



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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Apeejay Stya Education Research Foundation

Apeejay Stya House

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

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

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



ASPECT

Youth in Asia Pacific face serious employment issues

Mismatch between potential and experience confounds many a job-seeker, say managers

Mun Ching Yap had gone as a journalist to an airline company to interview its executive official, but her excitement, passion and ability to learn earned her a job as the head of the company's strategic planning department.

Ms. Mun, now a columnist and entrepreneur from Malaysia, was 28 years old then.

“In Malaysia, the median age of the population is 27, we are talking about 110 million young people in Indonesia and Malaysia alone. Employers here are constantly complaining that there is no talent and that university graduates are unemployable. Boys are expected to be engineers and girls are expected to be accountants. Attitudes towards women are very stereotypical. Employers have to give young persons a chance. If companies have to survive, they have to be innovative and they can't be that unless they hear the voice of the young,” Ms. Mun says.

A special Leaders' Forum on Youth Employment at the 15th Asia and the Pacific Regional Meeting (ARPM) of the International Labour Organisation (ILO), which opened on Sunday in Kyoto, raised the crucial issues of the prevailing mismatch between the available skills and the demands of current employers and the severe lack of options for the youth, who are left out of decision- and policy-making.

Moderator Paranjoy Guha Thakurta from India said the challenges before the youth were huge; close to 60 per cent of the young people in the world lived in the Asia Pacific region, which accounted for 45 per cent of all the unemployment on the planet.

Vocational training

According to Ms. Mun, the Malaysian government, now looking at promoting vocational education for students, had set up institutions, with Japanese and German help, to provide youth with actual work experience.

Along with Ms. Mun, youth leaders from the Asia Pacific region made a forceful pitch to demand that their voice be heard in the backdrop of the serious joblessness plaguing the region.

Noura Saleh Alturki, organisation development manager, Nesma Holding Company, Jeddah, Saudi Arabia, says those who were educated were not employable, and were told, after four years of

studying, that they did not have a work ethic or that they did not know English.

While both sexes faced challenges, women were worse off, and faced many issues, such as lack of public transportation and discrimination, Ms. Alturki said. As a result, women were seeking jobs in the private sector. Things were changing. “Since the time I joined [the company] in 2006, I see lot more job opportunities and it's a very exciting time to talk about employment in the Arab world.”

However, Ms. Alturki said one was faced with a Catch-22 situation — if you have the skills, you don't have the experience.

“Interviewers should recognise people who have potential, train them and provide them with the skills they need,” she said.

Xiaoshan Huang, 25, an entrepreneur and PhD student from China, said his was the post-80s generation, which was now entering the labour market. In China, 75 per cent of the job-seekers were under 35.

While enrolment was increasing in colleges, there was a mismatch between the skills you learn at school and the requirements in the labour market, Mr. Xiaoshan said.

To overcome this, the career coaching programme in schools invited resource persons as coaches for students — an exchange that created special relationships between teachers and students.

Innovation is the key issue, and young people are the main driving force behind innovation, he feels. Promoting entrepreneurship will increase employment and bring about benefits to economic growth.

Pranav Shagotra, youth-wing president of the International Trade Union Congress (ITUC), Asia Pacific, said policy-makers should understand the problems of young people and involve them in policy-making decisions.

Vocational and skill-level training was low. Women did not get jobs and in the Asia Pacific, he said, while the youth were highly qualified, they did not get the jobs they studied for.

The industries need something else and children of poor families often ended up in the informal sector.

In Palestine, things were more positive with the government taking into account the lacuna articulated by a recent research, according to Bader Zamareh, executive director of Sharek Youth Forum there.

The Arab states reported the highest unemployment rate in the region.

“I was one of a group which wrote about the reality of the young people in Palestine and later it involved the rest of the Arab world. We believed something would happen, there was an indicator that something would explode, and we expected it in three years,” Mr. Zamareh said.

But things snowballed even sooner than expected.

What happened in Tunisia, Mr. Zamareh says, was a revolution for freedom and dignity, against the absence of opportunities, the marginalisation and daily violation of Arab and Palestinian dignity. “Therefore we have to see an end to occupation in Palestine. We will not have a future if everything is in the hands of the Israelis. Internal matters are not simple to handle. The Palestinians also have to think of education. There are 35,000 graduates who can't find a job in Palestine,” Mr. Zamareh said.

“We managed to convey our experience to the Palestine Education Minister and this was taken note of. We diagnosed the problems and provided the solutions as well. We understand the market and what the market needs are. With 24 per cent of educated persons being jobless, innovative solutions were needed.”

Source: December 05, 2011/[The Hindu](#)

NEWS

Pratham-LA Raises \$850,000 at Annual Gala

The California Ballroom in the downtown Westin Bonaventure Hotel here was hustling and bustling with entertainers, business executives, Indian American community leaders and a Bollywood star as Pratham Los Angeles held its 2011 “Black & Gold Annual Gala” to raise funds in support of the non-profit organization’s educational programs in India.

Entitled “Illuminating the Way to Progress,” the Thanksgiving weekend fundraiser also doubled as an awards ceremony honoring four individuals.

By night’s end, with the help of the group’s supporters and blessings from Bollywood actor Anil Kapoor, Pratham Los Angeles raised \$850,000 to educate underprivileged children throughout India.

The annual gala has been a part of Pratham’s mission to reach out to millions of underprivileged children in rural and urban India who lack the most basic of reading, writing and math skills.

Pratham’s Los Angeles chapter is just one of several branches across the United States which have held fundraising galas to achieve the organization’s mission of educating India’s youth. It

is a mission Kapoor was more than thrilled to support.

“Prathamites, they are all kinds of people. They are bankers, they are doctors. I am so proud of all the people who are out of India but are still so connected,” Kapoor told India-West.

“That’s what the Prathamites need to do. They need to encourage (assistance to) the underprivileged children, which are the future of our country. They can be the billionaires of the future, if encouraged.”

Sabrina Chugh, a member of Pratham Juniors, spoke about her life as an eighth grade student at a Southern California school and urged the 500-some attendees to use their hearts over their minds in making a financial pledge to Pratham.

Pratham Los Angeles president Dhiren Mehta backed Chugh’s sentiments, explaining to supporters the non-profit organization’s previous successes and upcoming plans.

“We have helped over 35 million children in over 3,000 villages,” Mehta said. “Pratham enables youths to make a new life, to start a new chapter, to write a new book of their lives.”

The four individuals honored by Pratham were UST Global CEO Dan Gupta, Sierra Atlantic founder and CEO Raju Reddy, Fisker Automotive CEO Henry Fisker, and actor Parvesh Cheena.

Gupta and Reddy were presented with the “Glory of India” Award for their key business leadership and significant contributions to bridging Indian and Western professionals.

Gupta was instrumental in leading a mentor program at UST Global, while Reddy co-founded the Silicon Valley Indian Professional Association almost 25 years ago.

Fisker and Cheena earned the “Pratham Pioneer” Award. A leading automotive designer, Fisker in 2008 unveiled the “Fisker Karma,” a plug-in hybrid luxury sports sedan. Cheena, who recently starred in NBC’s “Outsourced,” has been working the film festival circuit with his latest project, “Karma Calling.”

“Everything starts with the education of our children,” Fisker said. “When you think about it, it’s about hope and ownership. If we create hope and ownership for everybody in this world, that’s how you create prosperity.”

Providing entertainment throughout the gala was Charanjeet “CJ” Singh, who performed a tribute to Jagjit Singh, and Yogen Bhagat’s Bollywood Step Dance. Emceeding the gala was Sonia Bhalla, the first assistant director for ten episodes of “Outsourced,” while Sudesh and Chitra Arora and

Bhikhu and Pushpa Patel were chairs, and Hamilton and Denise Brewart co-chairs.

Also attending were Anaheim Mayor Pro Tem Harry Sidhu and actor Ravi V. Patel.

Pratham, which has 12 chapters in the United States, was established in 1994. The group states it has raised about \$45 million in the past 12 years and has received large grants from the Hewlett Foundation and the Bill and Melinda Gates Foundation.

The non-profit organization has trained schoolteachers, established year-round urban and rural learning centers and created numerous vocational training programs.

Pratham is also working to promote education in such countries as Bangladesh, Ghana, Kenya, Mali, Pakistan, Senegal, Tanzania and Uganda, among others.

Source: December 01, 2011/India.west.com

Ragging in Educational Institutions

The cases of ragging in higher educational institutions continue to be reported to the Toll-Free Anti-Ragging Helpline set up by the Government and at times a few cases of alleged ragging also appear in the press and media. As a matter of fact, after the launching of this helpline in June, 2009 which operates in 12 languages, the students have free access to it and report cases without fear. The other effective steps taken by the Government include notification of anti-ragging regulations by regulatory authorities viz.

University Grants Commission (UGC), All India Council for Technical Education (AICTE), Medical Council of India (MCI), Dental Council of India (DCI), which have very stringent provisions for taking action against the students and institutions if they are found violating the anti-ragging regulations. The students/parents are required to submit anti-ragging related affidavit to the Institute at the time of admissions. The media campaign started by Government since 2009 through print, audio/visual has created awareness throughout the country. The advisories are also issued before the start of the academic session to the States/UTs, Civil and Police authorities to participate in the anti-ragging committees of the institutions and take immediate deterrent action in cases of ragging.

Source: December 02, 2011/PIB

Affiliation for private engineering colleges on yearly basis

Private engineering colleges in Bengal can't take their affiliation to the West Bengal University of

Technology for granted. The state government may cancel the affiliation if any of these colleges lacks the minimum infrastructure or teaching faculty, or makes any gross departure from the promise they make to students about placements. From now, affiliation to private engineering colleges will be granted on a yearly basis following inspection by expert teams.

"The higher education department is planning to send inspection teams to these colleges every year. The affiliation is linked to adherence to the guidelines. Colleges run the risk of losing their affiliation if the inspection report points to any irregularity or non-conformity with the laid down norms," a higher education department official said.

The state government hardened its stand as complaints of irregularities and non-performance in many private engineering colleges kept pouring in the department. "It is important to keep them under constant monitoring. Complaints keep coming against them at regular intervals. It is time to sit up and take note," the higher education official said.

While counselling for engineering admission was going on, two colleges sought the state's approval to take students. Both of these colleges are recognized by the All India Council of Technical Education (AICTE). On getting the letter, education minister Bratya Basu wanted an expert team to visit the colleges and submit a report before granting permission. The reports went against the colleges. The government thus declined the request. "We do not want such unfit engineering colleges to continue duping the students," the official said.

This, however, is not the sole incident. According to sources, expert teams conducted visits to other engineering colleges as well. "In a few of them, the reports were a matter of concern. We had warned them to take improving measures within two months. The deadline made things move and these colleges indeed upgraded the infrastructure and addressed those areas which were deprived. It was an eyeopener for us," said the senior higher education department official.

According to plan, surprise visits will continue round the year, irrespective of complaints against colleges. "We shall have to look into the rules and regulations. Those who fail to meet the specified norms will be given time to improve. However, repeated defaulters will be handled seriously that might mean de-affiliation by the state government or complaint to the AICTE which can lead to derecognition," the official said.

"Each college will have to show adequate infrastructure, adherence to rules and regulations and reports substantiating their placement claims

as and when the inspection team pays a visit. If such visits, every year to colleges, become mandatory and the private engineering colleges become unanswerable, then it will be a boon for students. Else, once they receive affiliation, many of these colleges hardly care to adhere to the rules and regulations. Even the West Bengal University of Technology, the affiliating university, does not have the power to take such colleges to task," said a senior WBUT official.

Source: December 02, 2011/[Times of India](#)

Institutes convert students' scores on PSU request

The IITs, national centres of excellence mentored by foreign governments, have for several years graded their graduates based on the Western system of cumulative grade point index (CPI). But now, all the IITs have drawn up an equivalence chart, comparing CPIs to the more conventional percentage system after public sector undertakings (PSUs) wishing to recruit from there, among other top institutes like the IIMs, asked them to do so. Each IIT, being autonomous, has its own grading system.

Most award a CPI on a scale of 10, except that IIT-Kanpur does not award odd-number grades. Among the IIMs, Ahmedabad and Bangalore award a cumulative grade point average (CGPA) on a scale of four-like American universities-but Calcutta grades students on a nine-point scale.

This, according to the PSUs, creates a lot of confusion and hence the request for a more conventional grading system. The professor in charge of placements at IIT-Bombay, Ravi Sinha, said: "All the IITs have come up with a conversion formula and we will have certificates with percentages for students who are applying to PSUs."

He said the IITs have fleshed out a uniform equivalence method so that a "system of conversion equivalence should emerge from reliable data (as should) a clear and unambiguous basis to stand the test of time".

But most National Institutes of Technology have asked the PSUs to either devise a conversion table or refer the matter to the All-India Council for Technical Education.

Source: December 02, 2011/[Times of India](#)

ISB Hyderabad becomes first Indian b-school to be AACSB accredited

The Indian School of Business (ISB), Hyderabad on Friday announced its accreditation by the Association to Advance Collegiate Schools of

Business (AACSB), making it the first business school in South Asia to be recognised by the US-based prestigious accreditation agency.

The school joins 643 other b-schools across the world having the accreditation that is considered to be the most rigorous of all quality benchmarks in management education. The accreditation was coincidentally announced on the same day as ISB's tenth anniversary.

In a press statement issued by the school, ISB Dean Ajit Rangnekar said, "We are confident that this recognition will translate into increased interest by the international community comprising of faculty, students and recruiters, and help us chart Asia's and India's growth as the global management education hub."

The accreditation will provide an external affirmation of the high quality of ISB's programmes to MBA applicants, he added.

"The achievement further strengthens ISB's mission to put India on the world map of top quality management education by consolidating our global position," said Adi Godrej, Chairman, ISB in the press release.

The accreditation was preceded by four years of rigorous internal review, evaluation, and adjustment, added Mr Rangnekar. The AACSB accreditation process evaluates a school's ability to deliver the claims made in its mission statement.

AACSB is widely considered to be the most rigorous among the three highly influential management education accreditation bodies of the world — the other two being the European Quality Improvement System (EQUIS) and The Association of MBAs (AMBA).

At present, no Indian b-school apart from ISB has the AACSB accreditation. The Indian Institutes of Management (IIMs) at Ahmedabad and Bangalore, however, both have the EQUIS accreditations. Whereas the programmes at IIM Lucknow, IIM Kozhikode, Management Development Institute (MDI) Gurgaon, SP Jain Institute of Management and Research, Mumbai and Strathclyde SKIL Business School, Greater Noida have AMBA accreditations.

TA Pai Management Institute (TAPMI), Manipal is said to be in the final stages of AACSB evaluation and is expecting the AACSB accreditation in the beginning of 2012. IIM Calcutta is said to be in talks with AACSB about accreditation, though the process of evaluation hasn't begun yet.

In the immediate vicinity of India, all the three major b-schools in Singapore — National University of Singapore, Nanyang Technological University and

Singapore Management University — have been AACSB accredited since a few years. As many as twelve b-schools in China and three in the United Arab Emirates are AACSB accredited

Source: December 03, 2011/Pagalguy.com

Levin refutes plans for India campus

Yale will not build a campus in India, Levin says. According to an interview with Forbes India published today, University President Richard Levin wants to open a campus in India "in the next five years," so long as certain conditions are met.

But in a Monday night interview with the News, Levin claimed many of his quotes in the Forbes India interview were doctored, and that he has no intentions of opening a degree-granting campus in India.

"All these conclusionary remarks simply aren't mine," Levin said. "I don't speak like that — I've never had this happen before."

Levin's biggest objection was to his alleged first response. In response to a question about whether Yale might open a campus in India, Forbes India reported that Levin said Yale may consider building a campus in India in the next five years if Yale-NUS is successful and if the Indian Parliament passes its Foreign Universities Bill, which would allow degree-granting institutions from foreign nations to set up campuses in India. He said that the University had such no intentions in the foreseeable future.

In his second response in the interview, Levin allegedly told Forbes that "making more relevant syllabi or courses is so difficult [in India]" because of excessive government regulation. Levin told the News while he did speak about over-regulation, he did not comment on the government's intrusion on syllabi and courses and that he had no information to suggest that is happening.

Levin said that his actual comments on over-regulation addressed the lack of salary differentiation for Indian professors. He added that his statements in the interview on China's ability to pay "star faculty" were accurate.

Levin also disputed the last sentence of his penultimate response, in which he allegedly claimed that allowing for-profit universities to come into India would make it "possible for guys to set up campuses without focusing on the quality of education."

"That sentence is made up," Levin said. "That doesn't even sound like me."

Finally, Levin said the alleged response to the final question was "complete fabrication," again reiterating that he did not have any information on

whether the government was over-regulating syllabi and faculty appointments.

Source: December 05, 2011/Yale Daily News

Education key area for enhancing India-Australia ties'

Education is one of the key sectors where Australia is actively participating with Indian states to enhance ties between the two countries, Victorian government's Commissioner to India, Geoffrey Conaghan said today.

Stressing that Australia is emphasising upon improvement of bilateral ties with India, Conaghan said the federal government has launched a number of development initiatives in education sector with Indian states as part of the exercise.

"Education is one of the key sectors in India that facilitates enhancing relationship between the state of Victoria and India. Through this initiative, we are looking at providing state-of-the-art vocational training for the teachers in Maharashtra," he said.

Conaghan inaugurated a specially-designed vocational training program, organised by the Victorian government, for select ITI teachers in Maharashtra.

300 teachers from state industrial training centres have been selected for the ten-day training program, being organised by the Australian federal government in association with 'Kangan', an institute based in Melbourne.

Terming the attacks on Indian students in Australia as a "media creation", Conaghan said, "it is not true that Indians are targeted in Australia. One or two incidents might have happened but that does not effect the bilateral relations between the two nations".

Meanwhile, Minister for Higher and Technical Education Rajesh Tope told that "the Maharashtra government had signed an agreement with Victorian under which diploma courses in aircraft maintenance and automotive technology would be launched in a joint collaboration".

Maharashtra State Board of Technical Education (MSBTE) and Victoria would issue a joint certificate for the said courses for which AICTE had also given its approval, he added

Source: December 05, 2011/Economic Times

Common Management Admission Test (CMAT) - 2012 for Admission in All Management Programs

AICTE in order to reduce the burden of students attending to multiple examinations launches the first National level Common Management Admission Test (CMAT)-2012 and facilitate institutions to select

suitable students for admission to all management programs approved by AICTE for year 2012-13. This initiative has been taken to address the issue of physical, mental and financial stress being imposed on the students through number of entrance examinations conducted by the institutions for admission to Management Programs in AICTE approved institutions based on relevant judgments in the Hon'ble Supreme Court.

The Common Management Admission Test (CMAT)-2012 will be conducted online in 61 cities from 20th February to 28th February, 2012 and scores awarded will be used for admission in the post graduate management programs both at Degree & Diploma level, all over India for year 2012-13.

The respective Secretaries of the state dealing with technical education and Vice chancellors of the universities have been requested to advise the competent authority for admissions in their respective States & jurisdiction to use the merit list of CMAT-2012 for allotment of students in the AICTE approved management institutions for academic year 2012-13. The institutions and State governments are required to register online free of charge for opting to CMAT-2012 scores for admissions for academic year 2012-13. The minority institutions shall effect admissions as per the provision available for such categories.

Advantages accrued due to CMAT

- The National level test will be conducted online for nine days from 20th to 28th February in two shifts at 61 cities/locations.
- The common admission test will reduce the burden on candidates due to appearance in multiple tests.
- CMAT scores will help students get admissions in AICTE approved Institutes/University Departments in all management programmes catering to more than four lakh sanctioned seats of AICTE approved management institutions.

Further details of CMAT will be available on www.aicte-cmat.in

Admission Process

The Institutes and central admission authorities will use scores awarded to the students for allotment of seat in the registered management institutes.

Source: December 05, 2011/[PIB](#)

China to Train 450,000 Teachers from Vocational Schools

China will train 450,000 teachers from vocational schools during the 2011-2015 period, as the country looks to have a bigger talent pool of skilled workers to back its industrial restructuring,

according to a plan promulgated by the Ministry of Education Tuesday.

The plan aims to improve the teaching quality of the faculty from vocational schools, and the training will include sessions to help teachers design better curriculum and adapt their teaching style to the demands of the market.

Some teachers will be sent to businesses so they can improve their teaching skills through practical experience, according to the ministry.

Central finance will pay for 100,000 teachers in the program, while the rest will be sponsored by provincial governments.

The ministry has required local governments to accommodate the training to the needs of regional industrial restructuring and upgrading.

The public attitude toward vocational schools, which train students to work in highly technical sectors, has been more positive in China in recent years, partially due to surging demand for skilled workers from the country's robust manufacturing industry.

In contrast with the job-hunting difficulties that graduates from universities and colleges have faced, skilled workers have had a much easier time being employed.

China's authorities have been injecting large amounts of money into vocational schools and encouraging the schools to enroll more students since the late 1990s.

Statistics showed that China had 14,800 vocational schools with 19.87 million students in 2010.

Most of the programs prescribed by the country's vocational schools last for three years and are open to students after they finish nine years of compulsory education, which includes six years of primary education and three years of secondary education.

Source: December 06, 2011/ [Xinhua/CRI English](#)

Promotion of Scientific Attitude

The Central Bboard of Secondary Education (CBSE) has taken the following steps to promote scientific attitude among students and also encourage them to study the science subjects:

- Students hands on experience
- Development of support materials based on activities to teach science subject
- Time to time updating of science syllabi
- Organization of teacher empowerment programmes

Students are also encouraged to participate in science competitions such as National Talent Search

Examination, Physics, Chemistry, Biology and Mathematics Olympiads.

Programmes run by CBSE to promote scientific attitude among students and encourage them to study science are applicable to all the CBSE affiliated schools.

Source: December 07, 2011/[PIB](#)

Missing faculty leave engineers unemployable

A NASSCOM survey revealed that only 25% engineering graduates in India possess required skills needed for doing a job in renowned companies. Experts blame it on the unprecedented 70% shortage of lecturers in engineering colleges around the country which is severely affecting the quality of education. Citing a survey of 2001, in 2000-01, engineering colleges in India required about 61,000 skilled teachers, but only 17,000 were available. This gap has reached alarming levels today.

The All India Council for Technical Education (AICTE) has taken serious cognisance of the issue and is looking at ways to improve the situation. "Finding quality teachers is a tough job," admitted AICTE chairman SS Mantha. "In over a lakh institution under AICTE, there is a shortage of 1.5 lakh teachers," he told TOI from Delhi.

The paucity of teachers has even hit the majority of premier institutions, including IITs, which are finding it difficult to cope up with the guidelines laid down by the apex education bodies like AICTE and UGC.

Adding to the crisis is the rising number of engineering aspirants as well as colleges in the last five years. In 2006-07, over 5.50 lakh candidates took admission in 1,511 colleges across India which grew to over 14.85 lakh students in 3,393 colleges in 2011-12.

Mantha assured that AICTE was taking all necessary steps to mitigate the crisis. "We've allowed colleges to start second shift in the evening so that the same set of manpower and resources could be utilized to the optimum. Additionally, a lot of schemes are also on anvil to attract the talent towards lectureship. Sixth pay commission has obviously helped us in retaining the existing strength," he said.

The 60 engineering colleges under the Nagpur University is also facing a huge dearth of teachers. Newly-elected engineering dean Ravindra Kshisagar blamed it on AICTE for sanctioning large number of colleges without taking into consideration the teachers and students ratio.

"They have also changed the norms for a lecturer. Earlier BE first class candidate could be become eligible for a lecturer. Now they have changed it to MTech. Not only in NU but also in other universities, engineering graduates pursuing post graduation are very few. They just want to start working after completing their graduation."

He added that AICTE should at least relax norms by providing opportunities to the first class candidates and asking them to complete the post graduation within three years of joining. "This will significantly help to tide over crisis plaguing the faculty," he said.

Source: December 07, 2011/[Times of India](#)

Ratio between Boy and Girl Students

Intake of students in PGP courses in IIMs during 2011-12 is 2997, in which 2481 are male and 516 are female. Therefore, the ratio between boys & girls students is 4.8:1 (approx.). The student strength in Indian Institute of Technology (IITs) is 51611 in which 7595 are girls and 44016 are boys. The students strength in Indian Institute of Information Technology (IITs) 3657 in which 544 are girls and 3113 are boys. The students strength in 2010-11 in old NIT's excluding NIT Hamirpur was 53708 in which 43952 were boys and 9756 were girls.

To encourage female candidates for participation in admission process of IITs, the fees of offline application forms has been fixed at nominal cost as compared to male candidates and nil for online application for the female candidates.

Source: December 07, 2011/[PIB](#)

Schools for Implementation of RTE Act, 2009

As per Evaluation Report on Sarva Shiksha Abhiyan (SSA) brought out by the Planning Commission in June, 2010, more than 98% of the sampled rural habitations have access to elementary schools within 3 Kms. The Right of Children to Free & Compulsory Education (RTE) Act, 2009, which became operative w.e.f. 1st April, 2010, mandates appropriate Governments, as defined under the Act, to establish within such area or limits of neighbourhood, as may be prescribed, a school where it is not so established, within a period of three years from the commencement of the Act.

For this purpose, States are required to specify the neighbourhood norm in the State Rules under RTE Act. Since the commencement of the RTE Act, 38,754 primary schools, 11,918 upper primary schools and 4,98 lakh additional classrooms have been sanctioned under SSA.

Source: December 07, 2011/[PIB](#)

Common Management Aptitude Test must for MBA from 2012

Chairman of All India Council of Technical Education (AICTE) S S Mantha said that Common Management Aptitude Test (CMAT) for admission in 3,500-odd MBA colleges in the country will be mandatory from year 2012.

Gujarat Technological University (GTU) vice chancellor A K Aggarwal said that Gujarat offered to the AICTE to also conduct common entrance exam for MCA. This, however, would not be possible this year, Gujarat officials have been told.

He said that the test will be mandatorily admitted in all the colleges in all the states and no exception will be made to any institution or state with regard to whether they want to accept this test or not.

The CMAT has been introduced by the AICTE to allow the students to compete for admission in different colleges without having to pay up for different admission tests and running from one state to another in pursuit of admission in colleges.

"If there were many representations, students generally end up spending thousands of rupees on appearing for different tests. Hence CMAT has been introduced", Mantha said.

Nearly 1.5 lakh students will appear for the CMAT which will be conducted in 62 centres all over India. "The test will be of 100 marks and will be divided in four different components of 25 marks each", said Mantha.

Meanwhile, Mantha said that the AICTE has also decided to overhaul the process of granting permission to engineering, pharmacy, MBA and MCA professional courses in the country so as to avoid last minute approvals which interfere with the centralized admission processes.

Mantha said that applications for new colleges will be invited from October 6 to December 31, and will be processed by March 31. "Latest by April, the colleges which are deemed to fulfill the mandated criteria will be given permission so that the admission process can be conducted smoothly", he said.

Currently, many new colleges are granted permission in June-July when the admission process had already begun which leads to complications like reshuffling.

Source: December 07, 2011/[Economic Times](#)

Promotion of Indian Culture

Cultural Education is an integral part of school education at all levels in the country. By organizing seminars, workshops, programmes and taking up projects, excursions, heritage walks, schools have

been sensitizing children about rich and diverse heritage and taking concrete steps to further promote and preserve it. CBSE has also initiated following steps for this purpose.

- The Board has been conducting Heritage India Quiz since 2001 involving schools students to learn and appreciate the country's history with special reference to the freedom struggle, the constitution and other aspects associated with different regions, life styles, traditions, customs etc.
- Schools have been advised to celebrate Heritage Day on 12th January 2011.
- Schools have been advised to organize SPIC MACAY events/workshops and avail the opportunity to bring great artists to the portals of their institutes.

Source: December 07, 2011/[PIB](#)

Govt. has no info about foreign varsities operating in India

The government today said it has no "authentic information" about the operation of foreign universities in the country.

"In the absence of a Central law for regulating the entry and operations of foreign universities, no authentic information about their operation in the country is available," Minister of State for HRD D Purandeswari told the Lok Sabha in a written reply.

"However, All India Council for Technical Education (AICTE) has issued regulations for providing technical education in India in collaboration with foreign institutions or universities," she said.

The AICTE, according to the minister, has approved six collaborations with foreign universities, institutions under the regulations.

Purandeswari also noted that the government has not done any study on the functioning of foreign universities in the country.

However, she cited a study by National University of Educational Planning and Administration, a deemed to be university, which had identified 143 Indian institutions and 161 foreign education providers have currently engaged in collaboration in the country.

"The total number of collaborations was 230. Of which 86 were with educational institutions from the UK, followed by 79 from the US," she added.

Source: December 07, 2011/[Economic Times](#)

Indo-US Education Conclave 2011: Successful, Historic & a Huge Step Forward

Alliance for US India Business (AUSIB) co-hosts first-ever Indo-US Education Conclave in India.

Leads one of the largest US delegations to India consisting of 90 legislators and educationists at the event.

The three day Indo-US Education Conclave 2011 concluded today at Hotel Westin, Pune, India after a series of enriching sessions on various aspects of the Indo-US education partnership. A 90 member delegation from the US, amongst the largest ever to visit India, consisting of legislators and educationists participated in the event. The Alliance for US India Business (AUSIB) in association with the State Legislative Leaders Foundation (SLLF) and Dr. D Y Patil University, Pune hosted this first-of-its-kind international education event in India.

AUSIB President, Mr. Sanjay Puri while providing an overview of the event said that it was a unique opportunity for educationists and policy-makers from both countries to interact and discover newer avenues of cooperation and collaboration between universities and governments in the two countries. He further said that students in both countries are enthusiastic about exploring newer educational opportunities, and the Conclave owes its enthusiasm and energy to their thirst for better and bigger things. Mr. Puri also announced on the last day that a portal would soon be set up to aid Indian students looking for the right US University to enroll in.

Some of the topics discussed during the focus sessions included academic mentorship as an avenue of knowledge sharing; collaborative opportunities in research, exchange, distance education, vocational education and online learning; the emerging trends in medical education and the role of integrating technology for empowering education. The delegates also deliberated upon the opportunities and implications of bi-national policy initiatives and avenues of deepening Indo-US education ties.

The Conclave concluded on a high note, with the promise of continued dialogue and steps to be taken between India and US in the education field. During the valedictory function attended by Mr. Dilip V Patil, Speaker of Maharashtra Legislative Assembly, Dr. Vijay Bhatkar, Chairman, ETH Research Laboratory, Pune; and Dr. Makarand Jawadekar, Former Director, Pfizer among others, the speakers expressed hope that the dialogue will be converted into action, and collaboration between the universities and governments initiated at the Conclave would bring positive results for students in both countries.

Inaugurating the event on December 5, the Governor of Maharashtra, K Sankaranarayanan said, "Our higher education system needs a

systematic overhaul, so that we can educate much larger numbers without diluting academic standards." While India's Union Minister for Sciences & Technology and Earth Sciences, Mr. Vilasrao Deshmukh said that with the Obama-Singh 21st Century Knowledge Initiative India and US had entered into a global strategic partnership and the event was an extension of the same. He hoped that the legacy of cooperation and collaboration in technology between the two countries extends into higher education as well.

Some of the leading personalities in education in India were felicitated with special awards during the inauguration ceremony at the hands of Mr. Sharad Pawar, India's Union Minister for Agriculture & Food Processing Industries. The recipients included Padmabhushan Prof. P.V. Indiresan, Former Director IIT- Chennai, Jane Schukoske, Former Executive Director, US Education Foundation for India, Dr. A. Gnanam, Former Vice Chancellor, Bharathidasan, Madras and Pondicherry Universities Chairman, NAAC, Dr. Anand Sarup, Former Education Secretary, Government of India, Mr. Shrikantdada Patil, Managing Director, Shri Gajanan Maharaj Shikshan Sanstha and Mr. Anand Mahindra, Vice Chairman and Managing Director, Mahindra & Mahindra.

Speaking on the occasion Mr. Pawar emphasized the need for the US and India to work together as partners, and said, "Indian education needs to understand the impact of the interactions and act accordingly. Dialogue will help remove all roadblocks in the education sector."

The three-day conclave was a historic and significant event for education in India and the US. Going beyond mere meetings, it set the tone for further interactions on the educational front. The benefits of this event will definitely be seen in the coming months, with several agreements set to be signed between institutes in both countries.

About AUSIB: Alliance for U.S. India Business (AUSIB) is a leading non-profit trade association that offers a pathway to help your business succeed in the United States and India. AUSIB seeks to boost investment flows and trade between the two countries and open new channels of communication between business and government leaders. Visit us at <http://www.ausib.org>.

Source: December 07, 2011/[PR web](#)

Reduction in the Cost of Education

It has been stressed in National Policy on Education as well as in several judicial pronouncements that education is a not-for-profit activity and commercialization of education is to be avoided.

Education being in the Concurrent List, is the shared responsibility of the Centre as well as State Governments.

The Right of Children to Free and Compulsory Education Act, 2009 has been enacted which envisages significant reforms in the Elementary Education sector specially with reference to admission, attendance and completion of elementary education by all children in schools which conform to specified norms and standards.

In order to encourage students of SC/ST communities for pursuing higher education, Government has already introduced scholarship programmes for them to supplement the cost of education. In addition, Government has already introduced a scheme for Interest Subsidy on Education Loans to enable economically weaker section students for pursuing higher professional education.

Source: December 09, 2011/[PIB](#)

Fate of bill on private varsities in limbo

On August 10, both the houses of the state legislature passed the Maharashtra Self-Financed Universities (Establishment and Regulation) Bill, which provides for setting-up of self-financed universities in the state.

Nearly three months later, the fate of the bill hangs in balance. Immediately after the bill was passed, a section of leaders, including leader of Opposition Eknath Khadse, RPI leader Ramdas Athavale and former Union minister Ram Vilas Paswan, had demanded its rejection, saying there was no provision of constitutional reservation in the proposed universities.

Following the large number of representations against the bill, governor K Sankaranarayanan, to whom the bill had been sent for assent, sought information from chief minister Prithviraj Chavan and higher and technical education minister Rajesh Tope. Chavan and Tope were supposed to brief the governor on the row and how the government proposed to tackle it, but none of them has done so.

The Raj Bhavan had also asked the state government to secure information on the status of reservation in private universities set up in other states. It was observed that four states Gujarat, Haryana, Himachal Pradesh and Assam have enacted laws for setting up of self-financed universities.

While the Gujarat Act provides for reservation as per the states policy on reservation, the Acts enacted by Haryana and Himachal Pradesh provide for reservation as prescribed in the Constitution.

The Assam Act, however, is silent on the reservation policy.

According to a senior cabinet member, Tope had, during the drafting of the bill, specifically submitted that thought should be given to provision of constitutional reservation. However, his proposal was rejected on the grounds that such a provision may deter leading industrial houses and entrepreneurs from participating in the process of setting-up private universities in the state.

A STUDY IN APATHY?

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Source: December 09, 2011/[The Times of India](#)

Action Taken Regarding Unfair Practices Adopted by Students in IIT-JEE

The Indian Institute of Technology (IIT), Kanpur, successfully conducted the Joint Entrance Examination (JEE) 2011 throughout the country on 10.4.2011. However, there had been an instance of irregularity reported from the Centre No. 7058, Giani Zail Singh College of Engineering and Technology, Bhatinda, Punjab.

The inquiry conducted in the matter revealed, inter-alia, the unfair help and assistance was provided by one of the invigilators to one candidate in particular during the first session of the examination. While no FIR has been lodged, the candidate in question has been permanently debarred from appearing in any of the examinations conducted by the JEE, GATE, JAM, JMET, CEED, etc. and Giani Zail Singh College of Engineering and Technology, Bhatinda, has been black-listed for conducting any such examination in future. The delinquent invigilators have also been permanently debarred from participating any activity under the aegis of any of the IITs. The representatives of IIT-Roorkee, who were detailed for ensuring smooth conduct of the examination at the said Centre, have also been barred for five years.

Source: December 09, 2011/[PIB](#)

Defence Studies in Universities and Educational Institutions

The Government of India constituted a Committee of Experts under Chairmanship of Air Commodore (Retd.) Jasjit Singh, former Director, Institute of Defence Studies & Analysis (IDSA), Shri Sanjaya Baru, Editor-in-Chief, Business Standard, Professor Satish Kumar, Editor, National Security Annual Review, Professor Gopalji Malviya, Head of Department of Defence and Strategic Studies, Madras University, Chennai, Professor N.M. Verma, Head of Department of Defence and Strategic Studies, Allahabad University and Professor Ved Prakash, Vice Chairman, University Grants Commission were the other members.

While the Committee of Experts has recommended setting up five centers of National Security Studies, the merits and de-merits of this recommendation including the financial implication need closer scrutiny.

Source: December 09, 2011/[PIB](#)

B-School body EPSI opposes AICTE move to make CMAT mandatory

Education Promotion Society for India (EPSI), national chamber for education sector that took AICTE to court in July 2011, has expressed its strong reservations against the moves of the All India Council for Technical Education for making the Common Manag

Education Promotion Society for India (EPSI), national chamber for education sector that took AICTE to court in July 2011, has expressed its strong reservations against the moves of the All India Council for Technical Education for making the Common Management Admission Test (CMAT) – 2012 mandatory to all the PGDM Institutes.

EPSI has clarified that the writ petitions filed by the EPSI, AIMS and Jaipuria Group of Institutions in the Supreme Court against the AICTE are still pending with apex court for a final decision. So far the Hon'ble Court has extended the stay up to the academic session of 2012-13 and hence AICTE's move to conduct CMAT as a single test has no locus-standi.

The AICTE has announced its move to conduct CMAT in 61 cities in the last week of February, 2012. As per some media reports, AICTE Chairman Mr. SS Mantha has been quoted saying that CMAT will be a mandatory test for all PGDM institution for admissions 2012-14. AICTE advertisement also states that CMAT scores will be used for "allotment of seats" in PGDM institutions for admissions 2012-14. Representatives of leading PGDM institutions met yesterday at Delhi, in a meet organized by

EPSI, and discussed the confusion arising out of certain pronouncements of AICTE's Chairman, Dr. S S Mantha that the CMAT 2012 is mandatory for all management institutions.

The Core Committee of PGDM institutions under the EPSI have raised its objection on the basis of its writ petition filed in the Hon'ble Supreme Court against the AICTE's notification issued on December 28, 2010. Under this notification AICTE has announced the withdrawal of the autonomy of PGDM institutions regarding admission, fee fixing, and curriculum framing and conducting the examinations. Hon'ble Supreme Court has stayed the said notification of the AICTE and allowed all PGDM institutions to run their programme with prevailing autonomy. The PGDM institutions were allowed to opt for scores of any one or more than one national tests for inviting candidates for GD and interviews.

Supreme Court's order dated July 26, 2011 states, "The interim order will not come in the way of All India Council of Technical Education amending its Regulations (AICTE Approval Process Handbook) to introduce All India Entrance Examination of AICTE for 2012-13 in place of State Level Examinations by the respective State Government."

Speaking to MBAUniverse.com on the matter, Dr H Chaturvedi, alternate president, EPSI said, "There is a serious anomaly in the Notification of AICTE which is creating lot of confusion in the minds of the prospective candidates. The said notification widely published in many newspaper states that AICTE CMAT Scores awarded will be used for allotment of seat in the AICTE approved Institution/University Departments. This clause in AICTE's advertisement is in gross violation of the interim order of the Supreme Court in PGDM case."

EPSI has written to the AICTE officials to issue a clarification immediately in this regard.

Our readers will remember that MBAUniverse.com was the first media organization to raise the concern over making AICTE CMAT exam scores mandatory for admissions 2012.

Apart from the legal veracity of AICTE's move, MBAUniverse.com fears that since the results for CMAT exam will be declared only in March 2012, it will hamper the current admission process in leading B-schools. Almost all B-schools (like XLRI, SP Jain, IMT, IMI, TAPAI, BIMTECH) that MBAUniverse.com spoke to a few days back told us that they will not be accepting CMAT scores this year. They are however open to using the scores next year. Top B schools adopt wait and watch policy for AICTE CMAT 2012

Source: December 10, 2011/[MBA Universe](#)

Public-Private Partnership Scheme

The Central Government provides up to 20% viability gap funding under the “scheme for financial support to Public-Private Partnership in Infrastructure”. The Central Government has added Education and Health as sectors eligible for viability gap funding under the Scheme for “Financial Support to Public Private Partnership in Infrastructure”. The Central Government is envisaging to set-up 2500 Model Schools under Public-Private Partnership mode to supplement the efforts of State Governments.

Public-Private Partnership in the socio-economic sector, particularly in health and education, fall within the domain of the state governments. Some initiatives have been taken in various States to attract private investment in health and education sector.

There are no built-in-deficiencies in the working or attitude of the State Governments. Since the subject is new, various models are being developed to attract private investment in the health and education sector and it will take some time for the system to evolve.

Source: December 12, 2011/[PIB](#)

Concurrent Assessment of SSA

41 independent agencies of National repute have been engaged on a two yearly basis to monitor the Sarva Shiksha Abhiyan (SSA) programme. These MIs submit reports on half yearly basis. These reports are shared with the State Project Directors of SSA of the States/Union Territories for appropriate remedial action. The reports of the MIs are posted on the website www.ssa.nic.in.

Besides, the Institute of Public Auditors of India (IPAI), an independent agency has also been engaged for concurrent financial review to cover all the States/UTs. It submits reports to this Ministry annually, which are shared with the concerned States/UTs for taking necessary corrective action. In addition, SSA conducts third party evaluation through independent agencies for the civil works taken up in the State/UTs.

Source: December 14, 2011/[PIB](#)

Greater Access to Education

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which has come into force with effect from 01.04.2010, provides for free and compulsory education to all children in the 6-14 age group in a neighbourhood school.

The norms of Sarva Shiksha Abhiyan (SSA) programme, which provides for universalisation of elementary education, have been modified to align

with the provision of RTE Act. Conditions of service and pay scale of teachers are regulated by the State Governments. RTE Act prescribes following timeframe for accomplishing school and school infrastructure related items.

Activity	Time Frame
Establishment of neighborhood schools	3 years (by 31st March, 2013)
Provision of school infrastructure <ul style="list-style-type: none"> • All weather school buildings • One -classroom-one-teacher • Head Teacher-cum-Office room • Library • Toilets, drinking water • Barrier free access • Playground, fencing, boundary walls 	3 years (by 31st March, 2013)
Provision of teachers as per prescribed PTR	3 years (by 31st March, 2013)
Training of untrained teachers	5 years (by 31st March 2015)
Quality interventions and other provisions	With immediate effect

Under SSA programme significant school infrastructure has been provided which includes construction of 2.67 lakh school buildings, 14.10 lakh additional classrooms, provisions of 2.12 lakh drinking water facility and 4.77 lakh school toilets so far.

A centrally sponsored scheme, Rashtriya Madhyamic Shiksha Abhiyan (RMSA) was launched in March 2009 to enhance access and improve quality of education at secondary stage, while ensuring equity. The programme envisages enhancing the environment by providing a secondary schools within a reasonable distance of every habitation, improving quality of education imparted at secondary level through making all secondary conform to prescribed norms, removal of gender, socio-economic and disability barriers, universal access to secondary level education by 2017 (GER 100%) and universal retention by 2020.

Source: December 14, 2011/[PIB](#)

Promotion of Yoga

As per National Curriculum Framework-2005, Yoga is an integral part of Health and Physical Education at all level of School Education, which has been made compulsory from Class I to X and optional at XI & XII. Syllabi from Class I to XII have been



developed by NCERT. Yoga is one of the core components of health and physical education. The National Council of Educational Research and Training (NCERT) have developed syllabi for health and physical education for all stages of school education, while giving adequate space to Yoga. Details of funds allocated by NCERT to various Institutes (State-wise) for Teacher Training Programme is as per Annexure-I.

Central Board of Secondary Education has advised the affiliated schools to provide compulsory 30 minutes of Physical Activities or games to the students of Class I-VII everyday and the students of classes IX-XII should participate in Physical Activity/Games/Mass P.T./Yoga for at least 2 periods per week (90-120 min/Week).

Source: December 14, 2011/[PIB](#)

MHRD higher education survey training held

Close to 80 teaching faculty from 50 colleges in the South Zone underwent training at a workshop that was conducted on Tuesday for the All India Survey on Higher Education (AISHE) at PES College. The workshop was organised by the Directorate of Technical Education (DTE).

The Ministry of Human Resource Development (MHRD) has initiated AISHE to build a database and to assess the correct picture of higher education in the country. "It has been decided to stockpile all available information on all those involved in higher education. The idea here is to make information available about colleges and faculty to the public," said a trainer from DTE, adding that the current focus of AISHE was on polytechnic colleges.

"The Department of Higher Education, MHRD, is keen to build a reliable and sound database for higher education to make informed policy decision and to do so, it is proposed to conduct AISHE. This would include surveys of all the higher educational institutions in the country," said Prof Shivashankar, Principal of PES College, Hanumanthnagar, which was chosen for the one-day workshop.

"We will train the teaching staff on how to fill up the survey forms prescribed by the All India Council for Technical Education (AICTE). The forms include information such as experience, specialization and so on," said the trainer.

AISHE becomes important as the government has set a target of increasing the Gross Enrolment Ratio (GER) from the present level of about 12 per cent to 15 per cent by the end of XI Five Year Plan and to 30 per cent by the year 2020. To measure the efforts taken by the government to increase the GER requires complete data on higher

education such as number of institutions, students and teachers.

Source: December 14, 2011/Indian Express/[Ibn Live](#)

Jobless youth acquire vocational skills

LIKE many young people Winnie Nabbanja had big dreams. She wanted to read hard, graduate and get a well paying job. But several months after graduating, she realised her dream was becoming a wild goose chase. She failed to find a job.

That is the reality many youth come to face as thousands of them graduate, only to end on the street without jobs.

However, Nabbanja, who hails from Kawempe Division in Kampala, has discovered there is life beyond seeking employment. She has become a self-employed entrepreneur, thanks to the skills she has acquired from a recent hands-on training.

"The training was timely. I can now make bread, cakes, fruit juice, soya flour and yoghurt. I want to specialise in one enterprise to generate more income," she says of the training, which was sponsored by the Agency for National Development (A.N.D) and the National Agricultural Advisory Service (NAADS) Secretariat.

"I cannot afford the modern equipment to bake, but with time, I will acquire modern equipment to make better-quality products. I request the Government to provide us with some funding to procure better equipment," Nabbanja says.

Jolie Nakitende, another trainee has a similar story to tell. After acquiring hair dressing skills, she has since got a job at a hairdresser in Makindye, a city suburb.

"I have been employed as a hair dresser and I hope to set up my own salon in future," Nakitende says.

Nakitende and Nabbanja are part of a group of 200 youth who were trained recently and equipped with hands-on skills. The three months training was held at the Uganda Rural Development and Training Institute (URDT) of Kagadi, Kibaale district.

It included electrical installation, food processing, poultry, pottery, for energy-saving technologies, farm management, metal work and fabrications and hair dressing.

Every year, over 250,000 school leavers do not get formal employment. Yet, many of them lack basic skills to go into self-employment. According to Hudu Hussein, the programme coordinator, many youth are school drop-outs and they lack practical skills to survive.

"They face the harsh urban challenges like the high cost of living, which has seen many indulge in

mischief including theft, drug abuse, robbery, prostitution and riots," he says.

He says to stem this, A.N.D trained 5,000 youth who were mobilised from the divisions of Kampala, Mukono and Wakiso.

Some of the trained youth in this programme had been ring-leaders in riots that recently paralysed Kampala city and the neighbouring districts," an A.N.D official says. Many things have changed since the youth were taken in.

The Prime Minister, Amama Mbabazi recently commissioned the first batch of 200 trained youth and advised them to be disciplined and hard-working. He also advised them to implement the skills they learnt by setting small income-generating projects to fight poverty.

Mbabazi further assured the youth of continued government support to various youth programmes and interventions aimed at youth development.

The youth mesmerised residents in Kibaale district when they started to implement their skills. A group of 30 youths, who trained in electrical installation carried out electrical installations in Kagadi town at a fee shortly before their graduation. Others excited guests when they exhibited some of their products.

These included energy-saving stoves and foodstuffs like soya flour, bread and cakes, fruit juices, weighing scales, metallic doors and windows. Others exhibited talents in art and music and presented songs recorded at the Kagadi Kibaale Community FM radio, which is one of the facilities at the URDT campus.

Two of them, Herbert Sekajja and Moses Sebune, proved that they have a potential of making it as musicians. They said they had attached themselves to musical bands and were in the process of recording albums.

"We have started singing at weddings and other parties as we enhance our skills in the music. We have the potential but we have to be facilitated to bring it out," Sebune says. Sekajja echoed similar sentiments.

"I can make it in music, but it is a challenging profession since people want good products. You have to have a good song, which is well-recorded. Otherwise it cannot just be a big hit," he added.

Why vocational training

In the modernised world, conventional schooling has gradually given way to state and national Vocational Education and Training (VET) systems. In Europe, the UK, Australia, Japan, China, the US, India, Malaysia and Canada, VET systems have turned these countries into the world's most

industrialised nations. Despite the pressure to follow an academic pathway, over the past decade, participation in VET in school has grown.

For example, in Australia it has grown from a fifth to half of all senior secondary students.

The education system of the 21st Century should not be theoretical. It should equip learners with skills and values to innovate. This can be achieved through vocational skills training. Vocational education has existed long before there were schools.

Most young people then, learnt the skills of their future livelihood as apprentices. Through watching, practising, improving and innovating as well. There are calls that schools across the country incorporate VET systems in their mainstream curriculum.

Way forward

The URDT chairman Dr. Mwalimu Musheshe said they have been training the rural youth since 1993, especially those from Bunyoro region in line with new employment skills and market demand.

"During the training the youth are introduced to a new outlook and technologies for creating; vision, current reality and how to develop strategic plans. This is a shift from reacting to problems to being creators of new realities based on aspirations and vision of the future," he said. Musheshe said the youth are also guided on how to tap and create opportunities.

"Our courses are holistic and broad. They include carpentry, solar and electrical installation, agricultural-related technologies and metal works and mechanical studies and ceramics".

Musheshe says they need more facilities to meet broader training needs. The acting executive director of NAADS, Dr. Francis Byekwaso, says: "We are working with A.N.D to ensure that the trained youth are followed up and benefit from a post-training programme to enable them to translate and implement the learnt skills."

The youth leader, Abbey Kiiza requested that some of the trained youth to train others.

"We are making good progress with NAADS and A.N.D officials to have some of our best trained youths taken on as trainers. This will add on the confidence of the youth that the programmes has continuity and government is committed to it," he adds. Kiiza said he is working with a group of five people making liquid soap for sale.

"We use local and some imported materials to make the liquid soap. We plan to expand our cottage industry with more funding and resources," he adds. The objective of the training is to promote

sustainable development, alleviation of poverty and promotion of Human Rights.

They also tackle food security and nutrition, artisan skills training and development and self-employment initiatives, talent development and good governance.

Source: December 14, 2011/[New Vision](#)

Teacher Absenteeism

The Government conducted an independent Sample Survey on Students' and Teachers' Attendance in 2006-07 in twenty States. As per the findings of this survey, the average attendance rate of teachers was 81.7% at primary stage and 80.5% , at upper primary stage. An earlier study conducted by World Bank in 2003 reported the absence rate of teachers in primary schools at 25%.

Consistent efforts are made to improve attendance rate of teachers. The findings of the Sample Survey conducted in 2006-07 were shared with the States at various forums requesting them to take steps to monitor teachers' and students' attendance. Measures taken by the State Governments, inter alia, include close supervision of schools by Block and Cluster Resource Centres and Village Education Committees as also discouraging deployment of teachers for non-teaching work.

The Right of Children to Free and Compulsory Education (RTE), Act, 2009 which has become operative with effect from 1st April 2010, provides that (a) no teacher shall be deployed for any non-educational purposes other than the decennial population census, disaster relief duties, or duties relating to elections to the local authority or the State Legislative Assemblies or Parliament and (b) teachers shall maintain regularity and punctuality in attending schools.

Source: December 14, 2011/[PIB](#)

Tribal Education Loan Scheme

The National Scheduled Tribes Finance and Development Corporation (NSTFDC) has launched an Education Loan Scheme for students belonging to scheduled Tribes in the country in the month of November, 2011.

The requirement for availing benefits of the scheme are that the annual family income of the Scheduled Tribe candidate shall be upto double the poverty line and the candidate is willing to pursue technical/professional education, including Ph.D. in India conducted by colleges/universities approved by UGC/Govt./AICTE/ICMR etc.

The details of rule & guidelines etc. of this scheme to avail its benefits are as below:

- NSTFDC would provide concessional loan to eligible Scheduled Tribe students for professional and technical courses including Ph.D in India conducted by colleges/universities approved by UGC/Government/AICTE/ICMR etc.
- A Scheduled Tribe having annual family income upto Double the Poverty Line (DPL) would be eligible. The present DPL limit is Rs. 39,500/- per annum for rural areas and Rs. 54,500/- per annum for the urban areas.
- Loan would cover expenses towards Admission/Examination/ Library/Laboratory/Tuition Fee, Boarding and Lodging, Caution Money, Building Fund/Refundable Deposit, Books Stationery items, Computer, Equipments/Instruments, Study Tours, Project Work/Thesis, Insurance Premium for student and any other expenses towards completion of course. 90% of expenditure/deposits for entire duration of the course subject to a maximum loan amount of Rs. 5.00 lakh (five lakh rupee) per eligible family.
- 6% per annum chargeable form the beneficiary.
- After the moratorium period (Course Period plus one year or six months after getting job, whichever is earlier) within next 5 years subject to maximum period of 10 years.
- The eligible students should apply to the respective State Channelising Agencies of NSTFDC located in his/her domiciled State/UT in the prescribed format along with copies of the requisite documents.

The above information was given by the Minister of State for Tribal Affairs Shri Mahadeo Singh Khandela in the Rajya Sabha today.

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

Share of Centre-State Funds for RTE Act

In the 11th Plan the prescribed funding pattern for Sarva Shiksha Abhiyan (SSA) programme was approved on a sliding scale, such that the share of the Central and State governments would be in the 50:50 ratio in the terminal year, and thereafter. In respect of the NER States the funding was approved in the 90:10 ratio.

However, taking into account the requirement of funds for implementation of the Right of Children to Free & Compulsory Education (RTE), Act, 2009 the Government has notified a more favorable fund sharing pattern of 65:35 (90:10 for NE States) applicable from 2010-11.

Several States like Uttar Pradesh, Himachal Pradesh, Madhya Pradesh, Gujarat, Odisha, Rajasthan etc. had requested for a higher Central

share under SSA to implement the provisions of the RTE Act. Consequent upon notification of the revised fund sharing pattern from 2010-11 and sanctioning of the 13th Finance Commission award for elementary education sector, all the States/Union Territories are implementing RTE-SSA programme as per revised funding pattern.

So far States/UTS have notified the State Rules under the RTE Act, including five Union Territories which have adopted the Central RTE Rules. These States are Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chattisgarh, Delhi,, Haryana, Himachal Pradesh, Jharkhand, Kerala, Orissa, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Punjab, Rajasthan, Sikkim, Tripura, Tamil Nadu, Uttar Pradesh, Daman and Diu, Chandigarh, Dadra and Nagar Haveli, Andaman and Nicobar Island and Lakshadweep.

The States of Karnataka, Gujarat, West Bengal, Goa, Puducherry, Uttarakhand have not yet notified the RTE Rules and these States have been reminded to expedite the notification of the State RTE Rules.

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

De-Recognition of Deemed Universities

At present, there are 129 Deemed to be Universities in the country.

The Review Committee constituted by the Central Government to review the functioning of the existing Deemed to be Universities placed 44 Deemed to be Universities in category-III which, neither on past performance nor on the promise for future, had the attributes, to retain their status as Deemed-to-be-Universities.

The matter is presently sub-judice as the Hon'ble Supreme Court has directed the Government to maintain status-quo vis-à-vis the 44 institutions found unfit to continue as institutions Deemed to be Universities. A Task Force was constituted with the same members as that of the Review Committee.

The Task Force has recommended a seven point action plan to ensure that students studying in these institutions are not put to any unavoidable inconvenience

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

Indo-US Higher Education Summit

The First India-U.S. Higher Education Summit was held in Washington D.C. on October 13, 2011. The Summit was jointly organized by the Government of India and the Government of United States and was attended by government officials and

academics as well as individuals from the private sector who are involved in higher education sector.

It was jointly inaugurated by Hon'ble Minister of Human Resources Development Shri Kapil Sibal and the US Secretary of State Ms Hillary Clinton. The objective of the summit was to further strengthen higher education collaboration and exchange between institutions in India and the United States. The summit also highlighted the importance of education as a pillar of the India-U.S. Strategic Dialogue.

Issues were discussed during the summit:-

- i. Student Exchange
- ii. Faculty Collaboration and Scholarship
- iii. Models of collaboration: institutional footprints
- iv. Understanding the environment: quality & flexibility
- v. National development and solving global challenges
- vi. Building Capacity through private sector /academic-industry research partnerships
- vii. Enabling Innovation and Promoting Economic Growth
- viii. Looking to 2020: Partnerships for workforce development and expanding access.

A joint statement was issued at the end of the Summit where the two sides have agreed to:

- (i) Promote strategic institutional partnerships for further strengthening and expanding collaboration in the priority areas of higher education;
- (ii) Encourage expansion and deepened collaboration in research and development;
- (iii) Foster partnerships in the areas of vocational education and skills enhancement;
- (iv) Further strengthening programme for student and faculty enrichment and exchange; and
- (v) Welcome involvement of the private sector in the two countries to support and deepen such collaboration.

The Summit provided a platform for industry leaders, academia and government officials from both countries for evolving further collaboration for mutual benefit in the areas of student and faculty exchange, collaborative research, skill development and innovation.

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

Challenges Facing the Early Childhood Development Workforce

Agreed government reforms will require early childhood education and care providers to employ a substantially larger and more highly qualified

workforce, according to a report released by the Productivity Commission today.

The report - Early Childhood Development Workforce - finds that many more workers will be required in preschool and long day care.

Full implementation of the reforms will require an estimated 15,000 more workers than would otherwise have been the case.

On average, the level of workers' qualifications will also need to increase.

The wages of workers in those early childhood education and care roles that require relatively high level vocational education and training or university qualifications would be expected to rise as a result.

The Commission considered that Government timelines for reform appear optimistic, with implementation due to start in January 2012.

The supply of the most highly qualified workers, particularly teachers, is likely to take some time to respond.

The report notes that to sustain the benefits of higher levels of qualification, access to ongoing professional development and support for staff will be very important - including in relation to training in the expanding integrated early childhood development centres.

The report indicates that early childhood development services for children with additional needs, and for Indigenous children, are not meeting the standards commonly available to other children.

It is essential that early childhood development workforce requirements for children with additional needs and Indigenous children are given priority, so that the gap between these groups and other children is minimised, not exacerbated.

In addition, alternative child care subsidy structures, emphasising targeting to the most disadvantaged children and families, could help ensure access to services for those who would benefit most.

The report is the second in a series of three Commission studies covering the workforces of Vocational Education and Training, Early Childhood Development and Schools.

Source: December 20, 2011/[The Financial](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE

Rethink higher education

The new University of Arkansas System president's vision for online education.

If you think about the university nowadays, we offer semesters based on agrarian calendars even though few to none of our students are actively engaged in farming. Our semesters and courses are designed in 15-week blocks of times. What's so special about 15 weeks? Material is presented linearly. Which means if you miss a concept in a chemistry course, you're in serious trouble come the final. Everything drives from the concept you missed. Because we're working with 20 to upwards of 300 students in one class, we orient the material and the rate and everything we do in the classroom around the middle of the class. For those who are struggling, it's very difficult to help get them up to the middle; those who're bored are doing nothing when they could be doing more advanced work.

Much of what we do in higher education — from the way we teach to the administrative structure we use to carry out the mission — has been around for hundreds of years and perhaps even a thousand of years going back to the formation of Oxford and Cambridge. So the question then becomes, is that structure appropriate for the challenges facing higher education both within the state of Arkansas and indeed across the nation?

In his book "The Innovative University: Changing the DNA of Higher Education from the Inside Out," Harvard professor Clayton Christensen examined business leaders a decade after they were at the top of their industry and found that most were at the middle of the pack and many were in bankruptcy. He found that leaders rarely got beat in head-to-head competition. Rather, a business came in at the bottom to offer a new product that was simpler, more affordable and allowed more people to participate. Christensen suggests that online education has the potential to be that sort of disruptive technology in the world of higher education.

Of course many people have already figured this out. The University of Phoenix enrolls 30,000 students per month. Last year, its revenues were \$3.8 billion. Someone asked me recently, "What hope is there if Phoenix can do this?" Well, the University of Arkansas means something in the state of Arkansas. The brand means something; we just need to embrace the technology. In the future, I think our students are going to be fully online, fully taught using technology in the classroom or taught through a hybrid of the two, where technology is brought in to enhance the educational experience.

Online courses can be started at a variety of times and in a variety of formats. There's no reason why a class couldn't start on April 15 or Oct. 1. Students should be able to take classes parallel, the

traditional way, or sequentially, where they'd concentrate on a topic for five weeks, learn it very deeply and then move on. For working adult learners, sequential is really an advantage. Over a year, the student gets the same number of credits, only in a different format. Alternative pricing structures might also be envisioned to address a variety of approaches.

We know a lot more about our students online than in the classroom. I can tell you how long a student spends on a particular module. I can tell you who read the material and how many times they went back over it. Because of the anonymity of the Internet, students are more likely to comment freely and contribute to discussions. Feedback to students can be immediate and constant. There are ways to build loops into the system, so that as individuals have problems they're sent back to the appropriate section, where they review the material, develop competency and move on.

A lot of critics have suggested that some disciplines are not going to be amenable to online education. But about the time that someone says that, they're proved wrong. A lot of people said an MBA could never be earned online. Then the London School of Economics and the University of North Carolina put their programs online. Some have suggested chemistry can't be taught online — safely. But at Harvard there is a chemistry course for non-majors where you do all of your experiments in the kitchen. It's the same experience; you just get to eat your experiments. They said you couldn't teach biology. But it turns out that you can buy an attachment for your iPhone that turns it into a 10-power microscope.

The quality issue, which rears its head often, has been addressed recently in two reports, one from the Department of Education and one from the Association of Public and Land-grant Universities. Both looked at online education and came to the same conclusion: There are some students who benefit from face to face instruction. If you can't get out of the bed in the morning, you're not going to turn on the computer and take your class. The role of mentors and the benefits of socialization are among other benefits. At the same time, other students benefit quite dramatically from the online experience because they're time or space bound and can't make it to the campus. Both reports concluded that for students who are properly motivated, the learning outcomes are identical between face-to-face and online education.

Donald Bobbitt is the University of Arkansas System President. The essay above was extracted and edited from a speech he delivered on Nov. 14

at the Clinton School for Public Service entitled "Innovate or Perish: The Challenges Facing Higher Education in the Next Decade," which is available to watch in full in streaming video at arktimes.com/bobbittvideo. Bobbitt began serving as UA System president on Nov. 1.

Source: December 02, 2011/Ark Times

Time for a Comprehensive Policy for Protection and Education of Internal Migrant Children in India

The collapse of rural livelihoods in many parts of India forces hundreds of families to migrate from their villages in search of work. A significant number of young children migrate along with their parents for several months. The National Commission of Rural Labour (NCRL) notes a high incidence of child labour in a number of sectors. These children are vulnerable and do not have access to the support, which non-migrant children automatically have. After the enactment of Right to Education Act (2011), which makes elementary education an entitlement for every child in the 6-14 age groups in India, there is a challenge for the state to ensure a fair inclusion of migrant children under the ambit of the act.

With the aim to discuss and develop a roadmap for the coordination of strategic interventions for a protective policy framework for internal migrant children in India, a national workshop was organised by Aide et Action International- South Asia on 29-30 November, 2011, at India International Centre (IIC), Delhi. The workshop titled as "*Education and Protection of Internal Migrant Children*," brought over 80 delegates which includes development professionals, bureaucrats, activists, educationists and academicians- from across India. The two day workshop deliberated on the plight of migrant children in brick kiln, stone crusher, hybrid cotton seed, salt pan, sugarcane farms, construction, conflict migration and other hazardous industry which denies children's basic right to protection and education. It has also showcased some excellent grass root level practice of civil society and government agencies in Orissa, Andhra Pradesh, Tamil Nadu, Maharashtra, West Bengal, Meghalaya, and Gujarat to identify and make access to education, and basic support and care for the intra district and inter-state migrant children.

Mr. Umi Daniel, Head, Migration Thematic Unit, MiRC, Aide et Action International- South Asia welcomed the participants and elucidated the need and objectives of the National Workshop. In his key note address, Dr.Lakshmidhar Mishra, IAS (Rtd.), Former Labour Secretary, Government of India said

it is crucial to retain the children at the originating point and initiate the seasonal hostel to restrict distress migration of children, and ensure continuing education. He emphasised on abolishing child labour in work place and suggested both enforcement and welfare from all wings of government. Participating in the inaugural event, Mr. Yogesh Dube, member of NCPCR, New Delhi has expressed his concern about the growing incidence of migration and particularly vulnerability of children who are excluded from education and forced to work as child labour. He called on the civil society and the government to work together to address the plight of migrant children and reiterated NCPCR's mandate for protection of children. Ms Rukmini Rao from Gramya Resource Centre, Hyderabad and the Board member of Aide et Action International said, we struggle to put law in place but fail to implement it. "Government is allocating enough resources but the civil society must make sure that the resources are reaching out to the welfare of migrant children.

Prof. Pravin Jha from Jawaharlal Nehru University, New Delhi has expressed his concerned on the minimalistic approach by the government in translating the Right to Education (RTE) Act and which resulted an exclusion of migrant children from the RTE. Mr. Indu Prakash Singh, Technical Advisor, Global Social Service Society (IGSSS), City Makers Programme (Homelessness and Urban Poverty), New Delhi has presented the distress condition of urban homeless people and how they are denied their basic citizenship rights. Prof. Anita Chug, National University of Educational Planning and Administrator presented a study on the process of drop out among migrant children.

Mr. Vinod Raina, renowned educationist and a member of drafting committee of the Right to Education Act explained that it is difficult to address the issue of migrant children in the ambit of RTE because of the complex nature of mobility, language, inaccessibility, reintegration of migrant children. Huge effort on resources allocation, coordination, and synergy is required in the host and destination places, to ensure uninterrupted and continuous education for the children of migrant labourer.

Mr. Harsh Mander, Member National Advisory Council of the UPA government and special commissioner to the Supreme Court said, "Migrants in urban area is treated as unwelcomed person or some time treated as illegal entry to the cities doing casual work like rag pickings, manual scavenger etc. And in between, the life of child remains unprotected, unsafe. He said, "A non custodial right based residential school as an

approach seems to be more valid. The idea here is to use the school and upgraded it for other children." Prof. Ganesh Devi, Literary critic and activist said, "Mapping and providing school is only the first step but finally, we need to work on the policy/law to be pro migrants; force our law to be for all and not for certain segment of the society, and until and unless government does so, the clash will remain the same."

The two day workshop concluded amidst discussions, where the participants proposed various suggestions pertaining to- special welfare board for the migrant labourers; review of Inter-State Migrant Workmen Act of 1979 with a focus on the vulnerability of migrant families and specially children; special education for migrating children both at sources and destination; special drive to enumerate and map migrant families; convergence of government welfare programme; participation of migrants in governance and ensuring full citizenship rights to migrant in urban and metro cities; urgent need for inter-state-inter-district, government coordination; improve delivery of welfare programme for migrating population and to ensure children's access to nutrition, basic services, education and protection of rights; emphasised on a need to form a larger network of civil society organisations for influencing and building advocacy on the issue of migrant children's education.

Source: December 02, 2011/[Business Wire India](#)

Fund infusion wont help education without correcting deficiencies'

Even as India readies to infuse huge funds into the education sector in the 12th Five Year Plan (2012-17), the government will need to make sure that the quality of education imparted is drastically improved for any meaningful change, Planning Commission Deputy Chairman Montek Singh Ahluwalia said Friday.

"A lot of money is going to go in primary, secondary education in the 12th plan...more than ever spent. But simply pouring money into the system will not help without addressing structural problems," Ahluwalia said at the Hindustan Times Leadership Summit here

Under the 12th plan, the government is targeting complete adult literacy, universalising secondary education and increase the gross enrollment ratio in higher education to 20 percent by March 2017.

As a proportion of the gross domestic product (GDP), the spending on health is proposed to be doubled from around 1.3 percent at present to at least 2-2.5 percent by the end of the next plan.

Ahluwalia said quality was a major issue in the education system. In some recent studies it was found that 50 percent of students in class 5 could not read the text of class 2.

Similar deficiencies were found in the case of mathematics.

The wide gap in quality was more so in government run schools.

"It's not realised the inequality of school education in India is much worse than some of the other developing countries," said Ahluwalia.

"Education inequality is at the root of income inequality."

There are similar concerns in higher education as well with many of the top technical, medical institutes, being criticised by leading educationalists and even industrialists of falling in terms of quality.

The planning commission deputy also said the private sector needed to be roped in if the country's aim of expanding its educational infrastructure without compromising on quality was to be met.

"Currently, the rules under which private sector is allowed to expand are not very conducive."

Source: December 02, 2011/IANSA/TwoCircles.net

Education matters: Country making great strides in race to the bottom

Pakistan adult literacy stands at 55% as the country drops 20 places in a year on the human development index.

Pakistan's adult literacy rate in the second half of the last decade was 55%, a far cry from the 74.04% in the neighbouring India, according to the international human development report released by the United Nations Development Program (UNDP).

The report, released on Tuesday, ranks Pakistan 145 out of 187 countries examined, which is lower than India, South Africa, Bhutan, Uzbekistan, Kyrgyzstan, Tajikistan, Indonesia, and even Palestine and war-torn Iraq.

The report also disclosed that Pakistan's average primary education rate remained 85.1%, secondary school education at 33.1% and tertiary education at 5.2% between 2001 and 2010. The student-teacher ratio in Pakistan was 39.1, with 85.2% of school teachers qualified for teaching.

Education has been a forgotten sector since the creation of the country, and even today, the budget allocation for the sector is under 2% of the Gross Domestic Product. What's more alarming is that Pakistan has actually fallen in the human development index, from an already unimpressive

125 out of 169 countries. The index is calculated using health, education and income indicators as an alternative to purely macroeconomic assessments.

The literacy rate in Pakistan is very low, even when compared to regional countries, and public expenditure on education is the lowest in the region. This year, the federal government seems to have further de-prioritised education by slashing the higher education budget.

Meanwhile, according to a Free and Fair Election Network report on education released last week, government girl schools still lack essential facilities across the country.

The report says that reasonable student-teacher ratios were observed in 103 out of 147 state-run girls' primary schools monitored nationwide in October, but the schools continue to lack essential facilities.

According to the report, in 67 schools in Punjab, one teacher was handling 34 students on average, and in 36 schools in Sindh, one teacher was available for 27 students.

However, the ratio was 40:1 in 29 schools in Khyber-Pakhtunkhwa, 41:1 in 12 schools in Balochistan, and 72:1 in three schools in Fata.

Teachers' attendance was between 76 and 100% at 77% of monitored schools, while the same attendance ratio was maintained by students at 63% of schools.

According to the report, eighty-nine schools had no security guards while 17 lacked boundary walls.

The report said that at least 80% of schools out of the 147 monitored did not have staffrooms for teachers. There were no desks and chairs for students in 48% of the schools, while a fifth didn't have any for teachers.

Nineteen schools nationwide lacked black/white boards and 44% did not have arrangements for clean drinking water for students. Moreover, despite the acknowledged importance of physical education and exercise for both girls and boys, two-third of monitored schools lacked playgrounds.

Forty of the schools have no power supply while 67% of those in Balochistan, 30% in Punjab and Sindh, and 17% in KP did not have fans. In addition, 23 schools were not well-lit, making it very hard to teach in the absence of electricity.

Source: December 02, 2011/Tribune.com.pk

Indian MBAs: less attractive

With economic uncertainty growing at home and abroad, more and more Indian students are passing on MBAs and instead going straight into stable jobs

with big-ticket IT companies like Facebook, Google and Microsoft.

Mid-career executives, similarly, are staying away from higher studies, fearful of leaving a well-paid job to invest two years of time and money with no guarantee that a high-paying job will materialize on the other side.

The Economic Times reported that the number of enrollments in various Indian business-school placement tests had decreased marginally this year, while enrollments at business schools below the top level had declined by as much as 50 per cent.

“While the impact has been relatively low in the top institutes, a majority of the 4,000-odd management institutes in India are facing an acute shortage of students, even a 50 per cent drop in some cases,” Shekhar Chaudhuri, director of the Indian Institute of Management-Calcutta told the Economic Times.

That makes sense, says Ashwin Assomull, partner at The Parthenon Group, a Boston-based consulting firm whose Indian office focuses primarily on education. The reason: students tend to view further studies as an investment whose return is measured in terms of salary hikes.

“The fact is that students are extremely rational and they look at an MBA as an investment. Clearly if they do not feel that there will be a payback in terms of higher earnings, they won’t do it,” he told beyondbrics. “If they’re coming out of [one of the prestigious Indian Institutes of Technology] and Facebook is giving this really nice package, and if they can go get an MBA and get [just] 5 to 10 per cent more, it’s unlikely they would go for that.”

At lower tier schools – which the vast majority of students attend – the prospect of a significant pay bump is even lower, deterring students further and causing those schools to look toward lowering admissions standards.

Jaya Joshi, spokesperson for IIT-Bombay (Mumbai), one of India’s highest-rated schools, said the low difference in pay was also why many of her students decided against MBA courses even in years when the economy was strong.

“Most of these top IT companies hire these students at par to those they hire from IIMs, or at just one level junior to those from IIM, because those at IIM have already put in two years for their masters,” she said. “So because it’s done with that clarity from the beginning [IIT students] really don’t see much sense in spending that additional money and time on that.”

On Thursday and Friday, IIT-B – the only Indian institution to rank on the Times Higher Education list of the world’s 400 best schools – along with other universities across the country hosted recruiters from foreign IT giants like Facebook, Google and Microsoft, consulting firms and global banks.

Salary offers, Joshi told beyondbrics, were up 10 to 20 per cent this year compared to last year, while the number of interview slots had more than doubled.

Source: December 02, 2011/Blogs.ft.com

Technology: educational divider or equalizer?

“I don’t know any vets in my city, so talking to my mentor is very helpful,” Sadie says.” We talk about everything – what courses I should take in high school to become a vet, how she became a vet, why she got interested in the career.”

Sadie is part of a program called DreamCatcher Mentoring, which since 2005 has matched 700 students in Canada’s North with mentors in the South in a bid to keep kids engaged with their studies.

The program is considered a success. In Whitehorse, 41 per cent of high-school students won’t graduate, but for kids involved in the program, only six per cent drop out.

And taking part doesn’t require the latest in high technology, like smart boards or iPads. All that is needed is the ability to e-mail – with a simple computer and an Internet connection.

How much technology should be in the classroom is one of the most hotly debated issues in education. The latest gadgets can be out of reach for low-income families, but those in favour say it’s the responsibility of schools to provide a digital education, which is necessary for an emerging work force. As teachers weigh the pros and cons of pricey hi-fi educational tools, the question becomes whether technology will be the divider or the equalizer for Canadian students.

Statistics Canada does not track children’s access to technology at home, but there is anecdotal evidence and growing concern in education over a phenomenon known as the “app gap.” It’s based on studies, mostly out of the United States, that found that low-income families are less likely to own a computer, download educational apps, and more likely to stick a television in their child’s bedroom.

It’s a “stumbling block to what’s being described as the bring-your-own-device model of using digital tools in the classroom,” says Matthew Johnson, educational director at the Media Awareness

Network, a non-profit Canadian group advocating for digital literacy.

It's not just remote communities in the North who don't have access to technology. Mr. Johnson says similar trends exist in urban zones, in particular low-income neighbourhoods where infrastructure for high-speed Internet isn't an issue.

Valerie Steeves, a researcher at the University of Ottawa, has been running focus groups with teachers across the country on technology in the classroom for the Media Awareness Network.

"We asked our teachers if they assigned homework that would require their students to use technology, and many of them said 'absolutely not, it's an equity issue,' " she says. "They said that given the fact you can't just assume that all your students have the same amount of access, that it's important as teachers they take [that] into consideration when assigning work outside of the class."

But an innovative project in India suggests that it doesn't take many resources to bridge the digital divide.

The Hole in the Wall project has mounted computers in the walls of slums across the developing world. The experiment makes a compelling argument for an if-you-build-it-they-will-come approach to technology.

"It means simply that if you give the access to a [computer, children] will do the same thing ... They will pick up computing skills on their own, they will pick up English, improve in mathematics. They start Googling [and] using search engines," says Ritu Dangwal, a university professor involved with the project.

Recently, the project mounted a computer with programs on biotechnology in a remote, poor fishing village in southern India that had been affected by the 2005 tsunami.

None of the children spoke English, but when researchers came back to the village several months later, they had taught themselves complex subjects like how genes were passed on by heredity and were scoring 40 per cent in their understanding of English and biotechnology.

In Yukon, the Department of Education has embraced basic technology and brought Wi-Fi to every school and community centre as a means of closing the geographical and access gaps for its students. The government has also provided funding to DreamCatcher Mentoring and is looking at video conferencing to help improve access to education in remote communities.

"We believe that technology is going to be the thing that levels the playing field for our kids," says Christie Whitley, Yukon's assistant deputy minister of education. "The Internet gives them access to the world."

For Sadie, just e-mailing with her mentor is helping. "[DCM] and my mentor have given me an insight I don't think I would have otherwise," she says.

Josh Silvertown, the founder of DreamCatcher Mentoring, believes some technology can be the answer to the territory's educational challenges, like the high drop-out rate.

"If you can't have that face time, at least you are still getting some contact through e-mail. It's definitely opening up access for these kids," Mr. Silvertown says.

Source: December 02, 2011/TheGlobeandmail.com

Wearing the IIT tag

Classes operating out of makeshift campuses, faculty shortages, unfilled seats: the slew of new Indian Institutes of Technology (IITs) are still struggling to match the conditions and reputations of their flagship predecessors. In 2008, the union human resources development ministry announced eight new IITs in a bid to set up institutes of excellence throughout the country, taking the number of total IITs to 15. Two weeks ago, the government said it would focus on quality, not quantity, in higher education and set up just four more IITs as laid out in the 12th five-year plan.

However, even as the new ones are announced, the second generation of IITs - in Hyderabad, Ropar, Patna, Gandhinagar, Indore, Bhubhaneshwar, Mandi and Jodhpur - are still struggling to get on their feet.

"Five or six IITs is the best the country can handle," said PV Indiresan, former director of IIT-Madras, who criticised the expansion when it was first announced. "I don't think any other country has expanded institutes of this kind at this rate; no one has multiplied - Harvard or Stanford. I doubt it is advisable."

His most trenchant criticism was about the inadequate staffing and the dipping student-teacher ratios at the new IITs. "Where is the faculty? Teachers used to know most students. Now there is decreased student-teacher contact," he said.

But it's not all bleak, and all the new IITs need is time, say former and present IIT directors. IIT-Guwahati, which was set up in 1995, and is among the newer of the old IITs, has seen its share of similar problems and scepticism. "There are issues

when any new IIT starts," said Gautam Barua, director of IIT-Guwahati. "We had the experience of starting out 15 years ago. When we moved to the campus in 2000, within time everything had become smooth."

The problems have multiplied though, with a rash of new IITs all being set up together. They began admitting students three years ago, but not even one is operating from its own campus. (See accompanying reports from each IIT). "More were required but they probably shouldn't have started together," said Barua. "But four more won't matter."

Also, adding seats hasn't blunted the competition, which means the demand for an IIT education is as high as ever, despite an array of other options now available in India's growing economy. This year, for instance, 4.85 lakh students competed for 7,563 seats, which means that only 1 exam taker out of every 64 got in.

"The rationale was that some parts of the country don't have an IIT," said Bhaskar Ramamurthi, director of IIT-Madras. "There are so many good candidates who don't get through the JEE (Joint Entrance Exam), so 25,000 more students could do quite well at the IITs."

Source: December 03, 2011/[Hindustan Times](#)

Inequality linked to education'

Inequality in education is the root cause of economic inequality, deputy chairman of Planning Commission Montek Singh Ahluwalia said on Friday. Ahluwalia was addressing the session, The Education Prism — Global Perspectives, at the Hindustan Times Leadership Summit. His co-speakers were Gregory W Cappelli, co-CEO of Apollo Group and chairman of Apollo Global and John A Quelch, professor of international management and vice-president and dean, China Europe International Business School. The session was moderated by Dipak C Jain, dean, INSEAD.

Ahluwalia's comments come at a time when the Planning Commission is preparing the 12th five year plan — the blueprint of economic and social development of the country for the next five years.

He also elaborated on the need to improve the quality of school education, which he said was no better than several other developing countries, particularly China.

"While the average number of years of school education in China is eight years, it is less than five years in India. We are trying to catch up with China in 10 years, but China would have moved ahead from its position by then," Ahluwalia remarked,

presenting the challenge before the central and state governments.

Ahluwalia, who had earlier said education would receive more funds in the next plan period, said the focus would be on three Es — expansion, equity and excellence. Cappelli said the challenges India is facing in human resource sector are similar to those faced by the United States in the emergence of its services sector. "The emphasis should be on skill development. India as an emerging super economy would need more IITs," he said.

Source: December 03, 2011/[Hindustan Times](#)

Primary education: Light at the end of this dark tunnel?

Since 2009, government of Gujarat has been undertaking 'Gunotsav' - a unique exercise to evaluate and grade quality of primary schools funded and run by the government. Based on their performance in the three basic areas of reading and writing skills in Gujarati, Mathematics and English, the schools are graded in the descending order. Conducted for the first time in India, this reveals a very dismal picture about the state of the primary education. Most schools, both rural and urban, are placed on the lower end of the scale. While the physical infrastructure in schools across the state has improved tremendously, the quality of the education has slipped badly.

If this is the state of affairs in the primary education in Gujarat, one can imagine that the overall quality of primary education in most parts of the country would be much worse. Every one realises that the quality of primary education has to improve significantly, particularly when the right to primary education has become a statutory provision. Just three decades ago, there were hardly any private schools at the primary level and everyone had to attend government primary schools.

With the opening up of so many private schools, the focus has shifted away from the government schools and their standards have fallen. Interestingly in the higher education, the government institutions are way ahead of the private institutions in terms of their quality and student preference. The IITS, IIMS, NITs, JNU, NLUs and others are shining beacons of quality in their respective spheres. Even in Gujarat, LD Engineering College, BJ Medical College and NHL Medical College to name a few, are the first centers of choice for the bright and meritorious.

Why is there so much of a difference in quality between the primary and the higher level of education run by the government? While the best and the brightest students compete to get into

government institutes of higher learning, the same is not the case for primary schools. One reason could be that the teaching and the ambience are much better in private schools. Their catchment area is also different. While the middle-class has migrated to private schools, the urban and the rural poor send their children to the government schools. Their socio-economic status and the nature of their jobs prevent them from taking any interest in the academic performance of their wards. In some cases, the children are also forced to help their parents in their work or engage in household work, leaving no time to focus on their studies.

What about the teachers in primary schools? Interestingly, all teachers are selected strictly on merit and are required to qualify at a teacher's aptitude test. In addition to security of tenure, their pay packages are also better than most private schools. The quality of infrastructure is getting better with more infusion of funds. More computer labs and extra-curricular aids are added to the schools regularly. Nearly 15% of the total expenditure of the Government of Gujarat goes towards primary education in the state budget.

Considering the importance of improving the quality of primary education, one needs to find alternatives to change the situation. Should our governments gradually withdraw from the primary level and provide education subsidy cards to the students to join a private school of their choice, as is done in some Latin American countries? This way the Government gradually withdraws from this sector and allows the poorer sections to join private schools directly through education subsidy cards. Another model that has recently been tried in Gujarat is to hand over certain government schools in tribal areas to reputed private institutes to raise overall standards. Some radical rethinking and restructuring of the primary education model is required to bring in the desired quality commensurate with the investment.

Source: December 04, 2011/DNA India.com

Indian varsities should be seats of learning, humanism & tolerance'

At the eighth convocation of Symbiosis International University, President Pratibha Patil urged Indian universities to be seats of learning, humanism, tolerance and balanced reasoning.

"Education has a fundamental role to play in creating responsible, innovative, analytical and also compassionate citizens. As a society transforms, the education system must respond to change. It is only then that it will be relevant. Our institutions of higher learning must gear up for facing challenges

of a knowledge-based and technology-driven world," said Patil.

She further added, "In India, we have launched the Jawaharlal Nehru National Solar Mission to develop solar energy in the country. One of the constraints we face is the high cost of solar panels. I wonder would it, for example, be possible for the technical students of your University to find an innovative way of making more efficient and cheaper solar cells? Or alternate cost effective technology to harness solar energy?"

Applauding the efforts of Symbiosis University, she said, it is one place where students from different countries are studying together. This provides for interactions and a better understanding of the richness of the many cultures of different nations.

Source: December 04, 2011/Indian Express

What ails our Universities

The crisis in Indian education demands a revival of intellectual traditions that created the J. C. Boses and the C.V. Ramans. To focus merely on the physical infrastructure of universities is to miss the point.

There is a growing consensus today that the quality of Indian universities is not just poor, but declining. There is little doubt that even the best Indian universities of the early twentieth century are today a pale shadow of their past. And newer universities like JNU have fallen somewhat short of their early promise.

There is greater diversity in the prescriptions being offered for this disease, with the suggested solutions ranging from importing universities to offering faculty even higher salaries. But what is missing in the entire analysis is the process that has led to the current situation, particularly the refusal to recognise the distinction between economic elite and intellectual elite.

CONCEPTUAL CONFUSION

This distinction should be evident at the very first stage of deciding the objectives of a policy towards the two elites. It is quite possible to build a moral case to reduce economic inequality, even if that means placing limits on how rich the elite can be.

In the case of the intellectual elite on the other hand, success is defined in terms of increasing inequality with those at the top of the ideas pyramid being far above those at the bottom. Even as it is perfectly legitimate for the economic realm to operate on the principle of growth with equity, the principles governing the intellectual realm could well seek intellectual inequality.

Ideally, the two realms should have their own internal dynamics. In the economic realm the objective would be economic gain and success would be rewarded with economic benefit. It is perfectly logical to determine the success of an Infosys by the economic value of its shares. Correspondingly, in the intellectual realm the objective would be intellectual breakthroughs and the rewards would be peer recognition.

The two realms are of course not completely independent of each other. Those with greater economic resources can afford a better education. Similarly, it is not inconceivable that those with a better education will have a head start in the world of business, especially in the knowledge industries. It would also be quite valid for the government to help those deprived in the economic and social realm to gain a foothold in the realm of education, whether this is done through scholarships or reservation.

But the trouble arises when these interconnections influence the internal dynamics of the two realms. Just as the economic realm will collapse if its members placed support from their peers above actual material gain, the intellectual realm would fail if its members sought only economic gain rather than peer recognition for their intellectual contributions.

BEYOND INFRASTRUCTURE

Unfortunately in India several factors have contributed to the internal dynamics of the economic realm taking over the functioning of the intellectual realm. Arguably, the most important of these factors is the tendency, officially and otherwise, to judge a university by its brick-and-mortar status. The granting of significant amounts of land is treated as the starting point of an intellectual institution, on which is built an often elaborate physical infrastructure.

The extent and quality of this infrastructure makes command over it an attractive goal for individuals. This contributes to administrative control over the infrastructure becoming a legitimate reward for intellectual achievement. Over time the best intellectuals prefer an administrative role over an academic one. And these roles are available, as the best academic institutions often prefer someone with great academic credentials as their directors, rather than those with administrative credentials. While the best academics may have the ability to take on an administrative role – though this is by no means guaranteed – their shift to the new role impoverishes the intellectual space.

Our best intellectuals often take such great effort to create large infrastructure-rich institutions that

their intellectual achievements have sometimes fallen behind. As a result the intellectual value of any recognition they offer to their peers is also diluted. Peer recognition must then come from abroad, particularly the West. As a result those academics that are capable of getting peer recognition, and seek no other benefit, fairly frequently prefer to migrate to Western universities.

Even those who stay behind and continue to seek peer recognition are forced to find this recognition by researching questions that are important for Western universities. This can be a fairly significant constraint in the Social Sciences, where the chances of finding something new would be greater if academics focused on addressing the local experience with the confidence to develop their own concepts. By choosing instead to primarily borrow from Western theories, Indian researchers often reduce themselves to becoming, directly or indirectly, mere data gatherers for Western theorists.

With the scope for pure intellectual achievement getting further reduced, the administrative role becomes even more attractive. And as administration draws an ever increasing number of the country's best academics, the next generation becomes even more dependent on Western academia for peer recognition. Over time this influences choices made by students as well. If going abroad to study was primarily a higher education option earlier, it is now being considered at the undergraduate level as well.

It is not clear that the initiatives that are now being planned will do anything to break this vicious cycle. Allowing a greater role for foreign universities in India will only further increase the role of Western peer recognition. It will be no surprise if these universities come here solely with the intention of tapping the economic resources that Indians now have to spend on education. The crisis in Indian education demands a revival of intellectual traditions that created the J. C. Boses and the C.V. Ramans, and not a strengthening of economic control of intellectual activity.

Source: December 04, 2011/ [The Hindu Businessline](#)

No country can prosper in isolation to rest of the world

I thank (Indonesian) President Yudhoyono for his warm hospitality and excellent arrangements made for this summit meeting in Bali. I would like to congratulate the US and the Russian Federation on their formal entry into the East Asia Summit process this year. Their presence will enrich our discussions, while reflecting the growing significance of East Asia in global affairs.

India endorses the draft declaration of the summit on the principles for mutually beneficial relations, and the declaration on ASEAN (Association of Southeast Asian Nations) connectivity. India fully subscribes to the view that the East Asia Summit process must be centred on ASEAN, and it should be the driving force. We must move at a pace and in the direction with which the ASEAN countries are comfortable, and which responds to their concerns and priorities. The East Asia Summit is the forum for building an open, inclusive and transparent architecture of regional cooperation in the Asia-Pacific region.

The global economic situation is showing several signs of stress. However, the emerging market countries in Asia are growing well and are contributing to the recovery of the world economy. I am happy to say India is a part of this process. We have grown at an average of 8.4 per cent in the past five years. Like other countries, we too have slowed down in 2011, but we still expect to grow around 7.5 per cent. However, none of us can prosper in isolation to the rest of the world. The most serious fault line at present is what is happening in the euro zone. We all have a stake in an early resolution of the euro zone crisis and I hope we can send a message of solidarity to Europe.

Against the global economic background, it is important we give full play to flows of trade, investment, services and ideas among ourselves. Howsoever complex the task, we should persevere with the project of East Asian economic integration and in our efforts towards a comprehensive economic partnership in East Asia. India is working actively to integrate with this region. We are in the process of finalising a comprehensive economic cooperation agreement with ASEAN.

We have concluded similar agreements with the Republic of Korea, Malaysia and Japan. An agreement is already in place with Singapore. We have commenced negotiations for an agreement with Indonesia, Australia and New Zealand. Several useful reports by the economic research institute for ASEAN and East Asia have been produced and contain proposals that can be taken forward. These include a comprehensive Asian development plan to enhance connectivity in the region.

The channelling of investible surpluses from Asia and the rest of the world into some of these projects will have a direct impact on the real economy of the region and on job creation, and will also stimulate global growth. Rapid economic growth is the most enduring strategy to overcome the global economic slowdown. We should keep our focus on the development agenda, make sure our

growth is environmentally sustainable, find new and renewable technologies to fuel our growth and invest in education and skill development. This summit is ideally equipped to pursue such an agenda.

I wish to inform this summit that following the adoption of a statement on the establishment of the Nalanda University in India by the East Asia Summit in Thailand in 2009, work on the university is in progress.

Political and security issues have increasingly become a part of the discourse in the region, whether in the ASEAN regional forum or the ASEAN defence ministers meeting plus eight. We believe while respecting differences and ensuring synergy between different forums, the summit provides an opportunity to discuss all issues. It can contribute to enhancing mutual understanding and promoting peace and security.

There are common challenges we face that cut across national boundaries such as terrorism, prevention and response to natural disasters, piracy, protecting sea lanes of communication and drug trafficking. We welcome the opportunity to discuss these issues. India would be happy to share its expertise in the areas of disaster management and maritime security. Specifically, we propose to host next year a workshop on disaster management and relief in the case of an occurrence of an earthquake.

The summit process is still work in progress but, I believe, we are on the right track. The resurgence of Asia is dependent on the evolution of a cooperative architecture in which all countries are equal participants.

Source: December 04, 2011/IANS/[Business-standard](#)

US graduate schools attractive to foreign students

University international enrollment unchanged

U.S. graduate schools are looking more appealing to international students, according to a recent report.

Jiaquiao Li used social media to pick the University as her grad school of choice. EVAN STICHLER/Staff The report, published by the Council of Graduate Schools, stated that enrollment of international students in American graduate schools grew by 8 percent this fall, with the majority of students coming from China. Enrollments of Chinese graduate students grew by 21 percent.

At the University, international graduate student enrollment has remained constant from 2009 to 2010, with 1,243 enrolled in 2009 and 1,240 in 2010, according to the UGA Fact Book. In line with

national standards, China and India had the highest number of international graduate students both years. About 26 percent of foreign graduate students at the University came from China in 2010, compared to about 24 percent in 2009.

Maureen Grasso, dean of the University's graduate school, said the University's 2020 Strategic Plan aims to increase graduate school enrollment overall, including international enrollment. To do so, she said the graduate school is working to recruit students from countries that are not as well represented. The University is working with Education USA, a network of advising centers sponsored by the U.S. Department of State, to educate students around the world about opportunities at the University.

The University has also formed an International Recruitment Committee, which works to recruit students on both the graduate and undergraduate levels.

"We are aiming for a diverse student population and welcome all students," Grasso said.

For international students already enrolled at the University, finding out what U.S. university to attend from thousands of miles away is often done the same way it is within the U.S.: through online research. Jiaquiao Li, a second year advertising graduate student from China, said she wanted to come to the U.S. because she thought the country had the best quality of graduate education. She said she looked online for good programs in advertising, and ultimately decided on the University.

But Li said she also got some help deciding where to apply from social media – a Chinese website called Taisha.com.

There, she was able to hear from Chinese students about their experiences at different U.S. universities.

"Many students will go on there and they will share their experience of taking the graduate entrance exam, the GRE, or the SAT," she said. "They will talk to people who go to the school that they want to apply to. It's a forum."

Li said her family and friends expected her to go to the U.S. for graduate school. She said in China, families who can afford a U.S. education will often send their children abroad so they can get a better, more well-rounded education.

Xiaokui Huang, a second year journalism graduate student who is also from China, agreed with Li. She said as families grow wealthier in China, they begin to value education more.

Huang also said it's difficult to find a job in China with only a bachelor's degree, and employers value applicants with education in Britain and the U.S. more than applicants who haven't studied abroad.

"Companies, when they seek employees, they look for those kinds of things," she said. "If you have studied abroad, it doesn't only mean you have education. You have different life experiences and you've developed your social abilities."

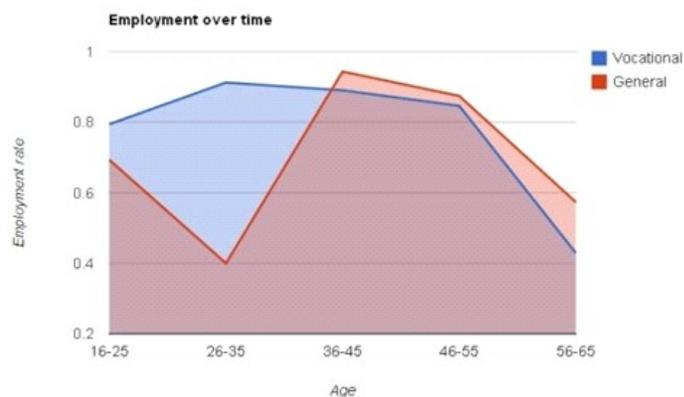
Huang said after she finishes her degree, she hopes to find a job or internship in the U.S. for as long as her student visa allows. She said she's enjoyed her time at the University – she's studied in France as well as China, and said the experiences in the three countries have been very different. She said in the U.S., she's able to discuss her opinions with professors and tell them if she doesn't agree with them – in China, she said professors' opinions are usually the ones that stand.

"The U.S. makes me feel welcome. I feel like I have a life here," she said. "In France, I always feel like a foreigner, and here I think people are more open to different opinions. People are very nice and helpful, especially professors and classmates in Grady."

Source: December 05, 2011/Red and Black.com

Are vocational degrees a better path to employment? In the short run

There's a growing backlash against the idea that every American should aspire to get a four-year, general-education college degree, a backlash driven by record-high student debt and the dismal youth employment rate. According to the Bureau of Labor Statistics, about 17 million Americans with bachelor's degrees were doing menial work in 2010 that doesn't require anything close to that level of education. The recession has clearly accelerated that trend. But it's raised the argument that many young people would be better suited to enter the modern-day labor market if they were encouraged to consider vocational education as an option instead of high-falutin' liberal arts degrees.



Source: NBER

A new paper from the National Bureau of Economic Research, examining 18 industrialized nations, confirms that young people who receive vocational education have a higher employment rate than those who receive general education. But, the researchers conclude, those advantages erode over time, as vocationally educated workers can't adapt nearly as well to structural changes in the economy and labor market.

"Vocational education has been promoted largely as a way of improving the transition from schooling to work, but it also appears to have an impact on the adaptability of workers to technological and structural change in the economy," the paper explains. "As a result, the advantages of vocational training in smoothing entry into the labor market have to be set against disadvantages later in life."

Source: December 05, 2011/[Washington Post](#)

Scientist suggests steps to make India knowledge hub

Setting up a national mission for generating mathematicians, promoting research, exploiting IT, strengthening research institutes and encouraging primary education are some of the suggestions made by an eminent scientist for making India a leader in knowledge creation.

Delivering the foundation lecture at Administrative Staff College of India (ASCI) here, C R Rao, Professor Emeritus, Penn State University, made the suggestions in three basic areas of mathematics, sciences and technology.

Regretting that high quality research in mathematics has come down, he said the Mathematical Olympiad programme can be expanded to cover all students and schools in the country as per a national mission to generate mathematicians.

Students with good performance should be encouraged to pursue research in mathematics and summer schools can be organised in addition, he suggested.

In the area of science, he suggested that the Council of Scientific and Industrial Research (CSIR) should have two clearly demarcated divisions - Fundamental Research Division (FRD) and Applied Research and Development Division (ARDD).

Noting that there is a shortage of good teachers in universities, Rao said the lectures given by an eminent professor from anywhere can be broadcast to all colleges in India.

Source: December 05, 2011/PTI/[Economic Times](#)

Education is pseudo-teaching, says Prakash Nair

"Education systems all over are merely pseudo-teaching, just like trying to learn a piano by looking at someone who is playing it. Creativity and innovation in education design hold the key in changing this," opined Prakash Nair, award-winning education designer and founder of Fielding Nair International. He was in the city to deliver a talk on 'The Changing Landscape of Education'.

"There is a bureaucratic model in place everywhere. But facilitating change through creativity is the key. Look at the Technology Enabled Assisted Learning (TEAL) at Massachusetts Institute of Technology (MIT). Ideas are available for free there. Why can't the poorest village in India compete with the US?" he questioned.

TEAL is a model at MIT that involves informal groups of students who are left to solve problems, with teachers standing by for help. Nair said that a model like this would foster team work and birth of ideas.

Commenting on the ground realities of Indian education, he said: "The IITs have given a wrong impression about Indian education. The West does not know that millions of kids here are not getting education. We have to make a system of education that really helps students learn for themselves. The notion here is that a physical teacher has to be there at all times, which is wrong," he said.

The crux of Nair's work involves providing intelligent and cost-effective designs to educational institutions. "It is not about the money or the land that you have. It is all about building smarter and innovative designs at schools. Just place a door in between 2 classrooms. It will help coordination between the two teachers, and will save the construction of one wall," he said. The session was attended by entrepreneurs, academicians and industry watchers.

In conclusion, he said that the old education model was going to die eventually. "In the US, skill-based schools are producing smarter kids than text-based ones, where only information is passed on. India should focus on empowering the skills of students, by letting go of orthodox methods," said Nair.

Source: December 05, 2011/[ibnlive.in](#).

Is education still the best route to take?

Students, going overseas for higher education, probably formed the first wave of Indians who adopted globalisation long before the concept created a buzz among Indian corporates and the government. IITians who went to the US in the 70s

& 80s, for masters degrees in engineering or MBAs, are today Silicon's Valley's top entrepreneurs. And the global mobility of Indian students has increased phenomenally over the past decade, perhaps even more than Indian professionals and entrepreneurs.

According to the Unesco's institute of statistics' annual report on global trends in student mobility, which was released in May 2011, the number of international students around the world continued to rise sharply in 2009, the year when the impact of economic slowdown was causing tremors around the world, showing a 12% increase over the previous year at 3.43 million. While China remains the leader in sending students overseas with 440,000 Chinese students studying abroad; India holds second position with around 300,000.

According to the recently released Open Doors report, which is published annually by the Institute of international Education (IIE) in partnership with the US dept of state's bureau of educational & cultural affairs, the number of Indian students enrolled in colleges and universities and colleges in the US in 2010-11, was 104,000. And though there was a marginal 1% decrease in the number over the previous academic year, students from India still form about 14% of all international students in the US and are second only to the Chinese.

So is the campus route the best option to go overseas? This is easily worth arguing in favour of. Consider some of the advantages – in most countries including America, Canada and now Australia, students who finish degree and above courses from recognised institutions, have leave to remain for at least a year (and in many cases more) to scout around for jobs. In the US, the sought after H1B work permit – a preferred option for skilled professionals, is now used in a very big way by Indian students who graduate from US colleges and then find jobs in the US. In fact, there are 20,000 H1B visas which have been set aside only for foreign students graduating from US institutions.

In the last couple of years, the appetite for overseas education is less because of various factors including global economic slowdown and the lack of employment after education, particularly in the West. Further, UK, a very popular study destination, has tightened immigration norms and made it impossible for students to remain in the country after studies to look for employment. Interestingly, the main education destinations around the world, including UK, are also aggressively looking at attracting more international students particularly from India and China in an effort to add to their export earnings.

Reason enough for them to become more competitive.

The UK has recently tightened rules for international students including curbing the opportunities to work during study and bring in family members. Obviously these drastic changes will have a huge fall-out on the international student numbers in UK. An all-party parliamentary group in the country while highlighting the economic impact of these changes pointed out that "international students provide income opportunities beyond tuition fees."

The direct value of international students alone to the UK economy (including fees and off-campus spend) was calculated by the British Council in 2007 to amount to nearly £8.5 billion per year. Scotland's education minister Michael Russell, who was recently in India, believes that the post-study leave to remain route – which first started in UK as Scotland's Fresh Talent scheme – was important to tap the skills among international students.

Scotland, he highlighted, had around 4000 Indian students studying in colleges and universities and would like to make its own rules on student immigration instead of being forced to follow the larger UK system. Many universities in Scotland and elsewhere in UK are putting in place systems to help Indian students in finding jobs before their courses end in UK.

Besides, Indians students with an entrepreneurial idea too, will find it easier to remain in UK after they finish their studies. Australia, unlike UK, has good news for international students. Recent visa changes that came into effect recently mean that Indian students going to Australia will have to demonstrate less funding. Further, Australia is offering a 2-4 year post-study work period for university degree graduates which is not linked to any skills occupation list.

Obviously, the way forward for those choosing to go overseas for education will be to become more brand conscious and find cost-effective options. Further, at least a few years of work overseas - not just to recover the investment in the foreign degree - but also to gain foreign work experience is important. It's not just about getting an overseas degree but also about what the degree is worth afterwards in terms of global job opportunities that it will open up.

Source: December 05, 2011/[Economic Times](#)

Untouchable' in the classroom

The pain is perceptible in nine-year-old Shankar's voice as he recounts how he's made to sit at the back of the class with other children from a similar "low caste" group. He says his teacher doesn't wish

to accidentally touch them, keeping them as far away as possible from the rest of the children. His peers from the "upper caste" call him an "untouchable"; when he complains to the teachers, they see no issue. "You are untouchable – what else should they call you?"

His sister, who is 8, is asked to clean the classroom – that's her task because she's a girl and an "untouchable." At lunch, Shankar says the children from the other castes are served food provided by the government, while his fellow caste children are asked to wait outside the classroom; should any food remain after the teachers and "upper caste" children have eaten, it may then be offered to Shankar and other children from the "lower castes."

The children's parents point out that a child who's gone hungry for several meals is unlikely to be able to pay proper attention to classroom instruction. Shankar's eyes well up with tears as he responds to questions about life as a Dalit child attending the local school. Other Dalit children tell of similar discrimination, complaining that the teachers don't pay attention to them, call them outcasts and run down their abilities and enthusiasm for education. That's why the Dalit children rarely go to school; their visits reinforce the feelings of persecution and discrimination.

Shankar's story has been captured by our documentary (supported by Unicef) that was shot in remote villages in eastern India. The situation, of course, varies from state to state in rural areas. The Dalits, or Scheduled Castes, constitute 17 per cent of India's population, and nearly 80 per cent of them live in rural areas. For a long time, they have suffered from discriminatory access to educational services, as the rigidities of the caste system laid out their professional roles at birth, requiring no acquisition of knowledge or education. The result is wide gaps in the literacy rates and education levels between Scheduled Castes and the "others."

India's education policies have addressed the differentials in enrolment rates by improving the infrastructure of state-managed schools, providing free uniforms and books for children from poor Scheduled Caste families, free lunch for all poor children attending school, and scholarships for Scheduled Caste girls. These policies need to be further strengthened to address the discrimination faced by the "untouchable" children within schools and inside classrooms.

So how do we encourage progressive attitudes and equal, non-discriminatory access for children from the "lower castes"? Measures such as national

education policies, legislation and a credible threat of prompt action against discriminatory practices in educational institutions, and training strategies focused on sensitizing teachers can explicitly promote an equal access approach to education.

Shankar says he wants to become a police inspector, and his sister Miss India. Both cite education as the key to their future dreams.

Source: December 05, 2011/The Globe and mail

Funding public colleges, universities

We are in a century where education has become critical for the growth of a nation. It has become a driver for comprehensive growth of a society in every sense; social, cultural, industrial and economic progress. Sustainable economic recovery and social progress depends on maintaining adequate levels of investment in education and training, while making continuous efforts to improve the effective use of limited resources and to encourage innovation.

Today, professional and higher education are being imparted in five tiers. We have 132 'deemed-to-be' universities, 30 central universities, one national open university, 69 state-level private universities and nine IITs (Indian Institute of Technologies) and IIMs (Indian Institute of Management), which would be further expanded by eight such new national-level institutions. All these institutions operate across India. In addition, there are around 230 state public universities and all of them are affiliated. The state public universities have well defined geographical boundaries and they operate within those boundaries. There are 12 million students in all these educational institutions.

However, what is interesting is that 241 universities, which have the entire nation as a geographical operating region, cater to 2.5 million students; whereas 230 state public universities serve 9.5 million students. Thus, state public universities carry a bigger load of educating students in various disciplines. These state-level public colleges and universities would continue play an important role in the creation of skilled manpower and research and development (R&D) in the domain of knowledge in all subjects and all disciplines. It is, therefore, essential for both the central and state governments to fund the public education system at a much higher level and the public education system also needs to devise mechanisms to augment its financial resources through innovative ways of using their academic infrastructure.

At present, the state-level affiliated colleges and universities called higher education institutions (HEIs) are run by adopting what is referred as a cost-driven model. The revenue for these HEIs

comes from three sources; one is in the form of grant-in-aid, which is mostly linked to the payment of salaries to teaching and supporting staff, the second source is the development grant from the university grants commission (UGC) and the third source is revenue from R&D grants, fees and other service charges levied to the students. It is observed that these resources are just about adequate to run the HEIs and no innovative reforms could ever be initiated in these institutions because of lack of additional funding.

It is, therefore, essential to think of a different model for the funding of state-level HEIs. Firstly, the grant-in-aid should be directly linked with the real cost of education. A fee committee should fix the fees per student for various teaching programmes by working out the investments in academic and physical infrastructure, information and communication technology (ICT) infrastructure and its operation costs, library and other knowledge access costs, cost of faculty and supporting staff, and administrative and other support services costs. This cost per student should be taken as a "unit" for working out the total expenses that HEIs would incur for teaching the sanctioned number of students to run a particular programme. The admission forms for various programmes should clearly indicate the fees that the students are supposed to pay and students should agree to do so. In the same form, students can put up a request indicating that he or she is entitled to a "fee waiver" as per government policy. Such a declaration would have two important psychological advantages; firstly, students would come to know the real cost of education and secondly, they would also understand that society is bearing the burden of educating them. The state should give full grant-in-aid for the entire amount that works out for various programmes run by HEIs. The HEIs would directly charge the approved fee to the open category of students.

Each HEI has certain distinctive assets and also a well-established operative structure and system. The distinctive assets are at four levels; the first asset is human capital in the form of access to the knowledge, skills, values and energies of the academic faculty and other professional staff. The second asset is intellectual capital — the accumulation of proprietary course contents and structures, research findings, teaching and research expertise and related knowledge. The third asset is relationship capital — the networks of academic, professional, business, government, community and alumni associations and the last, but the most significant asset the HEI has is its reputational capital — the brand and market

standing of the university. Each HEI has certain strengths that can become the institution's chosen strategic focus. The combination of assets and operations, directed towards opportunities within each HEI's chosen strategic focus, provides the basis for a self-sustaining academic and business portfolio. This would offer a very steady flow of revenue to HEIs through large number of consultancy and other service-related activities in domain skills.

Lastly, the state should create a higher and professional education financial corporation to sustain the system. The ownership of such an independent financial entity should be for all stakeholders who have stakes in creating a strong educational structure.

Source: December 06, 2011/My Digital fc.com

India, US need to work together on higher education

Union agriculture minister Sharad Pawar has said that higher education is the most significant area where India and United States need to work together to resolve challenges like [global warming](#), water, food security, healthcare and social security.

"These are not local issues but are global in character," he said, while inaugurating a conference as part of the ongoing Indo-US education conclave here on Tuesday. "The Obama-Singh 21st Century Knowledge Initiative has a key role in this context," he said.

Pawar said, "India needs a good inflow of talent and technology to meet the ambitious target of enrolling over 40 million students from the present 16 million students in higher education. This will need setting up of 1,000 new universities and 25,000 more colleges."

Pawar identified development of vocational education and employability skills as two significant areas at a time when technology intervention in every field has made it mandatory to employ trained manpower. "This offers greater opportunities to India and US," he said. "Partnership with US can also expedite the Indian objective of strengthening agricultural education," he added.

Union power minister Sushilkumar Shinde, who addressed the concluding session for the day, said, "The paucity of state-of-the-art research and development (R&D) facilities in India offers a great opportunity for Indo-US collaborations especially from the private sector."

He said, "India produces 0.6 million engineers and 40,000 doctors every year, but lacks good R&D facilities. Our spending of R&D is only 0.8% of the GDP with 80% of this coming from public sector and

20% from private sector. In developed countries, it is the other way as public share is only 18% in Japan and 30% in US and China. The scope exists for increasing private sector share in R&D efforts in India."

At the conference session, noted academician Pankaj Chande, who is president of the Association of Indian Universities (AIU) said, "Unless we have an academic structure matching the US requirements, collaborations will be difficult. Asking US universities to change according to India is not possible."

K B Powar, also a former AIU president, said lesser regulations in professional higher education can help foster better Indo-US collaborations. Distance education is one area which offers lot of potential for Indo-US engagement and is lesser regulated compared to professional studies, he said. A KPMG-Edge forum report on Indian higher education was released by Powar earlier in the day.

Former University of Pune vice-chancellor Ashok Kolaskar said, "We need to identify focus areas for India where US is interested. For instance, energy, environment, nano and bioscience studies. Research patent output and the process for appointment of teachers also need to be addressed."

Source: December 06, 2011/ [Times of India](#)

Higher education: is it worth it?

Thousands of U.S. university seniors will walk across some stage to receive a hard-earned bachelor's diploma during December.

Many of them will be graduating with a loan debt of \$25,000 or more depending on the university and how much they borrow.

All of them are hopeful that their degree will set them apart in the workforce, enabling them to transition into adulthood and earn an income.

And just as one group exits with a degree in hand, another is considering entering into a university with the same expectations, dreams and hopes.

But with a sagging economy and annually increasing tuitions many may have to reconsider whether higher education is worth the risk of debt upon graduation as opposed to joining an increasingly competitive workforce.

"Absolutely, it's worth it," said Wes Waggoner, the dean of admissions at Southern Methodist University. "The whole idea behind a college education is to give you an advantage in that job market."

Waggoner said there are jobs out there but the competition is intense and by getting an education graduates are better prepared for the challenges of securing employment.

The typical college graduate earns an estimated \$650,000 more than the typical high school graduate over the course of a 40-year work life, according to a new analysis of census and college cost data by the Pew Research Center.

And employment after obtaining a degree is the ultimate goal for El Centro College sophomore Stefan Flurry, who is working on sociology associate's degree at the Dallas community college with plans to transfer to a university upon completion.

"Looking at our future without a degree other than a high school diploma, I don't think you can be very successful," said the 23-year-old unemployed student.

With a degree, Flurry feels secure in obtaining the job and wealth he imagines. However, he said it is difficult to finance his education but he is thankful for the government grants and loans he receives.

"Many times people see the sticker price and that scares them away but you have loans, you have grants, scholarships and payment plans," said Waggoner. "Even if you don't qualify for those there are other ways to make education affordable."

Taking advantage of such opportunities is 18-year-old Mary Cruz, who is studying to be a nurse at El Centro with plans to transfer to Texas Woman's University.

Cruz, who draws inspiration from her older sister who recently earned a law degree, doesn't worry so much about graduation debt. She says financial aid has been generous and what she has left over she has begun saving for future tuition payments.

Waggoner does warn that college isn't for everybody but says that there are options like trade schools for such individuals. He also reminds college hopefuls to pursue what they love to lead them to success, which may not always be wealth.

Reshone Jones, a 24-year-old mother of two sons, is rethinking her strategy. Upon graduating from high school, she enrolled into Remington College for a quick medical assistant's diploma and immediate employment afterward.

"I did like doing the lab work but it was the book work that got to me," Jones said. She quickly realized her passion was cosmetology and has completed neither area of study since leaving Remington and starting a family.

Jones has since put off dreams of higher education while she searches for employment and looks to the future in her sons, her biggest "inspiration."

Waggoner reminds college hopefuls and parents that their education is like an investment in property or a brand new car, but with education there is a return on the investment.

Before you change your mind about school or assume you can't afford to pay the tuition, Waggoner said to ask the financial advisors at your school because there are a wealth of resources college hopefuls and students may not know exist.

"They'll never find out about them if they don't ask," Waggoner concluded.

Source: December 06, 2011/ [Smu_daily](#)

7-step AICTE plan to join the workplace

The All India Council of Technical Education (AICTE) has designed a seven-stage format for vocational education in the country, which will allow students to transition between formal education, vocational qualifications and the workplace.

The schemes will be launched next June and have been broken up into seven levels, with students being eligible for certification at the end of every level. These courses will be both degree level courses (three years after Class 12) as well as diploma level courses (two years after Class 10), and will also be available at the Class 9 and Class 10 levels for specific streams.

As yet, there is no overall framework governing vocational education. Less than 10,000 schools offer vocational courses at different levels.

"By creating a national framework for vocational education we are aiming to build competency skills for industry," said SS Mantha, chairperson of AICTE. "Each of the certificates will be independent but also connected to the next level."

At the school level the certificate courses will be under the purview of the state or central education boards, and under the purview of the AICTE at the post-school level. The courses will be delivered with the help of industry partners. For now, courses will be rolled out in media, telecommunication, Information Technology, tourism, automotives and construction.

Source: December 06, 2011/[Hindustan Times](#)

JRE gets award for best pedagogy in management studies

JRE School Of Management was awarded the prestigious "Dewang Mehta Business School Award" for "Best Pedagogy in Management Studies" on occasion of the 19th year of Business School Affaire. The award was selected by eminent jury members with a slew of big names vying for the award.

JRE Group of Institutions have been formed as per the highest international standards with state-of-the-art infrastructure to facilitate quality management and technical education. The institute provides a truly global experience through academic partnership with Raffles Education Corporation Ltd, Singapore and Educomp Solutions Ltd, India, both world class education service providers.

Business School Affaire (BSA) has been organizing this award for the past 19 years. The award function, held on November 26, 2011 at Taj Lands End Hotel, Mumbai is seen as a major effort from the industry to recognize talent in education that is helping shape a future for the industry. Corporate giants like Hindustan Unilever Ltd, Canon, Hexaware Technologies, Onward Technologies Ltd, IL&FS Financial Services Ltd, Yes Bank, HDFC Bank, ICICI Prudential Life Insurance, RPG Life Sciences Ltd, Wadhwan Group, Sony Entertainment Network, Steria etc were the official sponsors of this event that saw a large part of the industry in attendance.

Courses offered at JRE are headed by a team of highly qualified national and international faculty members that help drive and mentor students to experience a wide range of global practices. JRE School of Management was also recently awarded Asia's most promising b-school by CMO Asia's Advisory Board and the Advisory Council of the World Brand Congress, held at Singapore. Adding to the list of its accomplishments this award only validates the fact that JRE is a cut above the rest. JRE Group of Institutions constantly strive to provide a learning environment in which all students are challenged to develop their intellectual, practical and social skills in a holistic way focusing on leadership, socially responsible behavior and lifelong learning attitude. All of this ensured that a school of such repute bagged the award effortlessly and gracefully.

Source: December 07, 2011/[Pagal Guy](#)

Our role as educators is in question'

Even as enrolment to business programmes in the US has dropped sharply, B-schools should take a proactive approach to the problem, says Srikant Datar

Dr Srikant Datar is Arthur Lowes Dickinson Professor of Business Administration and Senior Associate and Director of Research at Harvard

Business School. The gold medalist from IIM (A) is quizzed by fellow IIM post-grad, Chandu Nair, for The New Manager. Rethinking the MBA: Business Education at a Crossroads, co-authored by Datar with David A Garvin and research associate Patrick G Cullen, sets the tone for the conversation. Excerpts:

Why are B-schools at the crossroads? Have the old drivers (namely great placements, promotions, higher social prestige, corporate acceptance) disappeared or changed? Is it true only in countries such as the US or even elsewhere? For example, developing nations like India?

In the US, there has been a steep decline in enrolments — it is down by 25-50 per cent in many B-schools, especially in the full-time programme, there is a steeper fall! The key reason — a decline in the value added by an MBA degree. The opportunity cost is high as is the cost of doing the MBA while the returns are not commensurate. Plus, student engagement is dropping.

Our view in the book is that even if enrolments had not decreased, our role as educators is in question. Are we doing the best job, are we giving the best skills to equip the students? We shouldn't be reactive, we need to be proactive now.

A comment you make — the students who come for full-time MBAs today are not as engaged with the academic curriculum. Why is that?

This is a hypothesis only. It is a multi-dimensional complex problem. Students primarily seem to want to get credentials and build networks and connections. Narrowly, as an educator, our question is — can we do something to increase engagement? Have we taken this great talent and focused on building knowledge and character with competencies? How do we (as managers) develop empathy if we don't know what lives the people we lead are living? We are very far on this dimension.

Think about what Gandhiji did — he had to understand what appealed to the masses, and lived among them. (Note: Datar is a self-confessed Gandhi acolyte.)

We make all sorts of assumptions and repeat our often ineffectual responses!

Similarly, for the last 50 years, why did B-schools emphasise analytics, models, and statistics to the detriment of softer disciplines? Is it because their key recruiters were from say the financial services, consulting, businesses which valued such skills and traits (analytical, logical, clear-cut, right or wrong binary thinking)?

The top 14-15 B-schools in the US are by and large insulated from the decline. We looked at the

placement data — 70-80 per cent are going to financial services and consulting, all advisory kinds of positions. These recruiters won't go beyond these top schools. The boom in the financial services industry has helped these top schools.

We quote from the NBER (The National Bureau of Economic Research) study in our book. They track salaries of different professions over time. In the 1920s, the financial services industry salaries were way out of line. In 1995 again, they were out of whack compared to the other professions. This is not true of other professions, say, medicine. The top 15-20 B-schools (in the US) need not change their profile or placement focus; however, the others have to and can't really afford to imitate them.

Why do you think a large set of unmet needs in areas such as leadership development, skill at critical, creative, and integrative thinking, and understanding organisational realities, have not been tackled for so long?

The rest of the B-schools first tried to imitate the top B-schools, but that does not work. Even if you understand needs, developing a curriculum to meet those needs is very tough. The trouble is that for education, there are no good market signals or data to let you know there's a problem. The reaction time is slow too. Our book examines those who did a good job. We went out of the business school ambit and looked at things such as leadership — Center for Creative Leadership — or design — the School of Design.

Isn't the Indian context for management education very different? What are the key gaps in schools in India? What can schools here in India do to close the gap?

The context here in India is quite different. We have to be innovative in our solutions. Distance learning technologies can help with respect to the issue of faculty shortage and also in enhancing the quality of education imparted. We must get away from the premise that only PhDs make good teachers. For e.g. the Great Lakes Institute of Management (GLIM, Chennai) delivers all kinds of value using other faculty — the number of PhDs is only 12! We need to extend the pool of faculty as also look at technology and alternate approaches to pedagogy.

You indicate that 'The single strongest theme we heard in our interviews was the need for MBA students to cultivate greater self-awareness'. Isn't this in many ways a harking back to the spiritual traditions of old? Aren't we revisiting 'plus ça change, plus c'est le meme chose'?

I have studied Gandhiji a lot. My father was a freedom fighter. I am going back to understanding Gandhiji's seven deadly sins and his thoughts on

these three, especially, knowledge without character, commerce without morality and science without humanity. All three are alluded to, to create greater self-awareness among all of us. Gandhiji cut to the chase really. Self-awareness is the key. We don't give people the ability to ask and give feedback. Leaders too are faltering. Leaders get work done through others. And that makes an organisation great. Unlike a great doctor who tends to do stuff himself!

Schools also seem to have lost it where practical skills is concerned. .

We looked at our (teacher's) jobs as filling people with knowledge and they will get the 'experience' on the job. There are three big issues on 'doing skills'

Understanding the gap between theory and practice and the limitations of the models that people are using

The ability to apply in practice what you have learnt in theory

The pedagogy of teaching practical /doing skills is flawed. We pooh-pooed experiential learning earlier. Second, we need innovations in pedagogies What has been the key value proposition of B-schools so far; what will their value proposition be going forward?

I would like the mission to be — 'People who come here are going to be entrepreneurs, managers and leaders rather than analysts and functionaries.' By doing this, a lot of unmet needs will get met more often along with doing skills and greater self-awareness.

Source: December 07, 2011/[The Hindu Business line](#)

It's a crime to dream small: Kalam tells students

It was a full house at Somalwar Nikalas School at least an hour before chief guest, former President of India APJ Abdul Kalam, arrived. Hundreds were denied entry due to lack of space and kept waiting across the road, hoping to catch a glimpse of India's missile man.

Kalam's visit to Somalwar school was part of its ongoing centenary celebrations which will conclude on December 27. As Kalam stepped on to the dais the students could not control their excitement and welcomed him with loud cheers.

In his half-hour-long speech, addressed specifically to students, Kalam stressed on the importance of thinking big.

"It is a crime to dream small. The world out there wants you to be like everyone else, but I want you to strive hard to be unique. Continuously strive to

acquire knowledge about the world around you as it will give you power," said Kalam.

He encouraged kids to overcome their problems and cited examples of well-known people. "Problems will always be there but you have to tackle them. Perseverance is needed to continue with hard work, and ultimately you will see results. I want you to work with integrity and succeed with integrity," Kalam added.

Well known academician Dr Ved Prakash Mishra said the way Kalam connects with children is mesmerizing. "When I was a kid we had our Chacha Nehru (as Jawaharlal Nehru was affectionately known) and that same magic is recreated for children through Kalam Chacha. He may be the former President of India, but he is the permanent president of the hearts of children," said Dr Mishra.

Kalam's magic worked not only on the children but also on the host of dignitaries on the stage. Vikas Sirpurkar, retired Supreme Court judge, says the experience of sharing the stage with the former president was humbling. Sirpurkar said, "The speech he gave was electrifying and it was amazing to see how he was able to interact with the children. He encouraged them to dream big in such a simple way. Kalam spoke from the heart and there was nothing artificial about it. It is rare to see someone of that stature without any airs about his achievements."

Kalam also spoke about the importance of education, catching the attention of vice-chancellor Vilas Sapkal of Nagpur University.

He said, "It was an honour to listen to the great man and I feel lucky to have learnt something from him. After his fantastic speech, I utilized the time to interact with him briefly. Kalam spoke about educational reforms and said the focus should now be on research, something which we too have been talking about. It felt great to have our view endorsed by a living legend."

As Kalam left the venue, students lined up along the barricades to get a chance to see him closely. He obliged many with handshakes and his trademark smile, which personifies his positive attitude towards life.

Source: December 07, 2011/[Times of India](#)

Over regulation keeps foreign universities out of India

Richard C. Levin, Yale University has increased engagement with Indian institutions. He speaks to Anirvan Ghosh about why the university won't be setting up a campus anytime soon in India.

Q Do you see yourself in India soon, if the Foreign Universities Bill is passed?

Not now. We are trying for a 1,000-student capacity campus in Singapore, and we will see how that goes. Based on the success of this project, and the passage of the Foreign Universities Bill in the Indian Parliament, we can look at setting up a campus here in the next five years, but it has to be on a bigger scale. As of now, I see mostly the middle rung universities coming here.

Q What holds back top foreign universities from coming to India?

One is over-regulation. When we do come, we surely do not want to have a government nominee running the show. We would want to appoint who we think is best to run the university. Second, there is a lack of autonomy. Recently, I had a meeting with some vice chancellors of Indian universities in Yale, and they all said that making more relevant syllabi or courses is so difficult here. That keeps them from having a competitive edge over others, and we sure do not want to be caught in that situation.

Q Having great faculty is critical, particularly for research. How will you ensure that if you set up a campus here?

That is the biggest challenge for us, when we thought of setting up a campus here. It is even bigger a challenge in India than say China. If you see what happened there, you see now star faculty getting four to five times the salary of other teachers.

These are talented people whom the Chinese government has succeeded in bringing back to China from senior teaching and research positions in the US. Faculty in two universities is paid four to five times higher. We probably cannot have such a sharp differential in India, unless there is new legislation. It would, therefore, be difficult to bring talented Indian professors here.

Q Currently, all educational institutions must be non-profit. Would that be a deterrent among US universities coming to India?

I think its best to go for not-for-profit universities. If you look at the US, for-profit universities are a small percentage and that too mostly in distance education. Allowing them to come in would make it possible for guys to set up campuses without focussing on the quality of education.

Q The government says that regulations ensure quality.

Regulation that stifles creativity is clearly bad, else your own house would have been in order. Plus, with too much of that, you do not make better universities, you just make sure that the really

talented guys go out. We want autonomy in deciding the syllabus and appointing faculty.

Source: December 07, 2011/moneycontrol.com

Castes and Higher Ed

Income and wealth inequality in the United States, which has become even more pronounced since 1967, continues to interfere with the national need for an increasingly sophisticated and skilled workforce and citizenry. Federal financial assistance to financially needy college students is a rational response to this recognized social and economic inequality. About 30 years ago, in ways clearly demonstrated by Tom Mortenson in "How to Limit Opportunity for Higher Education 1980 - 2011," federal and state policy shifts placed an increasing share of the cost of higher education on students and their families, turning higher education into a commodity provided to those who could pay. Primarily as a consequence of these policies and the associated spiraling costs of attending college, the growth in the portion of our population with a college degree has been slow, increasing from 17 to 30 percent over the past 30 years. Strikingly, the gains were made primarily by those from the wealthiest backgrounds (18 percent increase) in contrast to a small 4 percent growth, over the same 30 years, for those in the lowest socioeconomic quartile.

Globally, as various analyses show, while many countries are making solid progress in educating their populations, the United States is losing ground, slipping from first to 12th among 36 developed countries in percent of the population with a degree. Although American students from the upper quartile of the national income distribution can continue to have high expectations of completing college, their success alone is not enough for our economy and society to thrive.

If we are to educate the nation to meet the current challenges of the global economy, our democratic society, and our planet, we need to use all means possible to educate the largest number of people possible. This will require increased financial assistance for low- and moderate-income students. Federal and state support for education is the single most rational investment we can make in our future. Yet we continue to face threats even to the inadequate support that remains today. Some current candidates for president of the United States oppose any federal role in supporting college students.

The return on investment (tax dollars) in Pell Grants and other forms of federal assistance is currently being measured by the number of degrees produced for the number of grants given. Since data are not

systematically collected, it is estimated that 30 to 50 percent of Pell recipients graduate with a bachelor's degree in six years or an associate degree in three years.

Whatever the exact number, for some observers it is easy to conclude simplistically that the "return" is not worth the investment of tax dollars -- even at a 50 percent degree completion rate -- because those who receive Pell Grants aren't measuring up and therefore Pell funds must be reduced. Interestingly, there is no national discussion about the effectiveness (or not) of tax credits for college tuition, which benefit those with higher incomes. And merit aid by institutions of course helps the wealthier and leaves less need-based aid.

Although finances are often among the primary reasons for student dropouts or stopouts before degree completion, higher education cannot avoid its share of the responsibility. We cannot evade blame for our own inability to innovate and respond to the students in our colleges and universities by simply pointing to their lack of financing and lack of academic preparation for higher education. We college and university administrators and faculty need to own this issue. We need to own the overall 56 percent graduation rate for all those who enroll in college -- keeping in mind that graduation rates correlate perfectly with family income level. In 2009, the bachelor's degree completion rates for those who enrolled in a college or university were 19.9 percent for those from the lowest income quartile, 28.2 percent for the second quartile, 51.4 percent for those from the third quartile and 97.9 percent for those from the top quartile. (Mortenson "Family Income and Educational Attainment 1970 to 2009").

These data make clear that the crisis in higher education completion rates in the United States is really a crisis of completion for this who are not wealthy.

Copious data, like Mortenson's cited above, indicate that a caste-like education system exists in America. The economic group you are born into is the best predictor of your access to and completion of a college degree. This should be unacceptable to a democracy. It should be unacceptable to higher education. How can we feel good about being part of an enterprise in human development that solidly succeeds only with wealthy people?

Instead of asking what's wrong with the students who don't complete a college education, we need to admit that something is wrong with the educational experience offered to almost half of the students who actually enroll. What is the matter

with the way we are educating in the 21st century that results in these low success rates for those that we enroll? Only if you come from the highest income quartile (over \$100,000) can we feel comfortable that you will be a "good fit" and continue on the path of intellectual and social development that will lead to the awarding of a college degree.

Is it not the responsibility of educators to address this caste-like education system and not leave the statistics for policy makers to use as justification for eliminating financial support for those who need it? Pell Grants are currently being defined as a failure based on the graduation rates of those who receive them. Implicit in the condemnation is a suggestion that the recipients of Pell Grants are not "college material" and so they fail to complete college. But while Pell Grants are necessary, they are not sufficient: Pell Grants are the means to assist in access and persistence; they are not sufficient on their own to get to the desired ends.

If Pell Grants are to succeed, then institutions must recognize their responsibility to craft learning environments for the 21st century --- collaborative learning environments that engage the whole student as well as the whole campus in learning. If we are serious about changing graduation outcomes, all current systems and processes, that constitute the way we do business, need to be reexamined putting at the center a student who may not have been on a path to college since birth and who must integrate financial and perhaps familial responsibilities into their life as a student. Rather than having this reality be the cause of attrition, how can higher education be reshaped to be inclusive of these full lives? How do recruitment, student life, financial aid, the president's office, advising, the athletic program, learning inside and outside of the classroom reshape themselves to better meet students where they are rather than where they might be if they came from more privileged backgrounds? Those in higher education are often called upon to apply their wisdom and creativity to finding solutions and improving outcomes that benefit all of us. Educational inequality, particularly as it resides right within the academy, is such a challenge.

The question of financing students and financing the institutions who serve them should be addressed collectively as well: How can costs be reduced by more institutional collaboration and less duplication of services? The demographics of those who earn their living in the academy and are responsible for the values and processes of higher education differ from those who we most need to increase their success in the academy. Yet it is exactly those who

are now underrepresented in higher education -- those from low-income backgrounds, who are likely to be the first in their families to attend college, and who are likely to be from communities of color and from rural America; those who may well be the recipients of state and federal assistance -- who are the 21st-century Americans who must take their rightful places in higher education, in our economy and our civil society.

Without them, America will continue to lag behind on the global economic, political and cultural stage. All of these areas are dependent on an educated population that can create far less inequality than we seem willing to accept today. Without them, we are giving up on the power of our country to further evolve the reality of democracy as an inclusive model of how people can progress. Instead, we are accepting increasing inequality and division among people on all measures that matter.

What is the purpose of the 3000+ institutions of higher education in our country if not to meet these students where they are and engage with them in the process of their intellectual growth? And yes, I've been in the classroom and know how hard it is. It is extra hard if you can't take learning outside of the classroom; if you can't shed the mantle of your own Ph.D. and admit there is much you can learn from your students and from other educators on campus; if you can't penetrate the elitist boundary between "student life" and "academics"; if the future of your job depends on enrolling "full pay" students and achieving high rankings in *U.S. News & World Report*; if you see other colleges as competitors for those students and those rankings; if you are forced to function narrowly within the hierarchy of your university and the hierarchy of higher education.

Educators have the capacity as well as the responsibility to discuss, imagine and ask for the changes that are necessary for education in the 21st century. Instead of measuring the "return on Pell," we should be measuring the success of individual colleges and universities in adding value to our society by producing graduates from among those who have been and remain underrepresented. It's a challenge that has been addressed by conferences, studies, books, and reports. But where are the regional and national standards to hold colleges and universities accountable for helping the country meet a critical need -- more college-educated citizens from all income backgrounds?

Those of us who have made both education and increasing social justice our life's work have a responsibility to do the work that needs to be

done. It starts with being willing to change in order to help transform.

Source: December 09, 2011/[Inside higher ed](#)

Reforms in higher education be linked with global changes

The Kerala State Higher Education Council (KSHEC) Vice-Chairman T.P. Sreenivasan has said that *any debate on reforms in higher education sector in the country should take into account the rapid changes occurring in the world.*

Inaugurating the 'National seminar on Higher education in India: challenges and prospects' organised by the Kannur University Union on the university campus at Mangattuparamba here on Tuesday, Mr. Sreenivasan, former diplomat, said that education should cater to the requirements of future. The whole mammoth endeavour of educating the millions in the country would elicit wonder as to how it had worked so far and how it would work in future, he said. The academic community, perhaps, was the only segment in society that resists any changes, he said adding that when the change was imposed it was done half-heatedly. Unless the change was accepted, the academic community could not equip students for future, he added.

Stressing the importance of employability as a major purpose of education, Mr. Sreenivasan said that unless the educational institution was able to provide its students knowledge and skills that would help them earn a living, education would fail to serve its purpose. He also said that there should be strong linkages between industries and educational institutions. In many countries, industries were part of the education process, he said adding that there is no ideology in educational thoughts.

Referring to debates about autonomy of universities, the KSHEC Vice-Chairman said that autonomy should be linked with responsibility.

Touching on the controversial issue of campus politics, he said that campus politics was acceptable if it would enable students to be future leaders of the country. However, politicisation of universities and colleges was a bane.

He also said that education in the country had benefited immensely from private educational institutions. He also said that ideology had to be set aside while debating participation of foreign universities in the country. Not a single Indian Institute of Technology had been included in the list of 200 best universities in the world, he said.

"We have to think hard how far our educational institutions can be built on external models," he asked,

Mr. Sreenivasan said that the KSHEC was mulling the idea of creating the State Assessment and Accreditation Council which would enable the council to pick and choose better institutions to be given incentives.

Economist Prabhat Patnaik in his keynote address at the seminar struck a different note saying that the purpose of education was to create organic intellectuals to serve the social order. If the purpose was to create students employable in the market, ordering of institutions was bound to be the outcome. The country did not want clones of foreign institution, he pointed out. Education in different societies could not be homogenous, he said adding that there was an effort to homogenise education to make deviant universities conform, he observed.

Admitting that there was remarkable deterioration of quality in higher education in the country despite increase in the number of educational institutions, Dr. Patnaik said that the concept of employability makes education a commodity. Stating that a university is a place for intellectual engagement, he said commoditisation of education requires standardisation. Observing that this was now demanded by international mobile capital, he said that India was making a major departure by having institutions set up by capitalists. Privatisation of education produces commodities and not people who think, he pointed out. The objective of higher education must be to inculcate the values in our Constitution, he added.

Stating that the higher education in the country was facing serious crisis, Dr. Patnaik said that the crisis was associated with commoditisation of education which had become official policy. He also called for an urban employment guarantee programme that would ensure minimal income for the unemployed educated youth. He also questioned the tendency to debunk students and teachers from politics. University Union chairperson K. Sariga presided over the function. University Vice Chancellor P.K. Michael Tharakan and Pro Vice Chancellor A.P. Kuttykrishnan were among those present at the inauguration of the seminar.

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

RESOURCE

Growing Demand For A Skilled And Educated Global Workforce

*MCGRAW-HILL RESEARCH FOUNDATION
POLICY PAPER ADDRESSES GROWING*

DEMAND FOR A SKILLED AND EDUCATED GLOBAL WORKFORCE

Authors call on business and educational communities to collaborate to decrease widening skills gap; career and technical education viewed as solution

A policy paper released today by The McGraw-Hill Research Foundation calls for greater collaboration between the business and education communities to create a coordinated, institutionalized system that prepares the workforce of today and tomorrow for the demands of an increasingly high-tech and more competitive global economy.

In the paper, titled "*Developing Human Capital: Meeting the Growing Global Need for a Skilled and Educated Workforce*," authors Janet Bray, executive director of the Association for Career and Technical Education; Ron Painter, CEO of the National Association of Workforce Boards; and Mitch Rosin, director of adult education and workforce initiatives for McGraw-Hill Education, point out that the goals and accountability systems of business and education do not align – but can. The current lack of integration is a major barrier to creating a steady supply of employees who are well suited to succeed in the changing global job market, whether they work on the factory floor or in a C-suite.

"There has traditionally been a disconnect between the business people who create jobs and the education professionals who provide high school students and others with the knowledge and skills they need to be successful employees," the authors observe.

For example, many of today's business leaders believe academia is not adequately producing highly skilled candidates with the three primary qualities they seek in new-hires:

- A global mindset – the ability to work in an international, multi-cultural society
- Systematic thinkers with problem-solving, higher-order analytical and collaborative skills, also known as "21st century skills"
- An appreciation for the needs and benefits of lifelong learning

Increasingly, employers are also looking for workers with industry-recognized credentials, and are far less concerned with the current gold standard measurements of success in education, such as course credits and seat time.

"Prospective employees must have a good education and marketable skills to survive in a borderless economy dependent on technology," the authors write, explaining that the global labor

market has significantly changed in recent decades. Among other examples, manufacturing jobs are now outsourced to countries with the lowest employment costs, assembly line work requires a more specialized skill set such as an ability to solve problems and handle complex machinery, the construction industry and others are challenged by a lack of adequately trained technicians, and a bachelor's degree no longer guarantees job security or steady income growth.

The authors identify career and technical education (CTE) as one area where business and education already overlap and where additional emphasis needs to be placed. "The U.S. and other developed nations need to devote more resources to career and technical education – not just for young people still in school, but even more critically for adults who face barriers to employment due to lack of formal education, English language or other skills."

CTE is important for another reason: earning potential. Recent data suggest that technical credentials have the potential to outpace the wages of bachelor's degree holders as well as those with just a high school diploma.

In the United States, the Bureau of Labor Statistics predicts that 71 percent of "growth" jobs through 2016 will require postsecondary credentials. However, some 88 million U.S. adults have at least one major educational barrier to employment, only about 30 percent of people 25 to 34 years of age graduate college, and approximately one million high school students drop out each year.

Other parts of the world are being more responsive to the changing global job market, the authors note. The Indian government, for example, has provided capital funding to train 150 million workers by the year 2022. Several European countries have also established technical education initiatives to improve their citizens' vocational qualifications, and studies of their on-the-job training programs have shown them to be more effective than classroom instruction. A question remains, the authors note – Why hasn't the United States conducted the same analysis or made capital investment in its own labor force?

The authors propose several opportunities to remedy the disconnect between employer and education needs:

- The National Association of Workforce Boards can: secure more proactive leadership from the business community and widely promote the idea that technical careers are in demand, offer a secure and meaningful future, and require postsecondary training but not a bachelor's degree.

- The Association of Career and Technical Education can: reform career guidance protocols to reflect labor market needs and ensure CTE teachers and trainers are well prepared with on-the-ground industry experience.

- The Business Roundtable comprising top CEOs can: help impact federal policy by ensuring a sustained investment in math and science education and promote a Race to the Top competition for two- and four-year colleges that focuses on completion rates and attainment of credentials valued by employers.

- The Center for Law and Social Policy can: call on Congress to strengthen the Workforce Investment Act to increase regional productivity and competitiveness and provide high-quality job training and education that result in employer-recognized credentials and lead to family-supporting wages and benefits.

The authors believe that "close cooperation and a real, ongoing partnership" between education and business must continue – and accelerate – to abate the current and projected skills gap and stimulate global economic growth.

To download a copy of "*Developing Human Capital: Meeting the Growing Global Need for a Skilled and Educated Workforce*," please visit: http://bit.ly/Developing_Human_Capital

Source: December 01, 2011/[Mc graw Hill Research Foundation](#)

KPMG releases report on Indian Higher Education

KPMG Education Practice is releasing a Thought Leadership titled- "Indian Higher Education - the defining years, Why and How of Participating in the Sector for a Foreign Player" during Indo-US Education Conclave which is happening in Pune from 5th to 7th December. The event is being organized by DY Patil University, along with Alliance for US India Business (AUSIB) and State Legislative Leaders Foundation (SLLF).

KPMG report highlight opportunities for Foreign Universities & Academic Institutions in Indian Higher Education, various collaboration opportunities and complexities involved in scaling up. Amidst uncertainty over Foreign Education Bill and growing interest in Indian opportunity, the report aspires to address regulatory issues pertinent to Foreign Universities coming to India and tries to establish key success factors in Indian context. "Indian Higher Education is going through a transition and foreign institutions can play a significant, game-changing role", said Partner and

Head- Education Sector at KPMG, Narayanan Ramaswamy.

- The key factors covered in the report are:
- A detailed opportunity assessment
- Risk Assessment for entering India
- Segments based Various Business Model's Assessment
- Regulatory Framework & Check-List
- A holistic view of To Do list for successful establishment

Indo-US Education Conclave is expected to witness large participation with 90 member US delegation along with more than 20 US Universities 'representation

Source: December 07, 2011/ [India Infoline News Services](#)

India faces shortage of over 4.6 lakh classrooms

NEW DELHI: The government today said there was a considerable shortage of classrooms both at elementary and secondary level schools in the country.

"It's estimated that approximately 2.91 lakh classrooms at elementary level and 1.77 lakh at secondary stage of education are required," Minister of State for Human Resource Development D Purandeswari said in a written reply to the Rajya Sabha.

However, the minister informed that under Sarva Shiksha Abhiyan (SSA), a total of 15.93 classrooms have been sanctioned since inception, including 2.68 lakh in 2010-11 and 2.20 lakh in 2011-12.

Replying to another question, she said only 54.31 per cent schools in the country have common toilets, while 58.82 per cent schools have girls' toilets and 92.6 per cent schools have drinking water facilities.

She also said that under the Jalmani Programme, the Ministry of Drinking Water and Sanitation has provided a sum of Rs 200 crore to install stand alone water purification systems in rural schools.

On a question regarding the enrollment of Muslim children in schools, Purandeswari said their number in both primary and upper primary education has been steadily increasing over the last few years.

The enrollment of Muslim children in primary education has gone up from 10.49 per cent in 2007-08 to 11.03 per cent in 2008-09 and reached 13.48 per cent in 2009-10, she said.

A similar increase was also recorded at the upper primary level where 8.54 per cent students enrolled in 2007-08. It rose to 9.13 per cent in

2008-09 and 11.89 per cent in 2009-10, the minister added.

Source: December 02, 2011/PTI/[Economic Times](#)

Punjab needs to tackle unemployment: PHD Chamber Study

Punjab should promote setting up training centres, skill development centres and should initiate job-oriented education system, which will resolve the alarming situation of unemployment

The unemployment situation in the state is a very crucial and demands attention, said PHD Chamber President, Salil Bhandari, releasing a study --Punjab State Profile – 2011, done by the PHD Research Bureau at PITEX -2011 in Amritsar today.

Punjab should promote setting up training centres, skill development centres and should initiate job-oriented education system, which will resolve the alarming situation of unemployment. It is also necessary to promote agricultural and agro-based industry activities to provide source of livelihood in the state.

More emphasis must be laid on up gradation of the development of veterinary infrastructure to protect livestock from deadly diseases and increasing their productivity. Employment can be generated in allied activities like fisheries and many others, which carry high potential in the state, Mr Bhandari added.

Punjab is one of the fastest developing states in India; the state economy has grown at an average growth of around 8% during the last decade (2000s). At present, the tertiary sector contributes around 43% in the GSDP followed by the secondary and primary sector at 29% and 28%, respectively. The state is on its way to rapid industrialization and share of industry is also witnessing an upward trend, the study said.

Gross fiscal deficit of the state as a percentage of GSDP is estimated at 3.6 % (FY2011). It is lower in comparison to states like Uttar Pradesh, Tamil Nadu, West Bengal and Madhya Pradesh and higher than Haryana, Maharashtra, Karnataka, Rajasthan and the newly- formed states like Chhatisgarh and Jharkhand .

The economic policy of the state mainly focuses on the development of agro & food processing industry, tourism, IT, textile and biotech. The state offers excellent infrastructure and environment for undertaking industrial ventures and has attracted huge industrial investments in the recent years. Ludhiana has been regarded as one of the best place for doing business in India.

Agriculture plays a significant role in state's economy and is popularly known as the wheat basket of India.

Punjab contributes a considerable share of wheat and rice to the Central Pool and it stands at second rank at all India level in terms of food grain production. The per hectare yield of food grains in the state (4148 Kg/ Hectare) is highest amongst the Indian states. The agro-industrial policy of the state is very supportive and promote agro units and agri infrastructure related projects.

Industrial policy of the state offers a gamut of incentives to the industries. Punjab has emerged as a key hub for textile-based industries including yarn, readymade garments and hosiery.

Special economic zones have been set up for IT and pharmaceuticals industries.

In addition to this, apparel park is situated at Ludhiana and Biotech Park in Chandigarh, the study pointed out.

On social front, state has performed reasonably well with a very small proportion of people living below poverty line while literacy rate of the state and per capita health expenditure is higher than the national literacy levels. However, the unemployment situation is very critical and needs to be addressed with more investment in creating job-oriented education system.

The economy has undergone several changes which have come about with the collaborative efforts of the government and other stake holders.

It is all set to scale new heights to emerge as an economy with sustainable and inclusive growth, going forward, the study added.

Source: December 05, 2011/[India Infoline.com](http://India.Infoline.com)

US no more a preferred study destination for PhD students: Survey

A new international survey of graduate school applicants reveals that there is a decrease in the number of Indian Masters and PhD students selecting US as their preferred study destination.

The report showed a 10.2% decrease in interest in the US, traditionally the most popular study destination for Indian students, from 2009-2011. Also, the UK saw a less than one percent increase in interest, and Canada saw a 1.36% decrease in interest.

With US universities charging some of the highest tuition fees in the world, Indias Masters and PhD candidates are considering more cost-effective destinations and favourable visa environments to allow them to find employment upon graduation.

Danny Byrne, co-author of the report says, s apparent that Indian Masters and PhD candidates are looking for universities that offer a high quality education at an affordable price.

Job prospects upon graduation are also becoming increasingly important to candidates so a favourable visa environment is likely to attract more of the worlds best graduate students to a country.

The survey QS TopGradschool.com Masters and PhDs Applicant Survey 2011 has been released by QS Quacquarelli Symonds, compiler of the annual QS World University Rankings.

Students who are interested in postgraduate studies at a reputed international university, can visit the QS World Grad School Tour in India, which is on till December 6.

The tour also allows candidates to apply for scholarships worth \$1.2 million. For details and to register for free, go to www.topgradschool.com

Source: December 02, 2011/The Times of India

India Inc least prepared to face leadership challenges: Study

India Inc leaders are ill-equipped to handle the challenges that the organisations face in the new business environment, according to a recent study.

In India, 51 per cent of leaders and 37 per cent of human resource professionals rated the quality of their leadership as high.

Though these ratings are higher than those in the global sample, they indicate a leadership quality gap. Only half of leaders in India are perceived as being of high quality," talent management firm DDI said in its 'Global Leadership Forecast 2011'.

The study, conducted in 74 countries, involving 1,897 HR professionals and 12,423 leaders, said leadership quality not only affects the bottom line but also helps in reducing the attrition level.

Organisations with higher quality leadership retained more employees than their competitors, and they also had more engaged and passionate leaders, it said.

To achieve high-quality leadership, companies need effective leadership development and talent management systems, the report said, adding more Indian organisations compared to their global counterparts are prioritising development for all their leaders.

"More organisations in India increased their leadership development budgets in 2011, compared to companies globally, and even more plan to ramp up spending in the coming year.

This is because India has been less affected by recession and adding new leaders at a record pace."

It further observed that Indian organisations have high expectations from their leaders, especially around speed to performance, meaning that there is

just no time for them to take development slow and easy.

Source: December 02, 2011/PTI/Deccan Herald

Condition of Education for Girls in Rural Areas

There has been significant improvement in the enrollment of girls in elementary education since the launch of Sarva Shiksha Abhiyan (SSA) programme.

At the primary stage girls constitute 48.46% and at the upper primary stage girls constitute 48.12% of the total enrolment.

The Gender Parity Index (GPI) at the primary stage is 0.94; at the upper primary stage GPI is 0.93.

As per Statistics of School Education (SSE) dropout rate for 2008-09 and 2009-10 is as follows:-

Stage	2008-2009			2009-2010		
	Boys	Girls	Total	Boys	Girls	Total
Class I-VIII	44.89	38.86	42.25	40.59	44.39	42.39
Class I-X	55.85	55.95	55.88	53.38	51.97	52.76

Source: December 09, 2011/[PIB](#)

Two-fifths of high school graduates are unprepared for college or the workforce: Study

Two-fifths of high school students graduate prepared neither for traditional college nor for career training, according to a study from researchers at Johns Hopkins University and the University of Arizona.

College-preparatory programming has expanded dramatically in the past decade, with participation in Advanced Placement and International Baccalaureate more than tripling. Career-preparatory programs have evolved, as well, and school-to-work "pathways" have replaced tired old vocational programs.

But they are not enough. One-third of high school students complete the modern college-preparatory track, and another one-quarter graduate from career-preparatory programs. The remaining high school populations, an estimated 40 percent, do neither.

They are "a virtual underclass of students," the researchers write, who finish high school with a transcript filled with watered-down general

education courses and few prospects for success either in traditional college or in professional training.

The study is titled "The Underserved Third: How Our Educational Structures Populate an Educational Underclass," and it was written by Regina Deil-Amen at the Center for the Study of Higher Education, University of Arizona, and Stefanie DeLuca, a sociologist at Hopkins. It actually published last year in the Journal of Education for Students Placed at Risk, but the findings were released to the general public Monday.

Many contemporary jobs require less than a bachelor's degree; indeed, workers in high-demand fields can earn more money without a bachelor's degree than counterparts in low-paying fields who have a degree.

But the structure of American high schools is trapped, the authors write, in a culture that "blindly advocate(s) bachelor's degrees as the only valuable option and the cure for all social ills."

"Tracking" is a dirty word in public education. Yet, high schools have tracked students since time immemorial, and tracking endures to this day. The approximately one-third of all high school students who participate in credible AP or IB study make up the gifted, college-preparatory track. Another group, about one-quarter of the student population, is steered instead into career preparatory study and occupies a lower track, although no career programs are ever advertized in quite that way.

One group is explicitly prepared for college, the other for the labor market. One population progresses to four-year colleges; the other enrolls in short-duration career training programs at community colleges or career colleges or simply enters the workforce. Both groups are well-served by their education.

And the underclass? That would be the group that dwells below the level of AP and IB study, in lightweight, second-tier courses that might be called "honors" or AP but lack rigor. If you have a child taking AP courses at a high school where few students ever pass AP tests, then your kid is probably a member of the underclass.

The solution, the authors write, is to abolish tracking altogether and to re-imagine high school as a tool to prepare all students for both college and careers.

The ideal high school curriculum, they argue, would incorporate the best aspects of both tracks: academic rigor and cutting-edge career preparation. Students might choose one of several academic "pathways" that "include both academically rigorous, college-preparatory requirements and



challenging professional and technical knowledge grounded in industry standards," they write.

Educators around the Washington region would probably say they already do this: many urban/suburban high schools steer students into various career-oriented pathways that also (in theory) immerse students in rigorous college-preparatory academics. They are often called "academies" or "learning communities".

But as students and parents well know, some of these programs are rigorous, and some are not. Ambitious, college-bound students typically steer clear of any program that sounds the least bit "vocational," fully expecting that it will lack college-preparatory rigor. And more often than not, this study concludes, they are right.

Source: December 12, 2011/[Washington Post](#)

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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Apeejay Stya Education Research Foundation

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

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

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