



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](#)

CONTENT

Aspect

What's The Bottom Line on Dyslexia?

Bullying & Children with Disabilities

News

1. Surplus and Untrained Teachers
2. Indian Universities under United Nation Programme
3. Accreditation of Schools by CBSE
4. Task Force to Monitor Higher Education
5. UGC - British Council Sign MoU Under Second Phase of UK India Education and Research Initiative (UKIERI)
6. Satellite Mapping for Schools
7. Special Focus Districts
8. Minority Education
9. Sterlite Tech to connect universities for higher education
10. Functioning of NCTE
11. Maharashtra permits private entities to set up universities
12. Expansion of Higher Education Sector
13. Common Admission Test for All Degree Courses
14. PMK opposes Sibal's plan for UG entrance test
15. HRD ministry to give distance education a leg-up
16. Inspection of Deemed Universities
17. New Master Programme in Nuclear Engineering
18. Greater Autonomy for Older IIMs
19. Million vacant government posts due to skill shortage to hurt India's growth
20. AICTE exploring options of education in regional languages
21. Million vacant government posts due to skill shortage to hurt India's growth
22. Teachers Exchange Programme with United States
23. National Database of Academic Certificates
24. Spanish research body ranks IIIT-A 53 in South Asia
25. AIMS flays AICTE on PGDM notification

Analysis/Opinion/Innovative Practice

1. The path to higher education
2. There should be level playing field between foreign, local varsities
3. Technical Education in India: A Catalyst for Development
4. Rural education need of the hour
5. Diverse in India: Government Seeks to Boost College Access for the Disadvantaged
6. PM exhorts IIT-ians to build a vibrant India
7. Will the 'one glove fits all' strategy work for MBA entrance exams?
8. Higher education's coming train wreck
9. India's fast growth fails to lift primary education
10. Demand for reservation in new bill
11. Plan panel backs for-profit institutes of higher learning
12. Teachers, principals get training in sustainability development
13. David Starkey's views on race disgrace the academic world, say historians
14. Diversified knowledge, skills vital - UNDP boss
15. Say 'no' to ragging
16. IITs losing their way as global powerhouses
17. VET needs to focus on industry knowledge
18. A challenge to inspire school students

Resources

1. IGNOU tops the charts
2. Over 3,000 Indian doctors migrated in three years
3. India needs 55 million additional jobs by 2015: CRISIL
4. More Indian students seek admission in US
5. Vocational education - India's way ahead
6. The big shuffle - BT - Nielsen ranking of India's Best B-schools
7. Reviewers call 'The Innovative University' enlightening, fascinating and 'a must-read'

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ASPECT

What's The Bottom Line on Dyslexia?

In truth, the debate swirling around so-called "dyslexia" is one of the most interesting intellectual debates in America for the last 50+ years.

A student said to have "dyslexia" unquestionably has some sort of reading problem. The real question is: what is the nature of this problem?

The Education Establishment likes to act as though it's an open-and-shut case that the child with a reading problem is in some way a damaged child. That is, the child was born defective, got hit on the head, took the wrong drugs, had a disease, or almost drowned. In short, it's the child's fault that the child has a problem. The child is not normal.

Now consider these scenarios. You teach a child to read with any number of techniques that don't work very well. For example, every other letter is a different color. The child has to read with one eye. The child has to be hanging by one foot. Every other page is all lower case or all upper case. The child has to memorize English words as graphic designs...

Exactly. They are all silly ways to teach children to read, especially the last one. It's called Whole Word, look-say, or sight-words. 70 years of statistics show that it does not work. The country has 50 million functional illiterates. Many of those victims experience bizarre difficulties as side-effects, for example, the words flip or they drift on the page. Such difficulties are usually referred to as "dyslexia."

One can settle this debate strictly from the point of view that it's humanly impossible for all but the most exceptional memories to retain even 3,000 sight-words. But you really need 10,000 at a minimum, and 50,000 to go to college. Most of you reading this article are thought to have vocabularies of at least 200,000 words and names. You didn't get to that level memorizing sight-words. (Even if you were supposedly taught to read with sight-words, you quickly saw through to the phonetic heart of the language.)

Now, all of the above is admittedly my own conclusions. But I would stress that I'm in agreement with all the phonics gurus, Samuel Blumenfeld, Marva Collins, Mona McNee, Don Potter, Siegfried Engelmann, and many more. All of

them take the position that virtually all children will normally learn to read in the first or second grade. Problem readers, if they occur, are well under 1%.

Meanwhile the public schools are saying that up to 20% or even 25% of children might be afflicted by "dyslexia."

My read on this is that the schools want an alibi. They don't want to admit they are using bad methods. They want to blame everything on the students. It can't be emphasized too much. This approach is a classic blame-the-victim strategy.

Compare: cut off a man's feet and then criticize him for being a slow runner.

This is a very serious issue with huge ramifications. If schools officials can hide behind "dyslexia," these officials can go right on using Whole Word, all the while demanding more money.

Many young teachers are trained to teach "sight-words" and then to blame any problems they encounter on "dyslexia"!

Source: 25-August, 2011/[Ed Article](#)

Bullying & Children with Disabilities

Students with ADD and Other Learning Disabilities are More Likely to be Bullied.

Children with emotional disorders and learning disabilities have a greater chance of being harassed, taunted & teased by bullies. Teaching subtle social skills can help.

Students are harassed and bullied every day in schools throughout the country, neighborhoods and playgrounds, but bullying is even more common in students with disabilities such as attention deficit disorder (ADD), autism or Asberger's Syndrome, or other learning issues, behavioral or emotional disabilities.

Dr. Claudio V. Cerullo is considered to be an expert on bullying and bullying prevention programs; he defines bullying as "repeated exposure over time to negative acts on the part of one or more other students. It is a negative action when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another social, physically, or emotionally."



Bullying can be physically aggressive (kicking, hitting or punching), verbally harassing (name calling or threatening), or psychologically hostile (spreading rumors or taking actions that socially isolate a child). Cyber bullying is a relatively new form of bullying that involves using the Internet and cell phone messaging to repeatedly intimidate, threaten or insult another child.

Many researchers also believe that bullying involves an imbalance of power either physical or psychological. For example, a larger, stronger student will often bully a child he perceives as weak. Similarly, children who seem to lack confidence, social intelligence or "emotional muscle" are often bullied by kids who are more confident and aggressive.

Source: 28-August, 2011/[Ed Article](#)

NEWS

Surplus and Untrained Teachers

It is estimated that around 6 lakh teachers of classes I to VIII do not possess the minimum qualifications laid down by the National Council for Teacher Education (NCTE). In addition there are imbalances in teacher deployment across schools in the country.

As per the Right to Education Act the untrained teachers are expected to acquire the minimum qualifications within a period of five years and resource support is provided to States/UTs for the training of untrained teachers, under the Sarva Shiksha Abhiyan.

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

Indian Universities under United Nation Programme

The United Nations Academic Impact is an initiative open to universities and other institutions of higher education and research worldwide which undertake activities in support of the mission and mandates of the United Nations. The new initiative aims to promote a culture of intellectual cooperation, serving as a point of contact for ideas and proposals relevant to the United Nations mandate, and foster direct engagement by institutions in programmes, projects and initiatives for the realization of the Millennium Goals and other United Nations objective. About 50 Indian institutions have joined UNAI so far.

UNAI gives active support to 10 universally accepted principles in the areas of human rights, literacy, sustainability and conflict resolution, which are based on the United Nations Charter, the Universal Declaration of Human Rights and the Millennium Development Goals target.

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

Accreditation of Schools by CBSE

The Central Board of Secondary Education (CBSE) has decided to accredit the affiliated schools, once in every three years, in the following areas:

- Academic Processes and Outcomes
- Co-scholastic Processes and Outcomes
- Infrastructure – adequacy, functionality and aesthetics
- Human Resources
- Management and Administration
- Leadership
- Beneficiary Satisfaction

The accreditation would help to set benchmarks in the identified areas.

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

Task Force to Monitor Higher Education

With the growing size and diversity of the higher education sector in the country particularly in terms of courses, management and geographical coverage it has become necessary to develop a sound data-base on higher education. In view of this, Ministry of Human Resource Development (MHRD) has initiated an All India Survey on Higher Education.

A Task Force has been constituted under the chairmanship of Additional Secretary (HE), MHRD with representatives from University Grants Commission. All India Council for Technical Education, Medical Council of India, Indian Institute of Agricultural Statistics Research Institute, Central Statistical Office, Universities, State Higher Education Departments etc. as members to oversee the survey work.

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

UGC - British Council Sign MoU Under Second Phase of UK India Education and Research Initiative (UKIERI)

Prof Ved Prakash Chairman of University Grants Commission(UGC) and Rob Lynes Director of British Council (on behalf of UK UKIERI partners) formally signed a Memorandum of Understanding (MoU) on Tuesday, 16 August 2011 to support all activities and programmes agreed under Phase Two of the UKIERI programme relating to the University sector across the four strands.

The MoU was signed in the presence of Shri Kapil Sibal, Union Minister for Human Resource Development and Sir Richard Stagg, British High Commissioner to India. This MoU aims to work with UGC for implementation of strand programmes and activities in the Higher Education Institutions in India. This MoU is in continuation to the MoU signed between Ministry of Human Resource Development of the Government of India and the Department for Business, Innovation and Skills on behalf of the Government and the Devolved Administrations of the UK including Northern Ireland, which sets out the framework for UKIERI from 2011-2016.

The UGC British Council MoU will be the guiding document for overall collaboration and the following type of activities will be supported-

Collaboration between Higher Education Institutions in India and the UK to work with key partners and stakeholders in both countries with the aim of providing opportunities to teachers, faculty members, senior staff and students from universities, colleges and other educational institutions to build capacity.

Programmes that aim to provide opportunities for the UK and Indian universities to collaborate on thematic partnerships on mutually agreed areas.

Activities and strand programmes that aim to foster mobility of students across the two countries.

Activities and programmes that work towards the transferability and equivalence of qualifications through recognition of learning and achievements between the two countries.

Activities and strand programmes for jointly supported scholarships and fellowships.

Post the MoU signing ceremony, Shri Kapil Sibal restated that the UKIERI phase one was a huge

success and he was looking forward to seeing even greater success from the second phase.

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

Satellite Mapping for Schools

Under the Right of Children to Free and Compulsory Education Act (RTE), 2009 state governments and local authorities are required to establish schools within the area of limits of the neighbourhood as prescribed by them in the State RTE Rules.

The states of Andhra Pradesh, Delhi, Gujarat, Manipur, Mizoram and West Bengal have carried out geo-spatial mapping for determining habitations unserved by schools. Other States like Haryana, Jharkhand, Karnataka, Maharashtra, Rajasthan, Assam and Uttarakhand have also initiated such mapping exercises.

This is an ongoing exercise being undertaken by States as per their requirement.

Source: 17-August, 2011/[PIB](#)

Special Focus Districts

The Department of School Education and Literacy has identified 389 Special Focus Districts (SFD) under Sarva Shiksha Abhiyan (SSA) for the year 2011-12 on the basis of (a) Programme category gaps, viz. (i) districts with a classroom gap exceeding 3000 classrooms, (ii) districts with more than 20,000 out-of-school children, (iii) gender gap in enrollment exceeding 10% at primary and 20% at upper primary level, and (iv) retention rate lower than 60% and (b) Social category gaps, viz., districts with more than 25% Scheduled Caste or Scheduled Tribe population, 20% Muslim minority population, as well as districts affected by Left Wing Extremism and Border Area Districts. Several districts have been classified as SFDs under one or more of the above categories.

Districts have been categorized as per the above criteria to enable them to make focused interventions for overcoming specific gaps in their overall endeavour to achieve universal elementary education. The categorization of districts as SFDs helps the states to plan and implement interventions in a need based manner, with the flexibility of changing these districts from year to year as the parameters change.

Source: 17-August, 2011/[PIB](#)

Minority Education

The National Monitoring Committee on Minority Education (NMCME) was constituted in 2004 to look into all aspects of education of minorities and suggest ways and means to improve the conditions for educational empowerment of minorities. An Expert Committee of the NMCME was constituted to give inputs for revising the programme of modernization of Madrasas which suggested that Madrasas be provided a linkage with the National Institute of Open Schooling (NIOS) to provide for certification of academic levels, linkages with vocational education, improving the quality of education in modern subjects, introduce teacher training, enhancement of teacher salaries, strengthening of State Madrasas Boards and raising awareness about education programmes for the Muslim Community.

Ministry of Human Resource Development is implementing two schemes (i) Scheme for Providing Quality Education in Madrasas (SPQEM) and (ii) Infrastructure Development in Minority Institutions (IDMI), SPQEM seeks to bring about qualitative improvement in Madrasas to enable Muslim children to attain standards of the national education system in formal education subjects. IDMI facilitates education of minorities by augmenting and strengthening school infrastructure in minority institutions in order to expand facilities for formal education to children of minority community.

During 2009-10 and 2010-11, 7024 Madrasas under SPQEM and 146 institutions under IDMI have been provided financial assistance. In addition to this, Sarva Shiksha Abhiyan (SSA) supports Madrasas/Makhtabs in order to provide regular curriculum to children who are not attending regular schools. Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme provides for setting up schools for girls belonging to SC, ST, OBC, Muslim minority communities etc. 492 KGBV have been sanctioned in blocks having over 20% Muslim population.

Source: 17-August, 2011/[PIB](#)

Sterlite Tech to connect universities for higher education

Sterlite Technologies Ltd, a leading global provider of connectivity solutions for the power and telecom industries, announced that Bharat Sanchar Nigam Ltd (BSNL) has chosen it to enhance its network for promotion of higher education in India.

The scope of the project includes establishment of world-class connectivity for 120 universities across the country. This infrastructure would act as an information backbone, enabling every university in the network to function as an e-university. This platform would facilitate high bandwidth data transmission that is essential for e-learning and video-based learning.

The company would connect 30 universities to this backbone during FY12, would connect the remaining 90 universities by FY14 and would manage the network for five years thereafter.

Sterlite has streamlined its efforts to implement the network well within the required project schedule.

This project is part of the 'National Mission on Education through Information and Communication and Technology (ICT)' undertaken by the Ministry of Human Resource Development (MHRD).

The mission has been envisaged to leverage the potential of ICT, in teaching and learning process for the benefit of all the learners in higher education institutions in any time anywhere mode.

One of the key objectives of the programme is to build a knowledge network among and within institutions of higher learning in the country. It aims to extend computer infrastructure and connectivity to over 18,000 colleges in India including each of the departments of nearly 400 universities/deemed universities and institutions of national importance to provide connectivity up to the last mile.

Rahul Sharma, head, System Integration Business, Sterlite Technologies, said: "The effective use of ICT will play an increasingly important role in bridging the digital divide between urban and rural India. The propagation of education through leveraging ICT would empower and equip our young generation of Indians. This would help in the enhancement and overall sustainability of the Indian economy."

This contract valued at about Rs 48 crore, is part of a total bank of new orders valued at about Rs 225 crore that Sterlite has received since July 1, 2011.

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

Functioning of NCTE

The Government has received complaints/representations from various persons, including

Members of Parliament, teacher education institutions, etc. regarding functioning of the National Council for Teacher Education (NCTE). In addition two committees set up by the Government in 2007 and 2010 to review the functioning of the Western Regional Committee (WRC), Bhopal and Northern Regional Committee (NRC), Jaipur of NCTE, also pointed out lacunae in the functioning of the two Regional Committees, including irregularities and inconsistencies in the decision-making process and inadequate monitoring by the NCTE. The Committees also recommended that systemic reforms should be initiated.

Based on the reports of these two committees and the overall working of NCTE, the Government, decided to exercise the powers conferred by section 30 of the National Council for Teacher Education Act, 1993 and supersede NCTE vide Notification dated 7th July, 2011, for a period of six months. The Government has appointed a six-member Committee to exercise and perform all the functions and duties which are vested in the Council under the NCTE Act, 1993.

Source: 19-August, 2011/[PIB](#)

Maharashtra permits private entities to set up universities

Maharashtra has become the 10th state in the country to allow private entities to set up universities, hoping to attract investments in specialized disciplines.

Haryana, Uttar Pradesh, Karnataka, Punjab, Rajasthan and Gujarat are among the states that have already allowed private participation to meet a growing demand for higher education.

India wants to add 25 million students to its higher education space and needs 800 more universities by 2020. It has about 530 today. The Union government has admitted this may not be possible without private participation.

Only 13% of the students who pass the Senior Secondary Certificate (SSC) examination in Maharashtra are able to enroll for higher education, the state's higher and technical education minister Rajesh Tope said.

"Our aim is that by 2020, this number should increase to 20%," he said. "But the state has limited funds for investment in higher education. Here, we believe, the private sector can play the

crucial role of bringing much-needed investment in higher and technical education."

Tope said he does not want private universities offering routine courses in engineering, medical science, arts and commerce. "We want universities that will give education in super-specialty fields such as biotechnology, nanotechnology, space technology and also promote research in these fields," he explained.

A committee of educational experts, headed by the secretary of higher education, will approve proposals for setting up private universities, under a law passed by the state legislature last week.

The law makes it compulsory for private universities to have a campus of at least 4 hectares (ha) in the Mumbai Metropolitan Region (MMR); 10ha in divisional headquarters such as Pune, Nagpur and Aurangabad; 20ha in district headquarters; and 40ha in rural areas.

Universities in MMR must have a minimum endowment fund of Rs.10 crore, while those located outside MMR must have a Rs.5 crore fund.

Private universities are not required to have reservations for scheduled caste, scheduled tribe and other backward class students, but the law asks them to have an affirmative action programme.

"Reliance Industries (Ltd) and Azim Premji Foundation, which has already set up a university in Bangalore, are interested in setting up universities in Maharashtra," said an official in the higher and technical education department, requesting anonymity.

RIL chairman Mukesh Ambani, during the company's annual general meeting on 18 June, 2010, announced plans to set up a university through the Reliance Foundation.

"We are looking at Maharashtra and Gujarat for opening the first campus of the university, but nothing has been finalized yet," said a senior company executive, asking not to be identified.

"Currently, we don't have any plan for Maharashtra," said Anurag Behar, vice-chancellor of the Azim Premji University and co-chief executive officer of the Azim Premji Foundation.

At least Rs.50 crore is required to set up a university, said Prashant Bhalla, vice-president of

Manav Rachna International University, a deemed university in Faridabad, Haryana. "Bringing a law to promote private universities is a good move simply because it encourages private sector investment in the sector," he said. "Under such laws, universities get a lot of autonomy, like in admission, intake and administration, which is good for institutions."

Source: 19-August, 2011/[Live Mint](#)

Expansion of Higher Education Sector

Government has taken various steps for expansion and improving quality of higher education during the XI Five Year Plan, which include setting up of 15 new Central Universities, including conversion of 3 States Universities into Central Universities, 8 new Indian Institutes of Technology (IITs), 7 new Indian Institutes of Management (IIMs), 5 new Indian Institutes of Science Education & Research (IISERs), 2 new schools of Planning & Architecture (SPAs), 10 new National Institutes of Technology (NITs), 20 new Indian Institutes of Information Technology (IITs) in Public Private Partnership (PPP) mode and 374 Model Colleges in Educationally Backward Districts.

For quality enhancement, several initiatives have been taken viz. National Mission on Education through Information Communication and Technology, Examination Reforms, increasing Research Fellowships, Technical Education Quality Improvement Programme (TEQIP). Mandatory Accreditation of Higher Educational Institutions, setting up Educational Tribunals, Prohibition of Unfair Practices in Higher & Technical institutions, foreign education providers, setting up National Commission on Higher Education and Research (NCHER) are some of the legislative proposals for improving quality of higher education. In addition, setting up of Innovation Universities, incentivizing State Universities and Colleges are some of other measures for improving quality. NET/SET qualifications have been laid down for improving quality of faculty.

Source: 19-August, 2011/[PIB](#)

Common Admission Test for All Degree Courses

While it is ideal to have a unified admission test for admission to higher education for all students, it is a great challenge, considering the huge diversity of education systems in the country. The underlying principle for having such a common admission test

system is motivated by the principle of inclusion for collaborative excellence rather than exclusion through competitive excellence.

The challenge becomes formidable in view of the fact that some higher education systems in the country are under control of Central Government while others are either controlled by state governments or owned by private entities. Compelling the state owned and controlled and privately owned institutions is ruled out in view of federal nature of our polity and due to the fact that education is in the Concurrent List of the Constitution.

It is impossible to mandate the states and colleges to adopt such a uniform system and therefore states need lot of persuasion. Similar situation prevails in universities also since they are autonomous entities and admissions are presently governed by the statutes and ordinances of the respective universities.

Source: 19-August, 2011/[PIB](#)

PMK opposes Sibal's plan for UG entrance test

PMK has opposed the Centre's plan to have an All-India common entrance test for under-graduate programmes from 2013, saying such a step would 'burn down' the higher education dreams of students belonging to marginalised communities.

Reacting to HRD Minister Kapil Sibal's remarks in Lok Sabha yesterday that the Centre intended to have a common test, PMK founder leader S Ramadoss said the plan to introduce an entrance exam was "against social justice."

Already Sibal had "acted beyond his jurisdiction" and recommended common entrance exam for medical admissions in the country, Ramadoss said. "Only after the Centre's decision to implement 27 per cent reservation in its educational institutions, the situation has improved for common people," he said.

During a debate on a bill in Lok Sabha, Sibal said the government intended to have a common examination for under-graduate programmes across the country from 2013 and prepare a common merit list as part of efforts to ensure quality of education.

Source: 19-August, 2011/ PTI/[Ibn Live](#)

HRD ministry to give distance education a leg-up

To give a fillip to distance education in India, the HRD has decided on a new mechanism which will enable faster and transparent clearance to new distance education institutes and courses. The ministry last week decided that all distance education proposals will be discussed once every month by a joint committee of the University Grants Commission (UGC), All India Council for Technical Education (AICTE) and Indira Gandhi National Open University (IGNOU), the three higher education regulatory bodies.

Proposals regarding distance education are cleared by Distance Education Council (DEC) under IGNOU but the UGC and AICTE have been opposing several decisions citing regulatory flaws. No distance education institute or course is allowed without a mandatory no-objection certificate from UGC and AICTE but still approvals have been given.

“The distance education council used to seek post facto clearance which we had opposed,” said UGC chairperson Ved Prakash. It meant a customary three to four months to decide on a specific proposal resulting in huge delays.

To end the continuous wrangling between different higher education regulatory bodies and speed up the approval process, HRD minister Kapil Sibal held discussions with chiefs of these regulatory bodies last week and decided to constitute a joint committee to be convened by a ministry official.

“The onus of fostering distance education will now be ministry’s responsibility,” a HRD ministry official said. But, the final decision would still remain with the regulatory bodies. “We have provided a mechanism for faster disposal of disputes,” the official explained.

The decision was fall-out of the concern raised by educationists regarding anticipated failure of existing universities and colleges to meet the increase in demand for higher education in the coming years. There are just 70 approved ins

Source: 23-August, 2011/[Hindustan times](#)

Inspection of Deemed Universities

The Government directed University Grants Commission (UGC) to review the functioning of institutions deemed to be universities especially

with regard to the availability of infrastructure and teaching resources (faculty) therein. As informed by UGC, 125 institutions deemed to be universities have been inspected by 125 UGC Expert Committees.

Each Committee comprised of 5 (five) to 20 (twenty) members, consisting of academics and nominees of the relevant statutory councils.

These Expert Committees conducted on-site inspections and have pointed out that 7 such institutions are lacking in infrastructure and 17 of them in faculty positions. As regards research, the Expert Committees have observed that in most cases, the overall research component required further strengthening.

Source: 24-August, 2011/[PIB](#)

New Master Programme in Nuclear Engineering

The Indian Institute of Technology (IIT), Bombay has launched a new Master’s Programme with specialization in Nuclear Engineering from the academic year of 2011-12.

The Programme initially envisages admission of eight students every year, majority of whom are expected to be under the sponsorship of the Department of Atomic Energy (DAE). The students would be selected jointly with the sponsors and, after graduation, would join the respective sponsors’ organizations.

The remaining students are likely to be employed with many of the companies involved with the nuclear power, such as, National Thermal Power Corporation (NTPC), Larsen & Toubro (L&T), Reliance Energy, Walchand Technology Centre, etc. Some of the students are also expected to pursue Doctoral Program, both in India and abroad.

Source: 24-August, 2011/[PIB](#)

Greater Autonomy for Older IIMs

Ministry of HRD has been agreed to, in principle that older IIMs like Ahmedabad, Bangalore and Calcutta, which do not take non plan grants would have powers to create posts within approved norms, to open centres in India and abroad, to amend rules within the overall frame work of Memorandum of Association and Rules, to approve their own Budget, to manage the own funds generated by Institute in

the course of time from fees/donations/grants by individuals, institutions and organizations in India and abroad, such as:

(i) Industry, Association, Foundations and Trusts; (ii) Alumni, faculty, staff, students and well-wishers of the Institute; (iii) Govt. of India and State Govt. as outright, or matching grants; (iv) Savings from the annual grants and receipts of the Institute; (v) Unclaimed securities, royalties, gifts etc; and (vi) any other kind of donation, contribution etc.

Source: 24-August, 2011/[PIB](#)

Million vacant government posts due to skill shortage to hurt India's growth

Critics of reform gripe that five years of scorching growth failed to create as many jobs as it should have, but behind India's 'jobless growth' story there's a far more intriguing tale.

There are over a million vacancies for the country's most coveted jobs - employment in the Central government - and they're just not getting filled.

These include the police and defence forces, which together have nearly 700,000 vacant posts, valued for the security of tenure and reliable, inflation-linked pay and pension schemes that they offer.

But there are also several vacancies for skilled professionals such as doctors, scientists, statisticians and economists. These, if left vacant, could dent India's growth prospects in the near future.

The latest NSSO survey shows India's workforce grew by only 2 million between 2004-05 and 2009-10, inviting the charge that growth has bypassed the job market. The numbers would have looked 50% better if the government had filled those 1 million vacancies.

One reason for the failure to find the right people for the right job is a skill shortage. The lack of employable people is pushing the government, India's largest employer, towards an impending human resource crisis.

"Most ministries and departments are understaffed and despite efforts at hiring the rate of filling vacancies is not adequate. People with specialised knowledge are few and there are many other lucrative offers from the private sector," said a finance ministry official.

"We've focused on hiring people from the private sector on contract, but that too is difficult," he added.

India's higher education system is choking, unable to keep up with the numbers of aspirants. The quality of teaching is also falling. Meanwhile, the government sets unnecessarily high eligibility criteria for jobs that don't need very high skills, hierarchies are rigid and compared to the private sector, sarkari recruitment rules are a tangle of red tape.

And unlike the 1970s and 1980s, there's a vast private sector - and a global job market - more than willing to compete with the government to attract talent.

Health Minister Ghulam Nabi Azad and Defence Minister AK Antony, quizzed recently in Parliament about the government's failure to fill vacancies, have trotted out most of these reasons.

Santosh Mehrotra, director general of the Institute of Applied Manpower Research under the Planning Commission, feels the lack of skilled and employable people has developed into a national crisis. "The availability of adequately qualified people has become a crisis of national proportion."

"From low-end jobs to high-end jobs in sectors such as health, education and other services, there is a need for people and there are fundamental flaws in the way recruitment is done," he added.

For ministries and departments that require personnel with high technical and specialised skills, the problem extends to causes deeper than competition from the private sector.

"We see fewer people opting for statistics or mathematics for graduation. This leaves a limited pool for us to select from," said an official in the ministry of statistics and programme implementation, which has around 1,200 vacancies for statistical investigators and collators.

An official at the Council of Scientific and Industrial Research added that the flow of students for specialised or PhD studies is a trickle compared to the demand for these skills in government or corporate jobs.

"There is a dire need for skilled professionals in India. The number of PhDs in India is much less than China or even Brazil. We need at least 10 times the number of universities that we have. As

science and technology becomes more important, a big push is required to encourage more PhDs," said an official.

Though skill development has emerged as a priority for the government, its focus has largely been to develop mid-level skills for the manufacturing sector. No significant steps have been taken to create a back-up cadre of professionals and servicemen that can meet the sudden surge in demand.

"There needs to be a comprehensive look at the government recruitment policy and other skill development sectors. We need a cadre of professionals that can meet the demand," added Mehrotra.

In 2002, under pressure to control a spiraling wage bill, the government decided to freeze a third of all vacancies in every department. By 2009, this led to a mountain of unfilled positions at all levels of the government.

"We're trying to fill those vacancies, but recruitment takes time. And overall, we're heavily understaffed," a finance ministry official said.

Source: 25-August, 2011/[Economic Times](#)

AICTE exploring options of education in regional languages

New Delhi, Aug 24 (PTI) The All India Council for Technical Education (AICTE) has constituted a committee to explore the possibility of teaching and conducting professional education in regional languages, the Parliament was informed today.

"The terms of reference of the committee include the use of regional language in entrance test like in All India Engineering Entrance Examination, All India Medical Examination and All India Agriculture Entrance Exam etc," said Minister of State for HRD D Purandeswari.

In a written reply in the Lok Sabha, she said, the scope of the committee would also include engineering, medical and agriculture education.

To a separate question, she also informed the House that IIT Bombay has launched a master's programme on Nuclear Engineering from the 2011-12 academic year.

The specialised programme will initially admit eight students every year, majority of whom are expected to be under the sponsorship of the Department of Atomic Energy (DAE).

"The students would be selected jointly with the sponsors and, after graduation, would join the respective sponsors' organizations," she said in a written reply.

The remaining students are likely to be employed with companies involved in nuclear power, such as, National Thermal Power Corporation, Larsen & Toubro, Reliance Energy, Walchand Technology Centre, etc, she said.

Some of the students are also expected to pursue Doctoral Programme, both in India and abroad, she added.

Source: 25-August, 2011/PTI SGI/[MSN News](#)

Million vacant government posts due to skill shortage to hurt India's growth

Critics of reform gripe that five years of scorching growth failed to create as many jobs as it should have, but behind India's 'jobless growth' story there's a far more intriguing tale.

There are over a million vacancies for the country's most coveted jobs - employment in the Central government - and they're just not getting filled.

These include the police and defence forces, which together have nearly 700,000 vacant posts, valued for the security of tenure and reliable, inflation-linked pay and pension schemes that they offer.

But there are also several vacancies for skilled professionals such as doctors, scientists, statisticians and economists. These, if left vacant, could dent India's growth prospects in the near future.

The latest NSSO survey shows India's workforce grew by only 2 million between 2004-05 and 2009-10, inviting the charge that growth has bypassed the job market. The numbers would have looked 50% better if the government had filled those 1 million vacancies.

One reason for the failure to find the right people for the right job is a skill shortage. The lack of employable people is pushing the government,

India's largest employer, towards an impending human resource crisis.

"Most ministries and departments are understaffed and despite efforts at hiring the rate of filling vacancies is not adequate. People with specialised knowledge are few and there are many other lucrative offers from the private sector," said a finance ministry official.

"We've focused on hiring people from the private sector on contract, but that too is difficult," he added.

India's higher education system is choking, unable to keep up with the numbers of aspirants. The quality of teaching is also falling. Meanwhile, the government sets unnecessarily high eligibility criteria for jobs that don't need very high skills, hierarchies are rigid and compared to the private sector, sarkari recruitment rules are a tangle of red tape.

And unlike the 1970s and 1980s, there's a vast private sector - and a global job market - more than willing to compete with the government to attract talent.

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Source: 25-August, 2011/[Economic Times](#)

Teachers Exchange Programme with United States

The teachers from all over India from 6th to 12th grade are eligible for the Fullbright Teacher Exchange programme conducted under the auspices of United States India Educational Foundation (USIEF).

There is no financial implication for the school from which the teacher is selected. Indian teacher selected for this exchange will have the opportunity to work within a U.S. school system and experience U.S. society and culture.

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

National Database of Academic Certificates

Ministry of HRD has instructed Central Board of Secondary Education (CBSE) to carry out a pilot project on National Academy Depository, (NAD). The database would facilitate online verification of academic awards issued by the CBSE thereby removing attempts made to use fake/forged academic certificates.

As a part of pilot implementation, CBSE has made available the academic awards of following examinations on the NAD system:

Central Teacher Eligibility Test (CTET) 2011

CBSE Board XII Standard Exam 2011

The pilot is available free of cost for a maximum period of 3 months from the date of installation (26.07.2011).

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

Spanish research body ranks IIIT-A 53 in South Asia

The webometric ranking of world universities 2011 conducted by a Spanish research organisation has ranked the Indian Institute of Information Technology, Allahabad 53rd in the South Asian region out of 20,000 universities surveyed.

Director IIIT-A Dr M D Tiwari said, "It is no less achievement given the fact that it has come within 13 years of its inception."

The "Webometrics Ranking of World Universities" is an initiative of the Cybermetrics Lab, a research group belonging to the Consejo Superior de Investigaciones Científicas (CSIC), the largest public research body in Spain. CSIC is among the first basic research organisations in Europe and is attached to the Spanish Ministry of Education and its main objective is to promote scientific research.

While awarding it 3432 rank globally to this 13 year old institution, the much respected research organisation has awarded the institute 44th rank in the country, much above well established and older institutions like National Institute of Technology, Karnataka (48th), University of Calcutta (49th) and Birla Institute of Technology-Mesra, Ranchi (50th) out 380 higher educational institutions of the country, giving much reason to both faculty and students of IIIT-A to cheer.

It is worth mentioning that since 2004, the Ranking Web (or Webometrics Ranking) is published twice a year (data is collected during the first weeks of January and July for being made public at the end of both months), covering about 20,000 Higher Education Institutions worldwide.

Webometrics rankings measures the volume, visibility and impact of the web pages published by universities, with special emphasis in the scientific output (referred papers, conference contributions, pre-prints, monographs, thesis, reports etc) but also takes into account other materials (courseware, seminars or workshops documentation, digital libraries, databases, multimedia, personal pages etc) and the general information on the institution, their departments, research groups or supporting services and people working or attending courses.

Earlier the institute was ranked 13th in the Dataquest-IDC Technical-School Survey of 2010 and bagged 19th rank in the India Today Best Engineering Colleges in India survey of 2010. Recently the Outlook survey of 2011 also awarded 18th rank to IIIT-A based on its research infrastructure, academic excellence, placement of students and Industry interface, said Tiwari.

He added, "We have been trying to place IIIT-A as foremost institution of the country at the world level and in this regard several steps have been taken in the past and many more are presently being taken."

Source: 27-August, 2011/[Times of India](#)

AIMS flays AICTE on PGDM notification

The Association of Indian Management Schools (AIMS) today strongly criticized the All India Council for Technical Education (AICTE) for putting "unreasonable" restriction on institutes imparting PGDM courses and called upon the association members to intensify their fight against the regulatory body.

It may be noted AIMS has already challenged the AICTE notification on PGDM schools in the Supreme Court and the apex court has granted two interim stays -one for the year 2011-12 and the other for 2012-13 as the writ petitions are still pending for disposal.

Referring to the AICTE notification on 28th December, 2010, Prof J Phillip, founder president AIMS and president, Xavier Institute of Management and Entrepreneurship, Bangalore,

said, the regulatory body has shown the tendency of being over-restrictive in its approach, often leading to inflexibility, mediocrity and lack of innovation.

Speaking at the inaugural session of 23rd Annual Management Education Convention of A IMS, organized by Regional College of Management, a city based autonomous B-School, here, Phillip said a massive educational and advocacy effort is needed to bring in proper balance in the approaches of the regulatory bodies.

He sought the partnership of organizations like Confederation of Indian Industry (CII), Associated Chamber of Commerce and Industry (ASSOCHAM), Federation of Indian Chamber of Commerce and Industry (FICCI) as well as the liberal minded people to fight the negative mindset of the regulatory bodies.

The AICTE notification, which is strongly opposed by AIMS, include provisions that admission to all PGDM courses shall be done through common entrance test such as Common Admission Test (CAT), Management Aptitude Test (MAT) or examination conducted by the respective state governments for all institutions other than minority institutions from which Joint Management Entrance Test, Xavier Aptitude Test, ATMA are excluded and fees charged for the PGDM, PGDM (executive) and Post Graduate Certificate in Management (PGCM) programmes shall be approved by the fee fixation committee of respective state governments.

Besides these, AIMS has contested four other provisions of the notification in the Supreme Court.

Among others, Orissa governor, MC Bhandare and Santrupta Mishra, CEO, Carbon Black and Group HR, Aditya Birla Management, delegates from abroad and within the country attended the convention.

Source: 27-August, 2011/[Business Standard](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE

The path to higher education

Development of human capital is a national priority for each country. Hence, it is their endeavour to see that no deserving student is denied an opportunity to pursue higher education for want of financial support. The concept of education loans,

followed in the west for the last several decades, is new to India.

In the US, student loans are an indispensable tool for families as the cost of education now falls anywhere in the range of \$ 20,000 to \$50,000 a year. Undergraduate students have three financial options: federal loans made by the government directly; federal loans made by banks or other lenders and guaranteed by the government; and private loans from banks or other private lenders that carry no government guarantee.

The most popular federal loan is the Stafford loan, available to students regardless of financial need, from a lender or from the government directly. Perkins loans are available to students with greatest financial need; priority is given to students receiving federal Pell grants, which are awarded to low-income students. Parents of students can also take out federal loans, known as Parental Loans for Undergraduate Students or 'Plus' loans.

The Congress sets the maximum interest that a lender can charge on federal loans. At present, the maximum interest rate on new Perkins loans is 5 per cent; on Stafford loans, it is 6.8 per cent (but 6 per cent for subsidised Stafford loans, on which the government pays the interest). On Plus loans, borrowers pay 7.9 per cent if they borrow through the direct loan programme and up to 8.5 per cent if they borrow from a bank or other, non-governmental lender. The maximum amount an undergraduate can borrow through the Stafford loan programme is \$31,000. After graduation, students repay the loan in a period of 10 to 25 years. The entire process takes just one week, in college itself. In the US, the student loan debt is higher than credit card debt now and would reach a trillion dollars this year as more students go to colleges.

The government of India's modified education loan scheme to Indian students became operative in the financial year 2004-05. The scheme has a ceiling of Rs 10 lakh for studying in India and Rs 20 lakh for studies abroad. The education loan scheme initially was well accepted by parents as a means of providing professional education to their children. However, data shows that the education loan growth rate in public sector banks (PSBs) is continuously declining. The growth rate in education loan, which was 47.54 per cent in 2003-04, went up to 49.14 per cent in 2004-05 and since then has been on the decline. This year, it is just 20.90 per cent. Similarly, while the number of education loan accounts in absolute numbers is increasing — in 2011 it is 2.2 million — the growth rate has fallen

from 46.62 per cent at the end of March 2005 to 15.93 per cent at the end of March. The total outstanding education loans of PSBs as on March 3, stood at Rs 43,074 crore, compared with Rs 4,550 crore on March 31, 2004.

The education loan scheme is mostly used by affluent, middle class Indians and a very small percentage of lower middle class families. The dip in its use shows that parents and students do not find it interesting, for two reasons. First, the rate of interest, at 10-11 per cent, along with a maturity period of 7 years, brings with it the pressure of heavy repayment installments. Secondly, the process of sanctioning of loans, with complex co-obligations and collateral security, is very time consuming.

The government of India, the finance ministry and Indian Banks Association (IBA) all are worried about dips in educational loan growth. Recently the IBA came up with a suggestion to double the tenure of these loans to 15 years from 7 years at present and also allow students to take top-up loan if s/he desires to pursue further studies. This is a good move but the interest burden would go up because of enhanced tenure and there is also the likelihood of more defaulters. Indeed the IBA wants the government to chip in around

Rs 4,000-5,000 crore to set up a credit guarantee fund that would provide comfort to the lenders and protect them in case of defaulters.

The time has come for each state government to think seriously of creating a Higher & Professional Education Financial Corporation (HIPEFIC), an independent financial entity, whose ownership rests with all stakeholders desirous of a strong educational structure, namely the state government itself, private and state-owned educational companies in the territory of the state, other financial institutions created by the state, the higher education institutions themselves and the central government.

The HIPEFIC should be run as a professional entity and managed by finance and investments experts. The task to be met is to provide soft loans to students and competitive interest rate loans to educational institutions. What should be the business model for such a solution? That is a question, which would be discussed separately.

Source: 16-August, 2011/[My Digital fc](#)

There should be level playing field between foreign, local varsities

He looks the quintessential professor, all ready to deliver a lecture to a classroom of wide-eyed students. But when Rajneesh Arora sat on the editor's desk, surrounded by reporters, he was a newsman to the core.

"TOI is all wired, right? Then, why shouldn't we work on the computer?" asked the vice-chancellor of Punjab Technical University (PTU), who came to the TOI-Chandigarh office as guest editor.

He was soon onto his favourite topic, higher education. With so much happening in the field – from foreign universities knocking on India's doors to technology-driven education system – Arora is in the thick of things, running the university with its affiliated colleges and deciding policy. As he interacted with reporters, he was already preparing for a meeting with principals, working a unique plan to develop scientific temper among high school students. "There is an increasing gap between students in technical education colleges and number of seats available in Punjab. We will begin a neighbourhood school scheme where professors from technical colleges will hand- hold high school students to instill in them a liking for technical education," he said, as he went about checking the reports filed by TOI reporters, suggesting changes, providing his own inputs. But his mind keeps working, thinking of issues facing the field of higher education today. "The government is talking about allowing foreign universities. I feel, there should be a level playing field between foreign colleges and national and local players," he said.

You are allowing foreign universities to open campuses all over the country. But this is not so with our universities. Delhi University today cannot open a campus in Kerala or West Bengal, but any foreign university can," he added.

Our guest editor sounds a word of caution: "Foreign universities and colleges are coming here for money. Nothing extra should be given to them. There should be healthy competition," said PTU VC.

Soon his phone rings. He has to rush for a meeting. Time again for meetings, planning. In between, he played the perfect editor.

Source: 19-August, 2011/[Times of India](#)

Technical Education in India: A Catalyst for Development

Education is indeed the very foundation of a society which brings economic wealth, social prosperity and political stability. A modern and well developed society can become a possibility when quality of education is improved. In other words education is the very basis of development for a modern society and in this connection the role of technical education is very important.

Technical Education plays a pivotal role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. It offers many courses and programmes in engineering, technology, management, architecture, town planning, pharmacy and applied arts & crafts, hotel management and catering technology.

In our country there are many institutes which offer technical education. These institutions are funded by the Central Government, State Government/State-funded Institutions & Self-financed Institutions. Among them, there are 79 centrally funded Institutes of Technical & Science Education.

Several new measures have been taken to implement the Government vision of providing increased access with equity and excellence. Eight new IITs, four new IIMs and ten new NITs have been set up and are functional. IIMs at Udaypur & Kashipur would become functional from 2011-12.

Technical Education through different Programme envisages strengthening the Institutions to produce high quality engineers for better employability, establish Centers of Excellence for focused applicable research, training of faculty for effective teaching, enhancing Institutional and system Management effectiveness.

The Centrally funded technical Institutions have also implemented Central Educational Institutions (Reservations in Admission) Act, 2006 from the year 2007-08 which provides 15%, 7-1/2% and 27% reservation in admission for SCs, STs and OBCs respectively. In the Scheme of Community Development through polytechnics, preference is given to training of rural youths/SCs/STs, women, school dropouts and other disadvantaged groups and helps them to obtain need based gainful employment. Scheme for upgrading existing polytechnics to integrate the physically disabled has also been formulated with the aim to integrate

physically disabled persons into the mainstream through technical and vocational education. The objective of the Polytechnics under coordinated action for skill development is to enhance employment oriented skilled man power through them. Under the scheme, financial assistance is provided to the State/UT Governments for setting up of 300 new Polytechnics. Out of 300 Polytechnics, financial assistance has been provided to the existing Government/Government aided Polytechnics for strengthening of infrastructure facility and also for construction of women's hostel. Under the scheme of construction of women's hostel in Polytechnics, financial assistance has been provided to the existing Government/Government aided polytechnic in the state of Jammu & Kashmir and North-East region. Financial assistance has also been provided to 18 districts of Jammu & Kashmir and 27 districts of North-East Region for establishment of new Polytechnics under the scheme of establishment of new polytechnic in the country in unserved and underserved districts.

In the North-East Region of the country several technical institution like Indian Institute of Technology Guwahati (Assam); Rajiv Gandhi Indian Institute of Management (RGIIM) Shillong, (Meghalaya); National Institute of Technology (NIT) Silchar (Assam); National Institute of Technology (NIT) Agartala (Tripura); North Eastern Regional Institute of Science & Technology (NERIST), Itanagar (Arunachal Pradesh); and Central Institute of Technology (CIT), Kokrajhar (Assam) are taking care of the higher education

Since technical education is a key enabler of growth in the country's economy, it has to adopt a facilitating approach to make technical education accessible, affordable and accountable. A need was felt to introduce flexibility and mobility in the system by inviting public - private partnership for funding. The focus of AICTE is now on decentralized decision making the various reforms introduced in the administrative procedures include strengthening of office procedures improvement in security measures and introduction of e-Governance for enhanced transparency, clarity, easy and assured communication.

Technical Education provides various facilities and promotes development in the country in a coordinated and integrated manner. All India Council for Technical Education (AICTE) was set-up in November 1945 as a national level Apex Advisory Body. In the National Policy of Education (1986), AICTE was vested with statutory authority for planning, formulation and maintenance of norms

and standards, quality assurance through accreditation, funding in priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and integrated development and management of technical education in the country. The purview of AICTE (the Council) covers programmes of technical education including training and research in Engineering & Technology, Architecture & Town Planning, Management, Pharmacy, Applied Arts and Crafts, Hotel Management and Catering Technology (HMCT) etc. at different level.

There are several schemes for faculty development, namely, Quality Improvement Programme (QIP), Career Award for Young Teachers (CAVT), Emeritus Fellowship, Visiting Professorship, Seminar Grant, Travel Grant, Staff Development Programme, National Doctoral Fellowship, AICTE-INAE Distinguished Visiting Professorship and Financial Assistance to Professional Societies/Bodies. Under the Quality Improvement Programme (QIP), faculty members of degree level institutions are given opportunity to upgrade their qualifications to Master's and Ph.D. levels. Under the Scheme QIP (polytechnic), polytechnic teachers can pursue Master's degree programmes.

In an effort to bring in transparency, accountability, efficiency and swiftness in its decision-making process AICTE has launched the web portals of the AICTE and National Board of Accreditation (NBA) at URL://www.aicteindia.org and URL://www.nba-india.org. Some other significant initiatives taken by the AICTE are: Enhancement in seats in Engineering and Management Institutions, Reduction in land requirement norms in Metro & Mega Cities; Establishment of National Board of Accreditation (NBA), as an independent Body of AICTE, for making it eligible for full membership of Washington Accord; Providing 25% flexibility to Management Institutions in allocation of seats amongst different disciplines of Post Graduate Diploma in Management (PGDM), Co-option of foreign Experts on Academic Boards; Conducting of first Gradual Pharmacy Aptitude Test (GPAT) for Pharmacy Graduates through MS University, Baroda.

Source: 19-August, 2011/PIB/ [Washington Bangla Radio](#)

Rural education need of the hour

With only 12 of every hundred students who join Class I pursuing higher education, Dilip Ranjekar,

CEO of Azim Premji Foundation felt that lack of political will and accountability is hampering equitable development of education in rural India.

He was speaking at 'Samridhi', a conference on 'Business in Rural Markets' held at the Goa Institute of Management, Sanquelim.

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Elaborating on the inefficient school education funnel Ranjekar said, "If you don't have the political will, you cannot expect change. There are a number of issues that are responsible for the high number of drop outs. Also, educating girls is not a priority in India, and there are many cases of girls in Class IV and V being forced to marry."

Elaborating on the inefficient school education funnel Ranjekar said, "If you don't have the political will, you cannot expect change. There are a number of issues that are responsible for the high number of drop outs. Also, educating girls is not a priority in India, and there are many cases of girls in Class IV and V being forced to marry."

While admitting that academic arrears are piling up, he cited the unpredictable tenures of key leaders; lack of vision, competence and motivation of policy makers as some of the factors impeding growth of rural education.

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"There is no pre-school education in rural India like in urban areas. We need to educate rural people as they have the propensity to go back to their trenches and reach out to the community," he added.

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He commended the mid-day meal scheme of the government but lamented the fact that grain allotted for the scheme was being diverted. He also advocated reform in education while adding

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While saying "there is no evidence that private schools are better than government schools," Ranjekar bemoaned the fact that aganwaddis in the country do not function properly.

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Source: 20-August, 2011/[Times of India](#)

Diverse in India: Government Seeks to Boost College Access for the Disadvantaged

When it comes to dealing with his fellow students at the Indian Institute of Technology Madras, Warner, a 21-year-old aerospace engineering major, says the fact that he comes from a group of farmers known as the Pallar community means nothing.

But when it comes to his enrollment status as a student at IIT, it makes all the difference in the world.

The Pallars are among the groups recognized as a "scheduled caste" by India's government.

Such groups, according to "Improving Access and Quality in the Indian Education System," — a new paper by the Organization for Economic Co-Operation and development — are considered the "lowest group in the caste hierarchy."

There also is a set of groups referred to as "scheduled tribes," and another referred to as "other backward classes," or "OBCs. The word "backward," despite its negative connotation, has a meaning somewhat similar to "disadvantaged" in the United States.

Under the law of the land with variations by region about 49.5 percent of all seats in institutions of higher learning are reserved for such students. Collectively: 15 percent are for scheduled castes,

7.5 percent are for scheduled tribes and 27 percent are for OBCs.

This is affirmative action, Indian style.

Officials say the entrance exams of members of the scheduled castes and tribes and OBCs are ranked separately from those of other students, although [reports](#) indicate that is not always necessary to achieve diversity.

"Many belonging to these groups also get admitted in the general merit," says Professor V. G. Idichandy, the interim director at IIT Madras.

For Warner, being able to gain access to the elite IIT Madras is part of fulfilling a childhood dream that began when he took his first plane ride and became enamored with aerodynamics.

As he strives to reach new heights, Warner's climb also represents an attempt to break free from the financial constraints of doing the work traditionally done by his forefathers. His story is just one of many that are reshaping the social landscape of India and eating away at the rigidity of its ancient caste system.

"My education will take me to a better level than my father was," Warner says during a brief interview at the student cafe at IIT Madras.

As a banker, Warner's father already took an important first step toward breaking the caste mold when he decided to do something other than farming. He says his father encourages him to go even further, telling him that higher education "gives you a social and financial advantage."

"The financial condition of people involved in farming and agriculture is not good," Warner says. "They are in a poor state."

Warner said he became interested in aerospace engineering after he took his first flight when he was 12.

"I was around my ninth grade, then I started liking aircraft and space shuttles," Warner says.

Warner says his education at IIT is doing much to prepare him for the career of his dreams.

"It gives me all the basic fundamentals I need to design an aircraft. Basic principles in aircraft flying," Warner says. "As time goes by, I will become more

well-versed in the physics behind the aircraft structure and its competence.”

Warner says, historically, it has been relatively rare for members of the Pallar community to go into higher education.

“In the last five years or so, it has increased,” Warner says. “Before that, it used to be pretty low.”

The reason, he says, is because of “very poor exposure to the current scenarios in India.”

“Most of them are following their father’s footsteps into farming and agriculture,” Warner says. “And very few people come out of the village and continue their schooling. They drop out at eighth or 10th grade. So there are very few people who go to college.”

Though official data on the matter was not immediately available, similar observations are made in the OECD paper on improving access and quality in India’s education system.

“School retention rates are ... improving, with the proportion of children, starting school who reach the final year, of a given level rising markedly through the 2000s,” according to the paper.

“Nevertheless, in absolute terms they remain low, with on average only three quarters of children who started grade one in 2003-2004 reaching fifth grade by 2007-08, and an even smaller proportion of children from minority groups.

“Retention rates drop off at higher levels of schooling, with only a little more than half of those who started primary school in 2000-2001 reaching eighth grade in 2007-08. Nevertheless, transition to tertiary education have risen over the past decade and are relatively high by international standards, with around half of all students who complete secondary school now taking up tertiary studies.”

The paper concludes “improvements in school enrollment and completion rates will likely lead to much higher participation in tertiary education.”

At IIT, Warner says his caste doesn’t really enter into social interactions with his fellow students. It does, however, bring tuition waivers, stipends and a reserved seat.

“Other than that, the way students behave with you is not much different,” Warner says.

However, just as affirmative action in higher education is a contentious issue in the United States, so it is here in India.

As evidence, consider the controversial Hindi film “Aarakshan” that was released this year. The title is a Hindi word that means “reservation.” The movie deals with tension between affluent students and those from the “backward” castes following a decision by India’s Supreme Court to uphold the reservation system.

The film was actually banned in a couple of states in India, including in Uttar Pradesh, where government officials reportedly feared it would “create a law and order problem.” In Mumbai, the movie opened in cinemas among a heightened police presence.

What’s more, legislators are looking at whether it’s necessary to revamp the law — particularly its 50 percent ceiling on reservation seating.

As for Warner, who was interviewed before the movie was released, he is focused on following his father’s advice to take advantage of higher learning in order to make a difference for his fellow Pallars.

Warner adds: “He thought if someone from the community is in a good position, financially and socially, they can help the community.”

Source: 23-August, 2011/My [Diverse Education](#)

PM exhorts IIT-ians to build a vibrant India

Even as Prime Minister Manmohan Singh addressed the 57th Annual Convocation and Launching of Diamond Jubilee of IIT, Kharagpur on Monday, some IIT students and others held a demonstration near the campus of the premier technical institute here in support of Anna Hazare’s movement hours.

The demonstrators, claiming they had been holding a relay hunger-strike for the last seven days at a ‘dharna manch’ set up 1 km outside the campus to demand early acceptance of the Jan Lokpal bill, raised slogans in favour of the Gandhian’s movement against corruption.

The protesters, under the banner ‘Kharagpur Nagarik Manch’, were wearing Gandhi caps at the dharna manch, the makeshift walls which were

plastered with posters pronouncing 'Anna Hazare we are with you' and 'We support your cause Anna'.

Meanwhile, the prime minister exhorted IIT-ians to build a vibrant India's. Following is the text of his speech:

My greetings to the Indian Institute of Technology, Kharagpur -- the oldest, the largest and the most diversified of our IITs, on its diamond jubilee

I am happy to be amongst you to address the 57th Annual Convocation of the Institute. The IIT system which we are so proud of blossomed here in Kharagpur.

It was almost sixty years ago on the 18th of August 1951 that Maulana Abul Kalam Azad, while opening the IIT at Kharagpur, visualized an institution that would be on par with the world's best technological institutions, particularly the Massachusetts Institute of Technology.

The founders of the IITs were clear in their aims. The institutes were being set up not only to produce the country's best engineers but also to produce leaders who would build modern India.

While laying the foundation stone of the majestic main building and addressing the first Convocation of the Institute in 1956, Prime Minister Jawaharlal Nehru said, and I quote, "Here in the place of that Hijli Detention Camp stands this fine monument of India today representing India's urges, India's future in the making. This picture seems to me symbolical of the changes that are coming to India."

I deem it a privilege to be here with you on this momentous occasion celebrating the achievements of an institution created by the vision of the founders of our republic. I venture to say that the IITs have redeemed in great measure the high expectations they had from these temples of learning and excellence.

After Independence, IIT Kharagpur played a pioneering role in developing technical education in the country to meet the needs of national reconstruction and development.

The institute introduced many unique engineering programmes such as agricultural engineering, naval architecture, mining, aeronautical engineering, architecture and regional planning in the early years.

The institute has the distinction of introducing BTech programmes in the areas of computer science, energy, manufacturing, industrial engineering, biotechnology and entrepreneurship among others for the first time in the country.

Among the IITs, Kharagpur is also the first to have a business school, a school on intellectual property law and a school of medical science and technology.

I congratulate all those who have worked to build and nurture this outstanding institution.

In recognition of the good work that has been done and the ambitious agenda ahead, I am happy that the government of India has provided for a special grant of Rs 200 crore (Rs 2 billion) in this year's budget for the development of IIT Kharagpur.

I am happy that IIT Kharagpur alumni are also among the largest donors to the institute. I commend and congratulate them for returning the debt of obligation they owe to the Institute that made them what they are today.

One hears that many IITians are returning home from the US and elsewhere. If the IITs are to get plugged into the global technology chain, we must think imaginatively how to attract this rich pool of talent back to their alma maters.

Today IIT engineers are in positions of influence in universities, governments and corporations around the world.

IITians have been the spearhead behind the transformation of India from a brick and mortar economy to a knowledge economy.

But a new century is upon us. New challenges beckon. New opportunities present themselves. Staying connected with a changing India is essential if the IIT system is to continue to flourish and prosper in the 21st century.

The Indian economy has gone through an agricultural revolution, a manufacturing revolution and an information technology revolution.

But none of these sectors individually can be a panacea for the problems of such a large and diversified economy as India's. Each of these sectors has to develop and grow together.

We need to develop the soft skills necessary to multiply output and productivity from our huge intellectual and physical resources.

We need managerial and technical software to power the next generation of growth and development in each sector of the economy. This can only happen if we are able to fire the creative and innovative instincts of our engineers, managers, teachers, farmers and bureaucrats.

We have to usher in a soft revolution in our academic, business and administrative culture.

India has declared the current decade as the 'Decade of Innovation'.

We have to change the way we work; think differently about how to solve problems and constantly seek to be at the top of the scientific and technological curve that defines the pathway of modern civilisation.

We must find technical and scientific solutions to the complex problems that confront our society -- whether it is rapid urbanisation, climate change or energy security.

Our scientific and entrepreneurial energies should be channeled to spark the second Green Revolution, find new pathways for sustainable growth and living and make green growth a profitable business proposition.

Our scientists and engineers have shown that, given the right conditions, they are capable of being the best and producing the best whether in India or abroad.

The Anil Kakodkar Committee on the functioning of the IIT system has made a number of important recommendations

The committee noted that the number of PhDs that come out annually from the IITs is very small in comparison to similar technology institutions in the USA and China.

The committee therefore emphasized the importance of technology and innovation linked to advanced research. It suggests that the IITs take on the challenge of creating an advanced research-based innovation eco-system with the involvement of industry and national technology related programmes.

The key words should be excellence, flexibility, high quality infrastructure and a system of strong incentives.

It is only with a strong nurturing environment that the IITs will attract top class faculty and researchers.

High quality talent is essential if the IITs are to make the kind of impact on India's development process that they can and should.

The recommendations of the Anil Kakodkar Committee will soon be considered by the Council of the IITs and then by the Government of India.

The industrial renaissance of eastern India and Bengal should start from this soil that has sowed in the past such riches of knowledge and culture.

IIT Kharagpur can provide a fertile breeding ground to drive innovation by creating a strong R&D environment and entrepreneurial support systems.

There is abundant land. If a science park can be created with all the requisite infrastructure, industries can locate their R&D units here.

The units can work in close collaboration with the faculty and students. This synergy of talent and enterprise will inevitably create globally competitive products, processes and technologies.

Your institute has pioneered a capability in agricultural engineering, an area of profound importance for the Indian economy.

The agriculture and food engineering department is unique in being located in an IIT where it has the tools and resources to develop multi-disciplinary approaches to teaching and research.

The research capabilities of the department should be expanded manifold and its vision should expand to aim not just to produce quality agricultural engineers but to become a technological hub of innovation and advance in agricultural sciences.

The School of Medical Science and Technology at IIT Kharagpur has done good work in medical biotechnology and biomedical engineering.

It has sought to produce a new breed of doctors who are highly technology savvy, skilled in e-health monitoring, e-medical recording, tele-diagnostics, tele-surgery and tele-medicine.

I understand that IIT Kharagpur is proposing to establish an Institute of Medical Science and Research which would be named after a great visionary, an outstanding doctor and the first

chairman of the board of governors of IIT Kharagpur, Dr Bidhan Chandra Roy.

This innovative model will integrate the two diverse disciplines of engineering and medicine and signal new directions in medical education and healthcare delivery.

On this day, I convey my heartfelt felicitations to all degree recipients and award winners. To them I say that an IIT degree opens the door to a career path that can take you as far and as high as you can dream. And it is important to dream.

Whether it is international politics or the economy, what seemed impossible only a decade or two ago is today the norm. These momentous changes happened because men and women of vision and determination, some as young as yourselves, dreamt of the impossible.

Dear graduates, as all of you seek your fortunes in the world, I urge you not to lose the zest for learning that brought you through these portals in the first place. I urge you never to forget what this great institution has taught you -- the curiosity to learn; the skills to understand and finally, the techniques to apply your knowledge for social good.

India is poised to play a leading role in shaping this new century as an era of peace, prosperity, innovation and growth.

The nation looks to the IITs and IITians to play a commensurate role in this endeavour. And if all of you gathered here today remember what you see in the logo of the Institute -- Yoga Karma Sukousharam -- I am confident that you will.

Finally, I join everyone present in wishing the graduates and award winners every success in life and in their efforts to build a vibrant India and a better world.

Source: 23-August, 2011/PIB/Rediff.com

Will the 'one glove fits all' strategy work for MBA entrance exams?

Is the closure of Joint National Management Test (JMET), only the beginning of the end of the various other specialised b-school entrance exams? SS Mantha, chairman of the All India Council for Technical Education told media last week that from 2013 onwards, only one entrance exam (the CMAT)

will come into force from 2013 onwards, though the Indian Institutes of Management (IIMs) and deemed universities would be allowed to retain their tests. While the idea is still at a nascent stage, it has already set-off discussions in b-school circles.

Single exam is easy

The poll on the PaGaLGuY homepage indicates that of the 2386 who have voted so far, about 56 % prefer a single test. Students, when called randomly for a 'yes' or 'no' said that one exam would definitely ease the pressure off the 5-month exam season, which starts with Common Admission Test (CAT) and possibly ends with the Common Entrance Test (CET). "It would also mean that a student can put in all his energies into one exam and make sure he scores well," said a student who was buying a voucher for CAT at an AXIS Bank branch.

Shashank Prabhu, a first year student with FMS Delhi, says that a single test can impact both the ways. "From the aspirants' point of view, it would be easier to 'prepare' for a single test rather than adapt to various tests. And for the test administrators, it would be easier to design a single test rather than going for multiple tests. They can go for a well prepared good paper which could test the aspirants well." Shashank added that having a common test would mean that all the intellectual resources are directed towards a single point and so, the quality is bound to be better.

Different exams test different abilities

Students also said that the current multiple exams actually test different abilities which in effect act as parameters for the b-schools. Kriti Agarwal, first year student of Indian Institute of Management Indore says that there is a clear differentiation between the major b-school entrance examinations in terms of their pattern and what aspect of a student they are trying to evaluate. "Kirti's evaluation of the different papers is:

-CAT over the years has developed from a lengthy paper to a relatively short logical paper, giving more or less the same importance to all its sections – Quantitative analysis, Data Interpretation and Verbal Analysis.

-SNAP is number based and formula based and is relatively easy. It generally has high cut-offs.

-XAT has always maintained a greater level of difficulty. This year's XAT exam was particularly tough with a great deal of emphasis on business

logic and analysis. It also tests the students on their writing skills.

-The entrance exam for FMS lays a great deal of emphasis on English and is a lengthy paper. *Various exams like SNAP and IIFT test the general knowledge of the aspirants.

-NMAT is considered relatively easy with NMAT introducing a system of 3 attempts to the paper during their testing window.

Shashank slightly disagrees and states that there is no major difference between the different entrance tests, only the processes are different and so also the target audience. "Top rankers might not target SNAP, NMAT, state entrances, etc. Also, some of these tests might have an additional section (general knowledge in case of IIFT and SNAP) or might be different in the type of questions asked (decision making caselets in XAT, vocabulary in FMS) or might tweak the cut-offs (no sectionals as with IIFT 2010, 50%ile sectionals as with FMS)." Shashank concludes that at the end the day, all b-school need candidates who are good across all the sections and the pool can be narrowed down so as to get a targeted number of people for GDPI.

Bad hair day

Students in general also point out that multiple tests help students to make good, a bad hair day. "If one of the entrance exam papers is tough, there is still hope of another exam in a multiple exam system. But if there were one exam for all admissions, and if that one exam was bad, that would be the end," said a student. Kirti adds that multiple exams are good because a single entrance exam may not benefit a set of students good in one particular section or having exceptional verbal or quantitative skills which help them get crack the exams which lay emphasis on these skills.

B-schools not too excited

Faculty too do not think very brightly about this idea. Dr Parimal Merchant, Admissions Director, at SPJain Institute of Management and Research says that multiple tests have never been an issue with those setting the papers. "As it is there are many b-schools that take CAT, not just the IIMs so many students also take CAT. And exams test specific skills. It is up to the b-school adopt their own selection criteria and admit the students. It hence does not then make any difference if there is one exam or many." When asked whether students would be happy, Dr Merchant said "may be to a

small extent as there are fewer students who take all the exams. "Students generally sit for a choice of exams and base their b-school choice on them."

Director of the Regional College of Management, Orissa and president of the Association of Indian Management Schools (AIMS), Prof Prabir Pal is not at all impressed with what AICTE has mooted. He told PaGalGuY that in fact his association is ready to go to court against the AICTE in this regard. "We are already fighting a legal battle against AICTE for a variety of reasons including the issue of a common exam that AICTE wants as per their circulated dated December 2010. That matter has still not reached a final conclusion, then on what basis can AICTE even speak about another common entrance exam.?" he asked.

But there are other voices among b-schools. According to Dr V Panduranga Rao Director IMT, Hyderabad, the single exam will definitely help the student community, provided there is an error-free mechanism of maintaining quality and administration of the test. The appropriate example would be GMAT. Dr Rao adds: "Different entrance exams emphasise different things which may or may not have any relevance to the 'course of study' the student intends to pursue. Aspirants time, money and energy are being stressed out without any meaningful result." In fact, the issue of money was raised by quite a few people. It is largely felt that entrance exams is a big source of fund for the schools that conduct it.

Confusion

Even as students and b-school battled it out on whether the single exam idea is practical or not, the fact that it has created confusion is also a point to be noted. Sujata Khanna of Career Launcher has a totally different point of view. She argues that if CAT is going to be retained and so also the exams by deemed universities, then which is the single exam that AICTE is talking about? "If AICTE wants to come up with CMAT, then it will have to decide what to do with MAT and ATMA. Will they remain or be merged together or done away with? " she asks. Ms Khanna adds that even if CMAT is made compulsory for the AICTE-affiliated b-schools, the fact will remain that with CAT, NMAT, SNAP and FMS entrance exam being allowed, CMAT will still be just another entrance exam.

Authorities clarify

An AICTE official told Pagalguy that Mantha's statement was only an idea to make it easier for

for students who have to take so many different exams to gain entry to a b-school. One exam will make the system simple," said the official. Dr Dayanand Meshram, joint director at Department of Technical Education, Maharashtra confirmed that the idea was put up but there is no finality about it, as AICTE can only suggest, it cannot implement without necessary sanctions." When asked whether it was a good idea from DTE point of view to have one exam, Dr Meshram said that anyway the single exam (if ever it comes into play) will affect only a small percentage of students as the IIMs and deemed universities will continue to have their own exams. "For this small percentage of students, it will be helpful," he said.

But with both students and b-school officials stating that the idea is not too bright, why is AICTE even thinking of it?

Source: 24-August, 2011/[Pagalguy](#)

Higher education's coming train wreck

Students seem to trip up when it comes to applying what they have learnt in one context to solve a similar problem in another context.

Troubling reports about the failing higher education system in India are pouring in from every direction. The Indian Institutes of Management (IIMs) are finding it difficult to get an adequate number of quality students to fill the 3,000-odd seats for their flagship two-year full-time programme, even though nearly 200,000 aspirants take the Common Admission Test. Engineering colleges across the country report that only 10 per cent of the total number of students they admit every year have achieved a passing grade in the mathematics section of the entrance exams held to select candidates. Spokespersons for the IT industry say consistently that less than one in 20 Indian college graduates who apply for jobs in that sector are employable. I have sat in on interviews to select graduates from the country's premier computer science institutions and found that less than one in 100 have even the barest notion of what computer science is about.

Concerned people have listed many possible causes. High on their list is the booming coaching class industry in India which now offers to coach at every stage of life: from infants aspiring to seek admission in nursery school all the way up to IIM aspirants. But I am sceptical of the view that coaching classes are the cause of the problem

about quality of education. I suspect they are the Band-Aid that desperate parents apply to tackle the problem of quality of education. I know of one family in which the mother works as a domestic help and the father as a salesperson in a shop selling saris. They spend Rs 600 every month on private tuition fees for their son who has just entered college; the college fee itself is only a fraction of that amount.

Students seem to trip up when it comes to applying what they have learnt in one context to solve a similar problem in another context. Robert Haskell, professor of psychology at the University of New England, terms such a problem-solving skill "transfer of learning". His book *Transfer of Learning: Cognition, Instruction and Reasoning* defines "transfer of learning" as the skill to detect that a problem "is like" or "is equivalent to" or "is the same as" or "resembles" or "is comparable to" some other problem that the student has encountered before. This kind of reasoning is evidence of the skills of mental abstraction, generalisation, induction and logical inference. These skills make up true education.

Most innovation activity takes place using such skills. Take, for example, eminent computer scientist Peter Chen's account of how he came to think of the entity-relationship model, a seminal concept in computer science. He says that in his native Chinese culture, the pictographs for the sun and for the moon are placed next to each other to create the Chinese character for "brightness". Both the sun and the moon have the ability to reflect light, so combining both to mean "brightness" seems perfectly natural. Similarly, the entity-relationship model in computer science combines properties of individual entities to create new ones. Professor Chen had transferred his learning of how Chinese pictographs are combined to the completely new realm of computer science.

Unfortunately, attempts to teach such transfer-of-learning skills by using the classic structured drills in the basics don't seem to do the job, nor do the efforts to do it by giving students unstructured free rein for self-discovery.

While searching for a solution to this pedagogic problem, Clayton Christensen of Harvard in his book *Disrupting Class* says that the answer may lie in delivering student-centric learning. In this scheme, students learn each subject in a manner consistent with their type of intelligence and learning style. Unfortunately, the current education system in every country is organised into value chains, much

like manufacturing and mass retail. In such industries material (in this case students) is inputted, some of the material is transformed by subjecting it to standardised processes (standard textbooks and teaching methods) and outputted to the next stage (a higher class) if students perform adequately in standardised tests. In the current business design of education, each part of this process – standard curricula, standard textbooks and standardised tests – has scale economics and is, therefore, difficult to customise.

What is needed, says Professor Christensen, is a business design for education that acknowledges that students learn in different ways and, since they have different mixes of linguistic, mathematical and visual “intelligences”, their pace of learning varies.

How this can be done on a large scale in India is mind boggling; there are four million schools and 20,000 colleges in the country and in the next 15 years 345 million Indians will attain the age of 18 and be ready for the job market.

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

India's fast growth fails to lift primary education

Primary education standards in India are as bad as in Papua New Guinea and crisis-torn Afghanistan and Yemen, according to a team of Indian development economists.

In a study of schools in the country's most populous states they found that fast-paced economic growth has failed to improve India's basic educational standards over the past 15 years. The Public Report on Basic Education Revisited showed some children were unable to read after three years of schooling across the Hindi-speaking northern belt.

When the investigators arrived, half of the government schools were still devoid of any teaching activity,” the report said. “In a functioning democracy, this would be a major national concern. Yet little notice has been taken in the corridors of power.”

According to Jean Drèze, one of the report's researchers and a prominent Indian policymaker, India now finds itself in an adult-literacy peer group that includes Afghanistan, Papua New Guinea and Yemen.

The ratio of students to teachers in Indian primary schools was three times higher than in China, with a typical class in Bihar, one of the poorest states, having as many as 92 pupils.

“After 20 years of meteoric economic growth, there's been so little improvement in terms of the living standards of the people,” Mr Drèze said. “There's a very serious crisis. We have to wake up to the fact that we are relying too heavily on economic growth.”

There are 5.5m teachers in India, but at least 1.2m more are required. “The reason there aren't any teachers in school is because states have not recruited them for many years,” said Kapil Sibal, minister of Human Resources Development.

The report's authors said that it had taken years to analyse and verify data collected in states such as Rajasthan, Madhya Pradesh, Uttar Pradesh and Bihar. One team member, A.K. Shiva Kumar, said that he and his colleagues had also reviewed educational data for the 2009-2010 year and found them to be “identical” to those of 2006.

The UN Development Programme's Human Development Report for 2010 said Indians received just 4.4 years of schooling on average, compared with 7.5 years for China's citizens. Sri Lanka outscores both with 8.2 years of schooling and is on par with China's 99 per cent literacy rate for young female adults.

“Most developing countries are talking of [offering their children] 10 years of schooling,” said Mr Kumar, who is also a development economist and advises Unicef, the UN's child welfare agency. “Here there's lots of focus on growth rates but we are not looking at how India gets to 10 years of schooling.”

Meera Samson, a researcher at the Delhi-based Collaborative Research and Dissemination and report co-author, said head teachers had not been appointed at 20 per cent of the schools surveyed. At another 12 per cent of schools, only one teacher had been offered a position.

Last year, India's parliament passed legislation requiring the state to provide universal education.

Source: 25-August, 2011/[Financial Times](#)

Demand for reservation in new bill

Delegation proposes places be reserved in private universities for weaker sections of society

A delegation led by Republican Party of India (A) president Ramdas Athawale met Maharashtra Governor K. Sankaranaryanan yesterday and demanded that some places be reserved for weaker segments of society in self-financed private universities.

The delegation told the Governor that the Self-financed Universities Bill recently passed by the Maharashtra Legislative Assembly did not provide for constitutional safeguards to the weaker sections, including Scheduled Castes (SC), Scheduled Tribes (ST), Vimukta Jati and Nomadic Tribes (VJNT) and other backward classes (OBC), guaranteed by the Constitution of India.

Athawale demanded private and unaided universities should ensure reserved spaces for the weaker sections of society, as the provisions of the Maharashtra Universities' Act 1994 also did not reflect this.

The new bill is meant to promote higher education and encourage participation by the private sector in setting up self-financed universities in the state. This step has been taken by other states like Punjab, Haryana, Himachal Pradesh, Assam, Gujarat and Karnataka.

Though this move will not put a financial burden on the state exchequer, Athwale earlier alleged that the passing of the bill in haste indicated that the state government was working under the pressure of education barons and industrialists.

Many politicians of Maharashtra are education tycoons who have built an empire but there remains a shortage of seats in medical, engineering and technical courses. This forces students to pay very high prices to be admitted.

The delegation also told the Governor that the decision-making authorities of the self-financed universities including the governing body should have representation of SC, ST, and OBCs.

Athawale also wants private universities to be brought under the control of the University Grants Commission and Human Resources Development ministry.

Source: 25-August, 2011/[Gulf News](#)

Plan panel backs for-profit institutes of higher learning

In a potential game-changer for India's education sector, the Planning Commission has suggested

that the country allow establishing institutes of higher learning that could be run for profit.

"The not-for-profit tag in higher education sector should perhaps be re-examined in a more pragmatic manner so as to ensure quality without losing focus on expansion and equity," said an approach paper prepared by the apex planning body. Mint has reviewed a copy of the document.

To be sure, the approach paper is not a final policy document as it requires formal approval by the Union cabinet of ministers. However, it does signify the government's willingness to allow for-profit institutes of higher education to be set up.

India should facilitate private sector growth in higher education, particularly in technical subjects, and should explore and develop innovative public-private partnerships (PPP) in the 12th Five-year Plan period that begins on 1 April 2012, the Planning Commission said in the approach paper.

The move comes at a time when the government has publicly accepted that India needs to scale up the education sector to reap demographic dividends, but the state alone will not be able to help fund all initiatives.

The suggestion to permit for-profit institutes has come out of a public debate on the quality of higher education in the country, according to a Planning Commission official.

"There were a large number of suggestions made on allowing for-profit higher education from different stakeholders," he said, requesting anonymity. "In a presentation made to the Prime Minister in April to discuss the approach paper, it was suggested that there should be development and operationalization of PPP models in higher education looking at the growing needs of the economy."

"PPP will not come at not-for-profit," said the official, who is closely associated with the drafting of the approach paper.

For the country to achieve scale with quality in higher education, public money is not enough, said Pramath Sinha, who was founding dean of [Indian School of Business](#) (ISB), Hyderabad.

"You have to invite private investment," he said. "Of course, some will be philanthropic, and the others will come to have some returns."

Promoting PPP and allowing profit with conditions are interesting ideas and will be beneficial if implemented, he said.

“Already people are doing it under the carpet. By not making it transparent, you (government) have created a system of bootleg model,” said Sinha, who is now working on setting up a multidisciplinary higher educational institution.

“But yes, you have to put curbs so that anybody should not enter to make profit while offering poor quality education,” he cautioned.

But the proposal may not be well-received in the political sphere. “I am surprised that this is coming from the Planning Commission,” said K. Keshava Rao, a Congress parliamentarian and member of a parliamentary standing committee on human resource development. “Commercialization of education has never been accepted in India and should never be.”

“Foreign universities waiting to enter India will jump into the fray once this is finalized,” he said.

T.V. Mohandas Pai, former human resources director at Infosys Ltd, said: “The central government has too much restriction. Government restriction has only created a class of people but we have to go for the masses. I think there should be no debate on for-profit or not-for-profit as long as access and quality is taken care of.”

“Only 13% of those eligible are pursuing higher education (in India) and this has to increase. For this we have to give access and quality and here inviting private sector would be a good move. I welcome this, if the Planning Commission has suggested it,” Pai said.

“We have to look at outcome. You will see more people coming and joining the sector,” said Pai, who is associated with educational institutes, including the Bangalore University.

India has nearly 26,000 institutes of higher learning and over 530 universities catering to 16 million students. The country needs some 30,000 additional colleges to increase its gross enrolment ratio to 30% from 13% in a decade, according to official estimates.

Pai said there is a huge problem of quality faculty, who are often not well-paid. “We have to address this also,” he said, indicating that for-profit

organizations will pay more to teachers and attract better talent.

All central government institutes, including the premier Indian Institutes of Technology, face a faculty shortfall of up to 33%, according to data available with the human resource development ministry.

Some corporate houses are opening higher educational institutes under state laws because some of the states are doing a good job by allowing it, Pai said. These include Azim Premji University in Karnataka, Shiv Nadar University in Uttar Pradesh and NIIT University in Rajasthan. These institutions are not-for-profit.

Foreign universities will show interest in setting up campuses if the government re-looks the not-for-profit tag in higher education, a human resource development ministry official said, requesting anonymity.

“This is the most contentious part (of the foreign university Bill) that you allow them to set up campus but not earn any return,” he said. “They cannot even expatriate the income. This part needs some relaxation.”

Once the government allows for-profit educational institutes, there will be three benefits—the practice of giving free land or land at concessional prices will stop, the institutes can be asked to give audit reports of income and expenditure, and there could be some guidelines on the selection of executive boards of the institutions, according to another government official, who too declined to be named.

ISB’s Sinha agreed and added that if the proposal is unpalatable for political reasons, there could be a rider that “profit is allowed, but only 15% per annum”. “They can also asked to audit their book by the leading audit firms of the country to avoid malpractice,” Sinha said.

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

Teachers, principals get training in sustainability development

A consortium of Indian institutes, that includes Bharati Vidyapeeth Institute of Environment Education and Research (BVIEER), [Centre for Environment Education](#) (CEE), ministry of environment and forests, National Council of Educational Research and Training (NCERT) and the

Energy and Resources Institute ([TERI](#)), have been identified to guide and coordinate the training programme 'Education for sustainability training for trainers' in the country.

The training, which is a four country programme (India, Mexico, South Africa and Germany), is funded by the Federal Republic of Germany. The first workshop was held at [BVIEER](#), Pune, between August 23 and 27. The idea is to understand and introduce education for sustainability development into the education process.

Under this programme, school teachers, principals and NGOs in the field of environment will be trained to impart training on education for sustainability and to go beyond environment. Thirty-six trainers across the country underwriting the five-day training currently on in [BVIEER](#)

The trainers were from states such as Maharashtra, Karnataka, Hyderabad, Chennai, Orissa, Kolkata, Delhi and Goa.

Kranti Yardi, faculty, [BVIEER](#), told [TOI](#) that the [United Nations](#) has dedicated this decade to education for sustainability. Earlier, the stress was on environment education. But now it is on sustainability education.

"The pillars of education sustainability are based on environment, social equity and economics. Education sustainability goes beyond environment," she said.

Citing an example, Yardi said "when we talk about water resources, it is also related with social and economic equity. In case of water issue, the usage is less for underprivileged and more among the higher class. The other issue is economic use. One should not use water resource in unsustainable ways."

"This is the pilot project to understand not just environment but also sustainability. Country specific design training modules have been prepared," Yardi added.

Erach Bharucha, director of [BVIEER](#), and one of the members of the expert group formed for this training programme, said "As of today, our knowledge of environment education is based on the NCERT curriculum. Now, we want to introduce education sustainability in the education process."

As part of the programme, young trainers will be sent to Germany for training. The five-day

programme included understanding sustainable development, education for sustainable development using various activities and bring about whole school for education of sustainable development, among students, teachers, principals, staffs and parents. On the fifth day on August 27, it will look into how to evaluate and monitor this programme.

Bharucha said, "we wanted the whole school to participate and understand about sustainable development through this programme. There should be involvement from students to teachers, from staff to parents. They will take up various activities such as rain water harvesting, vermi-composting, waste management, among others," he added.

Three components of the programme are (i) Expert group as the guiding force; (ii) Programme for young people; (iii) Training of trainers.

Country involved are India; Mexico; South Africa and Germany

Fourty four trainers: are from states like Maharashtra, Karnataka, Jammu and Kashmir Hyderabad, Chennai, Orissa, Kolkata, Delhi and Goa, among others.

Source: 29-August, 2011/[Time of India](#)

David Starkey's views on race disgrace the academic world, say historians

David Starkey has brought his profession into disrepute by voicing theories about race "that would disgrace a first-year undergraduate", according to leading academics.

More than 100 historians have signed an open letter expressing their dismay at Starkey's controversial comments on the riots during an appearance on the BBC's *Newsnight* programme.

They asked the BBC to stop referring to Starkey as a "historian" on anything but his specialist subject, the Tudors, claiming that he is "ill-fitted" to hold forth on other topics.

Signatories to the letter include academics from Cambridge and the London School of Economics, institutions at which Starkey once taught.

Starkey's *Newsnight* appearance caused outrage earlier this month when he was asked about the cause of the riots and replied: "What has happened

is that a substantial section of the chavs... have become black. The whites have become black. A particular sort of violent, destructive, nihilistic gangster culture has become the fashion."

In a letter to the *Times Higher Education* magazine, the collective of 102 academics said: "His crass generalisations about black culture and white culture as oppositional, monolithic entities demonstrate a failure to grasp the subtleties of race and class that would disgrace a first-year history undergraduate.

"In fact, it appears to us that the BBC was more interested in employing him for his on-screen persona and tendency to make comments that viewers find offensive than for his skills as a historian.

"In addition to noting that a historian should argue from evidence rather than assumption, we are also disappointed by Starkey's lack of professionalism on *Newsnight*.

"Instead of thoughtfully responding to criticism, he simply shouted it down; instead of debating his fellow panellists from a position of knowledge, he belittled and derided them. On *Newsnight*, as on other appearances for the BBC, Starkey displayed some of the worst practices of an academic, practices that most of us have been working hard to change."

The letter asked why the BBC had invited Starkey to discuss the riots when his academic research and published works have nothing to do with the subject.

"In our opinion, it was a singularly poor choice," they said, adding that "the poverty of his reductionist argument... reflected his lack of understanding of the history of ordinary life in modern Britain. It was evidentially insupportable and factually wrong.

"The problem lies in the BBC's representation of Starkey's views as those of a 'historian', which implies that they have some basis in research and evidence: but as even the most basic grasp of cultural history would show, Starkey's views as presented on *Newsnight* have no basis in either."

Among the signatories are Paul Gilroy, professor of social theory at the London School of Economics; Steven Fielding, professor of political history of at the University of Nottingham; Richard Grayson, professor of 20th century history at Goldsmith's,

University of London; and Tim Whitmarsh, professor of ancient literatures at the University of Oxford.

Others come from as far afield as Harvard, the University of Winnipeg in Canada and Jawaharlal Nehru University in India.

Source: 29-August, 2011/[The Telegraph UK](#)

Diversified knowledge, skills vital - UNDP boss

Partnership in education and training should be directed towards diversifying knowledge and skills among institutions to serve industry requirements. United Nations Development Programme (UNDP) Resident Coordinator, Khin-Sandi Lwin said this when she officiated at a graduation ceremony held at the University of Botswana Stadium on Friday.

One thousand, six hundred and thirty nine students graduated at the first joint graduation ceremony for the Affiliated Health Training Institutions (AHTI), Colleges of Technical and Vocational Education and Colleges of Education. The AHTI thus released the majority of human resource to the country's labour force in fields of general nursing, medical laboratory practitioners, pharmacy technicians among others. Others graduated with a diploma in technical and vocational education and primary education.

Officiating at the event themed, "Partnership in Education: A Key to Quality Human Resource Development", Khin-Sandi Lwin advised that it calls for a holistic approach to underscore unity, collaboration and concerted effort towards achieving common goals.

"It helps in benchmarking and networking in ways of rating and evaluating the knowledge, competencies and skills of your products which are pivotal to see relevance in the human resources you develop, to the needs of the country and the region," Sandi-Lwin said.

She hailed the three institutions for collaborating as it shows the level of cooperation among institutions of higher learning for prudent use of resources for the benefit of the nation.

The value of a quality human resource, she said, is highly dependent upon the type of institution one graduates from in terms of the standard of service provided by that institution. She urged the institutions to ensure access to learning opportunities that are geared towards a knowledge-based economy.

She added that the government of Botswana is internationally noted for allocating a major proportion of its budget to provide to nation with education and training opportunities.

"Diversification of education would include open and distance learning as a strategy to increase access and equity in education and training," she said.

She said rationalisation in education and training would put in place efficient and effective tertiary technical programmes that would enable institutions to create an environment that could benefit students and ensure professional growth to increase market value.

Source: 29-August, 2011/[The Monitor](#)

Say 'no' to ragging

IT is said that the road to hell is paved with good intentions. This truly stands correct in the case of ragging. Though *ragging was intended to provide good humour and harmless fun to students, today it has assumed torturous, vulgar and inhuman forms that defy all norms of decency and morality.* What began from a friendly introduction turned to disgusting and perverted overtones?

Ragging is an act of aggression committed by an individual or a group of individuals over another individual or a group of individuals and by virtue of their being senior, somehow get the authority and audacity to commit the act to the freshers of the institution. It is any act which causes, or is likely to cause, any physical, psychological or physiological harm of apprehension or shame or embarrassment to a student, and may include teasing or abusing of playing practical joke, or causing hurt to any student, asking any student to do any act or perform any thing which he/she would not otherwise be willing to do or perform.

Ragging is supposed to have its origin in certain European universities, where seniors played practical jokes at the time of welcoming freshers to institutions. Gradually, it became popular throughout the world. However, with time, it has assumed obnoxious and harmful connotations and needs to be severely condemned. Today, almost all countries of the world have enacted stern laws that ban ragging and it has been completely eradicated in countries such as Canada and Japan. But sadly, India, which inherited ragging as a legacy from the British Raj, has not been able to free itself from the clutches of this inhuman practise which is believed

to be a major factor that often leads to campus violence and suicides in educational institutions. India and Sri Lanka are the only two countries in the world where ragging exists in the most condemnable form.

Ragging is not merely a socio-legal problem, it has a certain psychological basis that nurtures a sense of authority in an individual, which boosts his morale and puts him on a high by having the freshmen always at his command. Senior students believe that since they were ragged, they have the right to rag their juniors. It also gives them an opportunity to satiate their sadistic pleasures at the cost of a poor freshmen's imagination. But not always all seniors who commit ragging enjoy doing it at their will. Seeing most of their batchmates indulging in ragging, they fear being left out and to avoid isolation, they too join the herd. Many senior students live under the misconception that ragging makes a style statement and thus will put them in the "influential crowd" of their college.

Let us examine some shocking forms of ragging. Some of the most popular forms prevalent in institutions are prescription of weird dress code which may make the freshmen feel awkward and uncomfortable as it often brings them unnecessary attention from everybody. Formal introduction as asking the freshmen to introduce themselves in pure local language. Verbal torture involves indulging in loose talks. The freshers may be asked to sing the lyrics of any vulgar song or use abusive language while talking to the seniors. Severest form of ragging that takes place in colleges is sexual abuse and the freshers are forced to try drugs thereby driving them into addiction.

In many cases, the freshers have been asked to strip before the seniors. They may be asked to enact scenes from a particular movie or mimic a particular film star, doing silly scenes, proposing to someone from the opposite sex, etc. Students who stay in hostels are most vulnerable to ragging. They may be asked to do all odd acts from cleaning the room of seniors to washing their clothes. This leads to loss of individuality and break the self-esteem of a newcomer. The fear engenders feelings of bitterness and revengefulness, which is often taken out on juniors next year.

Consequences of ragging are shocking, for it spoils the environment of the college, creates gap between seniors and juniors, increases the crime on campuses, juniors can't concentrate on studies because they live under constant fear, it harms the mental level of juniors and compels some to commit

suicide also. There have been more than 25 deaths due to ragging during the last seven years.

Despite the law and occasional steps taken by governments, ragging does exist in our institutions. Therefore, institutional authorities, government and the public should take some serious decisions to stop this increasing menace. Various states have been passing anti-ragging legislations, but the issue is far from being resolved. In 1997, Tamil Nadu became the first state to bring a legislation against ragging. Even the Raghavan Committee has failed to put an end to this menace. The Supreme Court initiated a step by defining new guidelines for ragging in 2001.

However, passing laws will not end this menace until massive nationwide awareness is created about ragging. Efforts need to be made to make ragging a social evil by highlighting its ill effects and thus establishing a public opinion against it. Community and the students in particular must be aware of the dehumanising effect of ragging through posters, signboards and notice boards, etc. Anti-ragging movements should be initiated by all educational institutions. Undertakings should be taken from freshers, seniors and their parents or guardians. Ragging-prone zones such as hostels, canteens, playgrounds and secluded areas need to be identified and carefully guarded. Surprise checks should be made by the hostel warden, especially during the nights. Freshers can be allotted separate hostels. Faculty members should have personal interaction with freshers and should stay in close contact with them and instil in them a sense of confidence. Freshers should be made aware where to approach for redressal in case of ragging. Professional counsellors can also be engaged to counsel freshers to prepare them for the life ahead.

Migration certificates issued to students should mention if the student ever indulged in ragging. Anti-ragging and vigilance committees should be formed and senior responsible students should be part of it. Failure to prevent ragging should be taken as an act of serious negligence on the part of an institution. Accountability of institutions should be taken care of and financial assistance and recognition should be withdrawn from the institutions where ragging incidents are reported.

Hopefully, all pledge to hold the responsibility that ragging is not considered as a fashion but as a crime that deserves to be condemned, as it breaks lives, careers and families. Let us say "no" to

ragging and commit to make the coming session ragging free.

Source: 30-August, 2011/[The Tribune](#)

IITs losing their way as global powerhouses

The former Union minister for Environment, Jairam Ramesh, sparked off a controversy earlier this year when he remarked that there was no worthwhile research coming from the Indian Institutes of technology (IITs).

In the recent rankings of academic institutions across the world, the very same point is reiterated as the IITs do not figure in the top 500 global universities. The Academic Ranking of World Universities (ARWU) prepared and released by the Shanghai Jiao Tong University, had IIT-Kharagpur in the rankings for the last nine years. This year, however, only the Indian Institute of Science (IISc) made it to the list in the 301-400 range.

This ranking raises the existing debate of the performance of the IITs that are ranked among the best academic institutions in the country. According to Dr N.R. Shetty, President of the Indian Society for Technical Education, the quality of research at the IITs does not measure up to that done in US universities. Reiterating Mr Ramesh's comment that it was the students at IIT, and not the faculty that was world class, Mr Shetty stated that the reputation the IITs enjoy in India is due to the fact that the best students are admitted to them.

"It is mostly only the outstanding students who get into the IITs, it now requires an outstanding faculty as well, in order for its research to scale up," he added. The topmost criterion for evaluation of universities is scientific research which includes the frequency of publication in top journals, the number of citations received and the number of Nobel prizes and fields medal won by staff and alumni. The IITs don't figure anywhere in this selection process, said Mr Shetty.

Former Member of the Board at Infosys, Mohandas Pai, stated that autonomy is key for the institute to be recognised globally. He added: "This ranking is the result of inadequate autonomy for IITs who do not have their own source of funding nor the freedom to operate independently; which is why they do not feature in global rankings."

The IITs are also of the opinion that there are roadblocks that hold back the institute from performing just as well as Western universities. Prof

V.G. Idichandy, Officiating Director, IIT-Madras in Chennai stated that the amount of research funding that universities in the US and China get is not comparable to what Indian institutes are given. "International universities get heavy support for research; something that needs to scale up in India. At least 40 per cent of the evaluation for these rankings rests on the population of international students and faculty at the institute. Additionally, there are not enough excellent research students, who instead opt for a well-paying jobs that the industry provides and a PhD is not an interesting proposition," stated Prof Idichandy who added that all the seven IITs together bring out 1,000 PhDs a year whereas the number should be several times higher.

Source: 30-August, 2011/[Deccan Chronicle](#)

VET needs to focus on industry knowledge

Vocational education and training (VET) needs to teach workers about their industry so innovation is supported, a new study finds.

The National Centre for Vocational Education Research study found strongly focusing on teaching specific competencies - such as how to use particular equipment - meant students were often under prepared for changes and innovations in their workplace.

Workers who understood the fundamentals of their industry were better able to cope with and learn about changes, and help their employer to innovate.

The study looked at the mining, solar energy and computer games industries.

It found the VET system could not cope with always delivering courses that were highly specific to particular companies and continuously-changing knowledge and skills.

"But VET can provide people with the capability to learn and adapt to innovation-induced change," the report says.

But the report's authors said there was a paradox in that many firms just wanted training to teach employees particular skills that applied to their work at the current time.

However, a sector's long-term competitiveness would probably be better served if workers were

taught more advanced skills and underpinning knowledge.

While the three industries studied had different ways of innovating, the report says the findings about the approach vocational training should take applied to each.

It says training provides a "common language" across a sector, which means innovations can spread more easily since more people will understand how it fits with their work.

But it warned that a single model of how VET related to industry would not fit all sectors, so training providers needed to be flexible if they dealt with different types of industry

Source: 30-August, 2011/[The Sunday Morning Herald](#)

A challenge to inspire school students

The Design for Change school challenge will be reaching out to 60,000 schools in India this year to inspire students to take up challenges in their day-to-day lives and imagine a solution, implement it and share it with others to empower them with the can-do spirit.

Kiran Bir Sethi, Founder of Design for Change and Director of Riverside School, Ahmedabad, said that the contest that was introduced in 2009 by Riverside School had grown to inspire children across the globe to channelise their creative powers and take up projects about issues ranging from rainwater harvesting to cleaning up of beaches and harnessing renewable sources of energy. In 2009, the contest had over 100,000 children designing solutions for challenging problems, while this year, the contest would reach out to 300,000 schools from over 33 countries for the contest, she stated.

She added that Amar Chitra Katha, the comic book publishers, would be publishing 20 of the shortlisted stories of change from across the globe on October 2 to commemorate Gandhi Jayanthi as the "Be the Change Day". About 50 prizes would be sponsored by Nickelodeon while Career Launcher will present counselling workshops. Furthermore, iKen school and Mexus Education would sponsor 100 science kits for winning stories, while mySpark would award 20 educational tablets for selected stories. Also, Director Raju Hirani would provide two internships to the winning teams.

As part of the contest, school teams that completed registering their ideas by August 15, would have to

implement the solution that they proposed for the problem and record the change created by their solution for a minimum period of one week. The implementation phase would have to be completed anytime between July 15 and October 2nd. The contestants would be judged for their fresh perspectives on existing problems and potential to effect significant change in one week. October 15 would be the last date for submission of forms and the winners would be announced on November 14. The prize distribution would take place on November 19. In 2010, the contest covered 38,000 schools and enlisted the participation of over 100,000 children. In addition, it also reached out to 22 countries, including Japan, Russia and Peru.

Source: 30-August, 2011/[Ibn live](#)

RESOURCE

IGNOU tops the charts

According to a nationwide perception survey by Careers 360 magazine and Yahoo! India, on distance learning, the Indira Gandhi National Open University (IGNOU) ranks number one for the year 2011.

Yashwantrao C Maharashtra Open University in Nasik has been ranked second, followed by IMT Distance and Open Learning Institute in Ghaziabad. Delhi University is ranked 16th.

IGNOU also ranks first in resources and reach of the university. The university caters to Gyanvani, an educational FM radio network, providing programmes covering different aspects and levels of education including primary and secondary education, adult education, technical and vocational education, higher education and extension education.

It also has a dedicated educational TV channel called Gyan Darshan which broadcasts lectures by the faculty members of the university.

Yashwantrao C Maharashtra Open University stands second followed by Uttar Pradesh's Rajarshi Tandon Open University at third position, Annamalai University at fourth and Dr BR Ambedkar Open University at fifth place. The Delhi University is ranked at the sixth position in its resources and reach.

The Universe for Open and Distance Learning Institutes (ODLIs) in India comprises 249 institutes. Out of which, 188 institutes are

currently offering distance education programmes. Given the nature of operations of ODLIs and the lack of adequate data with the Distance Education Council (DEC) as also in the public domain, shortlisting of top 50 institutions was done by the magazine on the basis of student enrollment data. The logic behind this was the popularity of the institutions based on the number of admissions.

Careers360 then sent letters to these 50 institutions and based on the responses received from the institute as well as the data supplied by DEC, 32 institutes were chosen for ranking purpose. Further, visits were made to all the institutes which responded as well as to select study centres of others to build a database.

The input primarily looked at the reach, infrastructure and diversity of the institutions in providing distance education

The process emphasised on the quality of resources and delivery mechanism, while output focused on the performance of the institute in facilitating the student in getting a better prospect.

Source: 16-August, 2011/[The Pioneer](#)

Over 3,000 Indian doctors migrated in three years

Over 3,000 Indian doctors have migrated in the last three years either for higher education or for prestigious assignments, the Rajya Sabha was informed on Tuesday.

In a written reply, Health and Family Welfare Minister Ghulam Nabi Azad said the figures were made available by the Medical Council of India (MCI), the apex medical education body.

The MCI gives a Good Standing Certificate to doctors before they go abroad. In 2008, about 1,001 doctors went abroad, which went up to 1,386 in 2009. In 2010, the figure was 1,264.

"Doctors go abroad either for obtaining higher qualifications, training or for prestigious assignment," Azad said.

Source: 16-August, 2011/[Economic Times](#)

India needs 55 million additional jobs by 2015: CRISIL

CRISIL Research has come out with its report on employment in India.

Employment in India: Uneven and Weak

India needs at least 55 million additional jobs by 2015—twice the job addition between 2005 and 2010—to maintain the current ratio of employed people to total population of 39 per cent. The estimate assumes that the number of self-employed persons will decline by nearly 25.5 million, as it had happened during 2005- 2010.

With millions of people employed today either retiring or losing their jobs, new job hiring will have to exceed 55 million by 2015.

For growth to be inclusive, employment intensity of production will have to increase. Employment intensity— the number of employed persons per lakh of real GDP – declined to 1.05 in 2010 from 1.71 in 2005.

Appropriate policies are needed to complement high growth for facilitating the required job creation. Easing demand constraints in manufacturing through labour reforms and supply constraints in services through fasttrack reforms in higher education will be the key for future job growth.

Between 2005 and 2010 the addition in jobs was 27.7 million but the number of self-employed people decreased by 25.5 million. This restricted the increase in number of employed people to 2.2 million.

The pattern of employment generation was lopsided during 2005-2010. In manufacturing - a crucial source of jobs for relatively low-skilled labour - employment declined by nearly 7 per cent, despite a faster growth in manufacturing output. In services, employment growth slowed in financial intermediation and business services – a key source of salaried jobs. In contrast, employment grew by almost 70 per cent in the construction sector, but it was mainly in casual jobs.

Creating job opportunities for those who choose to work is central to inclusive economic growth. An increase in job opportunities, in turn, encourages more working-age people to seek employment. This expands the pool of potential workers, a key input to faster economic growth.

The NSSO (National Sample Survey Organisation) report on employment in India published in June 2011 provides the base data to assess the extent of job creation between 2005 and 2010. CRISIL Research has used data from the NSSO report and data on population projection for India to assess

employment growth in the decade of 2000s, its characteristics and to estimate the addition to jobs required by 2015.¹ Employment data available for India specifies only the net addition to employment – the difference between employment (self-employed + jobs) added and lost over a specified period. It does not provide data on new job hiring and jobs losses separately and same is true for self-employed. The estimates for job additions presented here, thus, reflect the net impact of new job hiring minus jobs lost.

Employment = jobs (salaried plus casual) + self-employment

2005-2010: Net addition to jobs = 27.7 million

2000-2005: Net addition to jobs = 27.2 million

Employment can be broadly divided into two categories - jobs (salaried and casual) and self employed. The estimates based on a recent NSSO report released in June 2011 indicate that overall employment in India increased by 2.2 million between 2005 and 2010 as against 92.7 million between 2000 and 2005.

These aggregate numbers, however, mask important aspects of labour market dynamics such as the break-up between self-employment and jobs, salaried and casual jobs, rural and urban employment, and also, state and industry-wise labour market movements. For example, a change in the aggregate employment is often misinterpreted as a change in job creation. The much-discussed 2-million employment gain between 2005 and 2010, for example, does not indicate the extent of new job hiring, but reflects net changes in both selfemployment and jobs.

Between 2005 and 2010, an increase of 27.7 million in jobs was largely offset by a decline of 25.5 million people in the self employed category; this restricted the total employment gain to 2.2 million (Figure 2). Between 2000 and 2005, while jobs had increased by 27.2 million, the self-employed segment had expanded by 65.5 million. This had resulted in total employment gain of over 92.7 million.

Source: 16-August, 2011/[Money Control](#)

More Indian students seek admission in US

Reversing recent trends, prospective graduate students from India seeking admission in US institutions increased eight percent in 2011 after increasing just one percent in 2010, according to a new survey.

Ahead of India, however, were China which recorded double-digit increases in applications (21 percent) and the Middle East and [Turkey](#) (16 percent), according to the survey by Council of Graduate Schools (CGS).

Overall the number of prospective international students increased 11 percent between 2010 and 2011 with the rate of increase for fall 2011 outpacing that of the last four years.

Offers of admission to prospective graduate students from India too rose 8 percent in 2011, the first increase to occur since 2007, the survey noted.

For prospective graduate students from India, applications increased for the second year in a row and offers of admission increased for the first time since 2007.

These figures suggest that the recent trends for India and South Korea are reversing and that the numbers of these students in US graduate schools will once again increase, CGS said.

US has always been a popular destination for Indians and has become even more popular due to larger shifts in the other options available to Indian students, said Rahul Choudaha, director of development & innovation with World Education Services.

Of the 185,000 Indian students enrolled in higher education institutions abroad, US leads with a share of nearly 55 percent of all Indian students followed by Britain and Australia, according to [UNESCO](#) data, he noted.

Majority of Indian students enrol at graduate programmes, especially in engineering related fields, Choudaha said.

According to [National Science Foundation](#) 57 percent of all Indian students in the US were enrolled at master's level programme in engineering and computer science in 2009.

An interesting trend for this year is higher acceptance of Indian students by institutions outside top-100.

Number of applications from Indian students to institutions outside top-100 has increased by 6 per cent, however, number of offers by institutions has increased by 12 per cent, indicating higher willingness of institutions to accept Indian students, Choudaha said.

Source: 19-August, 2011/[Times of India](#)

Vocational education - India's way ahead

Vocational education is the only way to convert India's human capital into a skilled workforce.

2011: WHILE 54% OF THE INDIAN POPULATION IS UNDER 25 YEARS, THE AVERAGE AGE IN CHINA, EUROPE AND JAPAN IS BETWEEN 30 AND 41 YEARS

2020: A SHORTAGE OF GLOBAL SKILLED MANPOWER BY 56.5MILLION; INDIA TO HAVE A SURPLUS OF 47 MILLION

The above pointers imply that while the world is ageing, India is growing younger by the day. This may be good news but the truth is that we can reap the benefits of a young demographic dividend only if we have skilled manpower.

In fact, the growing economy of India has thrown up a huge supply crunch. According to a survey conducted by the National Skill Development Corporation (NSDC) on new job creation in India between 2012 and 2022, the sheer numbers that India needs is something to think about.

As Manjunatha Prasad, commissioner, employment and training, Bangalore, points out, "If we do not convert our human asset, it will become a liability."

The only way to do it is through vocational education — a blend of both theoretical and hands-on learning, which equips one with skills required for a specific job or profession. Traditionally, imparting vocational skills has been the forte of government-run Industrial Training Institutes (ITIs), though there are many private players in this space.

"While vocational education has been closely linked with vocational skills, I believe there are other areas that can be categorised as vocational skills too," says Hari Menon, CEO, India Skills. He adds, "Take a generic MBA and compare it with an MBA with a specialisation in finance. That is a vocational skill."

Challenges

One of the greatest challenges of empowering the young Indian population with 21st Century skills seems to be numbers. Elaborating on the problems of a swelling population like India, Dilip Chenoy, CEO and MD, National Skill Development Corporation (NSDC), says, "First, while we are imparting skills to five million people a year, eight million people enter the workforce annually. Secondly, while a host of training organisations 'skill' people, the skills are not aligned with industry needs; also, the skills are not entrepreneurial.

Thirdly, when candidates complete the skill development programme, the qualifications do not match the occupational standards."

According to Menon, the biggest problem in India is that Indians tend to prefer degrees to vocational skills. The industry too, does not go by mandates such as certification. Besides, both skilled and unskilled people are hired. So learners don't see why they need a certification.

Compare this with the UK, the largest in vocational education, where certification is a must and you need a license to work. The solution, according to Manish Sabharwal, co-founder and chairman, TeamLease Services, is to expand higher education. Ideally, he says, there must be a corridor which enables someone with a three-month skill certificate to move on to a diploma and then to a degree.

Sabharwal adds that in India, out of 265 lakh, 105 lakh candidates are unable to clear their class X boards; out of 105 lakh, 80 lakh fail to clear the class XII boards; out of 80 lakh, 50 lakh join higher education, while 30 lakh disappear.

The need for vocational education can no longer be ignored.

Source: 23-August, 2011/[Education Times](#)

The big shuffle

BT-Nielsen ranking of India's Best B-schools

Around 2,500 years ago, Greek philosopher Heraclitus of Ephesus had pronounced: "The only constant in life is change." Think of change as a never-ending game - 'The Change Game', if you like. As in every other sphere, The Change Game resonates through the 2011 edition of Business Today's annual special issue on business schools, or B-schools, as well. So, ladies and gentlemen, let us begin from the very top. The familiar order of A-B-C - or Indian Institute of Management (IIM) Ahmedabad, [IIM Bangalore](#) and [IIM Calcutta](#) - played itself out eight times in the 11 earlier rankings we have done since 1998. But in this year's [BT-Nielsen ranking of India's Best B-schools](#), the top trio has shuffled into B-C-A. For the first time since 2002, IIM Bangalore finds itself perched at the top. What has helped it most is its unmasked ambition for growth and an increased thrust on research.

Another significant change is in our methodology to rank the B-schools. For the past eight years, the responses of a perceptual survey by our partner Nielsen were wrung through its 'Winning Brands' model to arrive at brand equity scores to rank the B-schools. This year, too, we did a perception survey, but did not apply the Winning Brands model. Instead, scores were assigned to the responses of the five groups of stakeholders - MBA aspirants, current MBA students, young executives at companies, recruiters (human resource heads and functional heads), and permanent faculty of B-schools - across various parameters. These scores were aggregated, the highest scorer was assigned a score of 100, and the remaining scores were indexed to it. This makes the scoring more linear and simpler.

In the context of business education in India, an MBA degree from an IIM has always been the key to riches, glory and recognition. This year's ranking of the Top 10, too, suggests that at a time of turbulence in the economy, global and local, brand IIM is considered the safe house. For the first time ever, the top six colleges are all IIMs. The B-C-A trio is followed by [IIM Indore](#) (IIM-I), [IIM Lucknow](#) (IIM-L) and [IIM Kozhikode](#) (IIM-K), in that order. While IIM-I and IIM-L are familiar members of the Top 10 club, IIM-K rejoins it after nine years (see [Dramatic Rise](#)). [IIM Shillong](#), too, joins the snoot club in style this year, catapulting to #9 from #15 last year.

Naturally, others have wilted. The [Indian School of Business \(ISB\), Hyderabad](#), a top-tier school in the league of the IIMs, has dropped one slot from #7 to #8. The two institutes that share the #10 rank, Faculty of Management Studies (FMS), University of Delhi, and XLRI School of Business and Human Resources, Jamshedpur, have also taken a tumble, from #4 and #6, respectively, last year. Only Indian Institute of Foreign Trade (IIFT), New Delhi, shot up to #7 from #11 last year. That it is increasingly gaining equity in the B-school ecosystem is evident from the fact that last year, too, it had jumped to #11 from #17 in 2009. Backing these changes are vital insights on crucial shuffles at the very foundation of the system that schools the business leaders of tomorrow.

The vital triggers

Hard questions are being asked: Do our schools shape enough young leaders? What measures are the B-schools taking to reform their pedagogy? Why will our young, bright talents opt for Indian institutions, if they can study abroad? What will the

entry of foreign B-schools mean for their Indian counterparts? In its golden jubilee year, IIM-A has come up with some answers of its own. "Our vision is to build on 'thought leadership', and come up with new paradigms in management thinking which are different from western models," says Samir K. Barua, Director, IIM-A (see Nifty at 50). Barua's statement comes at a time when leaders such as Jairam Ramesh in governance and N.R. Narayana Murthy of Infosys have accused top institutes of not doing enough research. Others such as Pritam Singh, Director General, International Management Institute, or IMI, suggest Indians have clung slavishly to western models of thinking that are inadequate for Asia.

Happily, good institutes admit to their need for research, and some have already initiated moves to create intellectual property. For instance, IIM-C has set up a finance lab that gets real-time data and news on companies from different stock exchanges. These are then converted into sentiment scores to predict share price movements. Unfortunately, "For this lab, we were sanctioned Rs 20 crore from the government, but the money has not come yet," says Shekhar Chaudhuri, Director, IIM-C.

At another level, B-schools are layering functional programmes with courses that equip students with soft skills. IIM-L, for instance, has an elective on leadership through literature. And Pramath Sinha, founding dean of ISB Hyderabad, has initiated an alternative value-add to education with The Young India Fellowship, a oneyear course in New Delhi that includes subjects such as Listening, Psychology, Plato's Republic (Philosophy), and Critical Thinking and Writing, besides regular management content.

The foreign hands

A big change on the horizon is The Foreign Education Bill, which once approved by Parliament, will allow the entry of foreign universities and other education providers into India. Should our B-schools be worried? "Yes, good institutions are likely to come, and we could all do with some healthy competition," says IIM-A's Barua.

Some are already here. For instance, Glasgow-based Strathclyde Business School has set up the Strathclyde SKIL Business School (SSBS) in Greater Noida partnering the Nikhil Gandhi-promoted SKIL Infrastructure. "Strathclyde will completely control the quality of education by providing the curriculum, faculty and also student

exchange for a term," says Bhimaraya Metri, Dean of SSBS, who recently joined it from Management Development Institute (MDI) Gurgaon.

GD Goenka Group, partnering the UK's Lancaster University, launched GD Goenka World Institute in Sohna near Gurgaon in 2009, which offers a two-year postgraduate diploma in business management. And the GMR Group has announced its decision to collaborate with Schulich School of Business of York University, Toronto.

But it would be inaccurate to assume that Indian B-schools will be lightly regarded once the foreign biggies swagger in. A case in point is 24-year-old Gopal Balakrishnan, a first-year student at IIM-A. He had Berkeley, Harvard and Columbia in his consideration list while interning at Cisco after his engineering degree at Sardar Patel Institute of Technology, Mumbai. But on getting a call from IIM-A (where he had also applied along with ISB), his decision was clear. "The opportunity cost here is terrific. Besides, India is where the growth and opportunities are," he says.

The Foreign Education Bill also brings the matter of autonomy of Indian B-schools into sharp focus. "How is it that we struggle to prove our worth but do not have any say in designing the curriculum, whereas the foreign players can fix student fees, faculty compensation and design their own curriculum totally unhindered," asks H. Chaturvedi, Director, Birla Institute of Management Technology (BIMTECH) at Greater Noida.

Last year, the All India Council for Technical Education (AICTE) triggered acrimony by sending a notification to state-funded B-schools which sought to curb their power to design their course curriculum and duration, determine their fee structures, and even their selection of an examination model for students. While IMI's Singh feels AICTE's role is not only to grant approvals, he also questions its attempt to paint all institutes - including established ones such as IMI and XLRI - with the same brush.

The IIMs, of course, can now choose their own directors, but according to IIM-C's Chaudhuri, faculty fee is an issue. "If we had the freedom to match salaries of US universities, we could have drawn better talent," he says. "But this may not be possible given the cost structure and environment in our country." In a double-whammy, what also hurts is the lack of good faculty.

The Department of Management Studies (DMS), IIT Delhi, for instance, needs at least 23 people now, according to Sudhir K. Jain, Head of Department. "We follow stringent selection norms. The entire academic background has to be sound. That's why a large majority of those who apply to us fails to fulfil the criteria," he says.

Positive shuffles

Even as the business education community grapples with autonomy and faculty issues, a positive change is beginning to happen at another level. Corporate consortiums are aiding institutes, not just with funding, but also with time to help develop curriculum and mentor students. For instance, the School of Inspired Leadership (SOIL) in Gurgaon, was co-created in 2009 by a consortium of 32 companies. When Anil Sachdev, Founder and CEO of SOIL, started the venture, he approached his former consulting clients. Luckily, he did not need funding support, but he asked them to invest time in co-creating the curriculum and also in mentoring students closely. "From day one, each student has a mentor from the industry who spends time with him or her on key issues," says Sachdev.

Great Lakes Institute of Management in Chennai, founded in 2004 by Kellogg professor Bala V. Balachandran, has five centres of excellence partnering TVS Capital Funds, which created the T.S. Srinivasan Chair Professor of Entrepreneurship for conducting research in entrepreneurship. Union Bank of India helped create the Union Bank-Great Lakes Center for Banking Excellence and a Faculty Chair as part of this.

Surely these are welcome moves for an industry feeling the pinch of not having enough employment-ready talent. "There has to be an investment from our side where we aid institutions in understanding our requirements," says Chandrasekhar Sripada, Head of Human Resource, IBM India/South Asia, which helps some B-schools design their programmes.

B-schools are also just beginning to wake up to the power of their alumni network. "The initial response to fund and to partner the institute in mentoring students has been terrific," says IIM-A's Barua. The emotional connect certainly helps. "IIM Bangalore helped me with my discipline and perspective, and also in valuing work-life balance," says Sonjoy Chatterjee, a 1994 batch graduate and Chairman of Goldman Sachs India (Securities). This respect translates into hires from the institute.

As India's business education ecosystem evolves and matures to prime itself for a world where India and Indian companies will play an increasingly key role in the global economy, change will indeed be the only constant going ahead. Heraclitus, you see, was a truly wise man.

Additional reporting by Somnath Dasgupta, K.R. Balasubramanyam, Manu Kaushik, Dearton Hector and Geetanjali Shukla

(How to read our parameter-wise tables: Respondents were given the option of ranking each college on each attribute on a 1 to 10 scale, with 1 corresponding to very poor/completely unwilling and 10 corresponding to excellent/most willing. We have displayed here only those responses that were rated 9 or 10. Our top-ranked school, IIM-Bangalore, for instance, shows a reputation score of 37. This means that 37 per cent of respondents gave IIM-B a score of 9 or 10 for its reputation. Similarly, for other scores. Although the tables reflect these higher rankings (the upper two boxes of our dataset), our overall B-school ranking takes into account all scores, even the lower ones.)

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

Reviewers call 'The Innovative University' enlightening, fascinating and 'a must-read'

All institutions may have to seriously look at incorporating online education and learning — and soon, according to a new higher education book released late last month and written by a Harvard business professor and BYU-Idaho administrator.

"One thing we've got to come to grips with is the power of online technology and the opportunity to enhance the way we teach," wrote Clayton M. Christensen and Henry J. Eyring in an article for [The Chronicle of Higher Education](#) in July. "It's not just about saving money by employing low-paid online instructors and freeing up classroom space. Undergraduate students who prepare for face-to-face classes via online lectures, problem sets, and discussion boards can take Socratic discovery to levels like those of the best graduate business and law schools. This kind of hybrid learning holds the potential to create not only the equivalent of an Industrial Revolution in higher education, but also a learning renaissance. We can serve more students not just at lower cost but also at higher quality."

This idea is played out throughout their book, "The Innovative University: Changing the DNA of Higher

Education from the Inside Out." They don't say that all classes should be online but that all colleges should try to incorporate online learning to lower costs and to reach more students. Since the book's release, reviewers and others who have read it have called their ideas everything from "enlightening" to "toxic."

The book explains where colleges have come from and where they are heading.

It goes off the notion of a term Christensen coined many years ago, disruptive innovation, or an idea that improves a product or service in ways the market does not expect, mainly by offering it at a more affordable price and often to a different customer. This is what the two say online education is on the cusp of doing to higher education as the quality increases. And if institutions can't keep their prices in check through innovation and specialization, more and more students may turn to online higher ed, they say.

"The authors suggest that to avoid the pitfalls of disruption and turn the scenario into a positive and productive one, universities must change their institutional 'DNA,'" the [book's website](#) states.

Traditionally, they say, most colleges look to Harvard as a model, trying to be everything to everyone. But Christensen and Eyring say only the top schools can sustain such a model, which has become more evident in the downturn economy. "The typical university is serving too many different types of students and offering them too many subjects of study," Eyring and Christensen wrote in a preview about their book. "In addition to reducing its program offerings, the focused university will modularize its majors, allowing students to customize their education and graduate timely. The successful university will also embrace the opportunity to teach values, both formally and in faculty-student mentoring relationships."

They give the example of BYU-Idaho and some different things the university has done to cut cost by not having faculty rank, not focusing on research, getting rid of the collegiate athletic program and offering classes year-round, and at the same time has embraced online learning as an option for students.

After reading the book, Harry Lewis, former dean of Harvard College, called what BYU-Idaho is doing exemplary.

"It seemed to be an inspired conception of an institution that can fill an important role in American society," Lewis said.

He was also quoted on the [book's website](#) as saying, "The Innovative University offers fascinating new perspectives on very old questions. What defines a university's identity? Are all universities cloned from the same ancestral stock? Are there still opportunities for diversity in American higher education, or is a single ideal to be approximated with greater or lesser fidelity? These questions resonate through the book's narrative histories of an old university and a bold new one."

And Leonard Schlesinger, president of Babson College, a private, top-ranked business college in Massachusetts, said there are enough examples in the book that every higher education institution should be able to find something of value that they can incorporate into their own college.

A former tenured professor wrote a review of the book on Amazon.com, calling it "enlightening" and saying that it discusses something of critical importance to higher education. The reviewer listed some of the things the book suggests universities can do to cut back on costs.

"Many universities of the future will operate all year, include more students, develop more focused curriculum, enhance their mentoring, establish more community, combine in-class/off-line classes, award three-year degrees, and lower operational costs. Many of these developments are already present in some of the universities described in the book, including one which one of authors (HJR) was associated with, BYU-Idaho. Other universities adopting a lower cost model are Indiana Wesleyan University, Western Governors University, Southern New Hampshire University, Tennessee Technology Centers, Valencia Community College, Rio Salado College and DeVry Institute. A recent report (Winning by Degrees) by McKinsey profiles the previously noted eight universities and their superior productivities."

The authors gave five suggestions to higher education institutions in [The Hechinger Report](#) on how to deal with this innovative disrupter of online education along with cost, quality and reaching more students (see box).

"Universities will have to change quickly to survive the disruptive threats coming from every angle," the authors wrote. "But through smart, focused and strategic innovation, they will not only survive but

thrive — continuing to play their invaluable role for the benefit of all of society."

Many have questioned how universities can make such a hard decision on what big programs to cut and which ones to keep around. Eyring tells the Higher Education Management that there needs to be "an ongoing, tense dialogue between administrators and faculty members. The Innovative University attempts to provide a framework for making that dialogue more productive.

It highlights the environmental realities that require traditional colleges and universities to change, while emphasizing the things that need to stay the same."

When asked by Forbes Magazine about whether colleges will actually do anything after hearing such a message, Eyring feels confident they can and will.

"The other reason to hope that universities can adapt is that they are staffed by uncommonly intelligent and socially minded people," he said. "The resistance of universities to change resides more in the DNA of the institution than in the DNA of the faculty.

When universities decide to reward innovation in curriculum and instruction in the same way that research and publication is currently rewarded, we'll see remarkable changes."

But others are afraid that academia is too rigid a model to change.

Some people question the book's power, saying it discusses the history of BYU-Idaho and Harvard for too much of the book or that it doesn't go in-depth enough about explaining how online education is of high or higher quality.

Jeffrey Selingo, editor of The Chronicle of Higher Education, [wrote last month](#) that many in traditional academe might see some of the author's ideas as "toxic."

But he goes on to say that "if current economic trends continue, much of traditional academe is going to be forced to change."

And the [Boston Globe points out](#) in a review of the book a study by Columbia University that suggests online learning is not the best model for students who need lower prices and flexibility, citing that

college students enrolled in community colleges were more likely to drop out of a online course than a face-to-face one.

But institutions like Arizona State University have said they have already found much success and even better outcomes in some online classes. For instance, they have found their freshmen perform better in the introductory online math course than in the face-to-face one.

"There is a fear that having more classes online means we are going to give up on the traditional Socratic method of teaching," Crow said. "People are forgetting: to be a successful, educated undergraduate today is different than it was 20 years ago — education is far from static. Our only hope of keeping up is to find new ways to teach more. How can we create a true 21st century, state-of-the-art learner except by coming up with every different modality available."

Crow also has read Christensen and Eyring's book, saying it shows universities ways to preserve what is important while advancing innovative ideas.

When describing the book's core message to [Higher Education Management](#), Eyring says "The book's core message is that fundamental change is coming to higher education. We're seeing the confluence of unsustainable cost increases in the traditional model and a disruptive technology, online learning, that makes it possible to serve many more students at high quality and affordable cost. The result will be greater innovation than we've seen in higher education in more than a century."

Suggestions for higher ed innovation

1. Become No.1 in the "ranking" of your own students, faculty, alumni and other direct supporters
2. Focus on what you do best
3. Embrace online learning technology
4. Grow the student body
5. Put personal values back into higher education

Source: 31- August, 2011/[Desert News](#)

Contribute

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

Please email your contributions to aserf@apeejay.edu

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