACMS is recognised as a private, unaided, non-minority professional institution. According to a judgment of the Supreme Court's Constitution Bench in TMA Pai Foundation vs State of Karnataka, which was further explained in P.A. Inamdar vs State of Maharashtra, all admissions to private, unaided, non-minority professional institutions should be based only on merit, which is to be taken as inter-se ranking of all students who have taken a common entrance test.

The ACMS' admission policy was based on the belief that the wards of Army personnel suffer educational disadvantages compared with the civilian population and that this affects the morale of Army personnel. And it reserved 100 per cent of the seats for the wards of Army personnel. The Delhi government erroneously approved this policy. The Delhi High Court, where the petitioners first challenged the policy, too found nothing wrong with it.

The Supreme Court Bench comprising Justices B. Sudershan Reddy and Surinder Singh Nijjar, however, found that the ACMS' admission policy set at naught the legislative intent in the Delhi Act 80 of 2007 to ensure excellence by mandating that all admissions be made on

the basis of inter-se merit within each of the categories of students. The Delhi government's permission to the ACMS to admit students who may have scored lower marks than others, both within the general category and in the reserved categories, resulted in the defeat of this legislative intent, the court reasoned in its order of May 12.

The Bench held that neither the AWES nor the ACMS was protected by any constitutional provision that allowed it to choose to be an educational institution serving only a small class of students from within the general pool. If indeed Army personnel now constituted a "Socially and Educationally Backward Class", then under Clause (5) of Article 15, it was for the state to determine the same and provide for reservation to wards of Army personnel, the Bench suggested.

In the case of minority educational institutions, the state can relax its concern for merit on account of Clause (1) of Article 30, provided minority educational institutions maintain their minority status by admitting mostly minority students except for a sprinkling of non-minorities. With respect to non-minority educational institutions, the state can relax such concern for merit only with respect to reservation of seats for the Scheduled Castes, the Scheduled Tribes and the Socially and Educationally Backward Classes (SEBCs) as enabled by Article 15(5). Consequently, the Bench held that the choice of students by non-minority educational institutions could only be from the general pool with respect to non-reserved seats. They could not make further distinctions of their own accord, it said.

In the Mandal II case (2008), the Supreme Court left open the question whether the newly inserted Article 15(5) of the Constitution applied to private unaided non-minority educational institutions. This provision, inserted in 2006 by the United Progressive Alliance-I government, enables the state to make any special provision, by law, for the advancement of the SEBCs or the S.Cs or the S.Ts in the matter of admission to educational institutions, including private educational institutions, whether aided or unaided, other than minority educational institutions. The court left this issue open because none of the private, unaided, non-minority institutions had challenged the validity of this provision.

Justice Dalveer Bhandari, however, dissented from the other four judges of the Bench, holding that the imposition of reservation on non-minority unaided educational institutions was an unreasonable restriction on the freedom granted by Article 19(1)(g) to practise any profession or to carry on any occupation, trade or business.

In the IMA case, however, the court had an opportunity to examine this issue because counsel for the ACMS challenged the validity of Article 15(5). The Reddy-Nijjar Bench differed with Justice Bhandari and considered the inclusion of Clause 5 of Article 15 by the 93rd constitutional

amendment as of great significance. "It clearly situates itself within the broad egalitarian objectives of the Constitution. In this sense, what it does is that it enlarges as opposed to truncating an essential and indeed a primordial feature of the equality code," the Bench explained.

The Bench justified reservation as it is social circumstances that prevent some individuals from performing to their full potential and thereby competing on a level playing field with those who might satisfy the "desert based" criteria. The Bench disagreed that the principles enunciated in the Mandal II case – that egalitarianism was an intrinsic part of our equality code with respect to the field of education – could be limited to public and aided institutions.

What followed in the judgment was a brilliant articulation of the dangers of LPG – liberalisation, privatisation and globalisation. Agreeing that the extent of the state's involvement in the field of higher education had dramatically declined on account of its financial position, the Bench linked this fact to the increasing privatisation and liberalisation of the economy. One of the essential elements of privatisation has been the demand of the private sector that the state reduce its deficits, even as tax rates were cut, by reducing its involvement in various social welfare activities. This, according to the Bench, has had an impact on the ability of the state to invest as much as it should have in education, including higher education.

The Bench explained that the burden of the state comprised not merely financial outlays. The burden of the state, it said, also comprised the positive obligations imposed on it on account of the egalitarian component of the equality code, the directive principles of state policy, and the national goals of achievement of an egalitarian order and social justice for individuals and amongst groups that those individuals are located in. "One cannot, and ought not to, deem that the ideologies of LPG have now stained the entire constitutional fabric itself, thereby altering its very identity," the Bench observed.

#### *Test of merit*

The Bench's reasoning against qualifying examinations or common entrance tests must wake society up. The test of merit, based on some qualifying examinations or a common entrance test, is prone to rewarding an individual who has a better family life, social exposure, and access to better schools and coaching classes, it suggested. The Bench cautioned that complete dependence on such tests would foreclose the possibility of individuals in the disadvantaged groups from gaining access to a vital element of modern life that grants dignity to individuals, and thereby to the group as a whole, both in this generation and in future generations. Therefore, the Bench held, the proper construction of Article 15(2) would in fact

be to prohibit complete dependence on such context (social and educational backwardness) insensitive tests.

Under Article 15(2), no citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to (a) access to shops, public restaurants, hotels and places of public entertainment; or (b) the use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of state funds or dedicated to the use of the general public.

Reservation based on social and educational backwardness, the Bench said, would promote the selection of those who were truly meritorious in each group on account of their demonstrated ability to be in the higher rungs of achievement within comparable situations of life's circumstances and disadvantages.

Therefore, it held that clause 5 of Article 15 strengthened the social fabric in which the constitutional vision, goals and values could be better achieved and served. The provision, the Bench suggested, could be likened to a necessary replacement and in fact an enhancement in the equality code so that it made the Constitution more robust and stable.

Pointing out that nearly 85 per cent or more of all engineering seats and about 50 per cent in the field of medicine are in the private sector, the Bench said the number of aided and government colleges in other fields had just not kept pace with the private sector. It asked: "If a vast majority of our youngsters, especially those belonging to disadvantaged groups, are denied access in the higher educational institutions in the private sector, it would mean that a vast majority of youngsters, notwithstanding a naturally equal distribution of talent and ability, belonging to disadvantaged groups would be left without access to higher education at all." The Bench added that it would constitute a state of social emergency with a potential for conflagration that would be on an unimaginable scale.

The Bench concluded: "The rights of non-minority educational institutions to admit students of their choice, ... if exercised in full measure, would be detrimental to the true nature of education as an occupation, damage the environment in which our students are taught the lessons of life, and imparted knowledge, and further also damage their ability to learn to deal with the diversity of India, and gain access to knowledge of its problems...."

The Bench thus held Article 15(5) and the provisions of Delhi Act 80, with respect to the various categories of reservation provided therein, to be constitutionally valid. The judgment, authored by Justice Reddy, reflects his judicial philosophy, which is also evident in his other judgments against globalisation and marketisation. Observers feel that the Supreme Court's three-judge Bench currently hearing a case by some unaided private schools

challenging the validity of the Right to Education Act will find the principles laid down by Justice Reddy relevant in deciding it.

**Source:** July 16, 2011/[Frontline](#)

### **PM's Address at 83rd Foundation Day of ICAR**

The Prime Minister, Dr. Manmohan Singh, addressed the 83rd Foundation Day of ICAR in New Delhi today. Following is the text of the Prime Minister's address on the occasion.

My greetings to the Indian Council of Agricultural Research family on the occasion of the Council's 83rd Foundation Day. It is indeed a pride and a great sense of joy for me to be with you here today.

The ICAR has served our country with great distinction for over eight decades now. It has done pioneering work in many areas of agricultural research, leading to very significant breakthroughs in several areas. The contribution of ICAR scientists in the achievement of national self-sufficiency in foodgrains and diversity in food production is truly enormous.

As you all know, the production of major crops has been at record levels in the year that has just been over. An estimated production of 236 million tonnes, or 241 million tonnes, which was given out by the honourable agricultural ministers, was achieved because of record production of wheat, maize and pulses. Oilseeds production also set a new record. I salute all our farmers and our agricultural scientists for these sterling achievements. I also compliment the State governments, particularly the Chief Ministers and State Agricultural Ministers, for their valiant efforts in increasing agricultural productivity and production.

Nevertheless, the challenges that India's agriculture faces in the coming years remain enormous. Though we have achieved self sufficiency in cereal production, we continue to depend on imports for pulses and edible oils. We continue to face the problem of under-nutrition, particularly among our children and women. Ensuring food and nutritional security and eliminating hunger, including hidden hunger, remain a high national priority.

The inclusive strategies of development that we are pursuing should further increase the incomes of the poorer sections of our society. This will further increase demand for not only foodgrains but also fruits, vegetables and animal products. The total demand for foodgrains is projected to touch 280 million tonnes by the year 2020-21. Meeting this demand will necessitate a growth rate of nearly 2 per cent per annum in food production. The enormity of the task ahead is indicated by the fact that during the 10 year period 1997-98 to 2006-07, our foodgrain production grew at an average annual rate of

only 1.00 per cent. Although foodgrain production has since regained the requisite momentum and the agriculture sector as a whole is set to grow at 3% per annum during the Eleventh Plan, we cannot be complacent. We must note that this is less than the targeted 4% and a consequence in recent years has been unacceptable levels of food price inflation. I expect the Twelfth Plan to contain all measures that are required to accelerate our agricultural growth rate.

We all look back proudly to our green revolution, which helped us overcome food shortages and banish the specter of starvation, or living from ship to mouth. But, today we find that the regions of the country which witnessed the green revolution are suffering from problems of environmental degradation. In many other regions of the country, particularly in eastern India, yields continue to be much lower than what is attainable. More generally, it should concern us that productivity in Indian agriculture has plateaued over the years.

We clearly need a second green revolution that is more broad-based, more inclusive and more sustainable; we need to produce more without depleting our natural resources any further, and we look towards our agricultural scientists for ushering this green revolution. India currently spends about 0.6 per cent of its agricultural GDP on agricultural Research and Development. This needs to be enhanced at least 2 to 3 times by 2020, since a substantial portion of our agricultural growth would come through the application of new technologies and new knowledge to production processes. But spending more on research is not enough unless this improves the quality of human resources in all areas of agriculture.

Today there are more than 50 State Agriculture Universities and institutions and one Central Agricultural University imparting higher agricultural education. All these institutions need to provide the best of academic inputs along with hands-on training to the students. I am very happy that the ICAR has been alive to these evolving needs and has recently revised syllabi to improve the quality of agricultural education. But much more has to be done. I urge the ICAR and our State governments to ensure that our Agricultural Universities produce enough new scientists with the requisite skills. I also suggest that we re-examine the architecture of agricultural extension services so that our scientists, our administrators and the private entrepreneurs can together better help farmers to bridge the gap between yields that are possible and those which are actually achieved. I continue to hear that our agricultural services are not upto the mark in many of our states. I suggest further that the Krishi Vigyan Kendras which cover all the districts of our country, have a very important role to play a very important role in encouraging, what Jawaharlal Nehru used to call the growth of scientific temper for the management of India's agricultural economy. I urge you all to pay particular attention to this aspect of managing India's agricultural economy.

Rainfed agriculture continues to play a very important role in our economy, contributing about 60 per cent of the cropped area and 45 per cent of the total agricultural produce. Rainfed areas contribute more than 80% of the pulses and oilseeds grown as well as a substantial part of horticulture and animal husbandry produce. The second Green Revolution, that I have been talking about must therefore explicitly embrace dryland farming. Though many new technologies have been developed for our rainfed regions, yield gaps continue to be very large and not enough is being done to identify the most suitable farming systems and to ensure that they are effectively integrated with our watershed development projects. Our scientists must therefore work intensively to accurately assess the felt needs of our country, and develop new methods, new technologies and new knowledge for better soil and water management practices, improved cropping systems and better crop management.

The area that needs most attention is the management of water, which is going to be probably the most scarce factor in the twenty-first century. Our irrigation efficiency is estimated to be around 30% which needs to be raised to at least 50%. This could contribute considerably to increase in agricultural production. Resource conservation technologies that improve input use efficiency, and conserve and protect our natural resources need to be aggressively promoted. We must also recognize the risks of an excessive reliance on hydrocarbon inputs in increasing agricultural production and we should explore more systematically, organic alternatives like algae, for example.

Climate change has emerged as a major challenge to our agriculture, indeed to the management of our economy as a whole. The immediate problems that our farmers face relate to intra-seasonal variability of rainfall, extreme events and unseasonal rains. These aberrations cause heavy losses to our crops every year. There is therefore an urgent necessity for us to speed up our efforts to evolve climate-resilient crop varieties, cropping patterns and management practices. I am very happy that the ICAR is implementing a major scheme, the National Initiative on Climate Resilient Agriculture and has set up the state-of-the-art National Institute on Abiotic Stress Management. The National Mission for Sustainable Agriculture, which is one of the eight Missions under our National Action Plan on Climate Change also seeks to devise appropriate adaptation and mitigation strategies for ensuring food security, enhancing livelihood opportunities and contributing to economic stability at the national level.

I would like to touch upon two other areas that we need to focus on for accelerating our agricultural performance. The first is the protection of crops, animals and farm produce against new and emerging diseases and pathogens. The second is careful application of biotechnology to improve productivity, enable better resilience to stress and also enhance the incomes of our farmers. I hope our

agricultural Research and Development institutions will pay the required attention to these areas in the coming years.

Our government, in the last seven years has taken several new initiatives in the agricultural sector. I congratulate my friend and colleague Shri Sharad Pawar for many of these initiatives. Many of these initiatives have shown encouraging results. But we need to build upon this achievement in the Twelfth Five-Year Plan. The Twelfth Plan must ensure further progress in areas of achievement and also remove the deficiencies in areas where our achievements have fallen short of expectations or objective potential of our economy. I urge all our scientists, and technologists, and extension experts to share their experiences and personal assessments of these new initiatives with the Planning Commission and the Ministry of Agriculture so that the Twelfth Five-Year Plan can tackle the many new challenges that have emerged in the last few years. I urge you to introspect on how your own research can contribute to the achievement of higher goals for these initiatives.

As the country's apex organization for coordinating, guiding and managing research and education in agriculture including horticulture, fisheries and animal sciences, the ICAR carries an enormous responsibility on its shoulders. Unfortunately there is an impression among many that the National Agricultural Research System has become somewhat insular over time and responds less well to specific demands from those in the field. You must never lose sight of the fact that your main client is the Indian farmer. Unless you engage with farmers and their problems, you will not succeed in transforming new knowledge into higher productivity and better incomes for our farmers. You must get your research questions primarily from the farmers. This is perhaps the most difficult of the challenges that you must overcome in the years ahead and which can test your commitment and ability.

I am sure the ICAR is already putting in place robust mechanisms to strengthen interaction between agricultural scientists and our farmers and also to ensure better convergence between research and development needs. I hope that you will use this occasion of the foundation day to reflect on your work and on your achievements. Such reflection, I am sure would spur you to look far and wide, look at the best research organizations in the country and abroad and adopt new, and more democratic systems and processes for organizing research free from the usual bureaucratic hierarchies and excessive rigidities.

You have a record to be proud of and although the future challenges are truly enormous, I am sure our agricultural research system will succeed in delivering the national good, whatever be the odds. With these words, I wish the ICAR family, all success in its efforts. May God bless your path."

Source: July 16, 2011/[PIB](#)

**Inequality of opportunity is the worst in India**

Pranab Bardhan is professor of economics at the University of California, Berkeley, and has undertaken rigorous field research on rural institutions in poor countries, on political economy of development policies, and on international trade. In New Delhi recently, he spoke to Mint on the political economy of a new India and the attendant challenges.

*What according to you is the new political economy in India, especially now when India is nearly a \$2 trillion economy?*

The political economy in India, in some sense, has changed; in some other sense it has not. When I originally worked on it, I was mentioning that there are certain groups, which seem to dominate policies. Now the composition of that group has changed somewhat, yet the nature of what I called the dominant coalition has not fundamentally changed. Major change that has happened is that the corporate private capital sector is now much more important compared to some other elements of the coalition compared to say mid-1970s. The corporate coalition, particularly after economic reforms, has become (both) more prosperous and also more powerful, whereas the big farmer part of the coalition is somewhat less important—and sometimes it is also difficult to distinguish the big farmers and corporate interest because many of the big farmer families have now started businesses.

The other element of the coalition is the bureaucrat (class) that is weaker now, in the sense that because of reform we have fewer regulations, so bureaucrats have less power. On the other hand, the political class has not become less important. Over time, if anything, they have become much more important—the relation between the political class and corporates is much tighter now; all the stories about corruption and crony capitalism show that the relation is becoming much tighter than it used to be in the mid-70s.

However, since then, the other part that has become important, which I think is a healthy thing, is that resistance has also become stronger. For example, the NGO movement, which was not very strong in the mid-70s say, is now much stronger. The media is also quite active, particularly electronic media, but not always for the good because quite often they sensationalize, but I think a lot more protests are now given voice through the media as well.

*Isn't it counter-intuitive that liberalization has not succeeded in disturbing this dominant coalition?*

I don't think reform's objective was to dismantle the coalition; it was to facilitate deregulation. On this the business coalition was divided. One section wanted reforms, the other was opposed to it; if you think about the Bombay club and others, they were not very enthusiastic

about the opening up of the economy, etc. But over time, I think, the whole of the business sector has realized that India can take on the whole world. So the confidence of the business sector is much more today than it used to be 30 years back. (Economic) reforms can't change the power structure. It deregulated (the economy) so that the bureaucracy's control over licences and permits has declined, but the corporate sector is more powerful. So the dominant coalition has not changed, but, of course, there is some rearrangement as I mentioned.

The other thing is over time as the economy has grown, certain resources became much more important than before. (For example) land, mines, minerals and telecom spectrum. Why are they so important? These are sectors (where there is a) lot of money to be made. So there is a scramble for getting control over them. So you are talking about the mining mafia, land acquisition (conflicts); of course we (already) know all about the scandals regarding telecom. These are sectors in which there have not been enough reforms; they largely focused on trade policy and industrial policy. For example, there have not been much reforms on the way in which the mineral rights are allocated, telecom (spectrum) and land rights are allocated. Since land involves a very large number of people, that's why you hear the big protests.

*The other data, which came out last Friday, shows that inequality, has actually gone up. Isn't this a matter of concern and why is it happening?*

I think, in general, inequality is growing. Since poor people are not having enough jobs, but the economy is growing, what does it mean? Those who are not poor are seeing their income growing and that is an obvious way of saying how inequality is growing. Agriculture productivity is low so those who are left in agriculture, their income is not growing fast. And others, who are not in the agriculture sector, say informal sectors like manufacturing or services, they are not having enough jobs, good jobs. Sometimes employment is not a good indicator, because after all I cannot afford to be unemployed quite often, I have to get something, so I scrounge around in low productivity jobs. We don't have good jobs.

The NSSO employment data shows that the workforce is getting casualized.

I somehow think, and my view is shared by many now, NSSO (National Sample Survey Office), while it is a very good source of data, does not represent the rich adequately. This is the problem in all countries and India also; this under-representation of the rich is increasing, so I personally think NSSO data is not capturing the rise in inequality.

*You have, in the past, talked about the inequality of opportunity. Doesn't that worsen consumption inequality, particularly in a rapidly growing economy like India?*

What does inequality of opportunity mean? If you are a girl born in an Adivasi family, look at your life chances and look at ours—completely different, so inequality of opportunity is extreme. Now in a country like ours, inequality of opportunity depends on three things primarily: One, inequality in distribution of land—how much land I have inherited by my family determines my future if you are in agriculture sector.

Second, inequality of education, because for good jobs, I need education. Third, the inequality of social status, so an Adivasi or Dalit compared to high caste or dominant caste, that's different.

In all these three respects, India is much more unequal than most countries of the world. Social inequality is very high, most people agree, so let me not go into that. Land inequality is extremely high, much higher than China. The other thing that surprised me, when I looked into the data, is how unequal is an opportunity to education. I looked into some data collected by World Bank for more than 100 countries, so they computed the inequality in number of years of schooling and I was shocked. I always thought Latin America is one of the world's (most) unequal regions.

Inequality in education is much more in India. So, even if you don't have land, if you are not of high caste, the way to climb out of poverty is education; but if that is being blocked for so many people, no wonder, if you ask me, that India is one of the most unequal in terms of opportunity in the whole world.

*Can the present growth trajectory be sustained then?*

The issue is political sustainability. When inequality grows like this, unrest, political troubles, corruption scandals will go on. But the problem is, when we protest, the alternative that we suggest is quite often populist. So whether in Gandhi caps (Anna Hazare) or red robes (Baba Ramdev), we are protesting (against) corruption, but giving populist suggestions. People like populist things, but quite often in the long run, it does not help. The problem with democracy is, it also encourages populism, which ultimately hurts the poor. I am worried about that aspect.

Source: July 16, 2011/[Live mint](#)

### **Create global human resource cadre: Kalam**

Former President of India and an eminent scientist A.P.J. Abdul Kalam has urged the university and school education system to create two cadres to build a global human resource.

He was delivering his valedictory address to conclude the World Education Summit 2011 (WES-2011) at hotel Ashoka in the capital.

“First is the global cadre of skilled youth spreading knowledge of special skills and the second is the global cadre of youth in higher education with expertise which covers not only the service sector of India but also the skilled human resource globally for employment perfection.

“These two cadres will attract not only covering the manufacturing and service sector in India but will also skill the human resources globally,” he said.

The WES-2011 was organized by the Indira Gandhi National Open University (IGNOU) in association with the Center for Science Development and Media Studies (CSDMS) and Elets Technomedia Pvt Ltd.

While explaining one's attitude towards entrepreneurship Dr. Kalam emphasized upon the moral conduct of the students, “They should know how to calculate risks but with righteousness. Moral leadership requires capability and disposition to do right things. In all schools and colleges this is essential for capacity building. All schools should introduce a moral science class in their curriculum.”

“Information which is static doesn't grow but that which is circulated ensures innovation. Management of knowledge should move out of the realm of an individual and a student should know how to work collectively,” he said.

Touching the issue of skill development, he delineated that, “The aim should be to create employment generators rather than employment seekers. The education system should highlight the ability to generate wealth.” Expressing the education scenario in the country, he felt the need for capacity building to meet the demands of global environment. He also said that private education is a very creative ingredient and must be fostered.

While concluding his address he said that, “Education in its real sense is the pursuit of truth. It is the endless journey where there is no scope for hatred or disharmony. It is an asset to the universe. Education enhances the personality of a human being.”

Source: July 16, 2011/[\(IBNS\)](#)

### **India can sustain 10% growth**

Reforms in labour, land and higher education are crucial for India to sustain economic growth over the next 15 years and emerge as a global economic superpower, Prof Arvind Panagariya, the Jagdish Bhagwati professor of Indian political economy at Columbia University, said on Friday.

“India has all the prerequisites to grow at 10% per annum in the years to come and can sustain growth to emerge as the third largest economy in the world in 5 years. But while capital markets have been enjoying priority in the reform process, land, labour and educational reforms have been

largely ignored," he pointed out while delivering a lecture on 'India in the global context: the next 15 years' at the IBS [Hyderabad](#) Campus.

According to him, the lack of proper education facilities, especially higher education, was a key constraint in the Indian growth. "Education in India is falling short in quality and quantity. No Indian university figures in the list of top 100 universities," he explained. Prof Panagariya also pointed out that the labour movement from agriculture to manufacturing had not taken place at the required pace.

**Source:** July 16, 2011/[Times of India](#)

### **RTE: States can still do it with media backing**

Nobel laureate Amartya Sen's strong criticism of political India for its gross neglect of elementary education over the decades has revived the debate on the quality of school education and also the scope of the Right of Children to Free and Compulsory Education Act, 2009 in addressing the problem of "out-of-school" children, who are estimated to number about 14 crore. Speaking at a university function recently in New Delhi, the eminent economist said: "Our educational system remains deeply unjust."

Noting that elementary education was neglected from the early years of Independence, he said the vision of the first Prime Minister, Jawaharlal Nehru, for technological education was a boon for institutions such as the emerging Indian Institutes of Technology. But Nehru's attitude to primary education was "lamentable." While he understood the importance of technological education the allocation of resources for primary education gave the impression that it was not considered high on the priority for spending.

Most serious articles on the RTE point out that the Act came into force in 2010, 60 years after the Directive Principles of State Policy of the Constitution provided for free and compulsory education for all children under 14. Does it mean there were no attempts by State governments before 2010 to get the provision implemented? No. At least two State governments in southern India attempted to initiate steps in that direction, each in its own way, within seven years of the Constitution coming into operation. The States were Tamil Nadu (then known as Madras State) and Kerala. Ironically, the Chief Ministers of both States did not succeed in these efforts, though for different reasons.

#### *Education plans of two State governments*

In Kerala, the Communist Party of India won the 1957 Assembly elections and formed its government with E.M.S. Namboodiripad as Chief Minister. The Governor's address to the State Assembly spelt out the government's policy on education, particularly in relation to the Directive Principles of State Policy enumerated in the Constitution. The Governor announced that the State government would

shoulder the entire responsibility of providing elementary education to all children of school-going age under a phased programme.

As a prelude to this, the government had to address basic issues such as ensuring competent, contented and committed community of teachers, appropriate infrastructure and good school administration. The Governor said that the government had a proposal to standardise the salaries of the teachers serving in different types of schools throughout the State, eliminating all sorts of discrimination. In the following months, the government announced two of its most important, though controversial, legislative measures, the Land Reforms Bill and the Education Bill.

The political storm over the proposed pieces of legislation involving the Opposition parties and other opponents of the two Bills continued for several months. Vested interests in the two crucial spheres rallied against the bills. The Indian National Congress, the principal Opposition party in the State Assembly was behind the agitators. A substantial section of the press also backed the agitation. The protests soon intensified into a "Vimochana Samaram" ('liberation struggle') and in 1959 led to the dismissal of the country's first Communist-led State government by the Jawaharlal Nehru government at the Centre under Article 356 of the Constitution. Several bills on education and land reforms were, however, made into laws by subsequent governments led by the Left parties. Massive literacy campaigns, a library movement, and adult education classes played key roles in taking education to the people, with the support of the press in the 1960s through the 1980s.

In Madras State, where the literacy rate was 20.86 per cent (Census of India, 1951) the State government spent on elementary school education Rs. 6.87 crore, which amounted to 11.5 per cent of the State's total revenue, during 1950-51. The enrolment rate for children was around 47.8 per cent. In 1953, Chief Minister C. Rajagopalachari introduced in the State Assembly the Madras Scheme of Elementary Education, dubbed as Kula Kalvi Thittam in Tamil ("Hereditary education policy"). The purpose was to implement one of the Directive Principles of the Constitution, which required the Indian state to educate all children.

#### *Caste and education*

Rajaji sought to introduce an educational policy based on family vocation. Under this scheme, students would go to school in the morning and learn things in the customary way. Later in the day they would learn the family vocations such as masonry and carpentry at home. The scheme drew fierce opposition from political leaders on all sides and was denounced as "casteist." Periyar E.V. Ramasamy, founder of the Dravidar Kazhagam, social reformer, and a close friend of Rajaji, C.N. Annadurai, general secretary of the

Dravida Munnetra Kazhagam that was to capture power in the State a decade later with the help of Rajaji, and a large section of the ruling Congress Party were in the forefront of the fight against the Madras Scheme of Elementary Education. Opponents and critics said it would perpetuate deep-seated, caste-based discrimination in society instead of promoting education in the right way. They saw in the scheme an attempt to put the “upper caste” children in a more advantageous position than the children of the oppressed sections of people, who were only expected to learn their father's trade.

Rajaji, however, believed his scheme would be more economical for the state in enrolling more children in schools as envisaged by the Constitution. The split in the ruling party intensified and the pressure from Dravidian parties mounted on the government. Rajaji was left with no option but to resign his post and Congress leader K. Kamaraj became Chief Minister in 1954.

#### *Kamaraj's stellar role*

Kamaraj, who himself had been deprived of education, played a stellar role in taking millions of poor, rural children to school. This is still remembered by people in Tamil Nadu. He not only introduced free education but also provided lunch for schoolchildren under a limited free Mid-day Meal scheme, a unique arrangement for the times. (Actor-politician M.G. Ramachandran, who became Chief Minister of Tamil Nadu decades later, went much further by launching the first State-wide free mid-day meal scheme in India.) The purpose was to prevent children from dropping out of school. Chief Minister Kamaraj arranged for free school uniforms and free textbooks as well. He successfully restored many schools. Over 12,000 new schools were also constructed during his tenure so that no poor rural student needed to walk more than three miles (4.8 km.) a day. He also took concrete steps to raise the standard of school education. Regular inspection of schools by departmental inspectors was also ensured. More teacher-training schools were added to existing ones. Teacher-parent associations were made more active. Sustained efforts by subsequent governments have raised Tamil Nadu's educational level quantitatively and qualitatively. One important reason for the success of Kamaraj's early efforts in the field of school education was the solid support the press, particularly Tamil newspapers, extended to him. No wonder that the literacy rate in Tamil Nadu in 2011 is 80.3 per cent compared with 20.86 per cent in 1951.

The literacy rate in India is 74.04 per cent, according to the Census of 2011. Thirty per cent of children drop out before completing five years of schooling. Around 50 per cent of children leave schools before finishing eight years of schooling. This happens for varied reasons, which include the lack of commitment by the Central and State governments, poverty, the massive presence of child labour, limited access to credit, lack of interest in education

– and the poor quality of education. The media, now stronger than ever before, have a big role to play in fulfilling an unfinished task, a nation's cherished ambition.

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

#### **Gender profile indicates Indian women mean business**

The nearly three-fold rise in the number of female students in the latest batch at the Indian Institute of Management Kozhikode (IIMK) has to be seen as a clear signal of the rising aspirations of women in the country, Prof. Debashis Chatterjee, Director, IIMK has said.

“It indicates women really mean business.... From a lacklustre 10 per cent of women intake that had been the standard format at IIMs for nearly half a century, it had risen to 35 per cent; there are nearly 35 women in a batch of 341 students at IIMK this year”, Dr. Chatterjee said, speaking to *The Hindu*.

He believes the change in the gender profile at IIMK would impact on the aspirations of Indian women. This was the second year in a row IIM had challenged the status quo in the IIM admissions process, he said.

He said this change at IIMK assumed a special significance in the context of the recent report of the *Reuters Foundation* about India. The report had placed India in the company of Afghanistan, Pakistan and the Democratic Republic of Congo as one of the top five most dangerous countries to be born as a woman.

The IIMK gender profile this year was clear evidence that the greatest barrier for a girl child in India for realising her potential continued to be equality of opportunity, he remarked.

While preparing for the most arduous competitive exams in IITs and IIMs, most Indian parents spent more resources for “coaching” their boys than they would do for their girls. Besides, after graduation, a girl tended to think of marriage and the need to start a family, making her less competitive in these entrance examinations although she was no less intelligent than her male counterpart.

Dr. Chatterjee, who has taught in B-schools across the globe and has authored well acclaimed books on management, is convinced the face of educational leadership across the world is rapidly changing with women emerging as leaders.

#### *Women emerging as leaders*

This belief was reinforced after his recent meetings in the United States with three woman presidents of major universities: Drew Faust, the first woman president of Harvard University, Susan Hockfield, the first woman and

the first life scientist to hold the position of president of MIT and Renu Khator, the first Indian-American woman to become the Chancellor and president of a major American school, the University of Houston.

All three had already shown they have distinctive views on education. Drew Faust shared the belief of many of her predecessors that “it is not Harvard’s job to make carpenters out of men but to make men out of carpenters”.

Renu Khator who comes from a small U.P. town of Farrukhabad was only 18 when she got married. Her husband, Suresh Khator, who now serves as Professor at the same university that Renu serves as

Chancellor, fulfilled her desire to learn and lead. Her story illustrated the rise of a first generation Indian immigrant from an obscure town in north India to hard earned glory in North America.

MIT’s president, Susan Hockfield, is a representative of the new narrative of higher education, which integrates rather than dissects issues and believes higher education is about plasticity of knowledge that “flows” seamlessly across rigid disciplines.

Said Dr. Chatterjee: “For a long time, higher education had been classified into false and misleading categories: physical versus life sciences, arts versus engineering. When knowledge flowed across disciplines, we gave birth to such emerging disciplines as biomechanics, nuclear medicine and conscious capitalism”.

He also believes in the rise of the creative whole brain from the predominant left-brain structures that ruled academia. .... The age of the whole brain will set right some of the asymmetries in our cortical hemispheres. In this, women who bring those soft cortical skills and big-picture perception of life to the job will triumph over lopsidedly analytical and data distracted left-brainers.

“Nurtured by this new leadership, the mantra of higher education will be more like what Harvard’s Drew Faust would like to imagine — making humans out of carpenters,” he said.

The rise of woman power also has the potential to bring about drastic changes in the nation’s educational scene. It is in that respect the change in gender profile at IIMK has a special significance”, Dr. Debashis Chatterjee remarked.

Source: July 18, 2011/[Trust Law](#)

### **Many models exist for building Great Indian B-schools**

*Business schools need to be truly global in terms of how they design their curricula and culture, because that is the reality of globalization and markets today.*

Dr. Dipak Jain, the new Dean of INSEAD, is a multi-faceted academician. He is credited for putting India on the global education map. Prior to taking over as the Dean of INSEAD, Dr. Jain was Kellogg’s Dean from 2001-2009.

Excerpts from the interview:

*Q. What is your view on the current state of management education, globally? In the wake of financial meltdown, a lot of questions were raised...Have B-schools responded adequately?*

A. The prospect for management education to make important, broad contributions to society has never been better. In fact, I believe that the challenges facing humanity now and in coming decades will require even more leadership and better management expertise. Those of us who are passionate about applying the tools of management to solve important problems embrace these challenges. We know that business can create widespread prosperity and that its practitioners can enjoy careers that are both successful and significant.

In terms of the market, there are nearly 13,000 business schools globally. These schools are fragmented and competitive, and there is considerable variability in quality. In the West, the schools are not declining, but current market forces make for limited growth. In the U.S., we see that mid-tier institutions are getting squeezed out by both top-tier and state-funded schools. The former offer students perceived brand value, while the latter offer perceived value for money. The majority of new market growth is taking place in countries where business is still growing. That is, India, China, and Brazil. These countries need talented people to manage the growth.

Given this market reality, we can say that some schools are delivering exceptionally well on their academic mission. However, the financial meltdown was a complex global phenomenon. It’s crucial we learn from this experience and refine our frameworks to understand the economic forces at work — as we must whenever we’re confronted by any dynamic system. Where business schools can improve their efforts is in creating opportunities for more experiential learning. That is, an innovation along the lines of what we see in physicians’ medical residencies. Young managers would have the chance to apply what they have learned in a real setting under the supervision of an experienced person. This experiential component, in combination with greater understanding of global business and the forces of globalization, is increasingly important today.

*Q. You have been at the helm of affairs at Kellogg and now at INSEAD. How is INSEAD, an European B-school, different from the US B-schools. What is unique about INSEAD that you will like to share?*

A. INSEAD offers students a truly global management education experience. With physical campuses in different

locations around the world — Paris, Singapore, and Abu Dhabi — INSEAD's research and teaching spans three continents, letting us provide an extraordinarily rich global leadership curriculum. Our strategic partnerships with other schools also give us a presence in the U.S., China and Latin America. Unlike many schools that claim "global" status, INSEAD's student body really is diverse, with no more than about 10 percent coming from any one country. When you visit an INSEAD classroom, it is like looking into the United Nations. There is a genuine commitment to multiculturalism and to teaching the best management theory and practice in ways that enable our graduates to operate anywhere on the planet.

*Q. India has more than 3500 B-schools today. While we have IIMs and ISBs, a large number of B-schools are facing challenges on Admissions and Placements. What is your view on the state of Indian MBA education?*

A. Teaching has a strong history in India, and there are many exceptional teachers whose commitment is great. What is required in addition, though, is exceptional research. Quality research is key to gain significant external reputation. This is very important for business schools, especially if they can produce path-breaking research in India. In the U.S., we frequently see that strong teaching and research are linked, and support each other.

*Q. In continuation with above, what is your advice to Indian MBA educators -- how can they build a great B-school, starting from scratch?*

A. This is, of course, a big question, and a challenging one. I can, however, point to existing models that prove successful for business schools and encourage Indian educators to explore how they might adopt and adapt these models to suit their own needs.

One way is to open your own campus with your own faculty — an admittedly enormous task. Another option is to establish your campus, but have faculty commute to the site to teach for a set time and then return to their home campus. A third model builds alliances with local institutions, which can provide facilities while you provide the intellectual resources. A fourth model focuses on non-degree executive education. An additional option is to "train the trainer," where you deliver programmes for teachers who then instruct the executives.

*Q. The theme for Indian Management Conclave 2011 is 'Building a Great B-school - what is the New DNA'. Today, what according to you should be the elements of the new DNA for B-schools looking to excel in times to come?*

A. As stated previously, business schools need to be truly global in terms of how they design their curricula and culture, because that is the reality of globalization and markets today. Schools need to give students a strong foundation in managing complexity and uncertainty. This,

in turn, points out the need for schools to provide an education that includes developing the collaborative skills to harness the expertise of diverse teams of people.

Perhaps at the broadest level, I believe that business schools should be agile and innovative — entrepreneurial — and ready to apply management theory in exceptional ways; in ways that, perhaps traditionally, have been under-utilised. I encourage management educators and practitioners to "go beyond" business in their thinking, even while we continue to prepare leaders who excel in a host of managerial roles.

*Q. Finally, what is the future of management education? How does it look like in the next decade? What changes do you foresee?*

A. Management education will occupy centre stage in the years to come. Big challenges around the globe will place bigger responsibilities on management education. Both educators and practitioners will have the opportunity to respond with the crucial ideas and action to solve problems of vast importance. Environmental issues, economic issues, health issues, energy issues: These are some of the arenas where we have the chance to make contributions of lasting significance. Doing so will require a passion for innovation and a vision for advancing prosperity more widely, for the benefit of the entire planet.

Source: July 18, 2011/[MBA Universe](#)

### Benefits of growing economy must reach rural areas'

In a five-page concept note that will be further expanded and which is expected to guide the government policy during the 12th Five-Year Plan for the state, 10 senior academics have pointed out the areas of concern in rural parts of Gujarat. They have put forward a proposal before the state.

The paper is a result of a meeting chaired by IRMA chairman Professor Y K Alagh on the request of the state Rural Development Department, from which a larger, more extensive paper is expected from the group this month. The academics note that approach to rural development essentially needs to "weave various schemes" of the government in a manner that benefits of Gujarat's fast growing economy "accrue to the rural and disadvantaged sections and backward areas".

Broadly, the concept note has looked at urbanisation, agriculture, environment, education and health.

#### Urbanisation

The note says there has been a major underestimation of the state's urbanisation after the 2001 Census, when a working group had projected that 2.4 crore people would move into urban areas. It was later found that about 2.57

crore people had actually moved in. It also points out that most cities' outskirts are "marred by backwardness of social amenities", and that job creation in towns and cities need to accommodate the ever-increasing migration from agriculture.

#### *Agriculture*

Taking cognisance of the agriculture sector's leaning towards horticulture, dairy and fisheries, the academics suggest that this trend "requires greater attention on transportation and storage facilities for the producers", particularly first-stage processing infrastructure. They suggest that agro-technology be boosted. They have expressed concern that despite an increase in foodgrain acreage, "wheat and paddy prices in Gujarat are the lowest in India at harvest".

#### *Environment*

The academics point out that land-use changes and misuse of land and water resources could heighten chances of ecological and man-made disasters. "Stringent and transparent enforcement of environmental regulations is essential to ward off impending environmental crisis that the state is facing," they warn.

#### *Education and health*

In terms of social sectors, quality of education and health delivery systems in the rural areas leaves a lot to be desired, the academics note while pointing out that drop-out rates in elementary schools is "high across the state". The quality of education in government and private systems is "widely disparate" and "Special focus is also desired on education for migrant workers and pastoral nomads," they point out.

Health matters need to be studied carefully, they suggest, keeping in mind structural backwardness and economic and social inequalities and large migrations in the state. "The declining sex-ratio in 0-6 age group is a warning call," they say.

#### *Rural-urban continuum*

They suggest that roads and power lines need to link villages and towns with the urban areas to create a continuum. Education in the rural areas should focus on demand-based vocational training.

**Source:** July 18, 2011/[Indian Express](#)

#### **How Finland became an education leader**

*Harvard professor Tony Wagner explains how the nation achieved extraordinary successes by deemphasizing testing.*

How has one industrialized country created one of the world's most successful education systems in a way that is completely hostile to testing? That's the question asked -- and answered -- in a new documentary called "The Finland Phenomenon: Inside the World's Most Surprising School System." Examining the nation with one of the most comparatively successful education systems on the planet, the film contradicts the test-obsessed, teacher-demonizing orthodoxy of education "reform" that now dominates America's political debate.

On my [KKZN-AM760](#) radio show, I talked to Harvard researcher Tony Wagner, who narrates the film and who is the author of the 2008 book "The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need -- And What We Can Do About It." The interview became the basis for my recent newspaper column on the subject. Because that column generated so much feedback, I wanted to publish this abridged transcript of our larger discussion. You can listen to the full interview [here](#).

*What has Finland achieved, and what's the history behind its improved education system?*

In the early 1970s, Finland had an underperforming education system and a pretty poor agrarian economy based on one product -- trees, and they were chopping them down at a rapid rate that wasn't going to get them very far. So they knew they had to completely revamp their education system in order to create a true knowledge-based economy.

So they began in the 1970s by completely transforming the preparation and selection of future teachers. That was a very important fundamental reform because it enabled them to have a much higher level of professionalism among teachers. Every teacher got a masters degree, and every teacher got the very same high quality level of preparation.

So what has happened since is that teaching has become the most highly esteemed profession. Not the highest paid, but the most highly esteemed. Only one out of every 10 people who apply to become teachers will ultimately make it to the classroom. The consequence has been that Finland's performance on international assessments, called PISA, have consistently outranked every other western country, and really there are only a handful of eastern countries that are educating with the same results.

*So, Finland basically focuses on teachers and not on domestic testing. Those PISA tests that you cite are international assessments.*

That's absolutely right. There is no domestic testing except a very quiet auditing program to test demographic samples of kids; not for accountability, not for public consumption, and not for comparison across schools. The fascinating thing is that because they have created such a high level of

professionalism, they can trust their teachers. Their motto is "Trust Through Professionalism." The difference between the highest performing school in Finland and the lowest performing school in Finland is less than four percent, and that's without any testing at all.

*This is the antithesis of what we're hearing about in the United States in terms of so-called education "reform." When you hear the debate in the United States over education, the idea is that we need to demonize teachers and that the real way to fix our education system is to simply test the hell out of kids. Why do you think there is such a difference between the attitudes of our two countries?*

First of all I want to point out that Finland is rated among the highest in the world in innovation, entrepreneurship and creativity. It's not your grandfather's socialist country in any sense of the word.

But beyond that, what I find so striking is that the reforms in [the U.S.] have been driven and led by businesses for the last quarter century. It was David Kearns at Xerox and Lou Gerstner at IBM calling for a national summit on education and they didn't invite any educators. They invited CEOs and governors and senators and congressmen.

Now, I understand and respect business needs for better skills, and I understand a certain mistrust of the education system based on the fact that it's the only profession where you're guaranteed a job for life. But what's different in Finland is that there has been a bipartisan consensus over 30 years about the importance of education and the importance of high-quality teaching as the real solution. It's been a partnership between businesses, policy makers and educators, and that's what we need in this country but don't have.

*What would you say to folks who say you can't compare the United States' educational system to Finland's educational system because Finland has a homogenous population and the U.S. is a much more diverse population?*

First, Finland is more diverse than people realize. Fifteen percent of the population speaks second languages. There are 45 languages spoken in Helsinki schools today. Point two for a point of comparison, and there are obviously huge differences, but it's not Finland as a country compared to US as a country. Finland has the size and population of about 33 of our states. So let's compare Finland to Minnesota -- very similar demographics, right? But not at all similar results in terms of international comparisons. So while it's true that there are differences, there's a lot we can learn from the Finnish story.

*What about the role of economics? New York University professor Diane Ravitch often says that the education*

*system in this country cannot alone solve poverty, and in many cases it will inherently reflect poverty. Finland is a much less economically unequal society. How much does that lack of poverty explain Finland's success as opposed to our own?*

There are two answers to that. First of all, yes, race and class matter. You want to know what a test score in a district is, you find out how poor people are. There's no question that race and class, and the economic disparity in this country, go a very long way to understanding our achievement gap.

But having said that, I've been in some of this country's best schools in some of the wealthiest districts, and even some private schools, and I've seen stunningly mediocre teaching there with teachers teaching to the test. And the tests are primarily factual recall, memorization tests where students may pass, but will learn none of the skills that are necessary in the global knowledge economy.

This is what Finland has done that's different -- they've defined what is excellent teaching, not just reasonable teaching, and they have a standard for that. Second, they've defined what is most important to learn, and it's not a memorization-based curriculum, but a thinking-based curriculum. So even in our wealthiest districts we're not approaching that global standard of success and excellence.

*If we could somehow wave a wand and implement Finland's education system right now here in America, what do you think the results would look like? Would they be so much better, keeping in mind those economic disparities and that economic inequality?*

It's going to take generations and I do believe we're going to have to address these economic disparities. But I've been in schools with high poverty, KIPP schools, which like schools in Finland, have defined what is excellence in teaching and learning. I think you can see from the results that KIPP schools get, how graduates of KIPP schools go to college and succeed in college at higher rates than white, middle class kids. That's because of excellent teaching. So yes, race and class matter. We have to address those issues, and we cannot use that as an excuse for low achievement.

*How did Finland manage to elevate the role of teacher in the eyes of the population to something that is not just an honorable profession, but a revered profession, whereas in the United States, teachers are so regularly denigrated?*

They really think about teachers as scientists and the classrooms are their laboratories. So, as I mentioned -- every teacher has to have a masters degree, and it's a content degree where they're not just taking silly courses on education theory and history. They're taking content

courses that enable them to bring a higher level of intellectual preparation into the classroom. That's the first point.

The second point is that they've defined professionalism as working more collaboratively. They give their teachers time in the school day and in the school week to work with each other, to continuously improve their curriculum and their lessons. We have a 19th century level of professionalism here, or worse, it's medieval. A teacher works alone all day, everyday, and isolation is the enemy of improvement and innovation, which is something the Finns figured out a long time ago. Get the teachers out of their isolated circumstances and give them time to work together.

**Source:** July 18, 2011/[Salon News](#)

### **Innovation in education: Closing policy gaps**

Good policies are the most important driving engines of progress. However, the process in the generation of policies matters if you hope to achieve good results. Effective policies are not developed on a whim any more than effective engines can be built ad hoc. In fact, the foundations of good policies are based on research, data, information and analysis of best practices. Meaningful public input and engagement is also necessary in ensuring that the public has an opportunity to weigh in on the policy formulation process. Since 1954, Nepal has gone through several education-planning processes with the aim of improving education. While the increase in access to education has been impressive, its quality, as I'm sure most would agree, has not been satisfactory.

For some 35 years (1956 to 1990s), the Nepal government was engaged primarily in the expansion of education; as a result, there were 32,130 schools in the country as of 2010. Based on reported data, the school-to-student ratio is 1:235. With this kind of ratio, one would think that teachers would often be in a position to provide fairly well-focused instruction – getting to know their students' needs in depth, teaching in classrooms of reasonable size, and so on. But without a student enrollment audit and teacher employment data audit, it is difficult to get a very meaningful sense of what, precisely, this ratio means in practice. The government has also implemented per pupil funding without developing robust measures to check for ghost schools, ghost students and ghost teachers. Some of the things that the government could be doing to create robust policy have been suggested here:

#### *Survey & Analysis of Past Policies*

It would be extremely fruitful to survey and analyze past policies and identify implementation gaps in order to create a roadmap for the future that is guided by past lessons. Such a study, and its publication in a usable report, would be an aid to transparency and an asset to planners both

within the government and at donor agencies. The study should look at the policy decisions that have occurred within the last 20 years and explore the context under which the policies were introduced: e.g., whether they were spurred by a study, by a donor agency, by the international trend at the time, etc. Among the questions to be asked would be: Were the policies implemented? What was their result? If some were not implemented, what were the causes and what has been done to address that? Do any current policies have linkages to old policies?

Nepal's government needs to implement a practice whereby the number of schools, number of students enrolled in those schools and number of teachers employed are audited by an independent auditor commissioned by the Department of Education so that problems of ghost students, ghost teachers and ghost schools are addressed.

The objective would be to produce a usable report that could provide guidance and a context for new players on the scene, including newly appointed government policymakers, parliamentarians, new donors, and newly appointed officials in influential donor agencies who may have little context of Nepal. In effect, Nepal has been a constant laboratory for policy experimentation; it is important to comprehensively analyze the results in a historically grounded, comparative and transparent fashion to ensure that lessons can be learned, disseminated and inform future decisions and directions.

#### *Best Practice Analysis*

Much stress is often laid on the challenges and shortcomings of Nepal's schools, or on overall trends that lead in a positive direction. But there have also been individual successes – for instance, schools that improve in high-poverty areas where other schools lag behind (for instance, in completion rate, enrollment of girls, etc). It would be useful as a "best practice" model to identify public schools from all over the country that have been doing an excellent job in terms of providing quality education, engaging students, using local resources, increasing the graduation rates of girls and marginalized population, mobilizing the community, producing the highest test results, and document their practices.

How have they been able to achieve those results? What kind of social conditions exist? What resource conditions? What level of community involvement? Are there any other kinds of external resources that may have been mobilized? By looking at "best practices," it would be possible to discern how similar results could be replicated in other schools, while recognizing, encouraging and learning from the achievements in the field of some of Nepal's most creative, hardworking and effective educators.

#### *Education Audit*

When public money is spent, there has to be a robust system of accountability to ensure that taxpayers' hard-earned money has been put to good use. Nepal's government needs to implement a practice whereby the number of schools, number of students enrolled in those schools and number of teachers employed are audited by an independent auditor commissioned by the Department of Education so that problems of ghost students, ghost teachers and ghost schools are addressed. Another added advantage of such audits would be that the data obtained will be accurate on all indicators. Recently, for instance, the government has been considering the idea of an education review office; yet the purpose of this office is still, it appears, in formation. One of the responsibilities given to this office could be to have an education audit, with per student funding tied to this audit. This would be an important step in enabling the appropriate level of data to be collected regularly and available to policymakers.

When you go to the trouble and expense of designing and building an engine, and when you know that lives and livelihoods will depend to a great deal on the functioning of that engine, it's a good idea to have as much information as possible available to determine whether it's likely to work.

Nepal is still at a rudimentary level when it comes to data-driven education policy. But by gathering information on what has been done in the past in a coherent way that allows it to be analyzed, and by creating mechanisms such as an outside enrollment audit to provide solid data on the current situation, it is possible to go forward and design policies that will be effective for our children, our communities and Nepal as education drives us into the future.

Source: July 18, 2011/[My Republica](#)

### **Is full-blown privatisation of higher education a progressive policy?**

*David Willetts' white paper will take us back to the good old days when everyone knew their place and education kept them there*

Marketisation of schools, colleges and universities was pretty well accomplished under New Labour. They got teachers, lecturers and researchers competing for students, training contracts and research funding on measures of "quality", verified by increasingly arbitrary measurement through Ofsted, further education (FE) and higher education (HE) quality controllers. Now David Willetts' white paper on higher education introduces full-blown privatisation with naked price competition for "customer driven" education and training.

Despite their admiration for Blair, today's Tories regard New Labour as hopeless fudgers. So Willetts will end what he calls "the fixed, yet illogical, link between degree-

awarding powers and teaching" and allow competition by new providers, such as FE colleges offering cut-price vocational degrees, as well as opening competition between universities to pack students in and charge them high.

Raising undergraduate fees to, in most cases, very near the new maximum permitted £9000 cap has the added advantage that no one looks cheap and maintains the fiction that all degrees are still equal in quality. Vice-chancellors hope their just-below-the-Russell Group max will attract students who prefer to stay local and play safe.

This time government would have to fork out even more immediate funding in loans for more students on higher fees and have accepted they won't get it all back. The long-promised white paper was repeatedly delayed to dig Willetts out of this hole.

Like Michael Gove – who cut funding for the pseudo-vocational qualifications criticised by Alison Wolf – Willetts proposes diverting all working-class students who he and Gove plainly believe should not be in "real" HE into "apprenticeship degrees" at 18+, delivered by FE in competition with private providers.

This will achieve the two things Willetts needs to dig himself out: reduce HE student numbers and reduce fees. However, the new "degrees" will quickly be revealed as Apprenticeships Without Jobs, replaying the Youth Training Schemes of the 1980s.

They might, however, attract applicants from the Million+ former-polytechnics and the 1994 Group of mainly campus universities, perhaps forcing them to reduce their exorbitant fees for the same old academic modules mixed with varieties of business studies.

To Willetts and Gove, this opens up possibilities of a real market in HE in which diverse quality is reflected directly in price. Just as with the proposed health service reforms, government promises a service "free at the point of delivery" – you go into (more) debt and pay later if you can afford it so that the fee is a defacto voucher and not so different from the graduate tax that Labour and the NUS favour.

Meanwhile, Gove's talk of fair funding for schools will soon see a voucher for "bog standard" provision that parents who can afford it can add to, and so buy into competing and increasingly privatised provision (as they do now through private schools and tutors).

Supposedly, all this competition will restart social mobility. We are being sold academic selection of "bright working-class children" and a return to grammar schooling as progressive policies. Society will then revert to Gove's good old days when everyone knew their place – and education kept them there.

That this is fantasy has been grasped by the more radical of the student resistance. They recognise that in a world that is oiling its way to self-destruction, the old social democratic nostrums – expand GDP and become better educated, trained and qualified – no longer apply. Students have begun to think for themselves about an alternative to the future offered by Willetts and Gove.

Source: July 18, 2011/[Guardian](#)

## RESOURCE

### Manpower Employment Outlook Survey India (Q2/2011)

The Manpower Employment Outlook Survey for the second quarter of 2011 was conducted by interviewing a representative sample of 5,112 employers in India. Indian employers predict a booming labor market in the second quarter of 2011. While 57 per cent of employers expect to increase staffing levels, 8 per cent forecast a decrease and 16 per cent anticipate no change, resulting in a Net Employment Outlook of +49 per cent. This is the most optimistic Outlook reported since the survey began in Quarter 3, 2005. After the data has been adjusted to allow for seasonal variation, the Outlook stands at +51 per cent - with Indian employers reporting the strongest hiring intentions since the survey began. Quarter-over-quarter, hiring plans improved by 8 percentage points, while year-over-year the Outlook is 13 percentage points stronger.

Employers in all four regions report bullish hiring intentions for second quarter of 2011. The most optimistic forecast is reported by employers in the South, where the Net Employment Outlook stands at +58 per cent, while Outlooks of +54 per cent and +53 per cent are reported by employers in the North and the East, respectively. In the West, the Outlook stands at +43 per cent.

Employers in all the seven industry sectors anticipate booming hiring prospects during second quarter of 2011. The most bullish forecasts are reported in the Manufacturing sector and the Finance, Insurance & Real Estate sector, with Net Employment Outlook of +56 per cent and +56 per cent, respectively. Dynamic hiring activity is also expected in the Public Administration & Education sector and in the Wholesale & Retail Trade sector, with Outlooks of +52 per cent. To read the full report [click](#)

Source: [Manpower Services India](#): March 15, 2011

### Ranking Analysis

'Global university rankings and their impact,' a report commissioned by the European University Association that represents 850 universities in 47 European countries, was

presented to university leaders and higher education experts in Brussels.

The report was commissioned as a response to the growth in international and national rankings, and also as a result of increasing questions from its members requesting information and advice on such rankings. The report analyses the methodologies used by various rankings and refers to other ongoing projects seeking to measure university performance.

The report points out that international rankings in their present form, only cover between one and three percent of the world's estimated 17,000 universities. Including more universities could be seen as a way of recognising the important contribution of wellfunctioning institutions that suffer from the 'unwanted consequences' of rankings. It also says that present rankings favour large research-intensive institutions.

On the positive side, the report says that some rankings have focused considerable attention on higher education, and have helped to foster greater accountability and increase pressure to improve management practices. It also acknowledges that efforts are underway by the ranking providers to improve the methodologies they use.

Source: [Times of India](#)

### UGC gets into survey mode to understand higher education

The Union Ministry of Human Resource Development (MHRD) has decided to undertake a nationwide survey on the state of higher education in the country, including the Allahabad University.

In a communication sent to the directors and vice-chancellors all the higher educational institutions of the country, the University Grants Commission (UGC) has urged the respective universities to identify and nominate a nodal officer, who will be assigned the task of coordinating and collecting data of the university and its colleges for the purpose of the survey, said AU registrar, Prof J N Mishra.

"The National University of Educational Planning and Administration (NUEPA) would be conducting the huge survey that is likely to be completed in a year's time," Mishra added.

The nodal officer should be preferably from Statistics, Mathematics or Management, the communication has mentioned. "The letter concerned has asked the institutions to send the details about the nominated nodal officer to chief statistical officer of UGC," said the registrar.

Universities have also been asked to encourage faculty members, research scholars and senior postgraduate students to volunteer as investigators, who will be trained

before they are engaged in the conduct of the survey, the university registrar said.

Explaining the reason behind initiating the survey, Mishra said that NUEPA will collect data from the public as well as private institutions, which would be based on basic profile of institutions like management, affiliation status, courses offered, and income and expenditure of the institutions, besides the data on enrolment and faculty. "The exercise is expected to give a real picture of higher education in the country and would be loosely based on the model of survey of elementary education that is carried out by NUEPA every year," said AU registrar.

He further said that the survey would cover all universities, including deemed universities, institutions of national importance and other institutions of university level, general and professional/technical ones including engineering, medical, dental, veterinary, agriculture, computer, management, law, pharmacy, and teacher training among others.

On being asked who would be the nodal officer for the survey, the registrar said, "We are acting on the said instruction and soon would be deciding on the name of the nodal officer and the same would be informed to the UGC."

Source: July 2, 2011/[Times of India](#)

### **Vocational training to be \$20b opportunity in India by '22**

The vocational training in India is going to be a \$20 billion annual opportunity with 475 million people in need of training by financial year 2022, so suggests the latest study by Kotak Institutional Equities Research.

The study report under the 'Game Changer' series titled-'The Great Unskilled: Can we fix It?' prepared by Akhilesh Tilotia, says that sectors like auto, building and construction, textile and organized retail, along with the growth in the unorganised sector, will propel the demand for skilled labour.

"Creating a steady supply of training is the key to next step. The current capacity to train or provide vocational skill is around 4.3 million per year, which is a small fraction of the overall need of 22 million of fresh trainings per year. The big issue that these institutes face is the lack of trainers – this is driven both by the low salary paid to trainers as also the general unavailability of trainers, with training not attracting the talent that gets absorbed into the industry," it says.

As per the study 81 per cent of this number will contribute 24 per cent of the top-line in vocational training business while 19 per cent of the number in the highest skill level would contribute 76 per cent of the business. The Kotak

Institutional Equities Research says, "With the focus now shifting from education to employability, we believe that vocational training and employability enhancement will become big opportunities for players with scale and experience. We note that many of the 'consumers' of education are natural consumers of vocational training institutes."

It remarks that skilling India will require an overhaul of the education system: introducing vocational training into the school curriculum and targeting those who graduate from/drop out of 'general' school programs. For vocational training to work, India requires trained faculty — the first challenge is to train the trainers. Creating an accreditation platform will reduce transaction costs for both students and employers.

Funding mechanisms like NSDC raise the viability of training for both students and companies. Bodies like NSDC, which vet and monitor the government-sponsored investments, will help create an ecosystem of more private sector players.

The costs of providing training vary widely – for example, the cost of providing training in ITIs across the country varies from Rs 11,790 to Rs 47,662 per student. A lot of this disparity is explained by the low occupancies and utilizations. Better utilization can lead to decrease in costs, it feels.

Source: July 11, 2011/[My Digital FC](#)

### **Over 15% top level managers are high cost: GlobalHunt**

With market inconsistencies and increasing wage bill eating into profits of companies, hiring of high cost professionals seem to have taken a beating. Instead, companies are keen on hiring core executives, says GlobalHunt India Pvt. Ltd., a recruitment solutions firm.

"While hiring may have picked up across sectors, at the top level, firms seem to be avoiding high cost professionals. For instance, at the top level, the industry is witnessing a trend where a professional with 15 years of experience is doing the same job as that of an eight years professional. Yet since the former is costing higher, companies are preferring lower experienced professionals at the top level since they cost less," said Sunil Goel, director, GlobalHunt.

According to Goel, companies have begun hiring people by looking "at the relevancy of their experience" at the top level. Apparently, about 5-10 per cent of personnel in the top level management in firms are high cost professionals, Goel stated. Among sectors, infrastructure, power and energy, and IT are witnessing major hiring across levels. On the other hand, hiring seems to have slowed in telecom, insurance, broking and real estate sectors, while the same is moderate in education sector.

Goel said, "Couple of quarters ago, a person had at least two offers on hand. This showed that hiring had been moderate across sectors due to lack of supply. However, now with the market synchronising and companies building a bench strength by visiting more campuses, the human resource supply has increased."

Meanwhile, as per GlobalHunt figures, attrition rate has been more or less stagnant at 15-20 per cent.

**Source:** July 19, 2011/[Business-Standard](#)

### **Education sector to see \$200 m PE, VC funding in '11: Report**

Private equity and venture capital investors are bullish on the education sector and have invested \$93 million in 10 companies so far in 2011.

The total deal size or investment in this sector is expected to touch \$200 million in 2011 as compared with \$183 million in 2010, said a report done by Venture Intelligence, which provides data and analysis on PE/VC and M&A activity in India. Of the \$93 million investments into this sector so far, the R100 crore or about \$22 million investment in vocational training and placement firm Teamlease Services is considered to be a big one.

PE investments in the education sector increased from \$129 million in 2009 to \$183 million in 2010.

Some of the large deals in the sector include Premji Invest's \$43 million investment in Manipal Education and India Equity Partners' \$37 million investment in IL&FS Education and Technology Services, DE Shaw's \$31 million investments into e-learning company Excel-Soft Technologies and Navi's Capital's \$24 million investments into ITM Group, said the report.

According to the report, the education sector is the largest services market in India with a market size of more than 450 million students and \$57 billion per annum (as of 2009).

The landscape is primarily dominated by central and state governments funded and managed institutions with 80% of all schools being government schools.

The government currently spends about 4% of the GDP on education, which has been increased to 6% to R270,000 crore from R43,500 crore a few years ago.

The education industry in India can be broadly classified into the regulated segment (K12 and higher education) and the unregulated segment (pre-school, multimedia, ICT, coaching cases, vocational training and books).

**Source:** July 19, 2011/[Indian Express](#)

### **New report highlights countries failing to get female children into school**

*Millions of girls in poor countries have only a 50/50 chance of finishing primary education*

Millions of girls are being forced out of school because of poverty, the threat of sexual violence and poor-quality schools – despite improved enrolment rates, according to a new report released today by the Global Campaign for Education (GCE) and RESULTS.

The report calls for governments and international financial institutions to redress the balance and give girls a fair deal. In the last decade more girls have been able to start school but they remain more likely than boys to be forced out again. In some parts of the world only one girl in ten will complete primary school.

Even when education is accessible and free there are other problems, such as recruiting female teachers and providing adequate sanitation. Girls from poor families are more likely to have to work and tend to animals and crops. If parents become sick especially because of HIV girls are expected to stay home to care for younger siblings.

Girls often have to drop out of school to be married. The report says that the best means of protecting girls from early marriage is to keep them at school. In Mozambique girls in education are 50 percent less likely to marry before they are 18.

The report says that the Democratic Republic of Congo, Egypt, India, Iraq, Nigeria and Pakistan are among those countries failing to respect the rights of girls to an education. In sub-Saharan Africa, girls have less than a 50 percent chance of finishing primary school. In some Asian countries girls also struggle: 41 percent of girls in Pakistan and 30 percent in India fail to finish primary school.

Girls' chances of finishing secondary school are even slimmer. The number of boys enrolling outstrips the number of girls in two-thirds of countries. These enormous inequalities must be tackled as a priority, researchers say.

Camilla Croso, President of the GCE, said: "Our world must no longer tolerate the constant violation of women's and girl's rights to an education. Not only has the 2005 Education For All goal of gender parity in enrolment been grossly missed, but the 2015 gender equality goal is sadly way off track."

The report "Make It Right: Ending the Crisis in Girls' Education", which features a foreword by Graça Machel, highlights countries that have been able to improve girls' enrolment and retention in school – Jordan, Senegal, Tanzania, Tunisia and Ukraine among them. In Bangladesh, officials in rural parts of the county are adapting school

holidays around the monsoon season so that heavy rainfall does not stop children from walking to school.

The report says it is vital to tackle the causes of exclusion and drop-out. Schools must be free and made safer. Discriminatory classroom practices, stigmatization and stereotyping of girls must be stopped. Governments must underpin all this with strong financial support and specific policies to achieve gender equality in education.

The report criticizes the World Bank and International Monetary Fund (IMF). It says the organisations have inconsistent policies that are undermining countries' efforts to achieve gender equality in education. For example, despite strong gender research, multiple strategies, policies and much rhetoric about gender equality, the World Bank often fails to translate these into concrete reform in the way they invest.

The report calls for governments to act without delay to change policies. It calls on UN Secretary-General Ban Ki Moon to lead on girls' education at the UN. It calls on donors to commit to a \$2.5 billion in a replenishment of a reformed Education for All Fast Track Initiative in November.

Grammy Award-winning musician and GCE's High Level Panellist, Angelique Kidjo, is supporting the campaign. "It's simply not acceptable that the majority of girls in Africa are still not enjoying equal rights to education, missing out on the chance to complete primary school and go to secondary school.

"We know how to solve this. Until girls are educated, we cannot effectively tackle poverty. But if girls are given the chance to learn and thrive in safe schools with good teachers, then there will be no stopping this new global force for development."

Sarah Beardmore of RESULTS, said: "We are calling on the UN Secretary General to make the education of women and girls a top priority. Fulfilling the right to education would mean the realization of all other rights, enhancing girls' and women's living conditions, dignity and citizenship."

Commenting on the report, Sandra Dworack from international agency Oxfam, said: "It is an outrage that girls are not getting the same chances in life and that in the 21<sup>st</sup> Century, in some parts of the world, less than a quarter of the female population are able to read. Education is a fundamental right for girls, not an optional extra."

**Source:** [Media for freedom](#)

## Contribute

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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)

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