



Announcements

Design Innovation 2012

Apeejay Stya University and **Massachusetts Institute of Technology-Media Lab (MIT Media Lab)** are hosting the Design Innovation workshop in New Delhi on 26-30 March 2012, 2011 to engage and inspire students across all disciplines in inventing the future and motivating design driven innovation in our Education system. Please [click here](#) for more

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 2012. [Click here](#) to download the prescribed format along with the terms and conditions.

Apeejay Stya University announces admission for the session 2012

Apeejay Stya University is offering diverse catalogue of technical, scientific, management and liberal arts courses for the Fall Admission 2012-13. 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
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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



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Design Innovation 2012 For more [Click here](#)

Carrying forth its legacy and mission to usher a new wave of social change through research and innovation, Apeejay Stya University has joined hands with the Massachusetts Institute of Technology-Media Lab (MIT Media Lab) to host the "**Design Innovation Workshop**" from 26 – 30 March, 2012, in New Delhi. "Design Innovation India Workshop" aims to engage and inspire students across all disciplines in inventing the future and motivating design driven innovation in our Education system. The workshop will further strengthen India's presence on the Design world map through this International Conference-cum-Workshop.

Design education is one of the key thrust areas at the Apeejay institutions for almost 45 years now. ASU, India's first Liberal Arts & Meta University, is focused on research and technology and stands out as an amalgam of best international academic practices and Indian value system. Taking its vision to a larger audience, the "Design Innovation India Workshop" is an attempt by ASU to engage students and industry partners in exhaustive ideation, design, and implementation of prototypes together with Media Lab and local mentors. The workshop will provide a training platform to students on principals of design and techniques for innovation and empower them to build their ideas in a short time frame. It offers participants and attendees a flavor of how the Media Lab "promotes innovation and invents the future." The five-day long workshop will comprise brain storming sessions, conference, talks, tutorials and exhibition that will be open to visitors from academia, industry leaders and the media. To be anchored by leading MIT researchers, the five Tracks (Themes) of the Workshop include:

Technologies for creativity and learning: Explore the design of innovative educational technologies and creative learning environments by drawing on specific case studies. Engage with new educational technologies, share learnings and discuss strategies to design new-age academic models.

Mobility, Energy and Housing Innovations: Meet the challenge to think about mobility, energy and housing innovations like lightweight electric vehicles, smart

grid technologies, transformable housing, persuasive interfaces for energy conversation and incentives to encourage the use of more energy efficient mobility systems.

Imaging on Steroids: Exploit the potential of the billion cameras placed on our cell-phones, cars, houses perhaps our bodies, to best capture and display visual information. Explore technology, single shot 3D capture, post-capture refocusing of photographs, glasses-free 3D displays, collaborative imaging and much more!

Living Mobile: Gear up to design and build prototypes of new applications for living mobile. Play around with large-scale and small scale mobility around the house or office for using cell phones to augment social situations of all kind.

Design for Sustainability: Revisit the concept of sustainability with focused action plans to advance sustainable product and services design in diverse fields ranging from governance to education. Learn through relevant examples and case studies to design practical solutions to tackle this challenge. **For more details** on the Tracks/Schedule/People Profiles/FAQs & Application visit : apeejay.edu/asumit/

Apeejay Stya University - Established by Apeejay Stya Education Foundation in the state of Haryana, ASU aims to be a seat of global learning that brings about transformation of society through value-based education, man-making and nation-building, by blending together the dual identities of a technology and research based university with a Liberal Arts institution. ASU intends to provide students not only 'education for living and livelihood' but also 'education for life'.

MIT Media Lab- The MIT Media Lab is a place where the future is lived, not imagined. Our domain is applying unorthodox research approaches for envisioning the impact of emerging technologies on everyday life. Unconstrained by traditional disciplines, Lab designers, engineers, artists, and scientists work atelier-style, conducting more than 350 projects that range from neuro-engineering, to how children learn, to a stackable, electric car for tomorrow's city.

ASPECT**Prisoners of the past**

The destiny of higher education in India was shaped by several factors. If it was like a 'cottage industry' in the pre-British times, it assumed a colonial pattern and became very Anglicist during the British rule, only to be pushed towards nationalisation in the 20th century.

The 19th century was a period of great transition for India. This was the time when the Indian society as a whole began to step out of the old and gradually step into the new. Virtually every major sector of society opened up to accommodate new changes.

This was incidentally the time when India came under the comprehensive domination of the British colonial rule. It was inevitable that the nature of India's transformation would bear the stamp of the British. Education was one such sector.

It was actually during the second half of the 19th century that India acquired a university system and much of the educational infrastructure that is in place even today. In many ways the apparatus of higher education today is an inheritance from the second half of the 19th century.

The changes that have come about are more in degree than in kind. After 1947 there has been a major expansion of the educational sector, but without any structural transformation. Two questions arise. What was the traditional educational system, prior to the British take-over? How and under what circumstances did it get transformed under the British?

Education in India in the pre-British times was like a 'cottage industry', devoid of any centralisation or standardisation. The main imperatives for education were religious and spiritual rather than secular and instrumentalist. Education (though for a very tiny minority) was seen as a value in itself rather than an instrument at the service of the society, polity or economy.

There were elementary schools and also institutions for higher learning. Higher education served to distinguish the educated elite from the rest. There were separate educational institutions for Hindus and Muslims. Diversities of all kinds prevailed and were accepted as normal and natural.

Women and the lower classes were outside the orbit of formal learning. All the main features of modern education — a grid of institutional networks, centralisation, standardisation, and a pyramid type of structure (primary, secondary,

higher secondary to higher learning in the universities at the apex) simply did not exist and came into being only from the second half of the 19th century onwards. But the distinction between skill and knowledge did exist.

Skills were learnt within the family, clan and community. 'Knowledge' was disseminated at the institutions of higher learning. The main purpose of higher learning was to conserve custom, support the existing social order and also provide some kind of religious enlightenment. Theology, a study of religion, was a major branch of knowledge. The purpose of higher learning was generally neither to investigate the natural world, nor to record historical events.

This was the system that prevailed till the 19th century which then changed very dramatically in the subsequent period. Significantly, it did not change by being modified or adapted to modern needs. It was superseded and displaced by the modern system. What happened was not a blend of the old with the new, but a complete displacement of the old by the new. What were the major factors that created the conditions for this transformation? The destiny of higher education in India was shaped by three major factors in the 19th century.

First was the very transformation in the nature of British colonial rule from the 18th to the 19th century. Till the end of the 18th century and the initial decades of the 19th century, the British rule in India was not very different from the traditional state systems that were primarily interested in collecting agrarian surplus from the territory. No attempt was made to introduce modern ideas and institutions that had begun transforming European societies.

Only two new institutions for higher learning were started during the closing decades of the 18th century, a madrasa in Calcutta for Persian learning and a Sanskrit college in Banaras. Both were conceived as centres for traditional Sanskrit and Persian learning. Even Christian missionaries were not allowed in areas under the domination of the East India Company.

For various reasons, the British colonial rule in India began to undergo a major transformation and started becoming more interventionist, centralised and intrusive from 1820s onwards. Various areas of the society came under direct state control, scrutiny and surveillance. India began to be increasingly seen as a subordinate trading partner, a market for the industrial goods manufactured in England, and a supplier of raw material for British industries.

For all this the traditional social structure of India was found unsuitable and had to be altered,

economically, socially and legally. To manage the new administrative and the judicial machinery, an army of educated employees was needed. This could only be done by introducing modern education. It was decided by the Company that it would take the responsibility for educating Indians and incur regular expenditure on education. By this time England had gone through a transformation in which the Church had ceased to be the major agency responsible for imparting education and had been replaced by the State. Education began to be seen as a State responsibility. This transition in England had some implications for India as well.

English as official language

The second major factor was the primacy accorded to the English language in education. Persian was replaced by English as the official language of court and administration in 1837. This decision sounded the death knell of Persian that had enjoyed tremendous prestige till then. English now became the language of new jobs and also of social prestige. The dominant leader responsible for this change was Macaulay, the law minister who came to India in 1834 and prepared his famous minutes in 1835.

He firmly believed in the substitution of Western culture for Indian and also believed that the main objective of education in India was to create a new class of Indians that would be "Indian in blood and colour, but English in taste, in opinion, in morals and in intellect." In his famous minutes presented before the British parliament, he asserted that the "intellectual improvement" of the Indian people was possible only through English language. English was seen as the repository of all modern knowledge and Indian languages were considered incapable of disseminating modern ideas and knowledge.

Macaulay also had a contempt, born entirely out of ignorance, for the literary and intellectual accomplishments of Eastern civilisations. He believed that a "single shelf of good European library is worth the whole native literature of India and Arabia." This was nothing but ignorance of the literary and philosophic achievements of the Indian, Chinese and Persian civilisations. But this ignorance had crucial long-term implications. Macaulay thought it was possible and desirable to "make natives of this country thoroughly good English scholars... We must, at present, do our best to form a class who may be interpreters between us and the millions."

It is necessary to mention here that Macaulay's ideas were not the only ones in the field. There were powerful and persuasive counter ideas among

the English thinkers. Some of them recognised the importance of 'oriental knowledge' and advocated the promotion of classical languages like Sanskrit and Persian. Some others wanted modern knowledge to be transmitted and made available in Indian languages. But, in the debate among the classicists, nativists and the Anglicists, it was the Anglicists whose ideas found favour with the government.

Immediately after Macaulay's minutes, the Governor-General of India issued a proclamation that declared quite unambiguously: "...the great object of the British Government ought to be the promotion of European literature and science amongst the natives of India, and that all the funds appropriated for the purpose of education would be best employed on English education alone." This was the victory of the Anglicists and had important long-term implications for the growth of higher education in India.

Under the Anglicist influence, the idea gained credibility that India could be modernised only if the traditional institutions were displaced and superseded. According to this thinking, what India needed was not adaptation or modification but total supersession by Western institutions. Westernisation was seen as the only key to India's modernisation. The edifice of higher education that was built up subsequently owed itself very overwhelmingly to this idea.

The Anglicist ideas were false no doubt. But the new education that was based on these ideas demonstrated its success and credibility when it enabled many Indians to get government jobs. In fact, the new Indian middle class that developed in the 19th century was marked above all by the knowledge of English language. A government proclamation of 1844 made it clear that the Indians trained in English education would be preferred for the new jobs that were created by the expansion of government institutions. Thus it was for the first time that a formal connection was established between education and employment. Education acquired a strong utilitarian and instrumentalist connotation.

These ideas were fully reflected in the type of educational institutions that were created for India in the second half of the 19th century. As a result, by the end of the 19th century, the old indigenous system of education disappeared completely and replaced by the new system based on Western knowledge and English language.

'Magna Carta' of education

Yet another factor that shaped the destiny of Indian education was a detailed document created by Sir

Charles Wood, a high official of the Company. Wood's Despatch of 1954, generally considered to be the 'Magna Carta' of Indian education, is believed to have provided the general outline for higher education in modern India.

Among the many important schemes introduced by the Despatch, one was the creation of universities. The Despatch recommended the creation of new universities in the presidency towns of Calcutta, Madras and Bombay. These universities were established in 1857 and were followed by the Punjab University in Lahore in 1878 and the Allahabad University in 1887.

Thus, all the five provinces of India — the three presidencies, Punjab and the North-West Province (corresponding broadly to present-day UP) — acquired a university each. All these universities were to be modelled on the pattern of London University which then was only an examining body. The function of these universities was only to hold exams and confer degrees. A few colleges already existed and a large number of them were created as a result of these initiatives.

All the colleges were affiliated to the new universities. It was thus that India acquired a pyramid-like educational structure with a large number of primary schools (supported by the State, Missionaries and Indians) at the bottom and the universities at the apex. In the early 20th century, Viceroy Curzon introduced some new reforms which converted these universities into teaching institutions as well. It was basically this infrastructure which has grown and expanded without undergoing any major structural transformation.

Indians made their own contribution to this educational edifice that was created by the British. Ram Mohan Roy had been a keen advocate of Indian education adapting itself to modern knowledge and ideas. Sir Syed Ahmed Khan created the MAO (Mohammedan-Anglo Oriental) College in Aligarh that later transformed into Aligarh Muslim University.

He intended his college to be recognised as the Oxford of the East. It was clear that the purpose of these institutions was merely to imitate rather than to create something new. Arya Samaj started its own network of DAV (Dayanand Anglo Vedic) institutions that did help in disseminating education to Indians without attempting any kind of a break from the colonial pattern of educational institutions.

The real break from the colonial pattern came in the 20th century with the beginning of the active national movement. After the Swadeshi movement

(1905-08), the nationalisation of education became the new aspiration and many national institutions were created. But the major push towards nationalisation came during the Non-Cooperation Movement (1920-22) when Mahatma Gandhi took the lead in setting up Jamia Millia Islamia and Rabindranath Tagore set up Vishwa Bharti in Shantiniketan, thus earning the title 'Gurudev'.

These national institutions were conceived as alternatives to the colonial model. The idea was to create a synthesis of the traditional with the modern. People like Tagore took up the challenge of how to introduce modern education by combining it with the positive elements of Indian traditions. Both Jamia and Vishwa Bharti represented an experiment of this kind.

Source: March 11, 2012/[Deccan Herald](#)

NEWS

Education officers 'harassing' private schools

District education officers here are openly flouting rules and regulations governing inspection of private schools in the city.

While conducting inspections, these officers are seeking documents/affidavits which are not listed in the The Rajasthan Non-Government Educational Institutions Act, 1989. TOI has copies of documents revealing the wide difference between the provisions of Act for recognition of private schools and a list of 25 documents prepared by education officers for the process.

The documents prepared by education officers sought from the schools includes an affidavit stating that pollution level of the area around the institute is not mentioned in the act. Besides, they also sought 30 years lease agreement document, in case land is not owned by the school concerned. This clause of the Act was omitted in 2011.

"The officers also asked to submit videos of our school buildings, ground and other facilities, which are not required under the law.

The inspection process which could have lasted for hours only ran for two weeks," said a principal of a private school which underwent the inspection process recently.

Such school authorities made efforts to bring provisions of Act into the notice of officers but in vain. In fact, asking for single-seated furniture for every student has put the schools in a jittery.

The inspections of many schools were also postponed due to erratic process followed by the inspection team, according to some schools.

Only a few schools dared to complain to education minister Brij Kishore Sharma, who met senior education officers and school authorities to sort out the matter on March 13.

Sharma said, "The Act is supreme and sacrosanct. The guidelines have to be derived from the Act. Any deviation from the Act amounts to violation which should be followed by imposition of penalties."

District education officer (Elementary) S C Meena agreed that they asking for some documents which are not listed in the Act and said, "They are equally important for awarding recognition."

He, however, passed the buck on to the state government saying that district authorities have no role in preparing the list of 25 documents.

Source: March 03, 2012/[Times of India](#)

None of Indian universities name figures in top 100: Minister

Union Minister of state for Home Mullappally Ramachandran today said not even a single Indian University's name figures in the top 100 universities of the world.

Inaugurating a national seminar on 'Higher education: challenges and opportunities' at Vatakara, about 170 km from here, he said "it is not that we do not have world class faculty in our country. We have best of students in our country".

"It is also not true that all our institutes lack funds and resources", he said, adding "in my view what we lack is the vision and confidence in our capability".

Ramachandran said that we need to create a culture of exchange, synergy and vibrancy in higher education in India.

Emphasising the need to devise a strategy so that the country does not lag behind in scientific research, he said "research in the field of science is in fact essential to achieve higher rate of development and it is more so in our country".

The high literacy has paid rich dividends to the overall socio-economic development of Kerala, but "it is a fact that we still have to go a long way to exploit the full potential of education and it is in this context that higher education sector assumes greater significance", he said.

Speaking on the occasion, Prof Ved Prakash, Chairman, UGC, said that in the last 64 years India had made remarkable progress and had set up the largest system of higher education in the world.

Source: March 04, 2012/[Economic Times](#)

UGC has grand plans for higher education, says its chairman

The fund crunch of higher education institutions in the country would be a thing of the past if the Centre approves UGC's demand and allocates Rs 1.84 lakh crore in the 12th five year plan which will start on April 1. According to Prof Ved Prakash, UGC chairman, he is hopeful getting the funds.

"There can be qualitative expansion of higher education with this kind of funds provided the institutions have the commitment that is required," he said speaking at a seminar on 'Higher Education: Challenges and Opportunities' at Vatakara. The UGC's fund demand is almost four times bigger than the Rs 46,663 crore it received during the 11th five year plan.

The UGC chairman said that higher education institutions that lack in quality have no business in this field. "Quality of education should not be compromised. If students are unable to pass with the at least 33-40% from an institution, then the quality of education there is pretty bad," he said.

He said the educational institutions in state have to operate in accordance with state government laws. Prakash said though India has the largest higher education system in the world with 644 universities and 31,023 colleges, the gross enrolment ratio (GER) in the country is still less than those of developing nations.

"Our GER is just 18%, much lesser than the world average of 27%, and 52% clocked by developed nations," he said.

He said that higher education is beset by regional imbalances and lack of equity. "There are pockets in the country where the GER is as high as 37% while some areas have GER as low as 5%," he said.

Inaugurating the seminar, Mullappally Ramachandran, minister of state for home affairs, called for setting up of the proposed Indian Institution of Technology (IIT) in north Kerala.

Dr V N Rajasekharan Pillai, former vice-chancellor, IGNOU, T P Sreenivasan, vice chairman, Kerala Higher Education Council, Dr M K Hada, senior advisor, AICTE, and vice-chancellors from four universities in the state attended the seminar.

Source: March 05, 2012/[Times of India](#)

Delay in awarding doctorates: Sibal disappointed

Human Resources Development Minister Kapil Sibal on Friday expressed concern over the inordinate delay in awarding doctorate degrees to students and emphasised the need to increase intake of

students in premier institutions of science and research.

Airing this opinion while chairing a meet of the heads of Indian Institute of Science Education and Research (IISER) here, he pointed to the need to reduce the time taken to obtain a Ph.D degree in the institutes of higher education. "Unless there are cases of exceptional students provisions should be made to complete in shorter period of time without diluting the quality."

The meeting also stressed on the need the need for increasing the student intake in these premier institutes of Science and Research and urged the IISERs to support the proposed Science Magnet Schools to attract students early in life to the realm of science.

Ten such elite residential schools first of its kind in the country have been approved by the Planning Commission. These schools would teach only science to students from Class IX onwards and will offer them opportunities to interact with top scientists.

The issue of admission to IISER was also discussed during the meeting. The Directors felt that International Baccalaureate at higher secondary level is an approved basis for admission to IISERs. The International Baccalaureate offers programs of international education to a worldwide community of schools. The IB program is said to be more application-based with a broader spectrum of subjects

The meeting also discussed the initiatives of the IISERs to have Mobile Science Labs in all the States to perform as a role model to set up such labs at the district level. These labs were seen as not only as mentors to the teachers but also create enthusiasm amongst the students in the remote areas of the country.

Sibal also called upon the IISERs to have more interactions with various institutions in the respective States.

Source: March 09, 2012/[The Pioneer](#)

Bangalore to get one more pvt. university

Bangalore is set to get one more private university as the state cabinet on Thursday approved a proposal of MS Ramaiah Education Trust to set up a private university of applied sciences in the city.

MS Ramaiah Education Trust is expected to invest `100 crore towards the infrastructure of the university and another `150 crore over the next five years. It will offer courses in technical education, medical education, management, natural sciences and life sciences. The courses will

be from the graduate studies to doctoral studies level, said law and parliamentary affairs minister Suresh Kumar on Thursday.

The university will reserve 50% of the seats for local students. The government had earlier approved the setting up of Azim Premji University, which will focus exclusively on teaching and education management.

The cabinet on Thursday also cleared the proposal to set up Karnataka Health Systems Commission to upgrade the quality of medical education, give a boost to research and development in medical education and suggest ways and means to integrate Indian system of medicine with modern medical system. The commission will also suggest ways to improve the participation of private sector in upgrading medical education and research, added Kumar.

The state has decided to improve facilities at Karnataka Institute of Medical Sciences (KIMS) in Hubli by approving grant for `11.31 crore to construct administration block, lecture halls and examination hall.

The long-felt need of Hubli to host a multi-purpose industrial exhibition centre will soon be a reality, with the state cabinet approving a Rs7-crore proposal. It will come up on an area spread over nine acres.

The cabinet also approved a `50-crore package for Chikkaballapur, Rs 5.7 crore for drinking water supply scheme for Bellavi and surrounding villages in Tumkur district.

Source: March 09, 2012/[DNA India](#)

UGC sets target for higher education enrolment

Present figures low compared to advanced countries

The University Grants Commission (UGC) has chalked out several plans to increase gross enrolment ratio (GER) of students in higher education from the present 20 per cent to 30 per cent during the 12th Five-Year Plan (2012-17).

The Commission has prepared a document on inclusive and quality expansion of higher education. The country's GER, indicator of access to higher education is about 20 per cent of the relevant age (17-23 years) group — low compared to that in advanced countries, UGC Chairman (Acting) Ved Prakash told The Hindu on the sidelines of a programme at the National Assessment and Accreditation Council (NAAC) here on Sunday.

"The GER in India will be increased to 30 per cent. I am very optimistic," he said. It would require an increase in the student enrolment from the present

level of 14 million to 22 million in colleges and the universities. More colleges would be opened in low GER districts, he said.

With higher education passing through a phase of unprecedented expansion marked by substantial increase in the number of institutions and enrolment of students, the UGC has sought Rs. 1,84,470 crore for its various programmes during the 12th Plan against Rs. 85,000 crore in the 11th Five-Year Plan.

Prof. Prakash said the Commission had planned strategies for the 12th Plan with various schemes under the three major heads of access, equity and quality with interlaced components of relevance, value-education and creativity.

“The overall budget requirement projected to achieve the proposed initiatives is Rs.1,84,700 crore.” There are 611 universities and university-level institutions and 31,324 colleges in the country, as of 2011.

Asked about increase in the number of colleges under universities, he said the Commission was in favour of granting autonomy to colleges and those with potential for excellence and having a student strength of more than 3,000 would be converted into universities or deemed universities.

Source: March 12, 2012/[The Hindu](#)

Liberal Arts varsity coming up in Pune, sans 'innovation' tag

It should not presume elite status but create excellence by drawing freely on best talent'

The Tagore University for the Liberal Arts, first institution to be established under the Human Resource Development Ministry's once ambitious Universities for Innovation programme, will be set up in Pune. But, ironically, the word 'innovation' will be missing from the nomenclature of the institution. For, the group of experts, which was asked to draft a concept for such institutions, fears that such an emphasis is likely to inhibit its creative potential.

The task of such an “institution should be, not to presume an elite status for itself, but to create excellence by drawing freely upon the best talent from all sections of the populace, and fostering it to the furthest extent possible in a climate of international exchange and awareness. Ultimately, such an institution might be the first of many, and it might also provide a model for other existing universities,” the group said in its report submitted to the Ministry.

On its part, the Ministry is finalising the concept paper so that it can send the toned down version of

the Universities for Innovation Bill, 2011 for Cabinet clearance.

The proposal to set up 14 such world-class universities was made during the tenure of the former HRD Minister, Arjun Singh, and even the locations were finalised with the Planning Commission. Under the new regime, it was decided to convert these universities into institutions of innovation in different areas of societal concerns. They were then named Universities for Innovation, each expected to focus on its theme in an interdisciplinary manner. However, the revised draft Bill does not give any number for such universities.

The experts group says that instead of using the epithet 'world-class', which is meaningless in the absence of any concrete embodiment, it would be best to think of such an institution, a public university set up by the Indian state, as offering an experimental model of what higher education in the country could be. Ideally, it should be free of the infrastructural and systemic problems that beset the country.

The experts include theatre personality Girish Karnad, academics Supriya Chaudhuri and Sunil Khilnani, and writer Ramachandra Guha.

According to the group's note, the task of the Tagore University for the Liberal Arts should be to promote both arts and science under the rubric of liberal arts, in an interdisciplinary environment which allows creative interchange of scholars from different fields. The university will have five schools: School of Humanities for teaching languages, literature, philosophy, cultural studies and creative writing; School of Social Sciences for teaching history, politics, sociology, economics and human sciences; School of Sciences for mathematical studies, biological sciences, physical sciences and environmental science; School of Performing Arts for dance, theatre, music, film and sports; and School of Visual and Applied Arts for painting, sculpture, graphic, arts, textile arts, crafts, design and photography.

The experts group has recommended that the university should have a Research Fund with an annual corpus of Rs 200 crore, administered by a Research Council with both internal and external members. The university will be founded as a non-affiliating unitary institution but once successfully established it may seek to replicate its model elsewhere in the country or overseas. It will have complete autonomy over academic, administrative and financial matters, though it is subject to the reasonable provisions laid down by the higher education regulatory authority in India and funding agencies.

While the university need not get government approval for academic projects, proposals and invitations unless the security of the nation is involved, its accounts will be subject to the Comptroller and Auditor-General's audit. The university can invite applications for a proportion of its posts from non-Indian citizens who are outstanding scholars, artists, writers and scientists so as to promote international cooperation and exchange of ideas. The guests will be entitled to special salary provisions, in excess of the pay scales stipulated by the University Grants Commission or other such regulatory body.

Tracing the history of universities in India founded during the colonial rule and after independence, the experts group's proposal points out that these were an explicit effort to incorporate the lessons of 'modernity' and create institutions of higher education that would impart training in globally recognised disciplines of study. Historically, there was a break with both pre-colonial universities such as Nalanda and Vikramshila, great institutions of Buddhist learning in the medieval period, and more significantly with traditional, often religious centres of instruction where students (usually male) were trained in the scholarly disciplines as well as in the sacred doctrines of Hinduism and Islam.

The transition from traditional systems to new kinds of learning resulted in devaluation of the study of ancient languages such as Sanskrit, Tamil, Arabic and Persian and even ancient medicine, mathematics and science, the experts group said.

Source: March 12, 2012/[The Hindu](#)

Integration of Academic Courses with Vocational Education in Secondary Schools

Vocational Education and Training (VET) is recognized as an important aspect of the nation's educational initiatives. In order of the VE to play its part effectively in the changing global environment, there is an urgent need to redefine the critical elements of imparting VET to make them relevant, flexible, and sustainable to suit the contemporary needs of the learner and industry. In this backdrop, the NIOS, UNESCO and COL planned a three day International Conference on "Integration of Academic Courses with Vocational Education in Secondary Schools" from 17-19 February 2012 at IDSA, New Delhi. The Conference deliberated upon the impending challenges and issues in the academic courses at secondary education level and tried to develop a framework and recommendations to establish linkages of skills training through vocational education at secondary

school level with emphasis on knowledge base through academic subjects.

The objectives of the conference were to:

- Explore the modalities for increasing the access to sustainable and learner centric quality school education equipped with vocational skills;
- Develop strategic plan to strengthen the environment and image of VET; and
- Establish linkages on the quality assurance system for the VET to promote the quality and equity among learners at all levels.

PARTICIPANTS

Experts from Australia, Bangladesh, Fiji, India, Germany, Namibia, New Zealand, Malawi, Tanzania and Zambia. Representatives from Academic Institutions, Trade and Industry Associations, Federation of Indian Chambers of Commerce and Industry (FICCI), Conference of Indian Industries (CII), Vocational Education Institutes, Educational planners and administrators and international experts in vocational, secondary and open learning participated in this conference.

THEMES

The various sessions of the Conference centred on the sub-themes of:

- Vocational skills and training to empower citizens;
- Designing the curriculum and quality framework to strengthen the impact of vocational courses,
- Use of technology in providing education;
- Developing framework for the Recognition of Prior Learning; and
- Development of Assessment and Certification Framework.

Organizers received 90 abstracts from the national and international experts, out of which 45 were shortlisted and presented in different parallel sessions.

INAUGURAL

The Conference was inaugurated by Ms Anshu Vaish, Secretary, School Education, MHRD, Government of India. There was a special address by Shigeru Aoyagi, Director, and UNESCO Representative to Bhutan, Maldives, India and Sri Lanka.

There were five thematic sessions, two panel discussions besides the parallel sessions on all the three days.

The first theme for the plenary session on 17th February was on the "Use of Technology in Providing Education". The speaker on the theme was Prof. Sugata Mitra, MIT Media Lab, USA. Prof. Mitra

shared his experience with the experiments that he had done with the use of IT and search engines in educating children.

He presented the "Hole in the wall" experiment and emphasized on the need for self organized learning environment. He also showed the interesting results of various experiments which were conducted in several countries where he showed that there is a uniform learning curve when the children learn without any assistance. Children, when given free access to computers, pick up basic computer literacy skills by with minimal intervention by adults. This has been called Minimally Invasive Education (MIE) by Dr. Sugata Mitra and is basis for the Hole-in-the-Wall Learning Stations.

The second theme was on Vocational Skills and Training to empower citizens. The two speakers Sharda Prasad, Joint Secretary & Director General (DGET), Ministry of Labour, Govt. of India and Mr. G. Vaz, International Development Consultant. Mr. Prasad presented an overview of the strategies being adopted to bring about necessary changes in vocational training imparted in ITIs.

Vaz highlighted the need to change the mindset and perception of the public towards VET and discussed the importance of knowledge, skills, and innovations which are essential for a country to succeed.

Third theme was shared on second day "Designing the Curriculum and Quality Framework to Strengthen the Impact of Vocational Education at school Level.

Dilip Chenoy and Basab Banerjee from (National Skills Development Council) NSDC presented the role that the organization is playing in development and implementation of National Vocational Education Qualification Framework (NVEQF). Chenoy emphasized that multi-skilling should be done to enhance the employability of rural youth. They also highlighted the role of the Industry in mapping of skills and curriculum development. Belinda Smith, Consultant, TVET, Australia highlighted the need to adopt ways of integrating vocational skills by using ICT and simulated learning environment. The fourth theme was on Developing Framework for the Recognition of Prior Learning, which addressed the issues of identification of informal knowledge and skills and attaching importance to it. In this session there were two very distinguished speakers Ms. Liz Bowen from Competency International Ltd., New Zealand and Ms Madhu Singh From UNESCO Institute of Lifelong learning (UIL) Germany. Ms Liz began with a motivating presentation and

mentioned that lack of formal qualification does not mean that someone is not competent. Ms Madhu Singh from UIL dwelt upon the need for policy and guidelines for the RPL and different approaches to governance of PRL.

The session was followed by a panel discussion on Vocational Education in Secondary Schools and its implications for NVEQF. Dr Alka Bhargava, from MHRD, Dr Swati Majumdar, Director, Symbioses Institute of open learning, Pune, Inder Gahlaut, President, Saksham Bharat, Darshika Sanghani from Wadhvani foundation were the panelist and Dr Kuldeep Agarwal director academics NIOS was the moderator.

The fifth and the last theme of the conference was on the Assessment and certification framework. The theme addressed the issues pertaining to development of framework in an integrated situation for both academic and vocational subjects, credit transfer and assessing skills by educational institutions in partnership with industries. The two speakers for this sessions were Ms Maria Peters from Australia and Shailender Sigdel Regional Advisor Statistics UNESCO. The topic for the Peter's presentation was "Working in the partnership to engage young people in VET". She gave the overview of the Australian education context and the VET policy framework. Sigdel provided details on TVET and its assessment strategies and tools designed by UIS, such as the Literacy Assessment, Product on TVET. His presentation covered the aspects of TVET, its purpose, assessment and types of assessment.

VALEDICTORY SESSION

The Chief Guest of the Valedictory session was Dr. (Smt.) D. Purandeshwari, Hon'ble Minister of State for Human Resource Development, Government of India and Sh. Jagmohan Singh Raju, JS (AE) and DG, NLMA, Government of India was the guest of honour on the occasion. The welcome address and consolidation of three days International Conference was given by Dr. Sitansu S. Jena, Chairman, National Institute of Open Schooling. Dr. Mamta Srivastava, Deputy Director, (Vocational Education) NIOS and conference secretary presented report of the conference. Dr. K.P. Wasnik, Director, (Vocational Education) NIOS presented Vote of Thanks.

Source: March 12, 2012/[Digital Learning](#)

NAAC to launch new accreditation methodology on April 1st

The national accreditation body - National Assessment and Accreditation Council (NAAC) will be launching a new methodology on April 1, 2012

for grading educational institutions announced its Director Prof H A Ranganath at the recently held 4th NAAC Accreditation Awards.

“NAAC’s new methodology will be out on April 1. It has come after a gap of five years. Accreditation has become an important aspect in the growth of higher education in India. We at NAAC have worked hard to improve the quality of education,” said Prof Ranganath in his address.

The new methodology’s work started six months back when a core and external group started framing the details of the process informed Prof Goverdhan Mehta, Chairperson, Executive Committee of NAAC.

“This time NAAC wants to identify intangible qualities in institutions - those that cannot be measured. The number of books in a library, students, faculty - these are measurable. This time, we will look at whether the programmes are gender neutral and how environmentally- friendly the campuses are,” he said.

“The foundation of the new methodology is to inculcate internal quality. We do not want institutions to impress us during our visits. We want them to make a commitment towards quality,” he said.

“The main thrust of the new methodology will be on research. We want to emphasize on the importance of research and innovation in institutions. While in colleges, we want a broader educational experience for students. We have only fine-tuned the grading system, with focus on weightages on aspects such as grants to research faculty and others,” he further added.

Source: March 12, 2012/[Digital Learning](#)

Azim Premji Trust to sell stake to fund edu.

The Azim Premji Trust will on March 14 sell 14 per cent of the 213 million equity shares of Wipro Ltd that was transferred to it in December 2010 by Wipro founder Azim Premji to fund the education initiatives run by the trust.

The trust will sell 35 million shares currently valued at Rs 1,532 crore through the stock exchange mechanism according to a note sent to the BSE by the Azim Premji Trustee Company Pvt Ltd.

In December 2010, Premji had pledged to 8.6 per cent of his total share holding in soaps to software major Wipro Ltd to the Azim Premji Trust to boost education in India in what is considered the largest of its kind donation done to date by an Indian billionaire.

The 213 million equity shares of Wipro Ltd were then valued at \$2 billion or Rs 8,846 crore.

“The trust will utilize the endowment to fund, various social, not-for-profit initiatives, which are expected to scale significantly over the next few years,” the Azim Premji Foundation had stated said in an official communique in 2010.

“We believe that good education is crucial to building a just, equitable, humane and sustainable society. We want to contribute significantly towards improvement of education in India, and through that towards building a better society,” Azim Premji said in the course of the share transfer. “Our experience of the past 10 years has motivated us to significantly scale up our initiatives..,” he said.

Source: March 13, 2012/[Indian Education Review](#)

State to pay private schools for BPL admissions

The school education department is likely to reimburse Rs 2,607 per child to the private schools of the state for admitting the BPL (below poverty line) children under the Right to Education (RTE) Act. Orders in this regard are expected to be released soon, school education department sources informed.

The RTE Act came into effect in the state on March 26, 2011. In the last session almost 1.5 lakh students were benefitted.

This academic session, around 2.5 lakh students under the BPL category took admissions in the private schools across the state. The number in the state capital was around 10, 000. After the education department reimburses the fees for the last academic session, it would collect information about the number of students admitted in the current session for reimbursement, sources have said.

All along, the private school principals were opposed to the BPL children studying in their schools, as they had not been reimbursed the promised amount.

Also during the beginning of this year, some of the schools opposed the admissions again.

On February 7, TOI had carried a story as to how the private school principals in the capital were unhappy with the education department which was considering reimbursing about Rs 2,500 to 3,000 per child. The schools that were opposed to such low fee reimbursement included Carmel Convent BHEL, DPS, World Way School, and St Joseph's Co-ed School among others.

The principals had then also complained that the format of reimbursement for private schools had not been uploaded on the state school education portal.

It is learn that about 65% of the amount to be reimbursed to the schools would come from the Centre while the state would pay the remaining 35%.

Source: March 13, 2012/[Times of India](#)

African students seek education in India

Dulce Vania from Mozambique is studying for a management degree in India and is also a budding entrepreneur - she exports human hair to her homeland.

"I have stated a small-scale human hair export business. Back home, it is used for making various accessories," Vania told IANS.

Studying for a management course in finance from the Punjab College of Technical Education (PCTE) at Baddowal, close to the industrial hub of Ludhiana, Vania says that African students studying in India are trying to pick up entrepreneurial skills.

"Things back in our country have started to get better, but it still needs a lot of improvement. Some students here have started to work on small-scale," she said.

Ugandan Ilahi Marian is a pharmacy student at the PCTE. She hopes to open a well-equipped drug store back home to help enhance the health facilities there.

"There are only 10 multi-specialty hospitals in the whole of Uganda as far as I know. There is an urgent need to enhance the health sector as for every 1,000 people, there is just one doctor," Marian told IANS.

African students find it cheaper to study in India - and that too in a system that is better than in their own countries.

"In India, people make things simple for us to understand. In our country, we are taught in a very complicated manner. Also, Indian teachers are very affectionate and devote a lot of time to us," said Adam Semlambo of Tanzania, studying for a masters in computer applications course.

His countryman, Umami Marealle, a student of management in international business at PCTE, concurs.

"The quality of education in India is much better than in other places. Staying in Ludhiana, thanks to industries like Vardhman, Oswal, Hero group and others, we get a lot of industrial exposure," Marealle added.

According to J.S. Juneja, a former president of the All India Management Association (AIMA), India is a role model for African students.

"Nearly 15,000 students from Africa are studying in India. India and African countries have a similar history. India has a well developed educational system. We also have a well-developed small-scale industries sector. Africa needs both and thus, Africans look at our country as their role model," Juneja said.

Source: March 15, 2012/[Times of India](#)

HRD Minister Kapil Sibal plans law to curb caste bias in education

The government is considering a proposal to make caste discrimination in institutions of higher education a punishable offence.

The HRD Ministry has been jolted into action by an increasing number of suicides by Dalit students over the past few years and an appeal by the forum of SC/ ST parliamentarians.

Sources said HRD Minister Kapil Sibal has decided to take the Prohibition of Unfair Practices in Technical, Medical Educational Institutions and Universities Bill, 2010 back to the cabinet with an amendment that recognises discrimination of any kind (caste, religion and gender etc) as a malpractice. The Bill will also define the penalty for it.

To ensure that the institutions keep caste bias in check, the accreditation of a college or university, which will be made mandatory in future, will also depend on the "approach of the institution in matters of equity and inclusion". Sibal has decided to introduce this provision in the National Accreditation Regulatory Authority Bill through an amendment.

"Lately, there have been complaints of SC/ ST students being ill-treated in their colleges. This has happened in different forms such as unfair marking or teachers being unhelpful. So the ministry feels

UNDER FIRE	DEATH ROSTER
 <p>A SECTION of AIIMS students on Wednesday demanded a judicial probe into the alleged suicide of a first-year student earlier this month. Anil Kumar Meena (in pic) is believed to have hung himself in his hostel room on March 3.</p> <p>"In the past, a similar episode took place when Balmukund Bharti, a final-year student of the reserved category committed suicide in 2010," Dr Mahendra Meena, convener of the Students Action Committee (SAC), said. The SAC, which demanded Anil's family be compensated and the 2006 Thorat Commission recommendations be implemented immediately, accused the administration of discouraging reserved category students. They will hold a candlelight vigil on Thursday.</p> <p><i>Sonakshi Verma & Zoya Khan/Delhi</i></p>	<ul style="list-style-type: none"> <p>■ ANIL KUMAR MEENA (22) The first-year MBBS student at AIIMS is believed to have hanged himself in his hostel room on March 3 this year</p> <p>■ LINESH MOHAN GAWLE The PhD student at Delhi's National Institute of Immunology killed himself in his hostel room on April 16 last year</p> <p>■ MANISH KUMAR (20) The second-year IIT-Roorkee student jumped to his death from the fifth floor of his hostel on February 6 last year</p>

that there have to be some changes and responsibility fixed at the end of the institution," an HRD official said.

The most recent incident that allegedly carries the taint of discrimination on campus was the suicide of AIIMS student Anil Kumar Meena (22) on March 3. Students alleged that Meena, who came from a tribal family of farmers, couldn't follow lectures in English and that teachers, too, were not helpful.

Though neither the ministry nor the UGC maintain a record of suicides stemming from caste bias in higher education institutions, there have reportedly been about 20 such suicides in the past five years.

Most of the cases have been reported from institutes of technical education and medicine.

While some of the deaths of Dalit students have been attributed to caste discrimination specifically, the cause of others remains largely unknown.

In the past year, three such suicides were reported of which the families of two students had openly alleged discrimination in the respective institutes.

The incidents even forced UGC to issue two embarrassing circulars in June last year asking universities to keep their biases in check. Now, the HRD ministry is set to stem this menace by making discrimination a malpractice and encouraging affirmative action in the direction of inclusion.

"By affirmative action we mean measures such as holding bridge courses or remedial classes for disadvantaged and quota students like the one organised by IIT-Delhi every year. In the case of private institutes, which do not reserve seats for SC/ STs, the accrediting authority can look at how the institute is trying to support disadvantaged students through freeships," a ministry official said.

Source: March 15, 2012/[India Today](#)


FM may raise allocation for health and education

Finance minister Pranab Mukherjee is on Friday expected to present a social sector reform budget with higher allocations for health, education and skill development, besides a total sanitation programme.

Budget-2012 is likely to have a plan size of Rs 5,21,000 crore - an 18 % increase - and will set into motion the social sector reform agenda of the UPA government in the first financial year of the 12th Five Year Plan (2012-17).

A senior Planning Commission functionary said Mukherjee's budget would ensure that every paisa spent on the social sector is monitored, and has a measurable outcome.

FOR THE BETTER FUTURE



■ Centre has doubled up funds in education sector

The core issue that finance minister will tackle is not the allocation but the implementation of the funds allocated.

SECTOR	ALLOCATION	SPENDING
Education	₹53,000 cr	70% expenditure
Midday meal	₹10,380 cr	97% allocated
Rural development	₹47,855 cr	86% expenditure
MGNREGA	₹40,000 cr	86% expenditure
Health	₹30,456 cr	100% allocated
National Social Assistance Programme	₹6,158 cr	100% allocated

ALLOCATION FOR FINANCIAL YEAR 2011-12.

SOURCE: ACCOUNTABILITY INITIATIVE.

The UPA government has almost doubled the allocation for its flagship school education scheme - the Sarva Siksha Abhiyan - in the last six years, and the budget for the health sector witnessed 73 % increase in allocation.

The total allocation for these sectors was over Rs 1,00,000 crore during the period.

Although enrolment in primary schools is around 99%, student learning levels are still very low, and about one-third of the students drop out after the primary level. Hence, the budget would present a gradual shift in these two sectors. Sources said the 12th Plan would ensure higher emphasis on quality in school education, and provision of trained manpower for the health sector.

The budget for world's biggest social security scheme - the Mahatma Gandhi National Rural Employment Scheme - may witness a decline in funding to provide for 'toilets with bathing facility' to all households. As per the Census data released on Tuesday, 50% Indian homes do not have a latrine.

Another area that Mukherjee is expected to address is the challenge of the demographic dividend, with the average age of the Indian likely to be 29 years by 2020. The government plans to ensure skill development for 8.5 crore youngsters in the next five years, and build around 6,500 training centres for the purpose.

Source: March 15, 2012/[Hindustan Times](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE

Major rethinking on higher education sought

"Silence is the most powerful enemy of justice. We have to dismantle the colonial classroom culture, where students are silent and submissive," opined Dr B Seshadri, member, High Power Committee for Redressal of Regional Imbalances in Karnataka, on Thursday.



Speaking at a one-day seminar on 'Value Based Education' organised by World Academy of Science, Humanities, Education and Literature (WASHEL) and Vivekananda Yuva Chetana, he said, "Re-engineering is a management concept. Our higher education system needs fundamental rethinking and redesigning from the scratch. The monotonous monologue should be replaced by reciprocal learning in a classroom. Any social transformation has to start first from a classroom."

Focussing mainly on teachers, Dr Seshadri urged them to speak out more openly on the issues that plague the society. Pointing out the challenges in higher education, former vice-chancellor of Defence Institute of Advanced Technology (Pune), Prof L M Patnaik said, "Everything is global now, which means competition is at a global level. Getting the right faculty is a problem in our system as we are not producing enough PhD holders."

"Bodies such as UGC and AICTE have remained mere regulatory bodies that lack visionary thoughts which can produce quality PhDs," he said.

Source: March 02, 2012/[IBN Live](#)

HRD & labour ministries squabble to claim developing skills domain as own

The UPA wants to unleash a new approach to skills development in its penultimate Budget before the 2014 Lok Sabha polls. But there is a hitch in announcing the new [skills framework](#) to make youth more employable by training 500 million people over the next decade.

It has yet to decide which ministry would be in charge of setting the skills standards and accreditation systems envisaged under the new framework. Two central ministries - human resources development, led by [Kapil Sibal](#), and labour ministry, headed by Mallikarjun Kharge- are independently developing such a framework, duplicating efforts and heading into a domain skirmish.

Prime Minister [Manmohan Singh](#) has asked [Tata Consultancy Services](#) vice-chairman S Ramadorai to urgently untangle the crosshairs between the two ministries so that Finance Minister Pranab Mukherjee's Budget speech can make a clear statement about the UPA's 'big idea' for developing skills. Ramadorai is the skills advisor to the prime minister and holds the rank of a Cabinet minister.

Singh stepped into the imbroglio over skills development, a subject close to his heart, at a meeting in late February where it was pointed out that no country has two departments evolving independent frameworks on the same subject.

Ramadorai's intervention is expected to begin with a meeting early this week with top officials from the two ministries along with [Planning Commission](#) member Narendra Jadhav.

"The rapid growth of the Indian economy since 2004 has clearly brought out the shortcomings of our skills development processes. We are in the process of designing and developing a National Vocational Qualification Framework (NVQF) for competency standards, for affiliation and for accreditation," Singh had said at the Indian Labour Conference last month.

"The efforts of the various ministries and departments involved in skill training are being coordinated to expand outreach and increase accessibility," he added.

Seventeen different ministries are involved in imparting skills, but primarily in their own sectors. The problem between the labour and HRD ministries is that both have developed their own vocational qualification frameworks. While the HRD ministry calls it the national vocational education qualification framework (NVEQF), the [labour ministry](#) calls it NVQF.

The HRD ministry, which is led by Kapil Sibal, has had several parleys with state education ministers, including one as recently as February 22, and industry bodies for its national qualifications system, which would cover all schools, vocational education and higher education institutions. It would set occupational competency standards that list out major activities and knowledge a worker must possess to perform a task, based on inputs of skills councils for different sectors.

The labour ministry, led by Mallikarjun Kharge, controls the [National Council of Vocational Training](#) (NCVT) and runs over 10,000 industrial training institutes (ITIs) and 6,000 vocational training centres.



It has an agreement with the [World Bank](#) and a Euros 6.5 million pact with the European Commission (EC) for technical assistance to develop

its vocational framework. The first meeting with EC officials took place on Friday.

A senior labour ministry official told ET that the situation is baffling because the [National Skill Development Policy](#), approved by the government in February 2009, makes the ministry's NCVT responsible for developing the vocational qualifications framework. The ministry is drafting a law to give the Council statutory powers as a regulator for vocational training.

The HRD ministry, on the other hand, wants the National Commission for Higher Education and Research to have regulatory powers over the qualifications framework. While the HRD ministry wants to start vocational courses from Class IX with a training focus on the services sector, the labour ministry's focus is on both the services and manufacturing sectors.

There are a few other critical differences in approach. The HRD ministry's vocational courses impart a few hundred hours of training along with the student's regular classes. With the Right to Education law in place, the ministry is also constrained from including school dropouts in such courses. The labour ministry's institutes deliver courses that run into thousand hours or more but focus only on the skill sets relevant for a job. They allow school dropouts from even Class V to scale up their skill sets.

The two ministries also differ on creating equivalence between those who acquire skills from industrial training institutes and those who acquire it from HRD ministry-run formal schools, colleges and polytechnic institutes.

Countries such as Germany, Australia, South Africa and the UK already have such frameworks in place, while around 100 others are developing frameworks like India. The problem, however, lies in India's traditional approach of treating vocational 'education' and 'training' separately, while they are used interchangeably everywhere else.

As per the government's allocation of business rules, vocational education refers to such courses being offered in schools and polytechnic institutes, with the HRD ministry entrusted with the overall responsibility. Vocational training comes under labour ministry's watch and refers to courses offered by separate training institutes such as ITIs

Source: March 05, 2012/[Economic Times](#)

Women studies or studying women

As I write about the educational/career prospects for students opting for a degree in Women's Studies, I turn the spotlight on to the entry of Women's Studies in the university system, its

purpose and potential. Women's Studies - an interdisciplinary area of study within the framework of liberal arts courses - is an exciting new area of study that opens possibilities for research innovations and field action. It takes a fresh look at the accepted theories, research paradigms and socio-economic and political realities from women's perspectives. It recognises that gender, like other social markers of caste/class and ethnicity defines human lived experiences. Gender is, therefore, an important category to examine socioeconomic, cultural and political institutions/processes.

Women's Studies grew out of women's participation in the people's movements that emerged in the 1960s and 1970s across the world. [Women](#) recognised that rights/entitlements are gendered. Meanwhile, women in the academia questioned the failure of the existing theoretical frames to accommodate women's experiences and contributions in their analysis.

Women Studies in Academia

The SNDT Women's University pioneered the entry of Women's Studies into the Indian university system. The university, established in 1916, aimed at the establishment of gender equality through education. It established the Research Centre for Women's Studies (RCWS) in 1974 to undertake research, teaching, documentation, publication and community outreach activities aimed at gender equity. The RCWS soon became the model adopted by the University Grants Commission, New Delhi, for the development of Women's Studies centres within Indian universities.

Apart from policy, theoretical and field action research, the RCWS has contributed significantly to the publication of teaching learning materials and the training of college/university teachers in Women's Studies. It conducts a postgraduate certificate and PhD courses in Women's Studies and will initiate an MA course in the coming academic year.

Women's Studies teaching programmes have developed only in the past five to seven years. Until recently, there was a debate whether this newly emergent area of study should be taught as a separate discipline or if it should become an integral part of other disciplines. However, in response to student demand, universities across the country have introduced both undergraduate and postgraduate courses in Women's Studies. Despite variations, many of the courses on Women's Studies offered by Indian universities have certain common units of study. These include: feminism, feminist research methods, women's movement and participation in the larger socio-political process,

women's writings, sexuality, family and kinship, legal status of women, issues of violence, citizenship, communalism, etc.

Encoded in these courses is a critique of the gender-blindness of mainstream theories. Women Studies or Gender Studies? Another contentious debate has been the nomenclature of the discipline - should it be called Women's Studies or by a more inclusive terminology of Gender Studies? The argument for calling the discipline 'Women's Studies' is from the recognition that the discipline enquires into women's lived experiences and privilege women's voices. In contrast, the argument for terming the discipline 'Gender Studies' is because it is a more inclusive term, accommodating men, masculinity and other sexual minorities. These differences, however, do not change the theoretical frames of the discipline.

Indian scholars have produced some of the most exciting and innovative research in Women's Studies. The many Women's Studies courses offered in the Indian university system are located in the ground realities of Indian and other Third World countries. A student opting for Women's Studies in India will not lose out on the intellectual excitement. The job opportunities for students of Women's Studies are similar to those that are available to students with a liberal arts degree. Additionally, there are openings in research and development agencies as well as NGOs.

Source: March 05, 2012/ [Times of India](#)

Bridging India's skills gap

Industry needs trained manpower, but the vocational system is woefully inadequate. Can the Twelfth Plan change things?

The country faces quite a tough challenge in the sphere of vocational education in the next five years. About 70 million more people have to be imparted skills as the country aims at increasing the percentage of workforce with formal skills through vocational education and training from 12 per cent to 25 per cent at the end of the Twelfth Plan.

Academics say the key is to offer pre-vocational courses in Class IX and X itself. As of now only eight per cent of high schools impart vocational education. It can be either an add-on or an alternative to work education or third language where applicable and students be encouraged to take up vocational education at the higher secondary level as only three per cent at this level take it up as against the required 25 per cent. Vertical mobility options for students opting for vocational education at the UG and PG level is also

essential failing which students may not prefer it at the school level, academics emphasise.

According to the industry, training and skill development is critical for providing decent employment opportunities to the growing youth population and the curriculum has to be evolved in consultation with and active involvement of the industries which require the manpower.

“There is a shortage of skilled workmen when there is a huge demand with more and more factories being set up in Tamil Nadu and the industry has to import welders and fitters from other States, says Anand Sundaresan, managing director, Schwing Stetter Limited. “The boys we recruit from ITIs have not even seen a welding machine. They have basic theoretical knowledge but not employable. We have to train them,” he notes. Apart from the automobile industry, the construction industry in the State is also full of labourers from Bihar and Odisha.

The need for a standardised certificate is the biggest need of the hour in vocational education. The National Vocational Education Qualification Framework requires that the vocational educational institutions are registered under a body. Also, the institutes should offer a national certificate, says a senior official from the education department.

“Often vocational education is even dismissed as good education. The reason is that there are many institutes offering a certificate which is not recognised and is of no value. Only when there is proper recognition for the various courses will there be better acceptance from the industry and thereby among students who will be willing to take up subsequent qualifications to update their knowledge,” he says.

The challenge, in All India Council for Technical Education (AICTE) chairman S.S. Mantha's words, lies in that 80 per cent of new entrants to the workforce have no opportunity for skill training and the existing training capacity is only 3.1 million per annum as against 12.8 million joining the workforce. And the target has to be the country's unorganised sector which accounts for a 395 million workforce constituting 86 per cent of the total.

Recognising the need to certify vocational education, the University Grants Commission (UGC) standing committee has cleared a proposal to let the institutes offer B.Voc, a degree in vocational education from the next academic year. The Centre will also be launching a sub-mission on polytechnics through which over 1,000 polytechnics will be opened in the next five years. This is part of the plan to expand and overhaul the Industrial Training Institutes (ITIs) and Industrial Training Centres (ITCs) through public private partnership.

Skill development will be a challenge on multiple fronts to sustain the high growth.

Source: March 05, 2012/ [The Hindu](#)

Germany's hi-tech strategy to face global challenges

The High-Tech Strategy aims to use forward-looking projects to shift the focus of research and technology on to concrete social and global goals, and the key areas identified by this initiative are intensely researched.

“The federal government of Germany, in its master plan has identified key areas of research. The high-tech strategy as it is called is a collaborative work of the government departments, industry and universities and we have indentified five key areas of global challenges,” said Dr. Stefan Weckbach, Consul General of the Federal Republic of Germany in Chennai.

He was speaking at the inaugural of the two-day Germany research expo organised in Chennai on February 25 and 26.

The high-tech strategy aims to enable science and industry in Germany to pioneer solutions in the following fields: Climate/energy, health/nutrition, mobility, national safety and communication/IT.

For humankind

“The strategy defines areas that represent challenges of global dimensions and will benefit humankind,” Dr. Weckbach said.

There is cutting-edge research taking place in the universities and research institutions in Germany in various fields.

The High-Tech Strategy aims to use forward-looking projects to shift the focus of research and technology on to concrete social and global goals, and the key areas identified by this initiative are intensely researched.

The expo that had tremendous response from the student community was organised as part of the ongoing Year of Germany in India celebrations.

Internationalisation

“The overwhelming response in Chennai shows that Germany is a sought-after destination for higher learning. The process of internationalisation and restructuring of university system has resulted in more number of courses offered in English and increase in the number of international students,” said Dr. Weckbach.

There are at present 5,038 Indian students in Germany pursuing higher education.

According to German Academic Exchange Service (DAAD), India ranks second on the list of the top

countries of origin of international students enrolled in master's and Ph.D programmes in Germany. According to the National Institute of Science Technology and Development Studies (NISTADS) 2011 report, Germany is the second most productive partner in collaborative research with India in science and technology research.

As Ms. Prashasti Rastogi of DAAD, New Delhi, points out, Germany tops the list of the most international countries in the higher education arena and 12 per cent of students in Germany are international.

The expo

A 50-member delegation from 18 German universities, research and funding institutions participated in the expo.

The information about Ph.D opportunities at the participating institutions was announced on a customised DAAD Academic Matchmaking website 30 days prior to the event.

“Academicians interacting with the prospective Ph.D candidates is a novel idea and this has saved a considerable amount of time and cost,” said Ms. Padmavathi Chandramouli of DAAD Chennai.

The expo in Chennai was the last in the series of expos held in Delhi and Hyderabad from February 18 to 22 by DAAD.

Source: March 05, 2012/ [The Hindu](#)

UGC has grand plans for higher education, says its chairman

The fund crunch of higher education institutions in the country would be a thing of the past if the Centre approves UGC's demand and allocates Rs 1.84 lakh crore in the 12th five year plan which will start on April 1. According to Prof Ved Prakash, UGC chairman, he is hopeful getting the funds.

“There can be qualitative expansion of higher education with this kind of funds provided the institutions have the commitment that is required,” he said speaking at a seminar on 'Higher Education: Challenges and Opportunities' at Vadakara. The UGC's fund demand is almost four times bigger than the Rs 46,663 crore it received during the 11th five year plan.

The UGC chairman said that higher education institutions that lack in quality have no business in this field.

“Quality of education should not be compromised. If students are unable to pass with the at least 33-40% from an institution, then the quality of education there is pretty bad,” he said.

He said the educational institutions in state have to operate in accordance with state government laws.

Prakash said though India has the largest higher education system in the world with 644 universities and 31,023 colleges, the gross enrolment ratio (GER) in the country is still less than those of developing nations.

"Our GER is just 18%, much lesser than the world average of 27%, and 52% clocked by developed nations," he said.

He said that higher education is beset by regional imbalances and lack of equity. "There are pockets in the country where the GER is as high as 37% while some areas have GER as low as 5 %," he said.

Inaugurating the seminar, Mullappally Ramachandran, minister of state for home affairs, called for setting up of the proposed Indian Institution of Technology (IIT) in north Kerala.

Dr V N Rajasekharan Pillai, former vice-chancellor, IGNOU, T P Sreenivasan, vice chairman, Kerala Higher Education Council, Dr M K Hada, senior advisor, AICTE, and vice-chancellors from four universities in the state attended the seminar.

Source: March 05, 2012/ [The Times of India](#)

Remedial classes needed

The report that a [tribal student](#) hanged himself because he was unable to cope with the English language used as a medium of instruction at the MBBS course at the All India Institute of Medical Sciences makes for sad reading.

The founders of the Indian state provided a unique system of reservation in educational institutions to assist people who had suffered social deprivation.

By and large the system works well and hundreds of thousands of people coming from the scheduled castes and tribes have been provided opportunities in the field of higher education that they would not have got otherwise.

However, the unfortunate reality of the education system in the country is that while opportunities are created for the SC and ST students in the higher education sphere, they are not too well equipped to take advantage of them because they come from schools - in the rural areas as well as in many of our towns and cities - which do not prepare them to cope with its demands properly.

There is need for the education system to address the shortcomings of SC and ST students by remedial instruction which can be taken up prior to their beginning their medical or engineering courses, or run parallel with them.

Source: March 06, 2012/ [India Today](#)

Indian college turns rural women into engineers

It gives no degrees and the teachers and pupils often do not share a common language, but India's Barefoot College has been transforming the lives of rural women for four decades.

Located in Tilonia village, 100 kilometres from the capital of the western desert state of Rajasthan, Barefoot is a collection of environmentally friendly dome-shape buildings.

Inside, about a dozen teachers give classes in subjects ranging from the basics of solar engineering, dentistry, mechanics or public health, to radio DJing.

All the pupils sitting on the floor or leaning on old desks are women, some of them illiterate grandmothers from remote villages.

Almost everyone is poor, many are unable to read or write, and some come from as far away as Tanzania.

Barefoot was started by social entrepreneur Sanjit "Bunker" Roy in 1972 and has been breaking taboos ever since, educating women who are often second-class citizens discouraged from getting an education.

Magan Kanwar, who teaches solar engineering, remembers being told by her father-in-law she should focus on knitting sweaters rather than dreaming of attending the school.

"But I just wanted to do something more than cooking and producing babies. This college gave me a chance to find the purpose of my life," she told AFP.

Lots of the women at the school have heavy-drinking and abusive husbands, she says, meaning their studies give them some independence and crucially can secure an income and a future for their children.

"If there's no food for their kids at least the women can work and look after them, educate them, run the household," she explained.

One of her pupils, 47-year-old Masamba Hameez Makami from Tanzania, will return home to instal solar-powered lanterns in her village, which has no electricity, giving her neighbours lights at night for the first time.

Her stay at Barefoot was funded by the Indian government, which provided 28 scholarships last year for women from Africa to do the six-month solar engineering training program.

"Very soon I will be able to electrify my whole village," says the mother of seven from Zanzibar.

To overcome the language barrier, Kanwar uses sign language and colour-coded circuits to explain the solar process to Makami, who speaks Swahili, an east African language.

"We women have our own code words," Kanwar says wryly as she solders electric wires to a circuit board.

Barefoot's founder Roy, named as one of Time magazine's 100 most influential people in 2010, believes that the key to improving living conditions in poor areas is empowering rural women -- the theme of this year's International Women's Day on Thursday.

Training older women rather than focusing on men is the key, he said.

"Men are very restless, compulsively mobile. The moment you give them a certificate they leave their villages," Bhagwat Nandan, a senior coordinator at the college, said.

"We deliberately confer no degrees," he explained. "People are obsessed with the idea of getting degrees, certificates and recognition but we recognise the hands-on, learning-by-doing process."

The model has been copied in 17 states across India and emulated in 15 countries in Africa and several more in Asia and South America.

Courses typically last between six to nine months and are free for students, thanks to funding from a range of donors including the Indian government, international agencies, and private and corporate foundations.

An estimated 10,000 women students have passed through the college's doors, while alumni are running more than 800 night schools across India providing a multiplier effect as knowledge gets passed on by word of mouth.

The establishment is a model of grass-roots cooperation and frugality.

No one working there earns more than \$150 a month but everyone receives a living wage. Living conditions are simple, with many classes taken on the floor.

The institution, powered entirely by solar energy, also makes sure nothing is wasted.

Bhanwar Gopal, an artist, prepares colourful masks for plays and puppet shows by recycling World Bank reports.

"We keep getting these reports that no one reads, so we decided to put them to some use," Gopal said. "We use the World Bank paper to fight poverty and social problems in our own style."

Source: March 06, 2012/ [The Australian](#)

India has opportunities galore for foreign varsities

Bill Rammell, Deputy VC, University of Plymouth, UK recently visited India to explore possibilities of tie-ups with Indian universities. SANGEETA YADAV talks to him

Tell us about Plymouth University, UK?

Plymouth University is a modern, dynamic university and its educational history dates back to 1862. We are celebrating the 150th anniversary this year and with approximately 30,000 students, Plymouth University is one of UK's largest and most prominent institutions.

What brings you to India?

India is an enormously exciting country and we share a long history. We are here for several reasons. Firstly, we are offering proposals to Indian universities for tie-ups and developing exchange programmes not only for students but also for the teachers. Secondly, we are opening our branch office in Mumbai which will handle all the admission related work. We have tied up with some universities in Hyderabad and Chennai for research related programmes and with Kaziranga University in Assam.

Why should Indian students opt for this university?

Plymouth has a strong record of excellence, enterprise and innovation across its teaching and research activities. We offer higher employment rates for postgraduate students than the UK average, with 88 per cent students being employed within six months of completing their studies compared with 87 per cent nationally. We have students from over 100 countries attending our courses.

Tell us about the courses and programmes on offer.

We offer various specialised courses for undergraduate, postgraduate, masters and PHD programmes. We also have post-graduation research programmes. We offer courses in architecture, arts, media, agricultural sciences, computers, mathematics, teaching, engineering, social work, hospitality, tourism, languages, law, business management, geography, environment, medicine and social sciences.

What is the fees of the courses?

The annual tuition fees for overseas UG students is £10,500 and for PG it's £11,500. The cost of living in Plymouth is significantly lower and would come to around £600 pounds a month. Scholarships are available for eligible students. You can log onto www.plymouth.ac.uk/fees for more information.

What is the admission date?

The session will start from September 17, 2012. It is best to start applying as soon as possible.

What is the scope of getting part time jobs while studying at the university?

Students work while studying to fund their education and gain valuable skills for the job market. We have a student ambassador programme, providing students with varied marketing related work. We also have Knowledge Transfer Partnerships which link graduates with organisations to work on a strategic project over a two to three year period

Source: March 07, 2012/ [Daily Pioneer](#)

In Search of India's 'Missing' Professors

There are reports that India faces a [shortage](#) of 300,000 faculty members in its universities and colleges. It is estimated that the shortage will increase at the rate of 100,000 each year. These are big numbers even for a country of one billion-plus people and counting.

What is remarkable is that the faculty shortage is serious not only in poor-quality public universities and colleges, but even at the world-class Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs).

The truth is that, with some exceptions, higher education is in deep rot. India simply does not produce a sufficient number of high-quality Ph.D.'s. Not surprisingly, the IITs and the IIMs are trying to recruit Indians from abroad to fill faculty positions. It remains to be seen, however, how many will actually take up such jobs.

Here in North America or in the U.K., there is no dearth of Indians with Ph.D.'s who distinguish themselves in teaching and research. Few, however, want to teach in India, not even at the IITs and the IIMs. The motto for Indians abroad—certainly those in academe—is still “anywhere but India.”

How has such a large and populous country, and one where education is highly valued, reached a point where it cannot find faculty members for its most venerable institutions?

The problem is in part about salaries. According to [a study](#) by Philip G. Altbach of Boston College and Jamil Salmi of the World Bank on academic institutions around the world, salaries at the IIT's are “ridiculously low” compared to IIT graduates who go into the private sector. They could have added that salaries are also “seriously low” compared to salaries in Western or world-class Eastern universities, even adjusted for the lower cost of living in India.

Salaries have improved significantly since the Indian government approved salary increases in its Sixth Pay Commission in 2006. However, in India's growing economy, housing costs, private-school tuition, and food prices have increased greatly over the years. More importantly perhaps, the Indian state is a poor provider of public goods and services so that many basic amenities have to be acquired privately.

These are all important considerations for non-resident Indians who may want to return. Sure, even at current salaries, they can afford domestic help. However, public schools are terrible and private schools are expensive. Housing costs are high even in second-tier cities. Health care is poor except in big cities. Food prices are going up all the time.

Faculty shortages at the IITs exist even though they provide subsidized housing and living expenses. A typical IIT campus is nothing like what lies outside. There is 24-hour electricity and water supply. The campuses are safe. If you teach at an IIT, you essentially live in a large gated community at highly subsidized rates.

Location may be a factor as well.

Many new IITs are located in distant parts of the country. One is in the foothills of the Himalayas. Older ones are located in cities that have become unlivable. Visit the city of Kanpur and you will know exactly what I mean.

The IITs want to hire young faculty. But young faculty members are not necessarily single. They have spouses and often young children. What will their spouses do? Where will their children go to school?

While many Indians may have lived in small university towns in North America, they are now looking for a decent life outside the campus. Yesterday's lab rats want to live life. Some have even developed a global cultural outlook. There is very little of that outside the IIT campus. When there is, as in New Delhi, salaries are too low for an expensive city.

However, salaries and location are not sufficient reasons why the IITs and the IIMs cannot find instructors. For decades, politicians, bureaucrats, and other Indians have derided the teaching profession. Today, if a 10-year-old tells his parents that he wants to teach, even if at an IIT, he is likely to get a thrashing.

Last year, Jairam Ramesh, an IIT graduate and the minister of environment at the time, created a furor when he [remarked](#) that the IITs and the IIMs were excellent because of the quality of the students and not because of the quality of the faculty. Supporting

him was the education minister, Kapil Sibal, who noted that Indian institutions need to improve and “don’t figure in the top 150 list” of the world’s universities.

Mr. Ramesh and Mr. Sibal may have done greater service by admitting that, to the extent that the IITs lack world-class teaching and research faculty, it is because Indians consider the profession a second-rate career choice.

India’s political leaders do not seem to appreciate the extent of the faculty crisis. Mostly, there is a lot of talk and ambitious plans about reforming higher education. They need to first try and change the way Indians think about the profession. That and better salaries, especially to attract qualified faculty for the IITs, IIMs, and the all-too-few other quality institutions. Until then, Indians will prefer to teach on North American, British, and Australian campuses.

Source: March 08, 2012/ [Chronicle](#)

A new degree

The proposal by the [University Grants Commission](#) to introduce a bachelor's degree in vocational education, along with existing degrees in arts, science and commerce, is an innovative idea that is worth pursuing. Though the course is to be initially restricted to specialisation in 10 sectors like tourism, construction, printing, stage craft, acting, telecom and so on, the potential is huge. Almost three-fourth of new jobs created would require vocational skills if India's workforce is to retain its competitive edge. Not only will a degree in vocational education improve the employability of college graduates, it will also help meet the growing need for workers with specialised vocational skills. Though current policies aim to ensure that at least a quarter of students move into vocational education after plus two, actual availability of seats is just a fifth of such a large share.

One reason for the low popularity of vocational training is that the current system makes vocational education a different stream from general education, with trainees relegated to low-end jobs and wages thereby reducing the number of aspirants. Outdated curricula, poor training facilities and lack of linkages with industry reduce the usefulness of [vocational courses](#). Major industrial nations such as China, the US and [Germany](#) set a lot more store by vocational education than India does. Making vocational education a part of the college curriculum will certainly help remove some of the stigma and provide aspirants a more attractive avenue to join

the vocational stream. Any definition of educational reforms must include a major revamp of the vocational education sector in India.

Source: March 09, 2012/ [The Times of India](#)

Ancient Indian Education and Ethics – Its Relevance Today

With the particular available involving education [college textbooks](#), you have several option to accomplish a diploma. You could complete the college right from traditional means where you should attend the amount program within a brick-and-mortar school; or it is possible to opt to help pursue the amount online. Both options find the pros and cons.

Physical instruction is a sort of instruction that work towards promoting measures that consist of physical progress and enhance could be overall wellbeing. Make sure that there’s an customized plan in addition to a group decide to teach and also enhance just learning. If not necessarily, have a gathering with the particular teacher to decide if you have anything it is possible to work on the net between the pair of you.

Claimed productive documentary filmmaker Cody Cote, “The major differences within between informal degree and proper education is always that whereas proper education is tailored for impersonal plans of information acquisition, informal education can be a process involving enabling the consumer understand the particular societal desired goals and common relationship.” According to help Cheng (2000), it may check with the convert, adaptation, and progress of aspects, knowledge, technology, and conduct norms around countries and also societies in various areas of the planet. Socially speaking, the electronic revolution, the broaden usage of information modern way of living facilities have authorized the appearance connected with an irreversible phenomenon during the conflict including generations. It will not like a good IEP that is a requirement to achieve students together with special degree needs.

When be prepared for a professional in training, you definitely will learn this certification and also licensure tend to be requirements. As holds true for quite a few public solution occupations, most implies have teachers’ certification procedures that happen to be mandatory. Considering how the major human population of Of india is young plus the rise with distance learning degrees, there huge chance of growth basically inviting internationally investors in that sector. The relationships of men and women education colleges and universities with unfamiliar universities will probably chiefly target

the more expensive education section, to feature advanced web programs, special qualification training and also sorts.

A child may start learning almost soon after they tend to be born. First with all the different participants should be aware that they really should prepare independently accordingly seeing that revise the syllabus more frequently after completion on the subject since it will lose or decrease the possibilities of mistakes going at a certain education while to have theoretical training student must make an attempt to clear the particular concepts concerning topics which is to be covered during the syllabus. Any source that delivers rankings involving business educational institutions use specific criteria to obtain establishing the data. Here all over again the a mans and female attempt to bring the creativity for the fore. Students be required to satisfy you need to selection criterias and must criteria for any course. Is even then the less strong love symptoms? In all areas of individual endeavor that has a a handful of exceptions women battles suitable for recognition.

Source: March 09, 2012/ [The Times of India](#)

The education system: A critical overview

A good education system is fundamental to a nation and for a nation like India which is growing, it is of paramount importance to reflect on our present education system and incorporate sustainable changes in it, to make it compatible with the global dynamism.

The word education comes from the word 'educere' which means to bring about what is already in. As Swami Vivekananda said, "Education is the manifestation of perfection, already present in man". The purpose of education is to detect talent proactively and the purpose of school education is to guide the child's discovery of himself, identify and nurture his potential to the fullest. Teachers must perceive children as seeds to be nurtured and not as clay to be moulded. They must act as gardeners and not as potters. This attitude must change and if it does so would the education system. It is essential that education should be based on application and intelligence instead of trying to test memory of knowledge. Memory doesn't have much relevance in today's times given the volume of information which is available on the internet. It is the application of information that matters and be tested.

Children must be taught the difference between being wise and being knowledgeable; being well informed and being intelligent. One must be

cautious of "Information pollution" which comes along with globalisation and which often blurs the distinction between knowledge and wisdom. The education system must encourage children to imagine and invent and not reinvent the same wheel. Each child's imagination is different and, therefore, he has to be guided correctly to choose his occupation in life. There is no denying that a person who has found his vocation in life is a blessed human being.

Our present education system lacks practicality and relevance. It's time for the educationists to instill some life in the system by connecting classroom lectures with real-life experiences. For example, students must be taught the management of money and people because nobody in practical life can escape management of money and particularly in the current era which is full of new challenges.

The system lacks personality development lessons, moral and ethical teaching. Children must be taught to go beyond religion, region and language. Our current endeavor must be to create 'One India' transcending all parochial barriers. Only then our children would grow up to be sensible, sensitive and responsible global citizens.

The present education system does not prepare a child for life; rather, it prepares him for an exam. It is based on a premise that needs to be challenged — that is getting outstanding grades is the secret of a successful life. They must be taught not to chase Grade A and instead be taught that it's one's attitude that determines success. Thus, the present education system unfortunately leaves behind the millions of average children with an incredible potential, but who are paralysed by the fear of "failure". Getting good grades is not a problem but allowing grades to dictate one's life is. This defeats the whole purpose of education which is meant to build and not destroy.

We must evolve a system that is not one of indoctrination. Children have to be educated, but they have also to be left alone to educate themselves. A true education system must be organic to the process of nation building.

"When a child grows so does the nation."

Source: March 12, 2012/ [Indian Express](#)

Digitisation of educational content is the way forward

The main challenge facing the school publisher is with regard to e-learning. We need to develop suitable digital content that can support teaching and learning in the classroom.

What sells for \$55 (about Rs 2,700) in the United States; retails for Rs 595 in India," says Manzar Khan, Managing Director, Oxford University Press (OUP) India. Mr Khan has been associated with OUP since 1979. He talks to Business Line on the business of education books, the potential of Indian markets and the challenges facing the school text-books business.

How big is the market for English language education books in India?

The market for English medium books is about Rs 6,000-7,000 crore. This includes fiction, non-fiction, school textbooks etc. Of this, the private school textbook market accounts for Rs 1,000 crore. However, this is only 15 per cent of the total school textbook market. The rest is serviced by the Government.

How big is your business in India in the school textbook segment?

OUP India is Rs 300 crore annual business, of which school textbooks account for over Rs 200 crore.

We have 20-22 per cent market share in the private English medium market.

What size is OUP's India pie and how fast is it growing?

India accounts for 5-6 per cent of OUP's turnover. The pie is set to become bigger because India, along with China, is the fastest growing market for us.

Where is the growth coming from?

This market is growing very fast, by 15-20 per cent. The real growth is happening in school textbooks – from primary up to the middle school segment. After Class X, there are quite a few drop-outs. The gross enrolment post-secondary level is only 12 per cent, but the Government is making efforts to raise this to 20 per cent.

How are the dynamics of the market changing? Is there any new trend that you see?

With India's economic growth fuelling the last decade, the country's education needs have gone up tremendously. Digitisation is the way forward for supporting teaching and learning. Content has to be developed, digitised and made available. We are, at present, creating a support structure for learning and teaching methods, which are currently available for free. As the demand grows, our digital offering can be monetised. We have a scholarly textbook search engine by the name 'Oxford scholarship online', which we provide to universities on subscription.

Which subject course books earn you the maximum revenue?

A total of 55 per cent of our turnover comes from English course books and material and the potential for expansion is huge. There are approximately 50,000 private schools and a shortage of a good 1.5 lakh schools in the country.

Finally, what are the challenges to school textbook publishing business?

The main challenge facing the school publisher is with regard to e-learning. We need to develop suitable digital content that can support teaching and learning in the classroom.

At OUP India, after considerable market research, we have been providing digital solutions in the form of CDs, e-books and websites that are specific to our print courses and which help the teacher provide a complete multimedia learning experience to the student. In this regard, wherever necessary, we provide the necessary teacher training.

Source: March 12, 2012/ [The Hindu Business Line](#)

The role of technology in education and inclusion

India has to embrace technology to provide urban amenities to rural areas and bring inclusive growth comprehensively.

A premier education non-profit organization recently released its Annual Status of Education Report (ASER) 2012. Pratham covered 14,000 government schools in rural India to provide some startling facts. A stunning 97 percent of 6-14 year olds cannot read a class II text while only 30 percent of class III students can solve a 2-digit subtraction sum.

An increasing number of families are opting for a private education in rural India. Back in 2006, itself, Muralidharan and Kremer pointed out that 28 percent of the population of rural India had access to fee-charging private primary schools in the same village where 16.4 percent of children aged 6-14 in rural India chose to attend fee-charging private schools. The increasing prevalence of rural private schools was described as a recent phenomenon, with nearly 50 percent of the rural private schools having been established five or fewer years before the survey and nearly 40 percent of private-school enrolment being in those recently-established schools.

The Sarva Shiksha Abhigyan (SSA) has incentivized education through its mid-day meal scheme and brought children into the classroom from hard, physically laborious work outdoors through infrastructure development. But, can this great step overcome the quality deficit in education including updated curriculum that will prepare our children for the future and availability of qualified teachers? Our

education system often confuses information with knowledge and wisdom. Feeding children information will not prepare them for the future. Teaching them how to think, learn, analyze, and comprehend will.

Passing children blindly at every grade when they are not ready, gives them false hopes only to be dashed when they face the real test at grade 10. At that point, the child realizes that he cannot go beyond educationally, socially, nor economically. It is this disconnect between degree-based colleges and employment that sees fewer of today's youth pursuing higher education. Currently, out of the 15 to 16 million enrolling in colleges every year, barely half a million go on to actually graduate. We know that 75 percent of graduating engineers and 85 percent of other graduates in India are employable. What can we say about a grade 10 fail or a college drop out?

The absence of qualified teachers, especially in the rural areas, is another gap in our educational system. India has a dubious distinction of having one of the worst teacher-pupil ratios at one teacher for 74 children. About 19 percent of primary schools have a single teacher catering to 12 percent of enrolled primary students nationwide. Most of these underserved children live in rural areas. Those who can afford, are fleeing to private schools; which is one of the fastest growing industries in the country. According to household survey data, private schooling participation in rural India has grown from 10 percent in 1993 to 23 percent of the student population in 2007. While this percent is on the rise we cannot confidently say that these private schools are performing spectacularly well either. This is because we have not addressed fundamental issue.

Rural areas in India lack essential services that urban areas take for granted; quality education, healthcare, availability of a robust marketplace, and absence of public services. Therefore, unless quality teachers are motivated by personal passion, they would not want to live there. Even if we were to train more teachers, the fundamental issues remain the same and the qualified teachers would seek better pastures in urban areas. In a World Bank Study of Primary Education in Rajasthan, Sangeeta Goyal points out that rural private schools do not have more qualified teachers or pay better salaries than government teachers but they do enforce teacher presence, a smaller teacher-student ratio and some standards. Unfortunately, the jury is still out on whether private schools will fare better than the government schools.

How technology can enable inclusive growth

To get out of this hapless bind of absentee and unqualified teachers, India has to embrace technology to bring inclusive growth comprehensively to rural areas. It needs to embrace networking technology to provide urban amenities to rural areas. Solving just the education element will not resolve the education paradox. However, providing these amenities will encourage qualified teachers to consider employment in rural areas.

Further, the country also needs to embrace a public-private partnership to deliver these amenities. Successful initiatives have been seen and documented: The Learning Guarantee Programmes with Azim Premji Foundation in Karnataka, Reading Promotion in Elementary Education Programmes with Pratham in MP, Bihar and UP and Capacity Building of teacher educators with Naandi Foundation in AP, to name a few.

Sadly, many of these programs depend on brick and mortar model of scaling or use CDs to disseminate data. While they may see some success, they will not see a disruptive and transformational change. We need to not just catch up on education, we need inorganic mechanisms to leapfrog ahead of global contenders.

The government simply cannot resolve these challenges on its own. In fact, UNESCO finds "the success in using information and communication technologies in education depends largely on the ability of teachers to integrate these technologies into the teaching process." Therefore, while we look at bringing education to rural areas to enable children, we have to also start retooling our teachers.

Our experience using the Cisco Education Enabled Development (CEED) platform in Raichur with Project Samudaya, under an MoU with the Government of Karnataka-SSA in Hoskote, and under MoU in government hostels in Raichur and Shimoga has shown amazing results. Using an NGO partner, we provide supplementary education to over 2,000 children teaching them English, science, social sciences, and mathematics through technology. We used the same platform to train 250 teachers in three districts resulting in great outcome. School drop-out rates, student absenteeism, fear of speaking English have dramatically reduced. Students, parents, and teachers have found the education very useful. Schools in the neighborhood, including private ones, want the extension of these classes to the children in those schools.

While we have demonstrated the power of technology delivered over video out of a secure cloud in a collaborative model, the adoption of such

models needs to be more pervasive. Focused training at low logistical costs will improve the quality of teachers and education levels of our children. After a gap of two hundred years, it will also prepare us to reassume our position of being a superpower in the world. Most importantly, it will bring inclusive growth.

Source: March 12, 2012/ [Information Week](#)

What Is Higher Education's Role in International Relations?

What role does higher education play in the relationship between nations? This question guided the conversation of a gathering of approximately 50 academics, international-education experts, and current and former foreign-service officers at the Rockefeller Institute of Government in Albany, this past Tuesday. The meeting was propelled by a growing acknowledgment that, for better or for worse, higher-education institutions are significant players in the international landscape.

But, just how significant is this for the international relations between nations?

It is widely acknowledged that higher education facilitates the movement of a large number of individuals (faculty, students, and staff) between nations and cultures. Indeed, according to the Organisation for Economic Cooperation and Development (OECD), 3.7 million tertiary level students studied outside of their home country in 2009. Colleges and universities also provide important functions in terms of foreign-language acquisition, area studies, and intercultural appreciation.

Moreover, institutions of all types—public or private, for-profit or nonprofit, two-year or four-year, liberal-arts focused or research-oriented—have developed offshore presences. These include a range of foreign outposts such as branch campuses, research labs, and outreach offices in dozens of countries. Furthermore, an increasing number of colleges and universities are entering into relationships (e.g., dual degrees, joint degrees, collaborative research projects, consulting contracts, and others) with foreign higher-education institutions. These activities represent the creation of multinational educational enterprises and suggest colleges and universities to be international actors.

Moreover, it is not just that higher education increasingly transcends national borders; it is also the types of activities in which these institutions engage that can affect international relations. For example, we've written previously about the size and scope of international branch campuses (there

are now about 200 operating globally). In addition to educating students, their service and research work may also support the development of other influential actors. For example, Northwestern University in Qatar works with Al Jazeera, the widely-watched Arabic news channel; and Georgetown University's School of Foreign Service in Qatar is charged with training international affairs specialists for the Arab Gulf region.

Colleges and universities also provide consultancies in the creation and evolution of foreign educational institutions. In the 1960s and 1970s, MIT helped to establish the Indian Institute of Technology in Kanpur, India; the Birla Institute of Technology and Science in Pilania, India; and the Aryamehr University of Technology in Iran. More recently, Houston Community College has been contracted by the Qatar government to help establish the Community College of Qatar.

Institutions also operate teaching and research locations that serve to support ventures based at the home campus. For example, Michigan State University has created project offices in Burundi, China, Dubai, Kenya, Mali, Mozambique, India, Tanzania, and Zambia to assist their faculty researchers in coordinating projects in foreign countries. Columbia University's Graduate School of Architecture, Planning, and Preservation created its Studio X program. With architecture studios located in the heart of cities in Latin America, the Middle East, Africa, Eastern Europe, and Asia, the Studio X program supports faculty and student engagement in some of the most rapidly developing metropolises in the world. Furthermore, MIT has offices in Africa, Asia, Europe, and South America to help create internship opportunities for their students.

Clearly, some colleges and universities now have extensive international engagements. All of these activities and many more that we did not reference, help facilitate the creation of global connections between current and future institutional and government leaders. They are a source of new resources and financial investment for foreign nations, developed and developing. Their actions and activities can affect the perceptions of prospective and current students; and those students may eventual hold leadership positions in business, government, and civic society.

But, what does this all mean for the relationship between nations? Is there a role for higher education in diplomacy? Are colleges and universities legitimate sources of soft power? To what extent do international-education professionals recognize that their actions, positive and negative, can have lasting effects on their nation's credibility? Are governments purposeful in

using colleges and universities as instruments of public diplomacy? Should colleges and universities be concerned about the diplomatic implications of their actions?

The consensus from our meeting was that it is clear that higher-education institutions are now major actors in the international environments. It is time to accept this fact and begin the search for the answers to these questions.

Source: March 12, 2012/ [The Chronicle of Higher Education](#)

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Source: March 12, 2012/ [The Chronicle](#)

Arts education needs to be protected

In the 1840s, Horace Mann, the great champion of public education, insisted that each and every Boston child – not just the wealthy or the talented – should learn how to draw. Today, Boston is renewing this promise by reestablishing high quality arts education for all students as a core part of excellent schools.

At a time of great stress on Boston's school budget, private philanthropists and charitable foundations launched an initiative to raise \$10 million to increase access, equity and quality of arts learning for all students. The city and its schools stepped up with increased public funding for arts teachers.

It's a model that can be replicated in cities and towns across the Commonwealth and the nation.

This year, 14,000 more Boston students are experiencing the arts in schools than three years ago. Nine of 10 students in the elementary and middle grades now receive weekly, year-long arts instruction in school, up from two-thirds in 2009. In the same period, twice as many high school students are accessing arts learning during the school day.

The Wallace Foundation recently announced a \$4 million commitment to help further expand access to arts education in the city's schools. Local donors, including the Barr Foundation the Boston Foundation, have already matched this with more than \$4 million in contributions. The city has increased public spending on arts education by \$2 million annually since 2009, adding 24 new arts teachers.

Why invest in arts education at a time when schools seem laser-focused on improving performance in reading and math skills?

Evidence shows that the arts matter. Arts have a positive impact on student achievement,

motivation and engagement, critical and creative thinking, collaboration and team work skills.

Arts have the biggest impact on students of color and low income students. Yet nationally, African-Americans and Latinos are 50% less likely to have had access to arts instruction.

In many communities, arts education has suffered from years of neglect. The decline started with significant public budget shortfalls in the 1970s and 1980s that led school districts to drastically cut programs deemed not central to the academic mission. More recently, federal education requirements and the test-based accountability mechanisms of state standards-based reforms caused schools to focus on the subjects that were to be tested -- reading and mathematics -- at the expense of other subjects.

Surveys by the Center for Education Policy found that 44 percent of districts had increased instruction time in elementary school English language arts and math while decreasing time on other subjects. A follow-up analysis showed that 16 percent of districts had reduced elementary school class time for music and art -- and had done so by an average of 35 percent, or fifty-seven minutes a week. Recently, school districts in Pittsburgh, Philadelphia, Los Angeles and San Diego proposed plans to cut arts programs and teaching positions to help balance their budgets.

Arts education is especially important here in Boston.

We have a thriving and dynamic cultural and artistic community that enriches our city for residents and visitors. Music, theater, and the visual arts give Boston a special identity. Participation in arts education is the strongest predictor of almost all types of arts participation as an adult. We need to maintain these unique assets by cultivating a population that appreciates the arts.

In making arts education a priority, Superintendent Carol Johnson has tapped the energy of our arts community to expand opportunities for our young people. At the school level, the expansion of arts education means that at the Edison K-8 School in Brighton, partnerships with the Boston Symphony Orchestra and a set design teaching artist have enabled the school's four full-time art teachers to create a rich performing arts program and engaging school climate for their 850 students. Students with special needs and English language learners have shined on stage as lead actors in musicals and Shakespearean productions, while other students learn about stage management. The Dever-McCormack School in Dorchester is building a strong music program through a partnership with

the Community Music Center of Boston, together with the school's music specialists.

We view arts expansion as a catalyst for renewed energy in schools, increased engagement by students, and improved school choices for families. Over the long term it will enrich our young people, our schools, our neighborhoods, and our economy.

Source: March 12, 2012/ [The Bostan.com](http://TheBostan.com)

Budget 2012: Challenges in Education

The Indian Education sector is one of the largest in the world with 1.3 million schools, 30,000 colleges and 542 listed universities.

The amount of public money in the education sector is USD 40 billion. The private sector money involved in education stands at a greater value that is USD 60 billion.

In FY 2011-2012, Finance Minister Pranab Mukherjee allocated Rs 52,057 crore for this sector.

The government is trying to implement the already successful public-private partnership formula to generate greater interest of corporates in the education sector. So far, it has been successful to generate interest as some large corporations making inroads into the education sector in the last fiscal year.

With the Right to Education (RTE) Act realized this year, the amount of infrastructure the government has to build for its effective implementation can prove to be a challenge.

The Finance Minister is expected to consider this as a priority and give it a much-needed boost.

According to current law, there can be a 100 per cent FDI in the field of education. However, governing bodies such as the All India Council for Technical Education (AICTE) and University Grants Commission (UGC) do not give these for-profit institutions the required licenses.

The result is that for-profit institutions operate without any affiliation and students tend to avoid them as their degree does not carry much value. This issue is expected to come to the fore with other issues like the Education Tribunals Bill and the Foreign University Bill.

Source: March 13, 2012/ [Indian Colleges](http://IndianColleges)

Why do you want to study abroad?

Where are Indian students likely to apply in the 2012 admissions cycle for starting their programmes in 2013? To answer this question, we need to understand students' primary motivation for going abroad and segments of students.

The study abroad decision-making process is a complex interplay of many variables, including future job prospects, cost of education, scholarships, availability of quality local programmes, social recognition and opportunities of immigration that differ based on students' academic and financial ability.

The study abroad application process is time-intensive as international students typically apply nine to 12 months in advance. Thus, the applicant trends for the incoming class of 2013 will be influenced by student perceptions and expectations of their external environment in 2012.

Since studying abroad is expensive, prospective international students' sensitivity to external factors, such as immigration policies and economic outlook, is quite high. For example, the declining availability of financial aid due to budget cuts in universities, low job prospects, and devaluation of the Indian currency may make it difficult for Indian students to go abroad. Prospective students intuitively perform a cost-benefit analysis of their study abroad investments, weighing the expected total outflow against projected returns in terms of achieving their objectives.

Indian students going abroad can be classified into two segments – one moves for advancement and the other for immigration. The groups differ because of their motivation, targeted destination, and intended level of study. The table below is not all-encompassing, there are students who overlap both segments – but it provides a framework for deepening our understanding of the student segments.

The advancement segment comprises of students who want to go overseas in search of career advancement opportunities and are more likely to enroll in graduate level programmes. They perceive the US and UK to be countries offering higher quality programmes. Global rankings that repeatedly show the dominance of American and British universities reinforce perceptions of institutional quality in these two countries.

Students of the immigration segment primarily go abroad to use education as a pathway to immigration. They typically do not want to invest much time and money in education and hence enroll in programmes that offer higher potential for immigration in the destination country. Given that Australia and Canada's immigration policies welcome this pathway partly due to their skills shortage, many Indian students head to these countries for eventual immigration.

The US is a top destination for Indians. Of the 185,000 Indian students enrolled in higher

education institutions abroad, the US leads with a share of hosting nearly 55% of all Indian students followed by the UK and Australia, according to UNESCO data. However, the US witnessed stagnancy in Indian enrollment numbers during the last couple of years. The residual impact of the recession made Indian students reassess their options. Availability of loans was becoming tougher and post-graduation employment prospects were becoming bleaker. With the economic uncertainty, some value-for-money conscious Indian students have been putting off their plans to study in the US.

However, there are signs that the trend is set to reverse, and the US will soon begin to attract more Indian students.

First, the US economy is reviving, and job prospects are improving. This is important for advancement students who prefer to remain in the US or work for a few years before returning to India. Second, US institutions are becoming increasingly aggressive in their outreach to Indian students. Third, the emergence of an undergraduate student pipeline in India is adding more students in the enrollment mix of those seeking to go to the US.

Finally, the UK, which is the strongest competitor for the US in attracting advancement students, is restricting post-education work opportunities by tightening immigration laws. In contrast, the US has adopted visa rules favouring international students. In particular, extending the 'optional practical training for science and engineering' students to 29 months is a big attraction for Indian students as nearly 60% of Indian students enroll in master's programmes in engineering and computer science. In fact, the number of Indian students taking up optional practical training increased by nearly 5,000 students in 2010/11 from the previous year.

The immigration segment heading towards Australia and Canada is also expected to increase. In Australia, the number of onshore visas issued in the fourth quarter of 2011 was 3,339 for the higher education category, whereas 15,031 visas were issued for the vocational education and training category. Canada, too, is attracting large number of international students to vocational programmes.

Source: March 13, 2012/[Hindustan Times](#)

The experience of education

Holland-based educator Miriam Haenan blends Western education and Indian philosophy to make

learning a holistic experience. Nithya Sivashankar reports

It's a sunny Sunday afternoon. Around 30 educators and some moms are gathered around a sand pit at Yellow Train in Sivananda Colony. Miriam Haenan is skimming through her red, hard-bound book on the Vedas. Her maternal warmth is apparent as soon as she begins to address the group. Smiling widely, she distributes small white handkerchiefs, and begins her session on puppetry, painting and hand-gesture plays.

East meets West

Holland-based Miriam is in town for a series of lectures and workshops on child development and education. An educator, teacher trainer and child development specialist, she has been working with children and teachers in Europe, India and the Middle East for over 35 years. Blending the Western concepts of Anthroposophy and Waldorf education with ancient Indian philosophy, Miriam researches value-based education. She has been shuttling between India and Holland for the past few years and has mentored many Waldorf Kindergarten projects in the country. "When I left high school, I realised I wanted to be a Kindergarten teacher," says Miriam. "But people around me said, 'You are too smart for that, Miriam.' But that did not discourage me."

Miriam underwent training in arts, crafts and child development. She worked in a hospital in Holland where she discovered the impact of simple toys and materials on children. "I was on the lookout for something that could enable me to teach children in an unconventional way. That was when I found out about Waldorf education," she says. She explains the Waldorf system. "In this method of teaching you try to bring heaven and earth together in whatever you do." While Miriam's own three children were growing up, she trained in Waldorf education. "My children are my biggest gurus in the path of child development," she smiles. She learnt puppetry, spinning and dyeing, and set up her Kindergarten at Holland.

"Around 1996, a UNESCO exhibition on Waldorf education was held in Hyderabad. Parents in the city were searching for different approaches to education. A friend of mine, who happened to be there, asked me if I could help set up a Waldorf school in Hyderabad." So Miriam came to India. "In 1997, the first Waldorf school started functioning in Hyderabad. Subsequently, I came down every year to India to conduct teacher training sessions and set up schools. I also had to manage my children and my Kindergarten in Holland."

In 2008, Miriam left her job and dear ones behind, and came to Hyderabad. "I instantly felt at home in India," she smiles. "I have a deep connection with the Vedas and the Gita." The red, hard-bound book of Vedas is precious to Miriam. "During my third or fourth visit to India, I visited a bookstore, where I found this book. I can't travel without it now. I constantly read the Vedas and the Upanishads, search for answers to questions and find them in the texts."

Miriam now lives in Hyderabad and visits Holland thrice a year. "When I go to Holland, I carry back whatever I have learnt in India to the Kindergartens there."

She is currently supervising a pilot Kindergarten project in Hyderabad where people can visit and understand the way a Waldorf school works. She also handles teacher training sessions in Hyderabad and Mumbai.

During her sessions, Miriam advises educators and parents to "show and not instruct" the child. "Do not interfere with a child's creative process," she tells them. "Their actions mirror their souls. Do not prevent them from expressing their inner selves. Allow children to enjoy what they are doing. There is no right or wrong way of doing an activity."

Ramakrishna Paramahansa, Vivekananda, Mahatma Gandhi and Rabindranath Tagore find place in Miriam's list of inspiring people. She says, "Teachers tend to think they have done a good job educating their children. Instead of finding out what a child needs and what his interests are, teachers focus on themselves and concentrate on driving a point home in the name of education."

Miriam strongly believes that a change can happen only when one works with his hands.

"Narrating moral stories or teaching moral science is not going to help children. They should be made to experience life. Even the most beautiful curriculum becomes dark when a human doesn't live it."

Training special children

Miriam Haenan also conducted a session for special educators and parents. The talk was on understanding children with special needs and the adults who work with them.

Special children could play with a mixture of bees wax and lanoline instead of clay

Children can use vegetable and flower based dyes instead of chemical paints. Soft pastels are a good option too

Music is an important teaching tool. Ragas such as Bhoopali can be played to these children

Cooking can be included as part of coursework in schools catering to children with special needs

Source: March 13, 2012/[The Hindu](#)

Lesson from Berkeley

I have not met Saul Perlmutter, winner of the 2011 Nobel prize in physics. It is, however, inspiring to know he is a colleague, as are nine other Nobel laureates.

These distinguished gentlemen do the same thing I — somewhat more undistinguished — do as a visiting fellow at the University of California at Berkeley in San Francisco's Bay Area, they teach. There is much to be inspired by. For instance, while he accelerates our knowledge of the universe's expansion, Perlmutter challenges 120 undergraduate students to explore music through the prism of science.

At a time when a US presidential candidate trashes higher education and India ponders new funding increases alongside declining outcomes, I am conscious of the freedom, foresight and investment that created one of the world's great universities and, now, sustains it at a time of trial.

At Berkeley, 23 alumni have won Nobels. The achievements of others are only somewhat less significant — such as founding companies called Intel, Apple, Sun Microsystems, Google Earth and, my personal favourite, Chez Panisse, the restaurant that inspired the simple, organic style of cooking called California cuisine. There are too many other Berkeley notables to list here, but I cannot omit J Robert Oppenheimer, he who fathered the atomic bomb and after witnessing its destructive power, quoted the Bhagvad Gita (he learned Sanskrit in 1933 and read the Gita in that language) to say, "I am become death, the destroyer of worlds."

Given the magnificence of such a system of learning, it is sobering to know that the US in general and the state of California in particular are slashing spending on education, even as China and India press forward. Across the US, public funding fell 12% over the last five years. In California, which is bankrupt, it is down 20%, and the state has been roiled by student and faculty protests. At Berkeley — one of 10 University of California campuses — state funding now stands at 10%, down from 52% about 30 years ago. Berkeley tuition costs are up 300% from 1981, and the university is about to finish a two-year campaign to raise \$3 billion.

Raising tuition fees is not a long-term solution for a public university and only provides ammunition for the growing hostility among US conservatives towards higher education. Rick Santorum, a strong

candidate in the Republican party race to elect a presidential candidate to challenge Barack Obama, recently accused Obama of seeking to increase college enrolments because colleges are “indoctrination mills”, apparently responsible for dragging the world’s only superpower towards a godless purgatory (and creating liberal voters).

From the 1950s to the 1970s, US students received college degrees in record numbers, mainly at public universities. The result was an army of world-leading scientists and professionals. “Public higher education has been the gateway to the middle class but that gate is shutting — just when income and wealth are more concentrated at the top than they’ve been since the 1920s, and when America needs the brainpower of its young people more than ever,” writes Robert Reich, a Berkeley professor of public policy, in his blog. “This is nuts.”

Yet, earlier this week, the United Nations’ World Intellectual Property Organisation reported that US universities remain the most prolific international patent filers globally; 30 of the top 50 institutions are American (followed by Japan and South Korea, with seven each, Israel with two, Australia, China, Denmark and Singapore with one each — India does not figure).

Among institutions, the world’s largest filer of patents is, unsurprisingly, the University of California system. Anecdotally, I concur. Apart from the innovative, even radical, thinking and thinkers I see around me, as a science writer, I often trawl new global scientific papers, only to find many of the authors in neighbouring buildings and cities.

Last month I met a Berkeley scientist, head of a typically multi-disciplinary team of neurologists, psychologists, engineers and statisticians that has converted brain waves into videos. Just back from his first visit to India and an IIT (Indian Institute of Technology) — I won’t name him or the IIT, so he won’t be embarrassed — he was perplexed by the intellectual atmosphere. “It was only my first visit, but it seemed so much like a military institution, so hierarchical,” he said. I think his larger point is that to excel, to be truly world class, universities, their students and professors must imbibe and dispense independent thought and action and learn to be leaders not followers.

Higher education has defined emerging India, but, equally, its failures threaten to imperil future growth.

In the rush for profit over excellence, 80% of India’s engineering graduates are deemed unemployable without additional training. This crisis found an echo last week when the All India Council of Technical Education, the regulatory

authority for technical and engineering institutions, said there could be a moratorium in some states on new institutions by 2014. Across India, as many as 65 business management colleges have announced closures due to declining demand, reports the University World News. Some-privately run colleges have done well, but India’s future rests with public institutions.

So, it seems sensible that the government increased funding for higher education 900% between 2007 and 2012, with the bulk of the money going to IITs and IIMs. There will be big hikes in the coming budget. The problem is that these institutions need to do more — intellectually and financially — to compete with the world’s best at a time when the India story is faltering. Many IITs have attracted serious money from their alumni. Now, the government must cede control, so they can ring in sweeping intellectual changes.

Free their minds, and the rest will follow.

Source: March 14, 2012/ [Hindustan Times](#)

Govt should initiate policies & promote R&D amongst private players

The extent of higher education is generally measured by enrollment ratio in higher education; by taking the ratio of persons in all age group enrolled in various programs to total population in age group of 18 to 23. The current level of GER in India stands at a figure of about 13% it is very low if we compared to world average of 23.2%, 36.5% for developing countries and 45% for developed countries. The government thus has an enormous task in hand to improve the GER to bring it somewhere close to other developing countries as otherwise the country would continue to remain divided not only in terms of wealth-distribution but also in the more fundamental aspects like education and health.

India plans to raise the GER from current level to 30% by the year 2020. Although, the growth of higher education in India has been phenomenal, starting with 1950-51, where the GER was only 0.7%, there were only 263,000 students in all disciplines in 750 colleges affiliated to 30 universities. This has grown to around 400 University level institutions, including 217 State Universities, 104 Deemed Universities, and Institutions established under State Legislation, Institutes of National Importance established under Central legislation and Private Universities. About 12 million students studies in around 20,000 Degree colleges affiliated to universities and non-affiliated university-level institutions. It requires

more than 1500 universities to achieve the set target for GER i.e. 30% by 2020.``

Suggestions to improve GER and Employability skills in India are as follows:

Regulation: The country's education system has been characterized by a huge demand-supply gap, high entry barriers and over-regulation as there is a multiplicity of regulators with confusing overlapping mandates (UGC, AICTE, Medical Council, Bar Council, State and Central Higher Education Board) that renders the whole system as being overregulated and under-governed and also incapable of coping with the soaring aspirations of a growing middle class and requirements of a new world order. Therefore the first recommendation is to simplify entry and bring the regulations under the single window clearance and control to make education system more accountable and be able to achieve the targeted GER without compromising on the quality of education and assessment system.

Service Tax: Education in whichever format whether formal or informal, be it Higher Education or Vocational, the government needs to be considerate while charging service tax. Most of the private players who opt for providing the vocational education or training bear the brunt of service tax and at time compromise or increase the entry level for the aspirants to enter the vocational education. Since, there is huge gap between the demand-supply, the PPP will enable the private players to invest and integrate their best practices while rendering employable vocational courses needed for the industry.

Education Loan: Although RBI, the Central Bank, mandates the banks to fund and facilitate loans to the students at lower diligence and rate but it doesn't delineate and still students especially those in rural and semi-urban areas find difficult to fund their vocational or higher education. The government should strictly monitor and develop the mechanism so that larger participation can be seen from the banks and help students in funding their education.

Tax Holiday: The GER in rural area is almost three times lower compared with urban area and that is because of lack of both awareness and infrastructure of higher education. Therefore it is the need of the hour to encourage private sector to invest in the rural areas to provide economical Higher / Vocational education to increase the employ-ability skills by providing them tax relaxation in the form of tax holiday by specifying specially ear marked areas for setting up private universities and institutions.

Research Work: The government should initiate policies and promote the R&D amongst the private players. The quality of education can only be measured in terms of their research and development as how better they reflect the societal and industrial changes that help towards the development of the nation. The education policy planner should work on strengthening the education system to promote more and more researches by providing incentives and tax subsidies in research and development to private institutions as well.

Hospitality Industry oriented Courses: Hospitality industry needs about two lakh trained persons every year but the supply is just about 27,000 persons, which gets further reduced by one-third due to attrition. The Government, on its part, should actively try to bridge the skilled manpower shortage by setting up more govt. sponsored Institutes or through public-private partnership(PPP) model and promoting private investment both domestic and foreign, to bridge the industry gap and uplift the societal benefits.

Source: March 14, 2012/ [Myiris](#)

The BRIC Countries: India

India is developing into an open-market economy, yet traces of its past autarkic policies remain. Economic liberalization, including industrial deregulation, privatization of state-owned enterprises, and reduced controls on foreign trade and investment, began in the early 1990s and has served to accelerate the country's growth, which has averaged more than 7% per year since 1997. India's diverse economy encompasses traditional village farming, modern agriculture, handicrafts, a wide range of modern industries, and a multitude of services. Slightly more than half of the work force is in agriculture, but services are the major source of economic growth, accounting for more than half of India's output, with only one-third of its labor force. India has capitalized on its large educated English-speaking population to become a major exporter of information technology services and software workers. In 2010, the Indian economy rebounded robustly from the global financial crisis - in large part because of strong domestic demand - and growth exceeded 8% year-on-year in real terms. However, India's economic growth in 2011 slowed because of persistently high inflation and interest rates and little progress on economic reforms. High international crude prices have exacerbated the government's fuel subsidy expenditures contributing to a higher fiscal deficit, and a worsening current account deficit. Little economic reform took place in 2011 largely due to corruption scandals that have slowed legislative work. India's medium-term

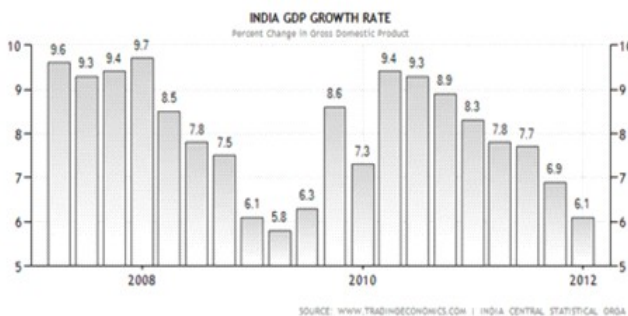
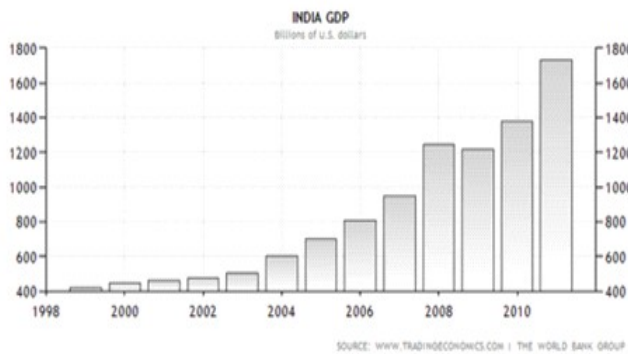
growth outlook is positive due to a young population and corresponding low dependency ratio, healthy savings and investment rates, and increasing integration into the global economy. India has many long-term challenges that it has not yet fully addressed, including widespread poverty, inadequate physical and social infrastructure, limited non-agricultural employment opportunities, insufficient access to quality basic and higher education, and accommodating rural-to-urban migration.

India looks more like Russia than Brazil. The country has some solid strengths -- especially in the intellectual property fields -- but still has a high rate of poverty, poor investment and a fairly stodgy political systems that gets in the way more than it helps overall.

Here's how their economy breaks down:

- Agriculture: 18.1%
- Industry: 26.3%
- Services: 55.6% (2011 est.)

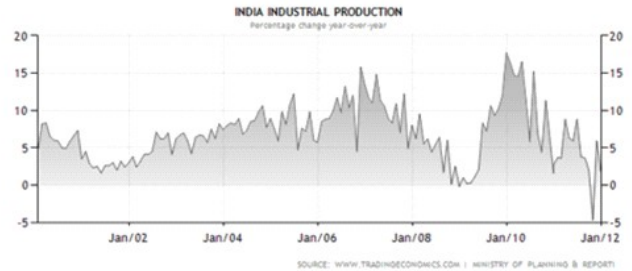
Let's look at the data:



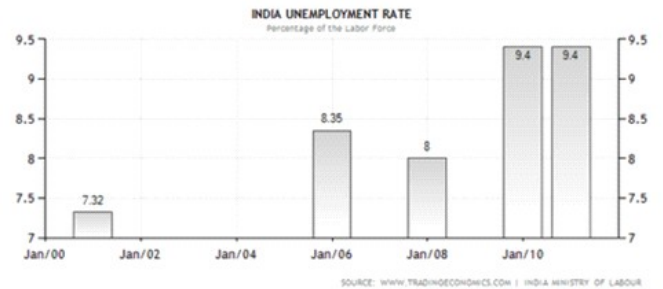
The top chart shows overall GDP growth, which has been increasing at a strong clip. However, notice that from 2008-2010, the entire economy was hit hard by the recession. However, we see a return to incredibly strong growth in 2011.

The bottom chart shows the rate of GDP change, YOY. Like Brazil, we see a clear slowing over the last 4 quarters, largely because high inflation is

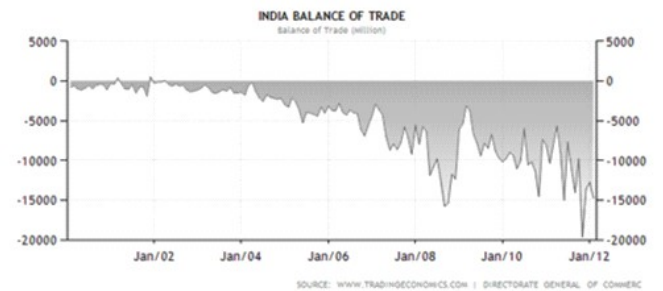
sapping demand and forcing the central bank to run high interest rates.



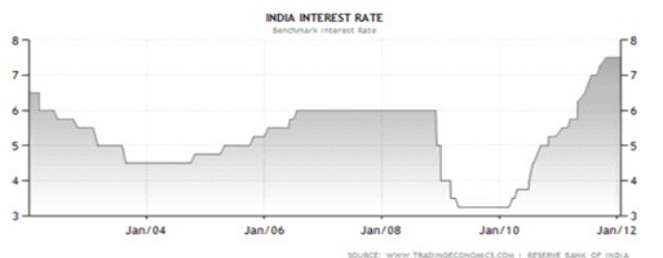
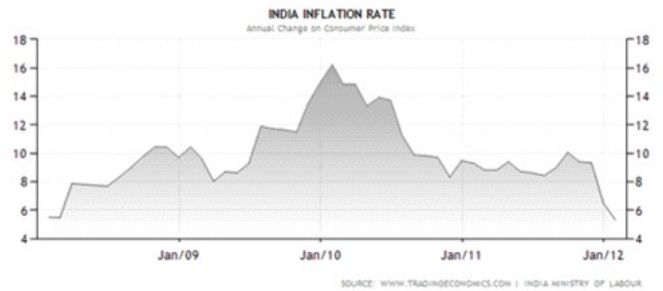
Overall industrial production has been declining on a YOY basis over the last two years. Also note the dip into negative territory recently -- not a good sign.



Information on the unemployment rate is inconclusive.



India is a net importer, largely because it has little domestic energy resources.



India has had a stubbornly high inflation rate for the last two years.

We see the spike to 16% YOY in early 2010. While it has come down, it has taken over two years of effort to do so.

The primary method of combating it has been a gradual increase in interest rates over the same period of time, which is obviously a big reason for the recent slowdown in overall economy growth.

Source: March 15, 2012/ [Seeking Alpha](#)

Cut in higher education subsidy suggested

The Economic Survey for 2011-12 has indicated a need for reducing government subsidy to higher education by introducing better commercial loan schemes for students.

Over the years, the diverging trajectories of costs and revenues due to rapidly increasing per student cost and increasing tertiary level participation has imposed "immense pressures" on the exchequer.

Moreover, subsidies are "inequitable" in the sense that irrespective of one's parents' wealth, all individuals in a state subsidised institution get the same level of subsidy.

"Therefore, there are views that argue for reducing government support for higher education and replacing it with better commercial student loan schemes," the survey, which was tabled in Parliament on Thursday, said.

Referring to a study conducted by the Indian Statistical Institute (ISI), New Delhi, the economic survey noted that existing debt markets for student loans are highly imperfect with high interest rates and "collateral requirements".

An alternative type of student loans - Income Contingent Loans (ICL) - can be introduced to lend money directly to the educational institution which will be recoverable from the students, once they get a job.

"An ICL is essentially a loan given to anyone who wants to invest in higher education and the repayment, which starts once the individual gets a job, is denominated in terms of a certain percentage of the income to be paid for a stipulated time period," the survey noted.

The "distinguishing feature" of an ICL is insurance against unfavourable outcomes, since the repayment amount is positively linked to income and could even be zero below a certain threshold income level.

Australia was the first country to institute a "broadly based income-contingent charging

system" for higher education called Higher Education Contribution Scheme (HECS) in 1973.

Source: March 15, 2012/ [Deccan Herald](#)

RESOURCE

Two crore Indian children study in English-medium schools

The last eight years have seen a staggering rise in the number of children studying in English-medium schools across the country. Data on school enrolment for 2010-11 shows that, for the first time, the number of children enrolled in English-medium schools from Classes I to VIII has crossed the two crore mark - a 274% rise since 2003-04.

For the fourth year in a row, English is the second-largest medium of instruction in India, ahead of both Bengali and Marathi, according to a yet-to-be released report on countrywide school enrolment by the National University of Education, Planning and Administration (NUEPA) under its District Information System for Education.

"The collection of information under DISE has improved over the years, and now gives a true picture of enrolments by medium of instruction across the country," says Professor Arun C Mehta of NEUPA.

While Hindi, Marathi, Bengali and English have all seen a rise in enrolment in 2010-11 when compared with the previous year, the rate of increase is highest for English.

While there is an obvious demand for the English language in India, academicians and policy-makers believe state governments are handling this demand in an extremely unimaginative manner.

"There is a wealth of research which shows that the best medium of instruction for a child to have a conceptual understanding of a subject is his mother-tongue. Just because people want their children to study English does not mean that they need to enroll them at an English-medium school. If Indian-language schools did a good job teaching English, parents would not need to send their children to English-medium schools," said R Govinda, vice-chancellor of NUEPA. He himself studied in a Kannada-medium school where he picked up good English, he pointed out.

"There has been extensive research to show that the number of years for which children study a language does not necessarily translate into them being able to speak or read the language. It is seen that if you show mastery over your first language and can read and write it fluently, you can learn a second language, such as English, a lot faster," says

Professor Anita Rampal, dean of the faculty of education at Delhi University. She points to countless instances where textbooks are in English but children can't make sense of them.

"Several states have seen a spike in the number of private schools, many of which call themselves English medium, though they don't teach much English," says Govinda. But Vinod Raina, an architect of India's Right to Education Bill, feels the recent NUEPA data should not be interpreted as a rise in enrolment in private English-medium schools alone, as several states, such as Jammu & Kashmir and Punjab, are themselves adopting English medium for government schools.

Raina, who has studied the education system in J&K and Punjab, says that teachers in these states are bitter about being forced to teach in English without being equipped to do so, with disastrous consequences. "This is not simply a question of one teacher having to teach the English language, but about all teachers suddenly having to transact in English," he says. "That government schools are turning English-medium does not, in any way, mean that either teachers or students at these schools can speak a word of English," says Raina.

Source: March 02, 2012/ [The Times of India](#)

Work opportunities still open for Indian students: Prof Thomas

There will still be opportunities for highly skilled students from non-EU countries such as India after their studies in UK, even as new visa rules come in effect from April 6, a top education official has said.

"Students can currently work in the UK for 2 years after their studies have finished under the Tier 1 (Post-study work) route. But from April 6, a more selective system will come into effect, so only the most talented international graduates can apply to stay in the UK for work purposes, Prof [Eric Thomas](#), President of the Universities UK has said.

"Only those who graduate from a university, and have an offer of a skilled job at a salary of at least 20,000 pounds (or more in some cases) from a reputable employer accredited by the [UK Border Agency](#), will be able to continue living and working in the UK. There will still be an opportunity to work," he said.

Noting that UK continues to be one of the most attractive study destinations in the world, he said efforts are being made to ensure that international students are not included in Government's net migration figures.

Dr Newman, Director of International UK Higher Education, said she would visit India in the first

week of April to attend a Round Table meeting convened by Union minister Kapil Sibal.

New rules will come into force within weeks to cut abuse of the student visa route and ensure that only the brightest and the best students can stay and work in the UK.

The rules are part of a radical overhaul of the student visa system, which will encourage growth, boost the economy (young entrepreneurs or small company directors will get the chance to stay on in the UK after their studies if they have 50,000 pounds to invest in their business), ensure that students can support themselves, tackle abuse - restricting work placements to one-third of the course for international students who are studying below degree level will ensure that those coming to the UK are here to study, not to work (as was often the case in the past).

Additionally, the time that can be spent studying at degree level will be restricted to a general limit of 5 years.

Source: March 02, 2012/ [The Times of India](#)

The role of higher education in creating sustainable leaders

Tomorrow's leaders need to see organisations as complete systems and understand how individual actions impact across the board. What role does higher education play in this?

Graduates should be taught to cultivate the potential of each individual in the wider community, argues Terry Williams Photograph: Christopher Furlong/Getty Images

Business issues are rarely simple – if they were, they would have already been solved elsewhere. And there are fewer issues more complex than creating sustainable futures for organisations.

It's easy to point the finger for irresponsible business practices at the door of higher education institutions – after all, they produced the leaders of the 1980s, the era of "greed is good" and no real environmental concern. In contrast, for us, the aim is to produce graduates who understand that they have a responsibility as future leaders within the organisations they will work for, as members of societies, on the collective level, but also as responsible individuals. We aim to cultivate the potential of each individual to be involved and concerned with the wider community.

From incorporating the elements of corporate social responsibility into undergraduate core modules to creating executive education programmes dedicated to responsible [leadership](#), future leaders should be encouraged to think further than their own ambition

and to understand how the actions of an individual impact on the whole. It is not their role to micromanage but to lead, guide and inspire others to a sustainable future.

To comprehend this lesson fully, leaders need to see organisations as complete systems. They consist of many parts. How the parts behave affects the performance of the whole because they are all linked and interdependent. The performance of the whole is more than just the sum of the parts. Studying each part individually is counterproductive and presents a very limited view of any issues.

Because of their experience and position, leaders have the authority to change, correct or abandon badly performing systems. It is therefore inefficient for them to act simply as part of the system. They need to have clear vision and the moral courage to accept when the system or process has outlived its usefulness or when it is working against the organisation's mission.

But it is not easy to be an advocate of change. Systems and processes tend to endure, regardless of changing circumstances. Although it is important to stay true to key goals and objectives, urgency often displaces importance, a re-occurring concern of senior leaders. This sin is often compounded by senior leaders who are over-scheduled and unaware of systems thinking, which can provide an invaluable holistic understanding on multiple levels allowing for better decision making

To succeed, responsible leaders need to see both the parts and the bigger picture, ie, what impact their organisation has on the wider environment and what they can do to mitigate negative impacts and manage intended and unintended consequences better.

Business schools have a duty to inspire future responsible leaders who can manage and guide organisations for long-term sustainable success. Teaching has to tackle real world issues, to emphasise ethical and social considerations and to incorporate the continuous assessment process that is typical of systems thinking essential in a volatile, rapidly changing environment.

Sustainability has to be strategic and incorporated into all the operations, decisions and programmes across the whole business. Therefore the role of academics is to educate students of all levels to understand that there is more to creating a sustainable business than recycling, turning off a light switch or donating money to an ecological charity.

Right now, students are in the best position to learn how to become the best responsible and

sustainable leaders. The more traditional areas of academic research, such as management and systems thinking, are rightfully influenced by the growing interest in the sustainability and corporate social responsibility agendas.

Academics can develop new theories and co-create cutting edge knowledge with partner profit, non-profit and public organisations, which underpins the aim of inspiring thought-leaders. We aim to challenge our students by encouraging them to develop contacts in the real world through their research projects, encouraging them to apply for placement opportunities in a wide range of organisations, and within lectures by asking them to think through complex case studies on sustainability. The idea is that by providing multiple controlled challenges we will prepare them to become responsible leaders by providing as much experience as possible while inspiring them to think and act responsibly.

Sustainability is not a choice. It is a way of doing business which can no longer be ignored. Systems thinking is not a cure for all ills, nor a panacea to ensure that someone is seeing the whole picture and understanding how to solve all the issues of the day; however, it is a practical approach to developing responsible leaders who can understand the behaviour of whole systems. Until we do, we cannot expect to transform organisations.

Source: March 02, 2012/ [The Guardian](#)

We need to attract foreign students: Education minister

That the current educational system in the country needs an overhaul is acknowledged not just by the public sector, but the private players as well. Haryana's education department has just drafted an education master-plan focusing on information technology in school learning. And now at the International Summit on School and [Higher Education](#), the three-day event which began in Gurgaon on Friday, it becomes clear how keen is the private sector to tap into the field of education.

Organized by the Associated Chamber of Commerce and Industry and Bal Bharti Academy, the seminar, Concern 2012, is being attended by over 70 Indian and international educational institutes and consultants.

Anchored on the subjects of the role of Information and Communication Technology (ICT) in education, and what the organizers are calling 'Come to India Program,' the summit is an attempt to attract more foreign students to the country.

Talking to TOI, Maninder Singh Nayyar, who is the secretary of Bal Bharti Academy, said that the state

has long neglected the private colleges and universities in India, while all the time lavishing subsidies on government institutes.

"Out of 20,000 colleges in this country, around 16,000 are private. So why shouldn't the help the private institutes develop their education quality and infrastructure? And yet, the support is hardly there," he said.

The seminar will see around 20 representatives from foreign universities participating and there are 13 education consultants from countries like the UK, USA, and parts of Europe and Africa. "We should attract more foreign students to the country. It's important to reverse the ongoing trend," Nayyar said. He added that foreign universities should only be encouraged to invest in India once the country's existing education structure is enhanced.

Organizers also said that Gurgaon has great potential to be developed as an education hub if the government shows interest.

"Only Gurgaon or greater Noida can be developed along those lines, because there is so much of space for really world-class facilities," added Nayyar.

The event is also an attempt on the part of the industry to make its presence felt in the education sphere. "What we are aiming for is a concerted effort by the academy, the government, and the industry," said S S Chawla, senior director, ASSOCHAM.

Source: March 03, 2012/ [The Times of India](#)

Growth will turn India into a dynamic consumer economy; will increase discretionary spends by poor

With domestic consumption being a key driver of India's growth, numerous attempts have been made to decipher the 'India Consumption Story' and provide explanations to some of the perplexing questions that have been raised.

Continuing the endeavour to provide meaningful insight into the mind of the Indian consumer, this article is an attempt to provide a profile of richest 10% Indians and answer some pertinent questions such as: who are they? Where are they located? What do they consume?

The top 10% of Indian households, roughly estimated to be 125 million consumers, account for 36% of total income (calculation based on How India Earns, Spends and Saves), a figure that is slightly higher than one often compared to China, where the same is about 31% (World Bank database, 2005).

Furthermore, and this is extremely crucial to note that, by the end of this decade, based on current growth, the projected income share of rich Indian households is expected to reach 45%, which is close to Brazil (48% in 2005).

It is equally important to note that the income ratio of the richest 10% Indians to that of the poorest (10%) is about 15 (author's calculation), and that does provide an idea of disparity in purchasing power and well being. Similar estimates for the UK, US and China are estimated to be 13.8, 15.9 and 21.6, respectively (Human Development Report, 2009).

Where do rich consumers live? The sheer size of this country, coupled with its staggering heterogeneity, makes identifying the area of residence of this target segment an extremely tortuous exercise. Our analysis shows that almost 57% of the top 10% rich consumers reside in urban India whereas about 93% of the bottom-segment households reside in rural India.

Of the total top 10% rich consumers (125 million), roughly 15% reside in Maharashtra, followed by Tamil Nadu (10%), UP (9%), Gujarat (7%), Karnataka (6%), Delhi (5%) and Punjab (4.5%). A state-wise analysis of the intensity of rich consumers, with population impact removed, leads to a changing of positions with Chandigarh, taking the lead, followed closely by Delhi, Kerala, Punjab, Himachal Pradesh and Maharashtra (NSS CES, 2009-10).

Consumption Items	Top 10% rich consumers	Bottom 10% poor consumer
Food	154	60
Beverage	187	46
Clothing	316	15
Transportation*	647	8
Health**	613	7
Education	408	13
Household services	395	34
Telephone	531	3
Electric goods	782	1
Electricity & fuels	172	58
Entertainment	396	7
Jewellery	855	1
Others	328	29
TOTAL	253	43

*Automotive-Car, Motor Cycle & Scooters, non durables and services
 **Medical services and pharmacy
 (Authors calculation using NSS CES household data)

How do rich consumers earn? With respect to their occupational profile, it is interesting to note that 21% of the top decile consumers (as per the NCO 2004 classification) are legislators, senior officials and managers, while professionals and associate professionals account for 19% and 10%, respectively.

On the other hand, those at the bottom of consumption pyramid are majorly engaged in



elementary occupations (60%) and skilled agricultural and fishery-related occupations (23%).

What do they consume? The 10% rich Indian consumers absorb about one-fourth of total household consumption expenditure, making it an extremely integral part of the India [growth](#) story.

On the basis of the NSS consumption expenditure surveys, we explore the spending patterns of the top decile and juxtapose it with the bottom 10%.

Observing data from past NSS rounds, we find that although expenditure on food still accounts for a significant share (28%) of the total expenditure basket, it is showing a downward trend.

This is compensated by an increase in expenditure allocated towards transportation, health, electricity and fuels, [education](#) and household services.

While there is no denying the issue of under-reporting/underestimation of NSS consumption expenditure data, particularly of the rich segment, nonetheless, the data does offer a meaningful insights into understanding the historical trends and distributional characteristics of India's consumption story.

The accompanying table sheds light on not only the purchasing power of the top, but also reveals the disparity in purchasing power across the distribution. For every item, the all-India average expenditure has been equated to 100 and then the average expenditure of the top and the bottom is calculated with respect to 100.

This then shows the distance between the end points of distribution and their purchasing power with respect to the average Indian. A significant difference is observed in the transportation segment in the car, motorcycle and scooter category and also in the electric goods and jewellery category.

This discretionary spending, which has risen significantly over the past decade, is increasingly becoming a major part of total household budget of the top 10%. With respect to expenditure on [healthcare](#), education and the telephone category, there exist significant differences between the top decile and the bottom.

The historical pattern in India is similar to the one observed in other developing economies. Growth leads to a decrease in the share allocated to basic necessities and an increase in discretionary spending. As growth percolates to those at the bottom of the pyramid, it is quite conceivable that a similar shift in their consumption basket will be observed, although the magnitude will vary. As India continues its upward trajectory, the aggregate purchasing power will lead to the

creation of better and more dynamic consumer economy.

However, we should remember the concluding remarks made by psychologist Daniel Gilbert, "Money helps in improving happiness if it is to provide the most basics of physical needs such as food, shelter and health.

Source: March 05, 2012/ [Economic Times](#)

Talk point: Which women in higher education have inspired you?

Today's International Women's Day. Tell us about the women in higher education who have inspired you professionally, or have done work that is worthy of wider recognition

[International Women's Day](#) (IWD), is on 8 March and the theme for this year, Connecting girls, inspiring futures, couldn't be a better fit for the higher education sector.

According to the [Higher Education Statistics Agency](#) (HESA), of the 17,465 academic staff in the UK who carry the title of professor just 19.8% are women, yet women make up 44.2% of the sector's academic staff. Women in non-academic roles fared better, making up 62.4% of the workforce, and holding just over half of all managerial roles.

Musing on the position of women in higher education, [Dr Anamaria Dutceac Segesten](#) recently wrote that women in research were more at risk of job loss due to funding cuts, were delegated difficult conversations "because they are so much better at it," and women in administration weren't trusted to handle students' complaints.

While IWD is about [raising awareness of gender inequality](#), it is also about celebrating achievements and praising pioneers. The focus is often on the great and the good in public life, business and women in rural communities around the world, so we'd like to cast the spotlight on women in higher education.

Who has inspired you at a professional level, achieved recognition for a field of study or simply embodied what women in higher education can be or achieve?

Source: March 05, 2012/ [The Guardian](#)

India an attractive education destination for foreign students

A three member team of faculty members of Desh Bhagat Group of Institutes participated in the Indian Education Fair-2012 organised at Sirimavo Bandaranaike Memorial Exhibition Centre (SBMEC), Colombo Sri Lanka, last week. The three faculty members included Dr Zora Singh, the

Chairman, Tajinder Kaur the Vice Chairperson and Dr Shalini Gupta , the Director General of the organisation.

The educationists, on Monday, informed how India occupies a prominent place in the field of education attracting students from not only SAARC countries but also from African, Arab and European countries to India for getting professional education.

Ashok K Kantha, Indian High Commissioner in Sri Lanka, who was the chief guest on the occasion informed that the Indian Government provides many types of scholarships in the field of education and the scholarship program for Sri Lanka, involving a grant assistance of Rs 2.5 billion.

Under this initiative, the number of scholarships available to Sri Lankan students for the purpose of pursuing higher education in India has increased from the existing 113 to 270 per year.

Source: March 05, 2012/ [Indian Express](#)

Indian IT industry revenues set to cross \$100 billion

India's [IT industry](#) is set to cross a milestone: revenues will exceed \$100 billion this year. This achievement is better appreciated when one recalls that just 20 years ago, its size was only about half-a-billion dollars.

Now providing livelihood to about 10 million people (including 2.8 million directly employed), it is the largest recruiter in the organised private sector. It is also amongst the biggest foreign exchange earners for the country.

These figures convey the outstanding success of this sector; yet, its qualitative impact is, possibly, of even greater import. First, it has transformed the global image of India and Indians: today, both are seen as winners. Second, it has energised the country's higher education sector, especially in engineering and computer science.

Third, it has contributed to social transformation by providing lucrative jobs to lakhs from small towns and even villages and gender equality, through its extensive employment of young women. Finally, and most importantly, it has brought hope to young people, who - thanks to the opportunities in this sector - view the future with optimism.

The IT industry has conveyed that success is driven by education and work, not by family background or 'connections'. In the context of what is happening in countries in our neighbourhood, the importance of such a message of inclusion and hope is obvious.

Looking ahead, it is clear that the Indian IT industry will face many serious challenges:

technological, managerial and geopolitical. Competition from other countries will intensify, and supply-side constraints increase. Human resources, infrastructure and a comparatively adverse business environment - thanks mainly to unpredictable interpretation of tax laws by overzealous, collection-driven officials - will pose problems.

Yet, there are also growing opportunities: new areas of work, emerging markets, new technologies, innovation in product, process and business models. Amongst the most exciting of these are opportunities within India. Many of these have the potential of doing good while doing well, contributing to social benefit even as profits are made.

In this area of societal applications of technology, the possibilities in India are immense and limited only by imagination - and sometimes by regulatory barriers. The national e-governance programme (NEGP) provides many examples of how technology could be used to bring greater efficiency, transparency and even accountability in government activities, especially those related to citizen services.

Birth and death certificates, land records, tax payments, passport issue and renewal, and a whole range of other services have been IT-enabled. Service delivery at doorsteps is facilitated through community computer centres in over 1,00,000 villages, and there is already action underway to roll out fibre-based broadband connectivity to 2,50,000 panchayats. More widespread access to citizen services will also be provided via mobile phones, whose availability will soon be near-universal.

Like the IT industry's \$100-billion milestone, mobile telephony too will soon cross a landmark: of one billion cellphones. India's mobile telephony services have witnessed a gravity-defying trajectory, with Indians taking to mobiles as they have to nothing else before. Users have themselves contributed to inventing new ways of utilising the handset: from making it double up as torch, to that unique Indian innovation of an intentional missed call.

Now threatened by seemingly thoughtless court judgments, high levies and a fixation on government revenues - as opposed to public good - growth was earlier driven by companies who crafted new business models and by supportive government policies. These resulted in the world's fastest-growing market and the lowest tariffs.

A plethora of start-ups are devising innovative applications to be delivered on mobiles. As the population of smartphones grows, an even larger number of interesting services and applications will be created. There are also many new ideas to make

the mobile handset more versatile: for example, as a device for medical diagnostics and tests, with data being sent in real time for immediate analysis. As the next generation of telecom networks are rolled out, transmission of data and pictures will be facilitated, opening up new possibilities for remote delivery of health and other services.

The biometric ID, a massive task undertaken by [Nandan Nilekani](#) and his team at UIDAI, opens up a range of services, driven by the capability of verifying a person's identity in near-real time. Location-based services now on cellphones will provide a new impetus to developers, financial inclusion, cash transfers and verifiable service delivery.

Other initiatives include direct current-based systems that utilise [solar power](#), being worked on by [Ashok Jhunjhunwala](#) and his team at IIT-Madras, which could save 25% energy, as well as cost, and new uses of social media for rural development and innovation, conceived of by Shekhar Kapoor and others from the National Innovation Council.

In the present gloom and doom, when mistrust, inaction or knee-jerk reaction, and low tolerance thresholds rule the roost, we need to celebrate these achievements of the tech community.

The exciting prospects can provide huge social benefit and economic gain. For this, the technology sector needs strong policy and financial support, a conducive business environment and liberation from bureaucratic control. Government must move beyond paying mere lip service to the potential of technology, and leverage it to truly transform India.

Source: March 07, 2012/ [Economic Times](#)

A Shortage of Faculty in India?

Given the discouragingly tiny number of faculty openings available in the United States and the large number of able applicants vying for them, it's refreshing to read of a country that has an oversupply of jobs and a shortage of qualified candidates. According to P. Pushkar's essay in the [Chronicle of Higher Education](#), India is short some 300,000 needed professors, and the deficit grows by 100,000 each year.

While many highly qualified Indians work at universities around the world, even such top-ranked schools as the prestigious Indian Institutes of Technology (IIT) have trouble landing high-quality hires, Pushkar writes. Just last year, a government minister launched an uproar by

remarking that the quality of IITs' students surpasses that their faculties.

And the problem is far more severe for lesser institutions, he continues. Obstacles to recruiting high-caliber professors include low pay, a shortage of top-ranked Ph.D. programs in India, poor quality of life in many college towns, and the generally low status of the academic profession in the country. One might add to the list the ample opportunities for many scientifically and technically trained Indians to work in other parts of the country's burgeoning economy. These factors have combined to encourage able Indian academics to seek positions "anywhere but India," Pushkar writes.

The government has taken steps to improve the situation but a lot more needs to be done to eliminate the shortage, Pushkar writes. Perhaps by way of illustrating the problem, he offers these observations from his post at the Institute for the Study of International Development at McGill University in Montreal.

Source: March 09, 2012/ [Blogs Science](#)

Indian Educational Superiority?

Our media and politicians regularly talk about the deficiencies of our educational system and compare us (unfavorably) to other countries. The Indians we visited with were incredulous that Americans believed American education to be inferior to Indian education, pointing out that so many kids drop out or are not receiving educations in India that we are comparing ALL of our kids to a very limited subset of theirs. Now I came across this story: [Over 80% students in Indian schools are humiliated](#)

Over 80% of students in schools across the country are humiliated by teachers who tell them that they are not capable of learning, a study conducted by national child rights body has said. Even the "cruel practice" of giving electric shocks finds a mention in the yet-to-be released study on the practice of corporal punishment brought out by the National Commission for Protection of Child Rights (NCPCR).

According to the survey conducted in 2009-10 academic year, only nine out of 6,632 students in seven states who were surveyed denied that they received any kind of punishment in schools.

NCPCR defines corporal punishment as physical punishment, mental harassment and discrimination of children causing both physical and mental harassment.

The survey was conducted to study the scale and magnitude of corporal punishment in the everyday school experiences of India's children, types of violent punishment prevailing in Indian schools and

analyse by age the prevalence of different types of punishments among school children.

“99.86% of children reported experiencing one or the other kind of punishment. As many as 81.2% of children were subject to outward rejection by being told that they are not capable of learning,” it said.

Getting beaten by a cane, being slapped on the cheeks, being hit on the back and ears and getting boxed are the other four major punishments, it said.

“These four punishments do not lag behind much in terms of their occurrence. Out of the total, 75% reported that they had been hit by a cane and 69% had been slapped on their cheeks,” the survey said.

A senior NCPCR official said they will be coming up with 'Guidelines for Eliminating Corporal Punishment in Schools' on Monday.

The guidelines include measures for affirmative action in schools towards positive development and positive engagement with children.

It will also discuss creating an environment conducive to learning and for mechanisms and processes to give children a voice and engage in the process of creating a positive environment as well as for accountability and multi-sectoral responsibility.

Source: March 09, 2012/[Hindustan Times/WordPress](#)

Fast pace of higher education enrolment growth predicted to slow

A combination of demographic and economic changes will resize the global higher education landscape by 2020, according to a new report by the British Council.

The largest higher education systems are likely to be China with some 37 million students, India with 28 million, the US with 20 million and Brazil with nine million.

However higher education, currently one of the fastest growing sectors globally, is predicted to experience a significant slowdown in the rate of growth in enrolments in the coming decades.

This is according to the report *The Shape of Things to Come: Higher education global trends and emerging opportunities to 2020*, drawn up for the British Council by Oxford Economics. It is to be published officially next month, but a preview was released ahead of the British Council's "Going Global" conference being held in London from 13-15 March.

The study forecasts enrolments to grow by 21 million students by 2020 – a huge rise in overall numbers and an average growth rate of 1.4% per year across 50 selected countries that account for almost 90% of higher education enrolments globally.

But this represents a considerable slowdown compared to the 5% a year global enrolment growth typical of the previous two decades, and record enrolment growth of almost 6% between 2002 and 2009.

Tertiary enrolments have grown by 160% globally since 1990, or by some 170 million new students.

This slowing in growth “should be expected with the sector maturing or slowing in some markets, and demographic trends no longer as favourable as a result of declining birth rates over the last 20 to 30 years,” says the report.

China and India

China, India, the US and Brazil are forecast to account for more than half of tertiary sector enrolments of the 50 countries studied, while Brazil, Indonesia, Turkey and Nigeria will become increasingly important players in the global higher education sector, the report predicts.

China and India dominated global growth in higher education enrolments between 2002 and 2009, accounting for 26 million of the overall increase of 55 million in student numbers during that period.

But the pace of growth in these two countries could fall in the future. Their predicted additional enrolments between now and 2020 is likely to be around 12 million.

Growth in enrolments in China are predicted to fall from a 17 million increase to five million, according to the report's projections. India's tertiary enrolment growth overall is forecast to outpace China's during the period.

“This does not take into account the political ambitions and aspirations of these countries,” said Janet Illieva, the British Council's head of research, who will be presenting some of the research findings at the “Going Global” conference this week.

“If India manages to double participation rates in the next five years, this will be a phenomenal increase,” she said, referring to Indian government plans to increase gross enrolments from 17% of the cohort now to around 30% in the next decade.

Economic growth fuels enrolments

Over the last 20 years, growth in global higher education enrolments and internationally mobile students has closely followed world trade growth and has far outpaced world economic growth.

“What is changing is GDP (economic wealth), and economic growth which has a very significant impact on tertiary enrolment,” Illieva told University World News.

A country’s average wealth is seen as a clear driver of future tertiary education demand. “Not only is the relationship positive and statistically significant, but perhaps more importantly, at low GDP per capita levels, gross tertiary enrolment ratios tend to increase quickly for relatively small increases in GDP per capita,” the report says.

Around half the 50 countries studied currently have GDP per capita levels below US\$10,000 a year. “Provided these economies grow strongly over the next decade, as many are forecast to, there is significant scope for their tertiary enrolment ratios to increase.”

But despite strong economic growth, many of the shortlisted economies are forecast to still have GDP per capita (adjusted for purchasing power parity) below US\$10,000 in 2020 – including Nepal, Bangladesh, Pakistan, Nigeria, India, Morocco, Indonesia and Sri Lanka.

This is likely to constrain how quickly these countries close the gap in enrolment rates compared to advanced economies. But it also means continued rises in enrolment ratios and strong growth in tertiary education demand beyond 2020.

“Where income is below US\$10,000 a year, a proportional increase in income results in a much higher rise in the rate of enrolments than you would expect,” said Illieva.

Following China and India, other emerging economies with predicted significant enrolment growth over the next decade will include Brazil which could add 2.6 million students, Indonesia projected to increase enrolments by 2.4 million, Nigeria with an increase of 1.4 million and the Philippines, Bangladesh and Turkey with increases of around 700,000.

Demographics

A crucial break on such rises is demographics.

“We looked at where the youth population is likely to come from by 2020. This can be predicted because many of these children are already born,” Illieva said. “The youth population is an indication of how quickly tertiary education is likely to expand for the country.”

Demographically India, China, US and Indonesia will account for over half of the world’s population aged 18-22 by 2020. A further quarter will come

from Pakistan, Nigeria, Brazil, Bangladesh, Ethiopia, Philippines, Mexico, Egypt and Vietnam.

Russia, Iran and South Korea’s respective global market shares are forecast to fall mainly for demographic reasons.

But drops in the number of 18-22 year olds coming through the system could mean increased participation rates as university places become available for a larger proportion of the population.

“Based on demographic and macroeconomic factors, China, Colombia and Brazil should start closing the gap in tertiary education enrolments on advanced economies,” the study predicts.

Source: March 13, 2012/ [University World News](#)

Subsidies inequitable, student loans a better option: Survey

Rapidly increasing per-student cost causes immense pressure on exchequer

Thanks to immense pressure on the exchequer and inequitable distribution of subsidies, the Economic Survey 2011-12 has recommended reduction of government support for higher education and replacing it with a better commercial student loan scheme.

According to the Survey, tabled in Parliament on Thursday, education being an important component of economic development and driving force behind economic growth, governments in India and across the world are subsidising higher education. “However, over the years, the diverging trajectories of costs and revenues due to rapidly increasing per-student costs and increasing tertiary level participation have created immense pressure on the exchequer.”

Moreover, subsidies are inequitable in that irrespective of the wealth of one’s parent, all students in a state-subsidised institution get the same level of subsidy.

The Indian higher education system is one of the largest in the world.

At the time of Independence, there were only 20 universities and 500 colleges with 0.1 million students. These increased to 611 universities and university-level institutions and 31,324 colleges in 2011.

To prepare for the challenges of the 21st century, says the Survey, the government has taken a number of initiatives during the Eleventh Plan period focussing on improvement of access along with equity and excellence, adoption of State-specific strategies, enhancement of the relevance of higher education through curriculum reforms, vocationalisation, networking, and use of

information technology and distance education along with reforms in governance in higher education.

A large-scale expansion of university education has been initiated by setting up new institutions comprising 30 central universities, 8 Indian Institutes of Management, 10 new National Institutes of Technology, 20 Indian Institutes of Information Technology, 3 Indian Institutes of Science Education and Research, two Schools of Planning and Architecture, 374 model colleges and 1,000 polytechnics.

The other initiatives include upgrading state engineering institutions, expansion of research fellowships and provision of hostels for girls, reservation for the SCs, the STs and the OBCs, focus on backward, hilly and remote locations, facilitating participation of students belonging to minorities, girls and persons with disabilities, scholarships, provision of education loans with interest-free subsidies and broadband connectivity.

Source: March 15, 2012/ [The Hindu](#)

Overseas student numbers 'to rise by 30,000'

Overseas student numbers are set to rise by 10 per cent over the next decade, a British Council study has said.

Only Australia will have a larger rise in international students, with an extra 50,000 by 2020, the report says.

Nearly 30,000 more international students will be enrolled on UK university courses by 2020, it adds.

India will overtake China as the leading country for sending students abroad by 2020, the report also predicts.

It currently has 39,000 students in the UK, compared to 67,000 Chinese nationals, according to the latest figures from the Higher Education Statistics Agency.

Speaking ahead of the British Council's Going Global conference in London, which starts on 13 March, Jo Beall, the council's director of education and society, said the UK stands to reap the rewards of a "decade of opportunity" in global higher education if it makes the right moves in developing markets around the world.

"Our study shows that the next 10 years are critical - the UK has a decade of opportunity ahead of it if its universities, colleges, business leaders and policymakers are ready to take decisive steps to engage with the global higher education market," said Dr Beall.

"In an increasingly connected and interdependent world, a willingness and an ability to collaborate

internationally and to respond to changing trends are vital.

"We cannot afford to miss out on the prospects highlighted in this report."

In terms of the potential market for higher education, the British Council observes that just four countries will account for more than half of the world's 18 to 22-year-olds by 2020 - India, China, the US and Indonesia.

It highlights that competition for increasing numbers of globally mobile students will remain strong, especially from the US and Canada, with higher university tuition fees and tougher visa rules in the UK posing a risk to the international popularity of UK universities and colleges.

The conference - for which *Times Higher Education* is media partner - is being opened by Vince Cable, the business secretary.

Source: March 15, 2012/ [Times Higher Education](#)

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>

