



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, SAT-II. **For more,** [click here](#)

Apeejay Stya University announces Founder's Scholarship

On the Death anniversary of our beloved founder Dr. Stya Paul, Apeejay Stya University (ASU), Haryana announces a Merit - Based Scholarship Scheme for Undergraduate, Post Graduate and MBA Courses

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

Get Involved

Fellowship opportunities

Fellowships for six months to two years in variety of fields.

Workshops/Guest Lectures

Regular workshops and lectures on a variety of subjects.

Scholarships

Need-based financial aid to deserving student

Faculty Sponsorships

By seeding a named faculty seat or fellowship

Internships/Mentoring

The University has many students looking for opportunities to put their skills to practical use. Internships can be in diverse areas from services, government and nonprofit.

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

Also discover the Apeejay Edge: [click here](#)

Partnership

Dear Partners,

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

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

Editor

[Dr. Mithilesh Kumar Singh](#)

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ASPECT

Educating the Indian mind

On National Education Day, we must examine whether our education system has performed well. Is it merely creating bookish minds or helping students develop a broader intellectual and ethical understanding of issues?

Major objectives of education are now articulated in a manner befitting the mood and demands of the 21st century: Learning to live together and achieve social cohesion. It includes religious harmony — the lack of which is causing immense pressure on human relationships. Stalwarts like Maulana Abul Kalam Azad believed that universal education was the only way to achieve it.

As a freedom-fighter and a scholar of acclaim, Maulana Azad's perceptions, ideas and utterances have a lasting value. This has been, though belatedly, recognised by the nation, and his birthday on November 11 is celebrated as National Education Day. Maulana's concern to see India as one nation in all its splendour and glory is now understood more respectfully than in his own times.

There are occasions when a single sentence or a statement projects the complete personality of an individual. Here is an example from his presidential address delivered in the 1940 annual session of the Indian National Congress: "I am part of this indivisible unity that is Indian nationality. I am indispensable to the noble edifice and without me this splendid structure of India is incomplete. I am an essential element which has gone to build India. I can never surrender this claim."

India was partitioned but Maulana remained steadfast in his views. He became the first Union Minister of Education of independent India and engaged in the task of building a secular education system for the country. Besides the formal celebrations that one goes through on National Education Day, it is essential that our policy makers should discuss and debate ways to improve the quality and skill acquisition quotient in our education system.

We have a far more literate, modern and forward-looking India today than in Maulana's times. But we also have more violence, bigotry, distrust and unrest in the country than 50 years ago. The dream post-independence was that things would just be the other way round: More peace, intense social cohesion, ever-increasing religious harmony, mutual trust and equal distribution of the fruits of progress and development. Obviously, something has gone wrong during the intervening period.

Addressing a meeting of the Vice-Chancellors of Indian universities in Delhi on November 3, 1951, Maulana said: "The basis of our life is still agriculture and the vast majority of our people depend on agriculture for their livelihood... Our agriculture graduates are fit for almost everything except becoming agriculturists themselves." Even in the times of globalisation, the vast majority of Indians remains dependent on agriculture, which has continuously remained ignored and in the background when it comes to planning for future. The growth rate in this sector is abysmally low. The result is that young people are migrating to cities and towns and often leading a far miserable life which they could have avoided if Governments had given agricultural operations the much-needed support.

He had suggested a way out to overcome the deficiency by giving an extra bias to agriculture in school education and introducing agricultural education in the universities: Practical works in farms. "In addition, schools and colleges in the rural and semi-rural areas must encourage all students — whatever may be their subjects of study — to devote a part of their normal scholastic routine to work on land. For schools and colleges in cities and towns, I would suggest their adoption of villages where students may participate in a programme of complete reconstruction of village life", he had said.

Maulana gave a great and scholarly speech while inaugurating the symposium on the 'Concept of man and Philosophy of Education in East and West', in New Delhi on December 13, 1951.

He said: "The Greek approached the concept of man from an external point of view. Hence we find that from the earliest times Greek philosophy devotes far greater attention to what man does than what man is. It is true that some of the earlier Greek philosophers thought of man as essentially a spiritual entity, and we find that this is perhaps the prevailing mode of thought up to the times of Plato."

"With the advent of Aristotle there began, however, a new orientation in which the attention is diverted from the idea of man to man's activities in the world here.

It is a thought that should occupy our minds on this National Education Day.

Source: November 10, 2011/[Pioneer](#)

NEWS

Proposal for seeking directions for achieving convergence and synergy under the Centrally Sponsored Plan Scheme namely National Mission on Education through Information and

Communication Technology and National Knowledge Network and other issues approved

The Union Cabinet has approved the proposal for seeking directions for achieving convergence and synergy under the Centrally Sponsored Plan Scheme namely National Mission on Education through Information and Communication Technology and National Knowledge Network and other issues.

The Cabinet further gave its approval for:

(i) Shifting the technology from Copper wire based connectivity to Optical Fibre Cable (OFC) based connectivity in respect of already connected universities / university level institutions ex post facto and connecting the remaining universities / university level institutions on OFC with provisioning of 400 nodes of LAN on an average to every university / university level institutions (including private universities) and providing connectivity to 25000+ colleges and 2000 polytechnics as against 18000 colleges already approved by CCEA in January, 2009.

(ii) The estimated cost for providing connectivity to 2000 polytechnics will be Rs.13.50 crore per year.

(iii) Raising the number of universities and institutions of national importance to be provided connectivity (utilising NMEICT and NKN) from 419 to 572 (419 under NMEICT and 153 under NKN).

(iv) Installation of routers and switches as part of LAN in all universities in NMEICT List as per the specifications indicated by NKN.

(v) Entrusting a feasibility study to NIC for connecting all 25,000+ colleges and Polytechnics to NKN on optical fibre and bringing all colleges in the country to NKN through optical fibre.

(vi) All technical aspects and architecture would be managed by NIC as the implementing agency for NKN for seamless integration between the two networks.

Students and learners of about 572 universities, 25000+ colleges and 2000 polytechnics will be benefited from the scheme.

The ultimate target is to provide last mile connectivity and provide high quality e-content to be used with the connectivity being provided to the Universities and Colleges across the country.

E-content being generated under NMEICT Scheme would be effectively used by the students and learners in an any time any where mode.

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

External Review of IIMS to be Undertaken: Shri Kapil Sibal Chairs Meeting of IIM Directors

Every three years there should be an external review of each IIM which could be discussed in the IIM-Council. This was decided in a meeting of the IIM council chaired by Shri Kapil Sibal, Union Minister of HRD. The meeting was attended by Dr. D.Purandeshwari, Secretary Higher Education, Chairpersons and Directors of the Indian Institutes of Management (IIMs) besides senior officials from the Ministry of HRD.

The meeting reviewed the progress in the establishment of the new IIMs. It was mentioned that land issues in respect of all new IIMs had been resolved. Directors of all new IIMs except IIM-Kashipur are in place and process for selection of Director IIM-Kashipur is at an advanced stage. A Standing Committee had been constituted under Mr Damodaran for co-coordinating matters between the new IIMs.

Reviewing the process of investing greater autonomy on IIMs, the Council noted that the revised Memoranda of Association and Rules of Ahmedabad and Indore have been finalized. The process of revision of MoAs of Bangalore, Lucknow and Kozhikode are underway.

Directors of IIMs Calcutta, Lucknow, Kozhikode indicated that the annual work plan system and teaching requirements along with faculty peer review has been put in place in different ways. Director IIM Bangalore mentioned that the process of devising a faculty review system after consultations.

The Council was informed that the Government had approved a scheme for enhancing research in IIMs and increase the output of Ph.Ds from each of the existing IIMs. A sum of Rs 95 crore has been approved for an additional 100 Ph.Ds from the IIMs. It was decided to upgrade facilities in hostels and make residential facilities of a world-class level for which a scheme may be prepared by existing IIMs jointly.

Director IIM-Bangalore offered to lead the discussion on bringing out a quarterly journal of IIMs showcasing the research in the IIMs. IIMs Calcutta & Kozhikode jointly offered to organize an international conference bringing together the foremost management thinkers on a platform and learning from global experiences.

On the issue of a common admission policy, it was felt that the admission policy of each IIM was sacrosanct. In order to ease pressure on students and assist the new IIMs in their admission processes it was decided that the IIMs would share

their admission information and co-ordinate their counselling systems.

In order to build diversity on campus and attract international students without affecting the national intake, it was decided that IIMs could jointly organize an international road-show pooling their resources for the purpose.

In order to expand the search for management solutions in problems of relevance to the nation and society, it was felt that IIMs have to take the lead in conducting programmes and organize curricula in areas such as energy management, academic institution management, health management, agriculture management etc. It was decided to set up a Task Force for establishing the contours of such programmes.

It was informed that the Government is in the process of providing connectivity to every knowledge institutions through the National Knowledge Network and NMEICT besides providing fibre connectivity to each village through the National Optical Fibre Network. It was decided that a network of institutions can be constructed using technology as the platform for delivering inter-disciplinary courses cutting across knowledge streams.

The IIMs offered their assistance in using technology being created under the two programmes for development of faculty in private management institutions. It was decided to organize a meeting with private management institutions and IIMs to co-ordinate efforts in faculty development of private educational institutions. IIM-Lucknow offered the use of its facility in Noida for the establishment of a Management Academy for the purpose.

IIM-Bangalore offered the use of its facilities for conducting course work for FPM programmes for the new IIMs.

Source: November 2, 2011/[PIB](#)

Delhi govt to enhance education infra during 12th

Delhi Government plans to significantly enhance educational infrastructure in the city during the 12th five-year plan by setting up hundreds of new schools and improving the student-teacher ratio.

In a meeting called to finalise the priorities for the sector during the five-year plan, Chief Minister Sheila Dikshit asked Education department officials to focus on setting up of new primary and secondary schools in all nine districts, while increasing the student-teacher ratio.

Education Minister Arvinder Singh Lovely and other officials of the department participated in the meeting, officials said.

They said the government plans to increase the number of enrolment by nearly 1 lakh every year in the next five years as part of a plan to bring children from all sections to the schools.

"Our plan is not to leave even a single child without school education," an official said, adding that at least 500 schools would be set up in the next five years.

Dikshit said budget allocation for the education sector would be enhanced gradually in the next five years and assistance from Centre would also be sought.

She said there is a need to relax the norms for allocation of land for setting up of schools by private sector and government would do the needful as getting land for setting up schools is a major challenge.

She also said schools under the PPP mode should be encouraged to overcome the problem of scarcity of schools.

Delhi Government had proposed to the DDA, the land owning agency in the city, to relax the norms for setting up schools.

Source: November 8, 2011/[PTI/Zee News](#)

School on wheels takes education to Indian slums

HYDERABAD, India // On a hot afternoon, a bright orange bus drives into a slum area of the southern Indian city of Hyderabad, parking amid shelters made of tarpaulins and bits of wood.

Barefoot children come running, eyes shining, and troop inside.

It is a school on wheels that brings education to the doorstep of disadvantaged children such as these every day, halting for several hours at a time in different parts of the sprawling city.

The children, whose parents are day labourers on construction sites or work as rag pickers and maids, either never go to school or drop out once enrolled.

Many have to work as hard as their parents to pay off family debts.

"These children have no time to go to school, unless the school comes to them," said TL Reddy, founder of the Clap Foundation, a non-governmental organisation that runs the mobile school.

"At first we prepared a temporary tent in their slum to give basic education for the children. Then slowly we developed the concept of a school inside a vehicle to attract more."

Mr Reddy, a teacher for 25 years, first thought of doing something for the children when they caught his attention a decade ago.

After gathering donations and setting up the tent first, his group began operating the bus three years ago. The inside of the vehicle is bright and clean, its walls festooned with the alphabet, numbers and pictures of fruit and animals.

Children perch on seats around the inside of the bus, writing on slates they hold on their laps.

Some days, the bus is so full that children sit cross-legged on the floor as a sari-clad teacher talks to them.

"The teaching is good on this bus and nobody beats us," said Devi, 10, who enrolled in the first grade of primary school three years ago but soon dropped out.

She attends school in between helping her father collect rags and she hopes to be a teacher when she gets older.

Manjula, also 10, bubbles with excitement about her studies and wants to be a doctor so she can bring medical care to slum children such as herself. "Now I can read and write from 1 to 200 numbers," she said.

The goal of the school on wheels, Mr Reddy said, was to give the children enough basic education for them to be streamed into government schools.

So far, about 40 children have done so, despite the considerable odds against them.

"The greatest hurdles are things ranging from the erratic schedule of the students and the varied mindset of their families," Mr Reddy said.

But the school's greatest achievement may be something far more simple.

"This is the only chance they get to be kids, even if it is for only two hours," Reddy said.

Source: November 8, 2011/ Reuters/ [The National](#)

Infotel Broadband buys 38.5% in Extramarks Education

[Infotel Broadband](#), the [Reliance Industries](#) subsidiary that holds pan-India wireless broadband permits, has acquired 38.5% stake in [Extramarks Education](#), a company focused on school education and digital learning, for an undisclosed amount.

The investment in Extramarks has been made through an affiliate company Reliance Strategic Investments, RIL said in a statement on Tuesday.

However, investment will enable Extramarks to pursue growth plans, it said, indicating that RIL invested in freshly issued shares. Extramarks' content is distributed digitally, making it valuable

to Infotel that plans to launch wireless broadband services.

Infotel is the only company in India to have bandwidth for highspeed wireless broadband service across the country. Reliance Industries bought the company in mid-2010, shortly after Infotel won spectrum at a government auction, for approximately Rs 13,000 crore.

The company plans to launch services in mid-2012. "The relationship with Reliance is the start of an exciting phase for Extramarks. Over the last two years we have progressed on our journey of revolutionising the domestic education sector through technology-enabled smart solutions and active participation in infrastructure development," Extramarks chairman Atul Kulshreshta said in a statement.

In May 2010, the Ambani brothers terminated a non-compete agreement of five years, allowing RIL's re-entry into telecom. RIL's entry is expected to trigger a tariff war in the data services space, say industry experts.

The company may offer data at Rs 10 per gigabit, compared with Rs 100 for most operators currently, say people familiar with its plans. While analysts have said RIL is likely to acquire a mobile service operator to complete its service offerings, the company has maintained it will only service the Internet and data market.

Source: November 9, 2011/[Economic Times](#)

Isro to power Gujarat education

For all the euphoria around investment flows in Gujarat, the state fares badly in providing education to its citizens. Even the country's Education Development Index does not rank Gujarat high.

But the Indian Space Research Organisation (Isro) may just be able to help Gujarat improve the numbers. It has agreed to a request by the state government to enhance its [satellite-based bandwidth](#) for providing education channels by six times.

"We were running only two education satellite - or edusat - channels until now. But we will be able to add another 10 now," a senior official said. "This will make Gujarat the first state to use the satellite network for educational purposes on such a large scale."

The government is not only hoping to reach out to more children, but also improve quality of teaching in certain subjects, like English.

So far, Isro's satellites beam to around 5,000 primary schools and all panchayat offices with TV sets, in the state. "With enhanced bandwidth, we

will reach all the 22,000 primary schools by March 2012," the official said.

Secondary and higher secondary schools, higher and technical institutions will also be covered. The Gujarat Technical University alone wants to use two channels to teach its bachelor of engineering students.

A Unicef-sponsored report, prepared last year by NGO Pratham, had said while Gujarat had one of the best educational infrastructure in India, its quality of primary education was very poor - better only than three states - Bihar, Uttar Pradesh and Rajasthan.

The state proposal, which went to [Isro](#) in May 2011, has been cleared by the Department of Space and Isro's Space Commission. It is now pending clearance of Insat Coordination Committee with clearances expected in a month.

The state government would have to pay just Rs 5 crore annually as rent to Isro for using 36 MHz. Edusat programmes are run through Bhaskaracharya Institute for Space Applications and Geo-Informatics (BISAG), are able to deliver lectures mainly to primary children in science, maths and English.

The network is also used to train teachers and government staff. Besides, chief minister [Narendra Modi](#) uses the channels once a month to interact with 40,000 primary teachers.

Source: November 9, 2011/[Times of India](#)

Bangalore: Students look to foreign shores for opportunities

"India is facing a [tsunami](#) of young students pursuing higher studies. If we fail to achieve the target of educating them, our country will face a disaster," said Dr N Prabhu Dev, vice-chancellor of Bangalore University, on Tuesday. He was speaking on the role of foreign universities in India at the [Indo-Global Education Summit 2011](#). 200 universities from various countries are participating in the summit.

"We need to educate 100 million youths by 2020. India requires 1,000 new universities to meet the challenges. For this, we need the support of foreign varsities," he said.

Pointing out that the world has become one big village because of globalization, Prof H Maheshappa, vice-chancellor, [Visveswarya Technological University](#), said: "We should encourage activities like student-exchange programmes and dual research work so that students benefit."

"We are here to look at the opportunities to pursue [higher education](#) abroad. The summit will give us an idea about the courses offered, fee structure, etc," said Mowpritha Dey and Monali Deori, students of Bhagwan Mahaveer Jain University.

Source: November 9, 2011/[Times of India](#)

IIM students break moulds

It could well be an IIM student working for a [real estate](#) project, for a festival celebration event or an IPL team. It's no longer the corporates who lap up IIM students, but newer areas that hunt for the prestigious B-school students' managerial skills.

As the season for [summer placement](#) begins in the [Indian Institutes of Management \(IIMs\)](#), companies are thronging campuses for recruitment for the internship during summer next year. The Times of India looks at the emerging sectors that are looking at IIMs apart from the loyal recruiters on campus from finance, marketing and consultancy.

At IIM-Kozhikode where the summer placements are completed, students have broken the mould to enter other sectors like sports management and infrastructure. Students have been hired by GMR group for airport operations in Hyderabad and Delhi and Reliance for projects related to the IPL team. There are others recruited by companies in sports sectors like Football First.

Life sciences and healthcare too has started wooing IIMs across the country. IIM-Bangalore has reported to have Narayana Hrudayalaya enter the summer placement sector for the first time. Narayana Hrudayalaya had recruited students in the past two years during the final placements. Apollo hospital has expressed interest in IIM-Shillong. IIM-Lucknow that has 12 doctors in the batch also has life sciences as an important sector for recruitment.

At IIM-Bangalore, a new group that has shown interest in recruiting interns is the real estate companies, both the major local and national players. Private equity and venture capital is also an area that is more prominent this year. The summer placements will kick off on November 9. This is the first year that IIM-B has made summer internships optional for students who have a working experience of over 36 months.

Non-government organizations also have entered the campus much to the delight of students who are planning to work in the social sector. Bangalore-based Janaagraha has recruited from IIM-Kozhikode and so has GEC.

Education is also one of the key areas of recruitment. IIM-Indore students have been recruited for online education, while other

companies like Edunirvana have also picked up IIM students. Companies working on civic issues like e-waste management and clean water supply in rural areas are the new entries in IIM-Indore.

The state government projects are equally in vogue. "We had 20 students working for the Chattisgarh state government last year during the summer in projects like improving the public distribution system, developing a new communication strategy for state government over the internet, developing strategy implementing micro financing scheme in the state. This year, we did the marketing for a festival along with the mayor of the city. The projects with the state government will be on similar ground with more focus on rural sector and education sector," said Anurag Tripathi, career development and placement office, IIM-Raipur.

With entrepreneurship turning into one of the major focuses in the B-schools, there are also takers for start-up companies. "We have an entrepreneurship consultancy recruiting from the campus. With the kind of importance our institute is giving to entrepreneurship, we are interested in having such companies on campus," said Rajesh Aithal, IIM-L.

Students are also open to joining start-ups and no longer look only at the mighty corporate giants. "There are quite a few start-ups that have lined up. We are not just going by names but also looking for some good projects for our students to get exposed to," said Kavitha C, placement officer in charge, IIM-Udaipur.

Though the clouds of recession have been haunting markets, the sun seems to be shining over the IIMs. The pre-placement offers at IIM-B are turning out to be much higher than what the campus had last year. So far, there have been 71 pre-placement offers and another 30 pre-placement interviews on card. This is against the 84 offers that happened last year. The average stipend at IIM-K rose from Rs 27,000 last year to Rs 28,000-Rs 30,000 this year.

Source: November 9, 2011/[Times of India](#)

China ahead of India in creating world class institutions

China is ahead of India in creating world class institutions, said Richard C Levin, President of Yale University.

Unlike its counterpart, India has focused on increasing the number of institutions, rather than creating world-class educational institutions.

The Chinese government had focused on 10 universities including Peking and Tsinghua to

compete in global arena as compared to none by India, which has focused on setting up new higher education institutions to cater to growing demand for higher education.

"China's Peking University would be among top 25 universities in the world in a decade. And, India has opted for egalitarian tendency for setting more universities," Levin told Hindustan Times on Wednesday.

Levin also finds popular US sentiment in favour of China than India primarily because of size of the Chinese economy and its focus on the US market. Recent US data have shown that the number of US students taking admission in Chinese universities is increasing at a much higher rate than in India.

But, he believes that India has an advantage over China because of its free society but it needs to invest more for research in its universities as done in the developed world.

Levin is in India to explore more research partnership for Yale University and would be discussing future of foreign education providers in India with HRD minister Kapil Sibal.

Yale like many US universities such as Harvard and MIT has ruled out setting up a campus in India in near future.

Levin, however, found delay in enactment of Foreign Education Providers Bill and Innovation University Bill as an impediment in attracting foreign universities in India.

"Quite of them (US universities) will be interest for independent entry into the Indian market, if the (Foreign Education Providers) bill is passed," he said, while referring to heads of some US universities during Indo-US Education Summit in Washington last month.

Sibal has already held a couple of meeting with MPs belonging to UPA in his bid to get the bills passed in winter session of Parliament.

US-based universities had shown interest in India with President of Columbia University Lee C Bollinger meeting HRD minister Sibal earlier this week. Bollinger is believed to have discussed the possibility of Columbia University initiating a partnership with an Indian University in 2012.

HRD ministry officials said that the partnership between India and US universities are likely to strengthen when US secretary for state Hillary Clinton visits India in December to participate in Indo-US Education Summit. The first part of the summit was held in Washington in October this year.

Source: November 10, 2011/[Hindustan Times](#)

Right to Education: Political parties in UP fight for credit

Poll-bound UP is now witnessing a war between political parties over Right to Education (RTE) with Congress, BSP and BJP trying to take the credit of this education-for-all scheme.

While Congress is saying that its government at the centre has passed the RTE Act, the BSP argues that it was dalit icon Babsaheb Bhimrao Ambedkar who incorporated right to education in the Constitution of India, the BJP points out that Atal Bihari Vajpayee's government had in 2002 made free and compulsory education a fundamental right in the Constitution for all children upto the age of 14 years. Ironically, none of them have talked about the fact that November 11, which is celebrated as National Education Day, is actually held to mark the birth anniversary of Maulana Abul Kalam Azad, India's first education minister, who laid the foundation of modern education in free India.

The UPA government has circulated a letter written by Prime Minister Manmohan Singh which was read out to children in 14 lakh elementary schools in India on Friday. In the letter, Prime Minister has narrated his struggle for education and how, despite coming from poor rural family, he crossed all difficulties to acquire education. "I went to a school in a village that had no electricity. My village did not have a pukka road or fast vehicles. I would walk miles to reach my school...I worked as hard as I could and the nation has always rewarded me for my efforts," the Prime Minister's letter states. He also has stated that during his school days education was not free as it is now after implementation of RTE Act by the Congress-led UPA government.

To counter this, UP chief minister and BSP supremo Mayawati has issued a letter addressing children in three lakhs primary schools in UP. Mayawati has narrated how her grandfather Mangal Sen encouraged her to get education like her brothers and how she went on to acquire higher education, served as a teacher and social activist before joining politics.

"Hard work and determination made me perform better than my brothers," she has written. She has also stated that it was Ambedkar who as chairperson of the Constitution drafting committee had in 1950 introduced the provision of free and compulsory education in the Constitution for children upto 14 years of age. "Babasaheb fought castism and inequality to acquire education," she said.

Significantly, now BJP has also joined the issue by giving credit to Atal Bihari Vajpayee government for amending the Constitution in 2002 to make free and compulsory education to all the children in the age group of 6-14 years as a fundamental right. "Right to education is a reality today because of the BJP-led NDA government under Vajpayeeji," said BJP national vice-president leader Kalraj Mishra.

He slammed both Congress and BSP for trying to seek electoral gains by politicising education for children. Taking a dig at the 'letter politics' between the UPA and BSP governments, Mishra said that instead of fighting for credit, the focus should be on effective implementation of RTE. He added that the benefit of the RTE has not reached grassroots as yet.

Source: November 11, 2011/[Times of India](#)

Education sector needs more flexible regulation: Montek

The higher education sector, in the country needs to remove dysfunctional regulation and bring in a more flexible one to raise standards, said Planning Commission Deputy Chairman Montek Singh Ahluwalia.

Speaking at the Ficci Higher Education Summit, Ahluwalia said, "The challenge before planners, policymakers and educationists, both in the public and private sector, is of producing world-class Indian universities that could be counted in the top 200 rating list. In the next 20 years, we must see a significant number of educational institutions in that category."

Ahluwalia also underlined the need to lend an international flavour to Indian universities by inducting international faculty. "This would not happen unless the government removes the restriction on employment of international faculty," he said.

For higher education, the 12th Plan objective is expansion, equality of access and excellence. The aim is to raise the gross enrolment ration from the current level of 15 per cent to 30 per cent over the next 15 years.

"Expansion of higher education should be balanced with equality of access, especially for those living in areas where educational institutes did not exist," Ahluwalia said.

"We are concerned that the pace of growth in the economy has gone down. But IIP data is only a month's affair. We have to make sure that in the next year the economy recovers from what is clearly a slower growth phase in the current year," Ahluwalia said.

Source: November 12, 2011/[Business standard](#)

Learning curbs

Jawaharlal Nehru did a huge amount for education in India. He gave us the Indian Institutes of Technology (IITs), the Indian Institutes of Management (IIMs), the Indian Statistical Institute (ISI) and much else. Yet, for a man whose birthday is celebrated as Children's Day, he had relatively little to do with primary schooling. The first Five Year Plan allocated just about Rs 12 crore for investment in primary education, out of a total planned outlay of over R2,000 crore. This was not because he did not care about children - quite the contrary - but he did not see it as a problem that needed immediate external intervention.

Like many free market economists, with whom he had little else in common, Nehru seemed to believe that people will find a way to get their children educated. The free market view is, of course, that the market will supply what is needed, while Nehru probably thought in terms of community run schools, or non-governmental organisations (NGOs), but the underlying principle is the same - parents know what is good for their children and are willing to do it.

At one level, one might think that this is borne out by the facts: most children are now in school and an increasing fraction of poor parents are somehow managing to send their children to a new breed of cheap private schools that are mushrooming all over the country. What better evidence could we have for parental activism?

There is just one central problem with this rosy view - the children are not learning. The Annual Status of Education Report (Aser) results, year after year, tell us that just under half the children in Class 5 cannot read a Class 2 text and the results in mathematics are even worse.

There are, of course, many reasons why learning lags behind: these days there is a lot of talk about the (many) failings of the government schools. One study found that government teachers actually teach only about half the total number of hours that they are supposed to be teaching. Private schools do much better on teacher attendance, and parents often cite that as a reason for favouring them.

Unfortunately, private schools don't do much better than government schools in terms of getting the average child to learn. It is, of course, true that the average results are better but then parents who send their children to private school are richer and/or more committed to their children's education. To compare like with like, Rukmini Banerji and her co-authors, compare siblings of the same gender. This is not ideal, because it is likely

that the sibling who is favoured enough to be sent to private school is also favoured in other ways (say in terms of how much time they get to study), but even this limited correction reduces the gains from going to private school very substantially. What remains is a smallish increment, smaller, for example, than the gain from attending a summer camp taught by government teachers in Bihar.

Why don't private schools deliver more to the average student? This is a difficult question to answer in full, but my guess, based on everything that I know, is that a part of the story is very simple: Everyone in the system - teachers, parents or administrators - share the premise that the education is not meant to benefit the average student in the average school. The goal of education, in this view, is to permit the most successful students to get through the difficult exams that get thrown at them and hit the jackpot of a government job or a place in an engineering school. The rest, unavoidably, will just drop out.

Therefore, the teacher, be it in government schools or private, cannot afford to pay attention to the many lost faces in his class, those kids who never learnt to read properly and now have to endure science or civics. He has to keep going, covering the syllabus at breakneck speed so that the few students who can keep up can make it to the line of victory. This is what parents expect of him, what makes his bosses happy.

Yet, there is no evidence that education only benefits those who make it to the top. In fact, to the extent that there is any evidence, it seems like the gains from getting to Class 4 rather than never going to school, are in proportional terms about the same as the gain from getting from Class 8 to Class 12. One can see why the average parent may not appreciate this: after all, when you leave at Class 4 there is no piece of paper you can take with you. But the ability to read a little or to do some basic arithmetic does make you more productive at farming or shop-keeping or whatever else you end up doing.

One might have hoped that the Right to Education would have tried to undo some of this irrational elitism. Sadly, if anything, it seems designed to reinforce the status quo. Covering the entire syllabus - whether or not anyone is actually learning - is now the law. The Class 10 public exam, which used to be the one formal qualification that was within the reach of the average student, is gone. And, most remarkably, given that it is a right to education and not a right to a seat on a school bench, the Act says much about what the school premises should look like and nothing about how

schools will be made to deliver a certain minimum set of skills to every child.

Source: November 13, 2011/[Hindustan Times](#)

More vocational training courses needed to boost employment

Both the public and private sector in India should have more vocational training programmes to improve the skill sets of youth and solve the country's unemployment problem, said educationists and global corporates at the India Economic Summit.

According to Reuben Abraham, executive director, Centre for Emerging Markets Solutions, Indian School of Business, India needs to train 700 million people by 2025, of which 500 million should be trained in vocational programmes and 200 in university programmes.

“But if you go by the trend, we are nowhere near the mark,” Abraham said.

“In Europe 95 per cent of jobs are created in the small and medium sector, in the US it is 85 per cent, but in India, less than 10 per cent of jobs are created in this sector. There is a huge challenge before us,” he said.

Lucy Neville-Rolfe, executive director, Tesco Plc, one of the top three retailers in the world, felt that though Indian schools are good at academics, they need to impart softer skills which are required by many corporates.

“Given the challenges India faces, it needs a high level of commitment to impart training and education to the masses. Having said that, I congratulate the government for introducing technical education,” Rolfe said.

Rajendra Joshi, chief executive and director, Empower Pragati Vocational and Staffing India, felt that formal education in liberal arts and humanities is turning out to be a case of postponement of employment by three years.

“Educated and skilled manpower is equivalent to skilled talent. If you do not add skills and training, you are bringing out unproductive talent,” Joshi said.

Anand Sudarshan, managing director and chief executive officer, Manipal Education, said, “Unfortunately vocational training is not getting the kind of attention it deserves. We focus on formal education, and want our children to have white collar jobs.”

Abraham said that for most people in the country learning English itself means mastering a new skill, given that the ability to speak the language is linked to an increase in their income levels.

On the topic of attrition in the services sector, Simon F Cooper, president and managing director, Asia Pacific, Marriott International, said: “If you are a good trainer and employer, your ability to retain people will be better than competition,” he said. Marriott plans to have 100 hotels in the country in the next couple of years.

“People want to be treated with respect and we do that at Tesco,” added Rolfe of Tesco, which employs 3.5 million across the world and 6,000 of them in Bangalore.

“Both small and big firms should be passionate about training. Life-long learning is they key to competitiveness and growth,” she said.

Source: November 15, 2011/[Business-Standard](#)

Shri Kapil Sibal and Mr. David Willetts co-chair India-UK education forum

Union Minister for Human Resource Development Shri Kapil Sibal and UK Minister for Universities and Science, Mr. David Willetts co-chaired the fourth UK-India Education Forum here today. They reviewed Indo-UK educational relations; welcomed the progress made since the last Forum and endorsed stronger and deeper collaboration among academia, the private sector, and government on both sides. The Forum deliberated actively on the proposed Innovation Universities in the country.

The Ministers also noted the success of UK India Education and Research Initiative (UKIERI) and reiterated their support to the programme. Both Ministers announced the successful awards under UKIERI which have been funded in Year 1 of the programme; congratulating the awarded institutions and encouraged academic community to further engage and disseminate their learning to schools, universities, other fellow students and friends in the UK and India.

Both sides reiterated that the key strands for UKIERI are to be jointly funded and these include Leadership Development, Innovation Partnerships, Skills Development and Enhancing Mobility. UKIERI today also announced a total of 161 awards for 2011-12. Out of these, 67 are Higher Education Partnerships involving over 135 institutions across the UK and India; 7 Skills Partnerships involving over 14 institutions and 87 Facilitation grants to travel between UK and India for developing new partnerships.

Both Ministers acknowledged the work done by the UK Qualification recognition task force under strand 4 of UKIERI (Enhancing Mobility) and noted that credit transfers and mutual recognition is a key area of work and recommendations made by the taskforce will be supported on either side.

Source: November 15, 2011/[PIB](#)

AICTE draws up regulations, to approve part-time courses

In a breather for technical institutes, the All-India Council for Technical Education (AICTE) has decided to sanction part-time degree/diploma programmes if the institutes adhere to a slew of norms drawn up by the council. The aim is to facilitate technical and management education for working professionals who may have missed out on formal education or to help them enhance their qualification. Part-time refers to activities conducted in the evening (5.30 pm to 9.30 pm), six days a week, according to the council.

In March this year, the AICTE had said that it would not approve new part-time MBA programmes nor allow fresh admissions till it drew up regulations to standardise such courses. The council had said in the absence of proper norms for part-time programmes, several B-schools were misusing the approval and facilities given to them and admitting students with no standard criteria and charging fees not approved by any authority. It also noted that many institutes were not working within the regulated framework, no faculty norms were in place and the quality of many part-time courses was poor and sub-standard.

The regulations, drawn up by the AICTE for the 2012-13 approval process, say that the part-time undergraduate/postgraduate, diploma/post-diploma programmes will only be for working professionals or professionals with at least two years of work experience. "There's an increasing demand for technical/management skilled personnel. This will facilitate technical and management institutions to respond to the need of providing technical/management education to working personnel at the diploma and degree levels. This will help individuals who want to come back to mainstream education and also assist those who want to improve their qualification and competence. We have brought out specific regulations that the institutes will have to adhere to," AICTE acting chairman S S Mantha said.

While the syllabus or course work will be the same as that used for a full-time programme and as prescribed by the affiliating university, the rules stipulate an industry-based live orientation at an appropriate level of at least 45 days for industry-skill enhancement. Candidates will also have to undertake a major project leading to a mini-dissertation. For management programmes, eligibility will be the same as that for regular programmes. For all other programmes, only a candidate with a diploma in the relevant

programme will be eligible. These requirements are in addition to minimum two years of full-time work experience in the relevant field in which admission is sought.

The AICTE has also drawn up regulations on faculty. "For such programmes, 50 per cent of the faculty can be taken from the general shift, while 20 per cent of the core staff will have to be appointed for each part-time course. Further, 30 per cent faculty can be guest faculty from neighbouring industries/research and developmental organisations/government institutes," Mantha said.

For part-time programmes, no institute will be eligible for more than 50 per cent of the total intake in first/general shift. No part-time programme will be sanctioned for those already running a second shift at their institutes. Further, approval will be subject to the same course being run in the first/general shift.

Source: November 15, 2011/[Indian Express](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE

Not many lessons for India from U.S.

Foreign academics and universities cannot help India develop solutions for higher education challenges. Only those familiar with the problems of Indian society can provide creative and specific ideas.

As part of the Obama-Singh initiative, a "summit" of Indian and American academic leaders and policymakers met for a day in Washington on October 13, 2011. Goodwill was expressed and promises of collaboration were proffered. But, in fact, relatively few courses of action exist for Americans to improve Indian higher education, and there is only a modest need for U.S. involvement.

Reasons for involvement

The first observation is why academic institutions team up in operations outside of their borders. Many of the universities involved in such engagements, especially those at the bottom of the prestige hierarchy, view international involvement as a way to raise revenue. Establishing a branch campus, recruiting students overseas, and franchising degree programmes are typically ways of earning money for the home institution. For more renowned universities, motivations vary, and engaging in expanding the "brand image," providing opportunities for overseas research, places for home students to do study abroad, and perhaps recruiting some of the "best and brightest" foreign students are among them. It is also a broad trend that many of the well-known branch campus initiatives of top western universities have been

largely funded by the host country — costing such western institutions little, if anything. Academic institutions seldom undertake international activities for philanthropic purposes.

India's problems

Everyone agrees that India's higher education sector is in poor shape. It can neither serve the growing demand for access, nor does it have the quality required by a growing economy. Also, there are plenty of good swadeshi (home-grown) ideas about how to solve these problems. India's Knowledge Commission, which issued a comprehensive report in 2009 on a range of the country's needs for the digital age, has not had a major impact. Other reports have been largely neglected. In India, only one university was tracked among the top 400 in the recent Times Higher Education global rankings. A recent New York Times story pointed out that many of India's top high school graduates cannot attend the best colleges at home and instead accept scholarships from America's top colleges and universities. India enrolls only 11 per cent of its university-age population — less than half of China's access rate. Moreover, a growing proportion of enrolments exists in private, often for-profit, "unaided" colleges and universities — in which standards are often questionable.

India spends less than many of the other fast-growing economies on research and development — about \$20 billion U.S. purchasing power parity, as compared to almost \$150 billion U.S. PPP for China. This modest investment has negative implications on research funding for universities, as well as for innovation in the economy.

India's requirements

It is surprising that an academic system so large and complex, as in India, has almost no "thinking capacity" on higher education. There are no agencies, other than the University Grants Commission, and its capacity is limited, in or outside of government, for focussing on higher education policy or development. Even accurate statistics are hard to come by. Most other countries have a web of agencies that help to provide information and professional expertise.

Foreign academics and universities cannot help India to develop solutions for domestic higher education challenges. Only those who are familiar with the problems and the complexities of Indian society can provide creative and specific ideas. But this problem solving requires a cadre of Indians who focus their attention on higher education, backed by accurate information and the respect of

both the academic community and government authorities.

Potentially valuable American lessons

It is certainly true that the U.S. has developed one of the world's most successful academic systems — providing access to most students who wish to attend postsecondary education at mass-access institutions and many of the world's best universities at the top. America does less well in graduating all of the students who enter the mass-access institutions. Further, the level of debt accrued by students, due to budget cuts and rising costs for tuition, has reached crisis proportions.

Quality assurance remains a challenge for India. The current arrangement is cumbersome, bureaucratic, and has failed to cope with all of the colleges and universities needing certification. The American accreditation system has proved over a century as largely successful in providing a floor of quality for postsecondary institutions. Additional accrediting is provided to programmes in fields such as business, engineering, and others. Institutions that are not acceptably accredited cannot gain access to federal or state government funding or loan programmes and cannot attract many students. Thus, accreditation is a major necessity. Recently, however, the American accrediting system has had problems coping with distance education and the rapidly expanding for-profit education industry.

Like India's system, American higher education is largely a responsibility of the states rather than the central government. Issues of coordinating between the states and federal authorities are largely smooth practices. Each state has a differentiated academic system, with various types of academic institutions serving constituencies — from research universities, at the top, to community colleges with open access and vocationally focussed programmes, at the bottom. These systems typically offer articulation so that students can progress from one kind of school to another, as their academic interests and needs may develop.

India is in great need of an attractive sub-baccalaureate and vocationally oriented institution. The American community college may, indeed, offer a useful model. A community college combines vocational courses of generally good quality, linked to the job market, and provides an associate degree — based on these two-year programmes. Community colleges also offer academic courses that can be transferred to four-year baccalaureate institutions.

There are other aspects of the American system, however, that India might do well to avoid — one

issue is cost. American higher education spends, on average, the highest amount per student in the world. While many institutions provide good value for money, much criticism has recently been expressed about both the high cost and the debts that many students accrue during their education. These negative issues are particularly serious regarding the new for-profit sector, which so far has been only lightly regulated.

It is certainly the case that American higher education is far from perfect. The negatives, as well as the positives, deserve attention.

Prospects for collaboration

India is still debating legislation to open the door to foreign higher education institutions. It is unlikely, despite smiling university presidents and copious amounts of goodwill, that America's top universities are going to invest heavily in India, even if the doors are open. More likely, bottom feeders will slither into the country.

The recent summit shows an interest on both sides concerning establishing ties. The devil will be, of course, in the details. It is likely, however, for student mobility to be somewhat one-sided and limited. For example, Indians will continue to come to the U.S. to pursue education because of lack of capacity at home, the perceived quality of American qualifications, and the growing middle class. Virtually, no Americans will be seeking to earn a degree in India. While modestly growing numbers of U.S. students will wish to come to India to pursue study abroad, the numbers will be limited by the lack of capacity in India to provide suitable academic experiences.

Indians can easily learn the lessons of the American higher education experience, and there is a wealth of data and analysis available. Moreover, many Indians have experienced the U.S. higher education, and a small but growing number even serve in senior leadership in American universities. Americans, on the other hand, know next to nothing about Indian higher education. Before branch campuses are set up or collaborative programmes are implemented, Americans will need to educate themselves about India's complex higher education system and its challenges.

(Philip G. Altbach is Monan professor of higher education and director of the Center for International Higher Education at Boston College, U.S.)

Source: November 7, 2011/[The Hindu](#)

Innovative education

THE Education Innovation Fund for India (EIFI) is seeking grant proposals from Indian non-profit

organisations, educational institutions, schools, colleges and universities. The fund will support innovative work in education in India by giving grants worth a total of four crore, with one mega grant up to Rs one crore, several grants of up to Rs 15 lakh as well as grants for school students. EIFI is a collaborative project between the HP Office of Global Social Innovation and the India Council for Integral Education (ICIE).

Vijay Poddar, chairman, EIFI says, "The entire world needs to focus on its energies so that tomorrow's children grow in an environment of beauty and love, creativity and joy, by giving them an education that is holistic and transformational. EIFI is one small step in this direction."

Formally launched on August 30 in Chennai, the fund is accepting proposals till November 15. Proposals for grants are invited for laboratory, pilot or model projects that can significantly change the way in which technology; pedagogy or social process is used in education in India. In addition to this, EIFI has a dimension in the form of grants for children from 11 to 17 years of age. The 'Young Learners and Young Innovators Grant' allows children and young adults to apply for grants by conceptualising and creating breakthroughs in the field of education. For applications and other details, visit www.eifi.aurosociety.org

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

Beyond conventional IT education

Indian IT industry got a boost when the US faced the Y2K problem in the last decade of the 20th century. This created an enormous necessity for graduates with expertise in information and communication technology skills. The department of electronics, which became operational in the late 70s, triggered teaching programmes by giving financial grants as well as academic support through creation of curricula at the post-graduate level in some universities. Other universities were quick to appreciate the importance of launching graduate and postgraduate teaching programmes. In a few years, they initiated several engineering programs in IT and computers and degree programmes in computer science that attracted the best talented young minds. All these activities produced significant amount of skilled human power in software as well as computer hardware. The quality of these graduates might be questionable but the IT industry had no complaints as they were helping them to be world leaders in the support service industry. Several universities, in the past two decades, have established independent computer science faculties. Teachers, who were teaching pure mathematics or physics/ electronics, switched

their loyalties to computer science and technology. The IITs also launched exclusive programmes in computer science education. India became the hub for IT industry.

Now, in the 21st century, India is not just recognised as a haven for BPOs, KPOs and EPOs, but is moving up the value chain towards research and development (R&D) projects in sectors like IT, automobiles, bio-sciences, genetic engineering and pharmaceuticals, to develop new products to meet localised needs and global markets. This is reflected in the number of research and development centres that major multi-national corporations (MNC) like Samsung, Intel, AMD, Panasonic and Suzuki have, in the past few years, created in India. A study done in 2009, 'R&D Globalisation — A China Perspective', by Zinnov Management Consulting, revealed that China was home to about 920 MNCs who have established 1,100 R&D centres, while the numbers for India were significantly lower at 671 MNCs with 680 centres. This scenario is now changing. At present, over 700 MNCs have R&D centres in India and more than 2 lakh engineering and computer science graduates are working in them. The report shows that the Indian centres are much ahead on the overall maturity curve. With all the requisite processes in place and better talent, they are indeed well-positioned to take up more work in the overall R&D value chain as compared to China. The India-advantage is at two levels; firstly there is immense intellectual power for carrying out research activities in a time-bound manner and secondly, there is the competitive cost of hiring talent. In the past few years, operating cost of R&D centres in India has gone up by 9 per cent but it is still 25 per cent lower than in China. Multinational companies with their R&D subsidiary centers in India will need to re-define their approach towards globalisation over the next 12 months, according to a study conducted by Zinnov Management Consulting. The study titled 'Compensation and Benefit Study 2010', highlights that changes will happen in terms of controlled salary increments; cuts on campus hiring; increasing role for service providers and focus on tier II and tier III locations for non-core functions.

The challenges for India to remain at the forefront of research and development are manifold. We must realise that innovation, competency in handling complex problems and working at cutting edge technology with a proven leadership are going to be of importance in the future. The curricula, both for computer science and engineering in IT, need to be changed to meet the demands of R&D activities. The delivery methods

have to be changed with blended education, wherein one should combine face-to-face education with e-learning objects. Teachers should use the virtual environment to bring real time experiences to students through interaction with researchers working in R&D centres in India and abroad. Students should be encouraged to take up projects that are aligned to futuristic problems in various applications in emerging fields.

The teaching emphasis has moved away from memorising facts towards finding, evaluating and using information. Increasingly, we are seeing the following trends, directions and movements in teaching and learning. Now, course time is devoted to discovery-based (that is, inquiry-based, resource-based, project-based, and active) learning over traditional lecture modes of transmitting knowledge. The course content is predominantly interdisciplinary, interdepartmental, and team-taught; it is publicly accessible and shared beyond the members of an individual course. Research and teaching are perceived as mutually enhancing rather than antithetical. The research component has to be seamlessly integrated in the entire learning and understanding process. This is a new challenge for our teaching community. But we must accept it, mainly because there is a larger advantage to the Indian IT industry. They would remain at the forefront of change in science & technology related to IT.

Source: November 8, 2011/[My Digital fc](#)

Swiss touch to vocational training

There is a standard story about India's untapped demographic dividend working age population (15-59 years). We lack skilled or in many way employable workforce that can further boost our economic growth. There might be some hope in the coming years as an Indo-Swiss joint initiative is working to train about a million Indians on the norms set by industry.

Apart from this, the cost of the education will also be funded by the future employers. Switzerland's Ambassador to India Philippe Welti announced on Monday the success of a three-year pilot project to implement the Swiss dual track mode of education and training in India.

In this system, known as vocational education and training (VET), the companies select students as apprentice who has to attend 1-2 days of theory classes with ITI specified teacher and is required to do 3-4 days of practical work in the company itself under the supervision of a mandated instructor. The courses last for 3 to 4 years and on its completion the student is awarded the degree/diploma.

The education is sponsored by the companies and all students are given stipends for sustenance. Generally everyone is offered a job by the companies that sponsor the training. Noticeably Switzerland has maintained one of the lowest unemployment rates, even during the recent economic crisis and its labour force has one of the world's highest proportion of skilled workers. The VET system is often credited for this.

The project which started in November 2008, to mark the 60th anniversary of friendship and establishment treaty between the two countries tested the VET system in Pune and Bangalore. The three years course, the curriculum which was aimed at training multi-skilled production technicians enrolled 150 ITI students. Apart from taking their theory classes at the respective ITIs these students also worked as apprentices in 9 companies.

In October this year all the apprentices of the first VET batch successfully passed a test assessed by the Swiss Mechanical and Electrical Engineering Industries (SWISSMEM). They are now entitled to dual diploma- one from the respective ITIs and the other from SWISSMEM. In 2012 the organizers of the project are aiming to launch it at all India level.

In the current project the Swiss Federal Office for Professional Education and Technological and Swiss-Indian Chamber of Commerce were the implementation partner.

It is estimated that in India, of about 30 crore youths between 15 and 19 years of age only 2% have received formal vocational training while 3.4% have learned the trade in their family business. After the success of the pilot project a separate company, Skill Sonics Pvt. Ltd. is launched to take it to a self-sustainable level. The company will work with SWISSMEM and SFIVET and it is targeting to create 1 million skilled workers in India by 2022.

Source: November 8, 2011/[Time of India](#)

India's First online educational Social media Portal by Amplify mindware

Learn2live platform is a global platform being made active in multiple languages within next 12 months.

1 Learning, an inter corporate initiative co-promoted by successful industry leaders and professionals about 6 months back has already garnered success in its Beta launch. People leading this initiative include CEO, CTO, MD, and Deans from organisations such as TVS group, Brainvisa, Amplify Mindware, Georgia State University.

The products and services offered by 1Learning includes "MyOpenCampus" and "Learn2Live (L2L)" which are aimed at Industry Skills & Job readiness for Universities, Affiliated and Non-Affiliated institutions & Coaching institutions. This product was hailed as one of the best models for job orientation & skill development by MHRD (Ministry of Human Resource & Development) officials.

This is a unique product to bridge the gap between the industry and academics. The Audio-Video based teaching engine with feeds from the top industry leaders from different business domain on specific skill development of the students as per their chosen career path & to make them industry ready by the end of their academic degrees. The pedagogy used for this product is a creative blend of the best teaching & training practices deployed for this age group.

Amit Sharma, COO, 1Learning, said, "The pilot project for 1learning Response went live in December 2010 and the site went live for the entire institute in June 2011. To access the site content, a student needs to register and then login. As of now the site is available for institutions only but this will be made available to any student very soon. Presently the site is introduced to the B.Sc & M.Sc IT and MBA students. Different activities like, Study Material (Static as well as Interactive), Q&A, Discussions, Blogging, Group Study, Video Content, Chatting are available on this platform."

"An added advantage for students is that it can be accessed through mobile phones as well. The WAP site of MyOpenCampus is available for Symbian and Android based handsets. The students are provided with latest updates on a particular subject irrespective of the geographic barriers. For answering the queries of students, the subject matter experts are selected by core academic team of 1learning as Moderators. The selection is done on basis of the education and past industry experience of the expert. MyOpenCampus will be competing for all the major online awards from December 2011 onwards, starting from Sloan Consortium (Sloan-C) awards," he further added.

Learn2live platform is a global platform being made active in multiple languages within next 12 months. The platform allows students from various colleges, institutions, coaching institutes to have direct access to Recruitment Managers, HR head, CEO, Managing Directors of various organizations across India and abroad. It allows students and professors to align their subject matter to the industry best practice.

An example of the L2L service available on the MyOpenCampus website goes as this:

A student of management education will be able to seek inputs, feedback directly from the Head Of Human Resource / Head Of Recruitment/Head of a Project/ CEO- CFO-CMO of the an organization w.r.t job requirements in the market and also specific to a particular company where these people are associated. The student can seek inputs on required skills, preparation for the job, orientation needed before joining the work, minimum knowledge required etc. so on and so forth. For the first time a student can and get direct Feedback and Input through video link and recorded sessions with regards to future career development.

Every institution based on their specific requirement can get choice of 100's of such feedback & Industry inputs from the over all collection of thousands of Industry feedbacks. For ex: A management student may decide on taking up job in Finance sector and may look for inputs from Business Heads, CFO, Head HR, Project Head of an Multinational Organization – The same will be available to the student directly from the organization which will enable this student to align better his academic preparation.

Similarly personalised inputs and feedbacks are available across various sectors including Marketing, HR, Operations, Technology, Sales, and Business Process etc.

In addition the Institution and the students will also have access to more than 100 companies & CXO's through this platform. The platform allows students to have access to Skill Development Areas under the:

Leadership Pack, Interview Pack, Industry Alignment & Readiness Pack, Career & Growth Pack etc.

This platform is being made available online as well as off line through the proprietary & patented L3 technology. Great deals of value add is being packed in this offering making the entire learning & grooming process for students entertaining. This is also bringing in hundreds of Leaders, CXO's, and Professionals into the campuses through this active platform. Going ahead, the students in Indian universities and colleges (coaching institutions) will have access to organizations and businesses placed across the world and can directly have inputs – feedbacks – information sharing coming up on this platform.

As against about 400 universities running in India, the country needs close to 1400 universities to reach the length and breadth of the nation (as per knowledge commission report). Under the initiative of RTE (Right to Education), each state university, private universities and local level institutions –

have to contribute to the process of Inclusive Learning. To allow students from all economic and academic background a possibility to take up higher education.

The challenge so far has been mounting Cost of delivery, Availability of trained teachers in various corners of the country and easy access of lectures to all corners. This challenge will remain so unless the emerging education models can address the issue.

Team 1 Learning through its MOC (My Open Campus) for the first time has enabled education program access far and wide over its network. Courses in Engineering, Management, Arts, Sciences, Commerce, Law etc. will be available at a very nominal cost. The primary aim would be to ensure the availability of the education courses which is of high quality and interactive. The courses mentioned will be taken up by reputed Professors and industry experts which will enable a standard quality education across all institutions. Initially, 1Learning is offering the MOC platform absolutely free to all registered institutions in India. Already many institutions have started deploying this platform. Going forward, any institution – university that would like to deploy this can directly contact 1Learning office and get this platform absolutely free. The commercials come only in force once the university/institution has made up its mind

To use the same for benefit of students and the teaching process. About 3000 hours of learning is being planned to be made available on this platform. In addition the entire MOC Platform will have Value added skill development through the L2L and a collaborative platform for students and professors.

The MOC platform uses Web 2.0 (CLIP - Collaborative Learning and Interactive Program) to ensure that the students get the information that they need to improve their performance in the manner and media they can use easily.

Source: November 8, 2011/[India infoline](#)

Education in India Lags Quality – World Bank

Top official of the World Bank while addressing 'World Innovation Summit for Education (WISE)' has said India lags quality in education. "It's not enough that you are putting more children into schools and colleges each year, you will have to bring them at par with international standard," World Bank Director Education Elizabeth M King. ([via](#))

It is not about increasing literacy rate or adding more schools and colleges but it is about increasing efficiency. World Bank Director Education Elizabeth

also talked about IITs and IIMs and said they may be premier institutes in India but can't be compared with world class Institutes like MIT.

Elizabeth was all praise on Mr. Sibal who was instrumental in bringing world's lowest priced Tablet Aakash. Sibal has a great vision and understands the Indian constitution well she said.

India ranks low on quality of education, this was evident when no Indian University secured slot among the top 200 universities list including IITs, IIMs and ISB. These are examples how the world sees Indian education system, we may assume pioneers and a near competition to western countries as we are producing engineers and managers in bulk every year. As we are producing lakhs of engineering graduates and management graduates but how many are job ready; how many have the capability to fit into the corporate world. It reminds me of the remarks made by Mr. N.R Narayana Murthy of Infosys who said IITs need a better selection process and slammed coaching institutes who train students just to clear IITJEE using short codes and formulae without teaching the underlying subject of the concept. He also expressed that leaving 10% of the students who make it to IITs rest disappoints and behave mediocre once they secure seat in IITs. This is where Mr. Bhagat involved and said somebody who runs a body shopping company shouldn't be making comments on IIT students.

Call it a publicity stunt or anything else; people still believe India has world class Institutes. Other than backing our own people we should see and correct ourselves to compete globally. Centrally funded institutes like IITs and IIMs are our pride no doubt but we should make them world class, tighten the selection process, have collaborations with foreign universities, invite guest lectures from top business schools and most importantly put a permanent stop to rote learning. Every citizen of India in one way or the other are funding IITs and IIMs since the fee for these students are subsidized by the government which in turn collects tax from citizens. It is high time let's wake up and know about the world and sharpen our pencils.

Source: November 10, 2011/[Carrier Mitra](#)

Education beyond Boundaries

The education system in India has always been a prime focus among the intelligentsia and educators. The role of the government in nurturing the system, the monopoly of private schools and the latest trend of luxury international schools are issues that keep coming back round the discussion table.

Addressing this, iDiscoveri's Xseed organised the 'School of Tomorrow' conference inviting educators from across the state and innovators from the field of entrepreneurial education.

Happening simultaneously across four cities - Delhi, Mumbai, Chennai and Hyderabad - the conference addresses the hope that with a more efficient system in place, education across the country will get better and our society of children will make for a better and more responsible society.

XSEED, an academic plan that is devised to raise the level of class room expertise and efficiency, raises the very pertinent question that most seem to be asking - is improved resources or teaching methodology the more important key to a successful education system?

Speaking at the discussion were panelists Adilakshmi Chintalapati, principal of the Oakridge international school, Anoop Rao, chief operating officer of Naandi Foundation, Harimohan Paruvu, writer and cricketer and Vijay, joint secretary of the Sri Prakash educational society.

While it was agreed that resources and infrastructure do make a huge difference and play an important role in the overall holistic education of a child, it was pointed out that good education can still happen and good students can be coached and produced.

However in our quest for apparently improving, there's been a discombobulation in the system.

Said Anoop Rao, "The focus on accountability has been lost. Irrespective of infrastructure, good students are there. But, teachers spend a lot of time doing administrative work. That is a problem. The environment has to be conducive for the facilitators to work in."

Speaking on how schools rate themselves and what accounts for good education, Chintalapati said, "The measure should be action. How much of what is being done inside the class room is actually translated to action outside? A child's development becomes the measure of that school."

The audience which was an army of principals, educationists and consultants had a few interesting takes on the issue at hand.

Asked one principal, "Methods of training are abstract while infrastructure is concrete? In a school with average infrastructure but excellent teaching faculty, how do you get parents and students into the school?" Though the panelists skirted over, it was agreed that quality education is what really sustains a child in an organisation.

If a well-built school lacks quality, infrastructure isn't necessarily going to keep them in. Anoop however had a story to share.

“We (the Naandi organisation) took over a government school in Mumbai with just seven students. By the end of the year, we had 500. The infrastructure was bare, yet children from private schools were coming back. It takes time; took us a few years. But quality any day is your answer.”

Another issue raised was the fact that despite our very idealistic theoretical conclusions that the system should be about creativity, what it finally boils down to is how many marks did a child score. That is the only tangible return. Parents also seem to have a problem as to trusting where to put their money. The common attitude among them is the willingness to spend extra on a private tuition but the unwillingness to pay that instead to the school in case of a hike in fees.

“There is a lack of purpose among teachers. When you look for the root cause as to why they're even there, there is no answer. We need highly motivated facilitators. Also, understanding where a child comes from and what they want, giving them their space to learn is important,” added Harimohan.

A good entrepreneurial strategy, a fairly motivated facilitator and a creative space for a child to come to everyday is what our current education system requires.

As Anoop puts it, “Demographic puts 80 lakh students out of school. That is an enormous market potential for entrepreneurs to tap into. They have to get creative.”

Source: November 12, 2011/[ibn Live](#)

With \$85 trillion, how India can become world's largest economy

According to a study by US banking group Citi, India will be the world's largest economy within 39 years. Indian GDP in 2050, measured by purchasing power parity (PPP), will be \$85.97 trillion. China, in second place, will have a GDP of \$ 80.02 trillion and the US \$ 39.07 trillion (see chart).

With an estimated population in 2050 of 1.63 billion, India will thus have a per capita income of over \$53,000 - in the range of today's wealthiest countries like Switzerland and Norway. Sounds too good to be true? Of course it is.

On paper - mathematically - Indian poverty should disappear by 2050. The reason it won't is that huge inequalities in income will persist unless we rapidly implement second-generation economic

reforms which deliver real benefits to the bottom of India's socio-economic pyramid.

The first chart in our three-chart collage shows the ranking of the top five countries by GDP in 2050 as per Citi's projections. Indian GDP in 2011 is estimated at \$4.45 trillion (PPP). To reach \$85.97 trillion in 2050, the Indian economy will have to grow at an average annual rate of 8.1% a year for the next 39 years. Optimistic? Perhaps, but not overly so.

The Citi study relies heavily on India's two dividends - demographic and democratic. The demographic dividend will ensure that India has the largest number of working-age people in the world (over 800 million) between 2015 and 2035 before tapering off as our population reaches a plateau of just over 1.60 billion and starts ageing (as China's already is). Fertility rates of increasingly educated urban and rural Indian women will dip from today's 2.6 to 1.7, which is when a country's birth and death rates equalise.

A large number of working-age Indians between 18 and 60, however, will be less than optimally productive if they remain poorly educated and are therefore unemployable. To gain from our 20-year demographic sweet spot, education reform must clearly top the government's agenda. Infosys mentor N R Narayana Murthy was partly right when he said that the standard of IIT students has fallen. It has. Too many are rote-learners, spewed out by coaching classes, not creative thinkers.

Education reform must start with government-run primary schools. Shockingly, in some villages, primary schools have no teachers, no students and an empty shed that serves as a classroom. The government spends 52,000 crore on education every year. That is less than it spends on fertiliser subsidy alone (55,000 crore).

The second dividend Citi banks on to project India's rise to the top of the GDP rankings in 2050 - especially in comparison with China - is democracy. China's autocratic government, the argument goes, can command 10% GDP growth, build superhighways and create gleaming infrastructure.

But beneath the towers and the maglev bullet train tracks of Shanghai lurks social tension. As China's per capita income rises, its 1.34 billion people will increasingly yearn for real freedom: a free press, an open Internet and, most crucially, democracy.

If the Chinese government can't deliver on these, a "Chinese Spring" a decade hence cannot be ruled out. That could plunge China into years of uncertainty. Throughout history, as countries grew richer, they grew freer. Will China prove an exception? Unlikely. By that token, India's

democracy is a double-edge scimitar. Our raucous, open society takes us two steps forward economically and then one step backwards.

But if governance reforms - land, electoral, judicial and police - are implemented quickly, the stage could be set for second-generation economic reforms that will turn our democratic institutions into assets for long-term economic and social growth. We will then move from a culture of high subsidies leaked to corrupt middlemen to a culture of high productivity.

Second-generation economic reforms were stuck in UPA-I because of the Left's ideological opposition and have been derailed in UPA-II because of muddle-headed opposition from within the fractious UPA coalition itself. It is time to cast off the fetters.

We must allow FDI in retail, introduce hybrid agricultural technology to double crop yields within a decade, modernise infrastructure, make land acquisition fairer to farmers, improve healthcare, pass enabling legislation to unleash the entrepreneurial energy of small and medium enterprises - the backbone of our economy - and implement tough, effective regulation to clean up business practice.

India is set to become the world's third largest economy in the world in 2011 largely because Japan's GDP will shrink by around 2% to \$4.42 trillion following the devastating earthquake and tsunami. But if a growing GDP is not to become a cruel irony for India's 445 million still-desperately poor people, the government must begin the second stage of economic liberalisation without losing any further time.

Examine our second and third charts. The one on top is pyramid-shaped, split into three sections. It reflects India's current household income structure: a large base of the poor and relatively poor of over 860 million, a narrow intermediate section of the middle-class around 280 million and a tiny tip of the reasonably well-off of 70 million.

The chart below it is diamond-shaped and reflects the shape of things to come in 2050 if political and economic reforms have their desired effect.

The bottom section comprises around 330 million of the poor and relatively poor (down from 860 million today), the top section comprises the well-off, around 300 million, up from 70 million today and the intermediate bulge comprises the expanded middle-class of nearly one billion, up from 280 million today. That is the future. We must lay its foundation today.

Source: November 12, 2011/[Economic Times](#)

Education system has max corruption

At the age of 85 years, walking slowly but upright, Prof Yash Pal, a unique blend of scientist and educationist, expressed his concern over the state of education in the country. Pal, along with professor Man Mohan Sharma, was conferred with Shri Hari Om Ahsram Prerit Dr Vikram Sarabhai Senior Scientist Award - 2010 at the Physical Research Laboratory (PRL) on Friday. Apart from this, the Buti Foundation Award in Plasma Science and Technology for the year 2011 was also conferred on Banibrata Mukhopadhyay of the department of physics, at Indian Institute of Science, Bangalore.

Prof UR Rao, veteran scientist and chairman of council of management, PRL, was the chief guest at the function.

Rao expressed the need of exploring space with new technology in his address. "We are still working with the space technology, which we have already developed. Now we should explore and develop new technologies. There is need for more research in space as we have barely been able to explore five percent of the universe, we still don't know where the energy of the universe originates from," he said.

Expressing his views about education in the country, Pal mentioned that maximum corruption is prevalent in this sector and he criticised coaching classes. He said, "Large-scale corruption is prevalent in the education system. Coaching classes are hell, as they are killing the creativity of students."

Talking about higher education, he said that due respect has not been given to the universities in the country. He also mentioned that regulatory agencies like UGC and AICTE should be abolished.

"We should be creating good universities but have not done so. IITs should be given total autonomy and given university status and raised to the level of the Massachusetts Institute of Technology (MIT)," he said

Pal also recalled his memories about the city, when he was director of the Space Applications Centre here. He also remembered Dr Vikram Sarabhai.

Prof Sharma talked about the importance of chemical engineering faculty and its applications in day-to-day life, while Dr Mukhopadhyay gave a lecture on 'Black Hole's Turbulent Brew'.

Source: November 12, 2011/[DNA India](#)

Pitroda for early passage of higher education Bills

Sam Pitroda, Advisor to the Prime Minister on Public Information Infrastructure and Innovations, is

unhappy with the delay in implementation of higher education reforms.

Pitroda who was speaking at the Ficci Higher Education Summit here said, "I am personally not happy with what has happened to the higher education recommendations. We have been waiting for government to act. We have talked enough about what needs to be done for higher education. We can't spend another decade talking about higher education. We have bills drafted relating to foreign universities, innovation universities, and overarching bodies. But none of these bills have been tabled or passed. That is a big challenge."

About 12 bills including Foreign Education Providers' Bill; Unfair Practices Bill; Tribunal Bill and the Accreditation Bill will be passed in the coming winter session of the Parliament and the National Commission for Higher Education and Research (NCHER) Bill 2010 and Innovation University Bill will be introduced in the winter session of the Parliament. These bills were to be introduced in the monsoon session of the Parliament.

Prime Minister Manmohan Singh had in 2005 decided to set up National Knowledge Commission under Pitroda's chairmanship to look at knowledge institutions and infrastructure that we would need in the 21st century. Immediately after knowledge commission's recommendations, another committee was set up by Professor Yash Pal. But none of the recommendations by these committees set up by the government have been implemented so far.

Professor Yash Pal has earlier expressed his displeasure about non-implementation of his report on 'Renovation and Rejuvenation of Higher Education' that he gave to the Ministry of Human Resource Development in June 2009.

"Higher education is very critical in our journey going forward. If we are critical to grow at 8-10 per cent, higher education has to play an important role. While we are debating higher education for the last five years, the time now is to focus on action," Pitroda said.

The delay in implementation of the reforms is a serious impediment for the economic development of the country, Pitroda said, adding that things are changing rapidly. "The web, social network are essentially changing the very fabric of learning. Learning models are very different. Our customers are the kids, who are used to doing things very differently. We will have to keep that in mind."

As part of its reforms in higher education, the government is creating a \$5-billion National Knowledge Network (NKN) which is expected to be

ready in about nine months. The network would be a state-of-the-art multi-gigabit pan-India network for providing a unified high speed network backbone for all knowledge related institutions in the country. It would facilitate the building of quality institutions with requisite research facilities and creating a pool of highly trained professionals. The NKN will enable scientists, researchers and students from different backgrounds and diverse geographies to work closely for advancing human development in critical and emerging areas.

"The NKN would be a platform for delivering effective distance education where teachers and students can interact in real time. This is especially significant in a country like India where access to education is limited by factors such as geography, lack of infrastructure facilities, etc. The network enables co-sharing of information such as classroom lectures, presentations and handouts among different institutions," Pitroda said.

Source: November 13, 2011/[Business-Standard](#)

CII seeks changes in FCRA to spur investment in education

Industry chamber CII has made a pitch for changes in the Foreign Currency Regulation Act to alleviate investor apprehensions over some provisions so that greater FDI can flow into the higher education sector.

It has recommended that a clarification be made that FCRA is not applicable to investments made under automatic FDI in a Section 25 company against equity subscription.

At present, 100 percent foreign direct investment (FDI) is allowed in education.

For-profit entities are not allowed to get licences from the University Grants Commission. They are not allowed to function as private universities under the Acts of different state governments.

Hence, the investment vehicle is often a Society or a Trust or a Section 25 company.

Since only a Section 25 company can issue share capital, it is the most preferred medium for investment. Money flows into the operating 'not-for-profit' set up from an Indian corporate, or a fund in India or abroad, or from a foreign collaborator.

Wherever there is FDI, as is the case with most venture capital and private equity investments, or indirect in the sense that the investing company has foreign shareholders or has access to foreign funds, the FCRA Act comes into play.

While all legal authorities and accounting firms are of the opinion that investment in a Section 25 company, being in exchange for a share

subscription, does not come under FCRA, investors are jittery since the FCRA legislation has harsh penal provisions, it added.

The CII recommendations form part of the paper which CII had recently submitted to the Planning Commission for inclusion in the 12th Plan (2012-17).

Source: November 13, 2011/[Zee News](#)

Educational institutions urged to focus on quality

Educational institutions should focus on quality so that they produced graduates and post-graduates for the world market, Principal Secretary for Higher Education, Government of Tamil Nadu, R. Kannan, said here on Friday.

He inaugurated a two-day regional summit on "Quality in Education – Strategic Sustainable Growth in Higher Education Institutions" organised by the Confederation of Indian Industry.

The State had achieved a lot of quantity in higher education. The aim of the government was to translate this into quality. It can be done by having highly qualified, motivated and trained faculty. Education should also be inclusive and institutes should be available in backward areas.

In an effort to promote quality, higher education institutions should look at having language laboratories so that the students learnt foreign and more Indian languages, invite overseas faculty for short periods to talk to students and the faculty, have curriculum development cell, and centralised laboratories that were well-equipped and were accessible to all institutions in an area.

Exchange programmes

The institutes should also attract foreign students under exchange programmes. Colleges should have memorandum of understanding so that their students could go abroad at least for one semester.

Analytical learning should be promoted and the process of giving doctorates should be tightened, with emphasis on quality. Colleges should produce graduates and post-graduates for the world market, he said.

Ravi Sam, Chairman of CII Coimbatore Zone, said those in the education sector had an obligation to see that all sections of the society had access to education. It should be a nation-building exercise. Imparting knowledge was the responsibility of the teachers.

S.K. Sundararaman, Convenor of the Education and Industry-Institute Interaction Panel of CII – Coimbatore Zone, said as a region, Coimbatore was almost recognised as a cluster for education.

Some of the developments in the sector were migration of faculty from other countries to India and adopting international accreditation standards. Institutes were likely to have multi-national faculty soon and should have a strategy, a vision, for the future.

K. Senthil Ganesh, Co-Convenor of the Education Panel of CII – Coimbatore Zone, said the education sector had seen tremendous growth in the last two decades in the country. However, currently, sustainability was important and "we should create institutions that will stand the test of time," he said.

Source: November 13, 2011/[The Hindu](#)

Education footprint

With the world's second largest population, more than 50% of which is below the age of 35 years, India is at a critical juncture where its population, if properly harnessed, has the potential to turn the nation into a hub of trained manpower.

Indian [higher education](#) continues to suffer from a number of fundamental challenges like the need for better institutes, universities and centres of excellence, quality faculty, employability issues, need for industry-academia linkages and the importance of building research intensive institutions. With a view to address these issues, the 'FICCI Higher Education Summit' was held from November 11-12 in New Delhi, on the theme, 'Strategies for expansion in Higher Education in India.'

The summit also witnessed several parallel sessions like 'Indian universities in the global top league,' on what the focus of Indian universities should be to be able to achieve global standards in teaching, research and employability of graduates; 'developing national knowledge functional hubs,' on FICCI's new model of developing knowledge hubs to improve industry-academia linkages and develop curriculum in tune with industry needs, among others.

A strong pitch for tabling and passing the 12-odd Bills in Parliament for reform of higher education was made by Sam Pitroda, advisor to the Prime Minister on Public Information Infrastructure and Innovations.

Source: November 14, 2011/[Time of India](#)

Education and skill development are complementary; need to develop soft skills

"Skills for the Future", a TV debate held at the India Economic Summit, addressed the crucial issue of how India can harness its potential through skill development. The Summit has been jointly organized by the Confederation of Indian Industry and the World Economic Forum.

The session concentrated on issues of vocational training, employability and job shortages. Dilip Chenoy, Chief Executive Officer and Managing Director National Skill Development Corporation, talked about building a model which incorporates NGOs, the Government and the Industry under one framework to deal with challenges that India faces with regards to skill development. He said that, "The vocational space in India is unregulated and it provides a great opportunity for investment". Mr. Chenoy emphasized that the very reason for the establishment of NSDC was to promote skill development by catalyzing the creation of large, for-profit vocational institutions by providing viability gap funding.

During the course of the discussion, Anand Sudarshan, Managing Director and Chief Executive Officer, Manipal Education, talked about how education and skill development are complementary to achieve productive manpower. He explained that in India, people who are completing their graduation need not be skilled workers. In order to have a pool of productive talent, there is a need to connect education with skill development. For skill development, Mr Sudarshan said, three important factors need to be kept in mind namely- policy impetus, entrepreneurial energy and a friendly eco system which provides incentives to students to acquire skills. He also said that in order to pave India's way towards becoming an engine of human capital, the Government needs to step back and allow industry to work under an umbrella of regulations.

In the session, Reuben Abraham, Executive Director, Centre for Emerging Markets Solutions, Indian School of Business, said that, "the line between demographic dividend and demographic nightmare is very thin and India is walking that line".

In this regard, he said the implications of demographic nightmare need to be considered seriously and on an urgent basis. He further went on to talk about urbanization and the increasing trend of rural-urban migration. From a policy perspective, he said there is a need for drastic changes in labor laws so that the manufacturing sector can absorb the surplus labor from the agriculture sector.

Regarding the demand-supply mismatch of workers and the mismatch between education and jobs, John Hewko, General Secretary and Chief Executive Officer, Rotary International, USA, said that Non-Government Organizations (NGOs) can play a vital role in addressing the issue. He highlighted a pertinent fact that NGOs have extensive reach to small and medium sized cities. In addition, he said,

numerous projects at the grass root levels are undertaken by NGOs. Although small individually, as a group NGOs contribute immensely to society. Keeping these vital characteristics of NGOs in mind, he said that there is a need to work out a model, whereby the Government and NGOs work together to bridge the gap in skills.

The panelists also included Lucy Neville-Rolfe, Executive Director, Corporate and Legal Affairs, member of the Board, Tesco, UK. According to her, given the challenge India faces; there is a need for high level commitment to deal with the current problem. She also highlighted that India's education system is very academic oriented and soft skills like leadership, enterprise, team work and communication are lacking. It is essential to find a model that incorporates these softer skills into the curriculum, said Ms Rolfe. She took the opportunity to congratulate the Government of India for bringing vocational training to the educational curriculum.

Rajendra Joshi, Chief Executive Officer and Director, Empower Pragati Vocational and Staffing, a social entrepreneur, talked about the need for social transformation through large scale social awareness to remove the public stigma attached to doing 'blue collared' jobs. He elaborated that certain sections of society need to understand that sending their children for vocational training will make a greater impact than formal education. Mr. Joshi also suggested that Industry can play an important role in bridging the demand-supply gap in skills. However, the government needs to provide incentives such as tax breaks for on-the-job training. He addressed a critical issue regarding the trade off between earning income and acquiring skills, elaborating that a construction worker has to work everyday to earn his income. Hence, Mr. Joshi suggested that a model that not only trains workers but also provides wages, something on the line of the apprenticeship model needs to be looked at in India.

Simon Cooper, President and Managing Director, Asia Pacific, Marriott International, Hong Kong, talked about the great potential that tourism industry in India has in terms of foreign exchange as well as employment. He stressed that the tourism industry employs a large number of unskilled workers, however there is a need to build infrastructure for the tourism industry to tap into the great potential this sector offers.

Source: November 14, 2011/[India Education Diary](#)
Pt J L Nehru, Legacy, Education and Social reforms: - Architect of Modern India

Pandit Jawaharlal Nehru (14 November 1889 – 27 May 1964), often referred to with the epithet of Panditji, was the first prime minister of independent India (1947–64), who established parliamentary government and became noted for his "neutralist" policies in foreign affairs. He was also one of the principal leaders of India's independence movement in the 1930s and '40s. Nehru was elected by the Indian National Congress to assume office as independent India's first Prime Minister, and re-elected when the Congress Party won India's first general election in 1952. Nehru contributed to the establishment of a secular Parliamentary democracy in India and was one of the founders of the international Non-Aligned Movement.

The son of moderate nationalist leader and Congressman Motilal Nehru, Jawaharlal Nehru became a leader of the left wing of the Congress when fairly young. Rising to become Congress President under the mentorship of Mohandas Karamchand Gandhi, Nehru was a charismatic and radical leader, advocating complete independence for India from the British Empire. In the long struggle for Indian independence, Nehru was eventually recognized as Gandhi's political heir. Throughout his life, Nehru advocated Democratic socialism/Fabian Socialism and a strong Public sector as the means by which economic development could be pursued by poorer nations. He was father to Indira Gandhi who was the third Prime Minister of the Republic of India.

Education and social reform

Jawaharlal Nehru was a passionate advocate of education for India's children and youth, believing it essential for India's future progress. His government oversaw the establishment of many institutions of higher learning, including the All India Institute of Medical Sciences, the Indian Institutes of Technology, the Indian Institutes of Management and the National Institutes of Technology. Nehru also outlined a commitment in his five-year plans to guarantee free and compulsory primary education to all of India's children. For this purpose, Nehru oversaw the creation of mass village enrollment programmes and the construction of thousands of schools. Nehru also launched initiatives such as the provision of free milk and meals to children in order to fight malnutrition. Adult education centres, vocational and technical schools were also organized for adults, especially in the rural areas.

Conclusion

Pt Nehru was a true historian and was the First Prime minister of India and Continued from 1947 to

1964 till his death .He loved children of India like a Uncle and popularly called As "Chachaji "and his birth day is celebrated as Children day on 14 Nov all over India from Kashmir to KanyaKumari and Dwarika to Dimapur .He authored two books glimpses of World History and Discovery of India which are popular not only in India but in whole World.

Source: November 14, 2011/[Morung Express](#)

Regulate higher education for quality'

Effective regulatory frame work is essential to ensure quality and access to private higher education, said Prof Daniel Levy of the [University of North Carolina](#), here at the MG University campus on Monday. He was rendering a lecture on 'Global private higher education, a comparative perspective on India and public policy'.

He said Latin American and Asian countries were putting much emphasis on private [higher education](#) where as the [United States](#) and the [European Union](#) were not giving much importance to that field.

"Among the countries, India and China are giving prime emphasis to the nurturing of private higher education, but an effective regulatory frame work is lacking, and if this is addressed, the quality of education will improve," Prof Levy said. The talk was organized by the director of the department of international relations at the university. Prof Raju Thadikaran presided over the meeting and the discussion that followed in which many students participated.

Source: November 15, 2011/[The Times of India](#)

RESOURCE

Internet usage reaching critical mass in India and raises fresh challenges

A report by the [Internet and Mobile Association of India](#) and [IMRB](#) finds that by end-2011, 10% of Indians would be Internet users, 97 million of them active users. Nor is Internet usage a big city habit: 37% of Internet users are in small towns.

The development has immense potential for disruptive creativity in all facets of life: in governance, education, healthcare, entertainment, media and communications and all businesses in general. Significantly, only about 9% of users access the Internet from mobile devices.

Now, more than 600 million Indians already use [mobile phones](#), which means that it is not very difficult to raise internet usage to about 50% of the population and make India the biggest national base of Internet users in the world (China has about 500 million Internet users).

Every [phone connection](#) can easily become an Internet connection, with some improvement in the handset and changes in the networks. A five-year goal can be to migrate all mobile networks to high-speed data networks that offer voice as but one functionality.

The report brings out the paucity of much useful content for Internet users outside the big towns, for whom the most frequent use is for entertainment. Governance functions, financial services and transactions, healthcare services and educational content are, sadly, missing.

Filling this gap would be a huge business opportunity (translating into a goldmine or nightmare for venture funds) and greatly benefit users. Businesses must see both the threats and opportunities inherent in explosive growth of Internet usage.

The government and the telecom regulator have their work cut out for them. [Broadband](#) must be redefined to mean data transfer at the rate of at least 5 Megabits per second (the US plan is to give every household 100 Mbps connectivity). Broadband costs must come down sharply, by slashing or removing all government levies and instituting real competition among service providers.

Data download limits should be pegged, if at all, at multiple hundred Gigabits. The government can buy intellectual property that makes imaging devices expensive and make it free. A revolution calls for unconventional steps.

Source: November 9, 2011/[Time of India](#)

India ranks No. 2 in foreign students in US

China and India occupy the top two spots in contributing foreign students to the United States, with the international education sector bringing in \$21.3 billion into the domestic economy, a new report said. Together, the top three sending countries – China, India and South Korea – comprise nearly half (46 %) of the total international enrollments in US higher education, said the report released yesterday by the Institute of International Education.

Led by a surge of students from China, international student enrollment increased by five % in 2010-2011, the report said.

"Chinese student enrollment in the United States rose to a total of nearly 158,000 students, or nearly 22 % of the total international student population, making China the leading sending country for the second year in a row," it said.

"Students from India, the second largest international cohort in the United States, decreased

by one % to a total of nearly 104,000. Yet, India, as a destination for US students study abroad, increased 44.4 %," it said.

"While slightly declining in numbers, students from India still represent 14 % of all international students in US higher education, with tens of thousands more students from India in US higher education than in any other host country," the report said.

South Korea is the third leading place of origin, with more than 73,000 students, increasing by two % and making up 10 % of the total. According to the report, increased numbers of students from China, particularly at the undergraduate level, largely accounts for the growth this past year.

"Chinese students increased by 23 % in total and by 43 % at the undergraduate level," it said.

These increases have been felt across the United States, with the top 20 host universities and top 10 host states each hosting more international students than in the prior year. Women represent approximately 45 % of the total number of international students, it said.

These strong increases have significant economic impact on the US, as international students contribute more than \$ 21 billion to the US economy, through their expenditures on tuition and living expenses, according to the US Department of Commerce, it said.

"Because of the excellence and diversity of our colleges and universities, more students worldwide are choosing to study in the US," said Assistant Secretary of State Ann Stock.

"It is positive news that our higher education institutions continue to excel in attracting students from all over the world, and in preparing American students to succeed in an increasingly global environment," said Allan Goodman, president and CEO of the Institute of International Education.

Source: November 15, 2011/[Hindustan Times](#)

Contribute

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

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

Please email your contributions to aserf@apeejay.edu

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

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