



## Announcements

**ASERF** has instituted **Dr Stya Paul Young** Educationist Award' for honouring Young Educationists who have demonstrated their potential by making an impact on Indian education. Applications from the eligible scholars are invited for the Award of the year 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

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

## Get Involved

### **Fellowship opportunities**

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

### **Workshops/Guest Lectures**

Regular workshops and lectures on a variety of subjects.

### **Scholarships**

Need-based financial aid to deserving student

### **Faculty Sponsorships**

By seeding a named faculty seat or fellowship

### **Internships/Mentoring**

Internships can be in diverse areas from services, government and nonprofit.

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

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

## Partnership

Dear Partners,

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

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

## Editor

[Dr. Mithilesh Kumar Singh](#)

## CONTENT

### Aspect

Here's the Interactive Future of Higher Education

### News

1. Half of SC/ST teaching posts unfilled in Central varsities
2. KIT: School education in India
3. HRD's education channel plan hits roadblock
4. Setting a new quality matrix
5. HRD Ministry Sanctions three New IIITS on PPP Model
6. India's Muslims: a tale of two communities
7. UGC sets standards for tie-ups with foreign varsities
8. UP govt. finalises plan for free laptops, tablets
9. US-bound Indian students advised to face culture shock
10. Single entrance a better option: AICTE chairman
11. HRD plans 100 community colleges on US model
12. British ex-PM Brown made UN education envoy
13. Higher Education and Research Bill opposed
14. Apex court stays on AICTE's new regulations to continue
15. FICCI, AICTE join hands to bridge skill shortage in healthcare

### Analysis/Opinion/Innovative Practice

1. RTE stock taking
2. Higher education in Bengal set to get 'private' boost through new bill
3. Look before you leap
4. Education on new track: DU girls go on a train trip
5. RTE rule book goes for a toss
6. Higher Education Bill needed to maintain standards: Expert
7. OBAMA-SINGH-Vocational Education
8. The New Brain Drain
9. Custom made
10. Education should facilitate overall development of students'
11. All is not Well with Higher Education in India
12. Improving higher education access and quality to stop social unrest

### Resources

1. Private tutorial system expanding at alarming rate in India: ADB
2. Many management college seats will remain vacant
3. In India, private coaching is \$6.5-billion business
4. Guidelines for confusion
5. Higher Education Innovation
6. India & UNESCO to Establish A UNESCO Category-1 Institute in Delhi
7. India - Higher education faculty pay, one of the highest in world
8. OECD predicts Sino-Indian dominance of young graduate numbers



**ASPECT**

**Here's the Interactive Future of Higher Education**

*Online education is the next hot bet in venture capital.*

Coursera, a joint venture of Stanford, the University of Michigan, the University of Pennsylvania and Princeton received an investment of \$16 million back in April from two of Silicon Valley's biggest VC firms – NEA and Kleiner Perkins. edX, a non-profit partnership of Harvard and MIT, offers free MOOC's – massive online open courses. And Udacity, founded by three Stanford professors and funded by Charles River Ventures, got people's attention when it attracted 58,000 students to its free course on artificial intelligence.

So that's why my answer to the Dean's question – "What's the one thing you'd change?" – may have seemed a little surprising.

"I'd do away with the internet in the classroom," I answered. "It is simply too distracting. Kids get sucked in by [Facebook](#), e-mail, and shopping. They simply can't participate in class discussion."

"How is that different from doing crossword puzzles in our day?" countered the Dean.

"The temptation is so much greater today. 75% of the class wasn't doing crosswords back then. They are on Facebook during class today."

My perspective on the issue came from both sides of the podium. I've taught (as an adjunct) for 30 years in graduate business programs. And I recently completed my third year of law school.

Computers and the internet were supposed to revolutionize education – from pre-K through grad school. And while there have been isolated examples of teaching-learning breakthroughs – think Scholastic's Read 180, Khan Academy – most of the so-called technological advances are decidedly unimpressive.

*Until now.*

Over the past few weeks I've been allowed to sit in on MBA classes being offered in an online-only program at the University of North Carolina's Kenan-Flagler [Business](#) School. What [Apple's](#) Mac did for the personal computer the "MBA@UNC" is about to do for higher education.

It is unlike any online educational experience I've ever seen. It doesn't involve "class capture" – the use of a camera focused on a professor lecturing in the front of the room. Nor does it involve self-

paced "interactive" exercises where students read passages on their computer screen and answer questions (correctly) before being allowed to advance to the next chapter. And finally it doesn't utilize rudimentary, unreliable PC-embedded cameras to give an occasional glimpse of a distant student.

Instead, using a proprietary technology platform developed by a New York-based company called 2Tor, the Kenan-Flagler program creates a virtual classroom that is more intimate than 90% of the seminars I've taught in or taken. That's because a quarter of every student's computer screen is a grid of the dozen other students in the class – in close-up!

As Doug Shackelford, a senior professor of economics at the Business School put it, "Everybody sits in the front row; everybody is going to get called on."

The front row he is referring to is in the twice-a-week "synchronous" class that is part of every course. All 12 students – synchronous sections never have more than 15 – meet together with a professor for an hour-and-a-half, and at a set time. The synchronous portion of every course is not a lecture, but a truly interactive discussion. The professor can even capture and share each student's individual work from their computer desktop.

For Lindsay Chason, a first-year student in the online program, her synchronous class in finance last week started at 9pm Eastern time. Lindsay lives in Atlanta, and is a senior manager for Home Depot. Her classmates, however, dialed in from, among other places, Singapore, New York, and San Francisco.

"Class ran from 9pm till 10:40," said Chason. "But I stayed afterward to delve into some additional homework problems with the professor. I needed some clarity."

Chason had prepared for the class discussion by watching three hours of "a-synchronous" material. And it is these a-synchronous "lectures" that are even more startling than the seminar discussions. The a-synchronous materials are highly produced – more like a Nova documentary than a typical college lecture. The result is a better teaching tool and a better learning experience.

"We've found," said Shackelford, "that students in traditional classes often get lost in the first five minutes. And then we've lost them for the entire class. Here, we can create better examples.

They can stop the tape; and go back as many times as they need to to ensure that they really



understand the material. We find they also study for finals by re-watching some of the lectures.”

That high-production-value filming and editing doesn't come cheaply. In fact, the cost is shared by 2Tor which has a 10-year exclusive deal with Kenan-Flagler. (2Tor has similar arrangements with USC for graduate programs in social work and a Masters in Teaching; and with Georgetown for a Masters in Nursing.)

While the bulk of the Kenan-Flagler online program is indeed online, there is a unique in-person component as well. “We do three-and-a-half day immersion programs once every quarter,” said Susan Cates, an Associate Dean at UNC and Executive Director of the online program.

“Each offers an intensive elective course geared to the particular location of the immersion. For example, we just finished an immersion in San Francisco that focused on innovation and entrepreneurial thinking.

The next one is in London, and will focus on global markets and European debt crisis. Students must take any two of the eight offered over their two years.” And the cost is included in their tuition.

For Lindsay Chason, the choice was between the online program at UNC and Harvard Business School. “I love my job and what I do,” said Chason. I didn't want to uproot my life, but I wanted a world-class MBA program. My classmates are from all over the world and provide a range of experiences and perspectives that are truly remarkable.”

“But don't you miss live interaction with your classmates?” I asked.

“I do know them,” said Chason. “We are in small seminars together. We do projects together. When we got together at the San Francisco immersion, it was like a family reunion.”

Chason cut short our chat. “I have to run. One of the soft benefits is that I don't have to sit in Atlanta traffic jams. I'm meeting some of my classmates for a happy hour – online.”

During our conversation, Chason said something that was echoed by Cates and Shackelford. Chason said she wanted an experience that reflected how business is being done today and will be done tomorrow; not how it was done 20 years ago. She wanted something “transformative.”

I think she found it. In turn, I sent the link for the Kenan-Flagler MBA@UNC program to my friend the Dean. He needs to see the future of higher education.

**Source:** 01 July, 2012/[Forbes](#)

## **NEWS**

### **Half of SC/ST teaching posts unfilled in Central varsities**

*In the filled slots, SCs constitute just 12% against the stipulated 15% and STs 5% instead of 7.5%*

Among the ills that plague the Indian higher education system is the continued poor stake of the Scheduled Castes and Scheduled Tribes in it. Year on year, the huge backlog of vacancies in teaching positions in SC/ST categories remains a constant concern with little change in its position.

Nearly half the teaching positions for SCs and STs in Central Universities are still unfilled. According to the data provided by the government of India in December 2011 to a Right to Information query by Lucknow-based activist Mahendra Pratap Singh, 48.5 per cent of posts in these two categories in 24 Central varsities were vacant during 2010-2011. The stipulated quota for SCs and STs in Central institutions is 15 per cent and 7.5 per cent respectively.

For the year, 2010-211, the total backlog in SC category at the entry-level position of Lecturer was 341 out of 740 required posts. Thus, 46 per cent of these posts were unfilled. In the ST category, 197 or 53 per cent of posts were vacant out of the required posts of 369.

#### *Under-representation*

The huge gap points to the under-representation of these marginalised communities in educational institutions. The SCs constitute 12 per cent of the total filled positions in Central Universities and STs constitute five per cent of the filled posts.

Climbing up to the prestigious ranks of Reader and Professor, their share gets alarmingly dismal. Over 84 per cent of posts for Readers in the SC-ST category were vacant in 2010-2011. And, over 92 per cent Professor's positions in these categories are vacant.

The Banaras Hindu University (BHU) has consistently had the poorest record of clearing the backlog. There was a whopping 59.7 per cent of SC and ST vacancies in lecturer positions itself in 2010-2011.

A BHU source confirmed the situation remained the same in 2012 as well, since the University had not undertaken a recruitment drive in the past few months to clear this backlog.

In fact, the current position is as bad if not worse, compared to previous years. As per the 2007-08 figures, obtained by *The Hindu* under RTI, SC-ST vacancy in BHU for the lecturer position was at 52 per cent.

“The problem,” remarked Subhash Lakhotia, Professor Emeritus at BHU, “is that candidates are often not found suitable.” — a reason cited across the board for poor implementation of the reservation policy.

“The university has to consider certain minimal requirement. Many teaching positions are for specialised candidates. The quality of degrees our education system gives is not [of a very high standard]. So, although candidates meet the eligibility criteria, they are not found suitable. A large number of open posts are also vacant,” Mr. Lakhotia told *The Hindu* on the phone.

“The fallacy lies in the system. The graduates coming out today are unemployable,” he pointed out.

The overall concerns over standards notwithstanding, the approach to implementation of reservation is complicated by a notional linking of the reservation policy with impoverishment of “quality” of education.

“I would not like reservation anywhere. Higher education is about quality. The government says launch a special drive to fill posts; it is in their interest. But in the process you lose out on quality,” remarked Mr. Lakhotia.

“Reservation has made things worse,” remarked a source from BHU. “You don’t get quality people. SC/ST candidates are competent. The ones from Maharashtra and the northeast are good. Tezpur University is doing very well. That’s because their graduates return to their native place.”

Another reason cited by BHU was the increase in the retirement age to 65 years (as per 2006 UGC recommendations). “For some years, no one retired and then there were mass retirements creating a sudden vacancy. In Banaras, availability of housing and other facilities is a major problem. So no one wants to take up jobs here,” an official remarked.

Making matters worse, the quota policy itself is looked upon as a benevolent act towards the lower sections, rather than an affirmative and necessary provision to ensure the fair share of SCs and STs in education, long denied due to the caste system.

“Let me point out,” said a BHU professor in a letter to the BHU Vice-Chancellor, obtained through RTI by Mr. Singh, “that we are aware of our social responsibilities and compulsions which implies some reservation to be done for [the] weaker section.”

Arguing for “phased reservation,” he wrote that the university must ensure that “the weaker sections get advantage at the entry level through phased

reservation, but at the same time the academic profile/glamour/reputation of the university remains intact.”

‘*Centre of excellence*’

One argument put forth by the BHU is also that it is considered a “centre of excellence.” Therefore, it should be excluded from the reservation policy.

Dr. Vikas Gupta from the Delhi University said that filling posts roster-wise would help ease the backlog. That entailed marking posts in departments as per each category and so on.

“Roster implementation takes care of many of the [gaps] in filling reserved posts. Every department has to maintain a roster of posts to ensure full reservation and avoid manipulation. Rosters should be made public by all universities.”

According to Mr. Gupta, earlier universities in their advertisements would mention only the number of reserved posts without specifying which post was for which community — SC/ST/OBC. So, a candidate did not know which post she/he was applying for.

This way, universities “got the free ground to keep people confused.” Everyone is applying for everything. After the interview, the decision is made [on selection for a particular department post]. “This is unfair. This is how it is manipulated,” Mr. Gupta said.

He remarked the situation was changing with universities going in for the roster system.

Despite, repeated attempts, the University Grants Commission did not respond to *The Hindu*’s queries on the issue.

**Source:** July 2, 2012/[The Hindu](#)

### **KIT: School education in India**

#### *Strategic tools for the practising manager*

School education is the largest education segment valued at USD 44 billion in 2011 and is expected to reach USD 144 billion by the year 2020.

Despite having the largest kindergarten to grade 12 (K-12) population globally, India has a low enrolment rate in schools, especially at the senior secondary level.

The enrolment percentage has fallen from 113 per cent at primary to 81 per cent at middle school and then to 31 per cent at secondary and higher secondary levels.

Low enrolment and high drop-out rates are caused by low availability of schools in rural areas, low awareness, and prevalence of child labour amongst lower income strata.

Poor infrastructure in government schools and lack of good teachers have forced the Indian middle class to withdraw their children from government schools and enroll them in private schools.

While private schools account for 20 per cent (0.26 million) of the total number of schools (1.3 million), they provide education to more than 30 per cent of students. The increasing demand for quality education is also backed by the willingness to pay for it.

The rise of IB schools in India over the last few years is one of the key evidences of this trend.

The first International Baccalaureate (IB) school was authorised in 1976. By 2001, there were 8 IB schools in India and in 2011 there were 84 authorised schools.

This trend for better quality education, improved and world class facilities and activities is going to see an accelerated growth in the future.

The overwhelming acceptance of international boards like the IB and the Cambridge, indicate that people are looking at alternative curriculums and pedagogies that lean towards practical and applied learning rather than rote learning.

**Source:** July 2, 2012 /[Business-Standard](#)

### HRD's education channel plan hits roadblock

NEW DELHI: An ambitious plan of the HRD ministry to launch 1,000 educational television channels has hit a roadblock after it failed to get the required permission from the information and broadcasting ministry.

The HRD ministry had first initiated steps to launch 50 round-the-clock channels and had approached the I&B Ministry for permission for uplinking and downlinking the channels.

Senior officials said that the I&B ministry, however, held back its permission to launch the channels as they failed to meet one crucial requirement.

According to the I&B ministry's uplinking and downlinking guidelines for television channels, an applicant seeking permission for a TV channel should be a company registered in India under the Companies Act, 1956.

The HRD ministry is not a company and consequently does not meet this criterion, officials said.

I&B secretary Uday Kumar Varma confirmed the development. "We have written to the HRD ministry about the requirements that are laid down under the uplinking and downlinking guidelines," Varma said.

**Source:** July 2, 2012 /PTI/[Times of India](#)

### Setting a new quality matrix

*Industry-institution linkage is crucial to improving engineering education. The AICTE-CII exercise aims at mapping the best practices being followed towards this end.*

With the realisation that there are very few success stories of institution-industry linkages in engineering education in the country, the All India Council for Technical Education (AICTE) and Confederation of Indian Industry (CII) have joined hands to give an impetus to these linkages and put them on the path to global benchmarking.

This they have decided to do, not by thrusting some new methodologies on the institutions, but by trying to derive the best practices from the leaders and showcasing them to the others, through a survey.

The "AICTE-CII Survey of Industry-linked Engineering Institutions" was launched on June 7 this year exactly for this purpose. It is to "map best practices being followed by institutions and industry, to recognise them and to create a benchmark of quality education in the country."

Explaining the idea behind the survey, AICTE chairman S.S. Mantha said the survey was to find out the current status of the industry linkages in the country. "We hope to get data and analyse it to find out what the gaps are and how to address them. The parameters of the survey give a broad framework for assessment of quality. Institutions should apply for the survey, considering it only as a form of indexing, and not as a ranking. It is a means to know where an institution stands," he said.

He cautioned those institutions applying for the survey to be realistic about their strengths and weaknesses. Getting ranked high in the list did not authorise an institution to go above the framework and decide on a different way of governance. "If the college that comes first in the list increases its fee by Rs. 5,000 in the next semester, then the AICTE will take that college to task," he added.

The AICTE planned to make the survey an annual exercise to ensure that the quality was maintained by institutions. It also planned to take it forward by extending it to management, architecture and pharmacy colleges.

P. Rajendran, chairman, CII National Committee on Higher Education, said the profiles of the top 50 institutions would be displayed in a national publication. Also, the citation, trophy and purse for all the awards would be sponsored by CII member companies.

"Institutions that are not able to make it to the survey this year should use this opportunity to

energise the faculty to find out where the institution stood and how to make it ready for the next survey," he said.

Eligible institutions can log on to the AICTE website with the institute ID to fill in the online questionnaire. Entries are open from June 7 to August 15.

The results of the survey would be announced at the AICTE-CII University-Industry Congress - Fourth Global Higher Education Summit to be held on November 8.

Expressing happiness about the response to the survey, Shalini Sharma, Head - Higher Education, CII, said that in under 15 days of registration, nearly 100 institutions had registered. "Officials would validate the information from the questionnaire and cross-check it with the industries concerned for authentication. Once the scrutiny is done, an eight-member jury, drawn from academia, industry and the judiciary, will select the best based on the parameters," she said.

Stressing that the exercise was to bring to light the best practices followed by these top institutions, she said it was to showcase them as role models for others to emulate and not to put down any institution. AICTE would hand-hold the institutions in working out the corrective measures that would be required to be put in place to elevate the quality of education.

### *Eligibility for participation*

AICTE-approved engineering institutions and university departments which have been in existence for at least 10 years as on August 1, 2012, and offering bachelor's degrees in at least three among the six streams of chemical, civil, computer and information technology, electrical, electronics and communication, and mechanical engineering, for at least 10 years as on August 1, 2012.

### *Parameters of survey*

Governance, Curriculum, Faculty, Infrastructure, Services, Entrepreneurship and innovation, Placements

### *Category of awards*

Three awards to overall best engineering institutions: Platinum, Diamond, Gold. Six awards, one under each stream, to best engineering institutions. Eighteen awards, three under each stream, to best engineering faculty.

**Source:** July 2, 2012/[The Hindu](#)

## **HRD Ministry Sanctions three New Indian Institutes of Information Technology (IIITs) on Public Private Partnership (PPP) Model**

To address the challenges faced by the Indian IT industry and growth of the domestic IT market, the Ministry of Human Resource Development, intends to establish twenty Indian Institutes of Information Technology (IIIT), on a Not-for-profit Public Private Partnership (N-PPP).

The major objective in establishing IIITs is to set up a model of education which can produce best-in-class human resources in IT and harnessing the multi-dimensional facets of IT in various domains. These institutions are conceived as self-sustaining, research-led institutions contributing significantly to the global competitiveness of key sectors of the Indian economy and industry with application of IT in selected domain areas.

The partners in setting up the IIITs would be the Ministry of Human Resource Development (MHRD), Governments of the respective States where each IIIT will be established, and the industry.

The capital cost of each IIIT is Rs. 128.00 crore to be contributed in the ratio of 50:35:15 by the Central Government, the State Government and the industry respectively. In the North-Eastern states, the industry participation for capital expenditure will be kept at 7.5% and Central Government participation at 57.50% while State Governments' at 35%. The State Government will also provide 50-100 acres of land, free of cost.

The project is targeted to be completed in a phased manner. Each IIIT will meet its entire operating expenditure on its own within 5 years of commencement out of students' fees, research and other internal accruals. The scheme also provides for faculty development programme for which a sum of Rs. 50 crores has been earmarked.

So far 17 State Governments have identified land.

The proposals of three States namely, Assam, Tripura and Rajasthan for setting of IIIT in the PPP mode have been approved by the Ministry of Human Resource Development. The IIITs may, initially, be registered as Societies under the Societies Registration Act, 1860 and subsequently would come under the umbrella of a Central Legislation.

11 State Governments have identified land and are in the process of identifying the industry partners, etc.

It is expected that shortly another three States may also be sanctioned an IIIT each under the Scheme.

**Source:** 02-July, 2012/ [PIB](#)

## **India's Muslims: a tale of two communities**

Research suggests that Muslims in the south are better off than in the north, with education cited as a deciding factor.

Better education and a less conservative mindset may be contributing to a higher quality of life for Muslims in India's southern provinces compared to those in the north, sources told Khabar South Asia. Children watch from a mosque during a procession to mark Eid-e-Milad-ul-Nabi, the celebrations of the Prophet Mohammad's birthday, in Mumbai February 5th. Studies have found large socioeconomic disparities between Muslim populations in the north and south of India. [Danish Siddiqui/Reuters]

"Southern Muslim organisations have long promoted the role education plays in climbing the social and economic ladder," Mohammad Manzoor Alam, chairperson of the Delhi-based think tank Institute of Objective Studies, told Khabar.

At the same time, he said, the relative peace and communal harmony in the southern states – including Andhra Pradesh, Karnataka, Kerala, and Tamil Nadu -- has helped Muslims flourish.

"In Kerala, the literacy rate for both sexes amongst Muslims is 100%," he said.

While the Indian Muslim community in general continues to face significant hurdles, data from the 2006 Justice Rajinder Sachar Committee Report showed that the disadvantages are far more pronounced in the north. The literacy rate of northern Muslims is only 61.66% compared to 83.6% among southern Muslims. Northern school enrolment of children ages 6-to-14 is 70.8% compared to 90.66% of southern school children.

The report was a groundbreaking study commissioned by Prime Minister Manmohan Singh in an effort to collect concrete data about the challenges facing Muslims across India.

Social worker Maqbool Ahmed Siraj, a native of Bangalore, says he believes conservative religious views are helping to fuel the disparity by limiting the educational and career prospects for young people.

"I see a distinct dislike among boys for veterinary courses and among girls opting for nursing," Siraj said. "There is a fear that a veterinary course would have [pigs to treat or handle] and nursing would entail [girls] attending to male patients."

Many others see schooling as the primary factor. According to Syed Iqbal Hasnain, former vice chancellor of Calicut University in Kerala, Muslims in southern India have benefited from heavy investment in education.

By contrast, their counterparts in the north "failed to achieve progress in education", said Hasnani, who himself is a north Indian Muslim.

Alam, the think tank chairperson, said there is also less cultural separation between Muslims and other

communities in the south. A stronger linguistic and cultural affinity is seen there, he told Khabar.

"Muslims in Kerala speak Malayalam, their eating habits are similar, their names are modelled in the same manner as those of their non-Muslim counterparts," he said.

By contrast, he said, Muslims in the north typically speak Urdu, as opposed to the majority community's Hindi.

Comparative peace and communal harmony in the southern Indian states helped the community to work for educational advancement. "Muslims in the south had a significant advantage as the region was largely spared the horrors of partition and endemic communal violence [in the north]," Alam said.

Muslims comprise around 13% of India's overall population of 1.2 billion, and are the second largest Muslim community worldwide, after Indonesia.

They remain mostly invisible in India's professional ranks, be they administration, police, the judiciary or the private sector, according to data from the Sachar Report. Their overall representation is restricted to just 3-to-5% in these sectors.

**Source:** July 3, 2012/[Khabar South Asia](#)

### **UGC sets standards for tie-ups with foreign varsities**

*Foreign institutes must figure in the list of top 500 global educational institutions*

The University Grants Commission (Promotion and Maintenance of Standards of Academic Collaboration between Indian and Foreign educational Institutions) Regulations, 2012 approved in June will ensure that academic collaboration between Indian and foreign educational institutes followed the highest standards.

The regulations mandate that only institutes graded 'A' by the National Board of Accreditation or the National Assessment and Accreditation Council can collaborate with foreign institutes, which, in turn, must figure in the list of top 500 global educational institutes, as ranked by the Times Higher Education Rankings or the Shanghai Rankings.

Students will not only get a degree from the Indian institute where they are enrolled but also from the collaborating foreign institute, if it is inclined to give one. No programme of study and research shall be offered which is against national security and territorial integrity of India.

The two institutions (Indian and its foreign collaborator) will have to enter into an agreement which will have to be approved by the UGC before it is implemented. The approval will be valid for 5 years and the Commission may review the progress

made and periodically inform the agencies concerned about the results of such a review. After the expiry of this period, the UGC may extend or withdraw the approval or impose such other conditions for extension, as may deem fit. The regulations make clear that no franchise arrangement will be allowed.

Existing tie-ups through the Indian institutions will have six months to meet the new eligibility criteria. In case they fail to do so, they will have to terminate the agreements. Institutions that refuse to comply with the new regulations can lose UGC funding, de-recognition in case of a deemed university, and public notices announcing the ineligibility of the institution to enter into collaborations with foreign partners.

Disputes arising in relation to collaboration will be settled as per Indian laws.

As per a 2006 study by the Association of Indian Universities, over 340 institutes were offering courses in collaboration with foreign institutes. The UGC regulations seek to bring some order in area to protect students by ensuring that only genuine academic collaborations are encouraged.

**Source:** 6 July, 2012/[The Hindu](#)

### **UP govt. finalises plan for free laptops, tablets**

The UP government's promise of free laptops and tablets came one step closer to being realised on Friday, when the department of secondary education finalised the distributed plan for these gadgets among successful students.

Coming exactly a week after the state Cabinet approved the distribution plan, the Friday's decision came with a rider. Laptops and tablets will be distributed in a district on the basis of demands put forth by its district magistrate.

In a government order issued on Friday, the secondary education department said institutions will be entirely responsible for preparing the list of beneficiaries. Once submitted to the district administration, the government has also decided to get at least 5% of the beneficiary list verified by a district-level monitoring team. In case the team finds discrepancies, distribution of the laptops and tablets to the entire institution will be stalled until the beneficiary list is verified entirely, again.

With distribution of free laptops and tablets promised across UP, the government has also formulated a phased distribution plan that covers, to begin with, government schools and institutions. In the second phase, gadgets will be distributed to government-aided institutions, including Arabic and Persian madrasahs recognised by the Madrasah

Board and Sanskrit Education Board. In the third phase, distribution will be done to unaided institutions followed by, in the fourth and final phase, CBSE and ICSE recognised schools and institutions.

For the free distribution of tablets and laptops to students, the government also set up a Special Project Implementation Unit on Friday. Roping in a five-member team of experts comprising IIT-Kanpur, IIM-Lucknow, National Informatics Centre, UPDESCO and UPECL to decide the technical specifications of the gadgets, the Uttar Pradesh Electronics Corporation Limited (UPECL) was also appointed nodal agency for purchase, tendering, contracting, timely delivery and pre-dispatch inspection of the laptops and tablets.

The nodal agency will also be responsible for ensuring all vendors provide enough technical manpower to ensure at least 5% laptops and tablets are examined before distribution at each tehsil. The government has also suggested that principals of some schools be roped in for technical examination.

Once ready for distribution, vendors will have to give demonstrations at every school, where at least one teacher will have to be present. Vendors will also need to set up at least one service centre at every tehsil, apart from supplying an operation manual and a dos and don'ts handout for students.

**Source:** 6 July, 2012/[Times of India](#)

### **US-bound Indian students advised to face culture shock**

If Hollywood films have shaped your idea of the United States, wipe out all that and get ready to face a culture shock and differences in academic and social environment there.

This was the message by American officials to a group of students headed to the US for higher studies at a seminar organised by United States-India Educational Foundation (USIEF).

Addressing the seminar, David Mees, Cultural Attache of the US Embassy in New Delhi, asked them to wipe off any misconception about the country which they might have developed through Hollywood films.

"Sometimes people are afraid because of what they have seen in Hollywood films. Just remember that that is not the reality. The reality in America will largely be what you make of it: keep an open mind, see the best in people and show the best in yourself," he said.

Talking about culture shock, he said one might face culture shock there like some Americans believe Indians travel on elephants and they would laugh when you say you will do "the needful" or you

mention your "aunty" -- as they just don't use these words.

"The important thing is to recognise it: Oh yes, it is just culture shock... This too will pass," he said.

Indian students currently enrolled in US Universities and passouts also shared their experiences on such aspects with students travelling to the US for higher education.

Sameer Pathak, who holds a Master's Degree in E-business and an MBA from the University of Wyoming, strongly advised students not to sign any housing contract and stuff their luggage before leaving as shopping is cheap there.

Asked about the socio-cultural environment, which is looked at as fast-forward with little or no restrictions, he said, "It's different, but it's not wrong and you get adjusted with it."

The seminar provided an opportunity to students to get their queries solved ranging from what to pack, taking foreign currency to the US, which airline to fly, how to apply for an education loan, medicines and visa-related issues.

Gaurav Ganguly, who is currently pursuing his bachelors with double major in economics and theatre from Franklin and Marshal University, advised the students to keep 3-4 sets of documents with them. "Don't get upset with security checks there," he said.

Renuka Raja Rao, Country Coordinator of USIEF, said at present more than one lakh students are pursuing their higher studies in the US as the country provides the most sophisticated programmes.

USIEF is a bi-national organisation set up by the US and India in 1950, and promote the exchange of students and scholars between the two countries.

**Source:** July 08, 2012 / [ibnlive](http://ibnlive)

### **Single entrance a better option: AICTE chairman**

Chairman of All India Council for Technical Education (AICTE) S S Mantha has said that the council is not unduly worried about the reluctance of a larger section of the postgraduate diploma in management (PGDM) institutes to join the Common Management Aptitude Test (CMAT) scheme.

"The matter is still sub judice, but why should I worry about the 290-odd PGDM institutes when we have 3,800 B-schools from various universities under the CMAT," Mantha said to TOI in an exclusive interview. He was speaking on the sidelines of a faculty development programme at

the Sinhgad institute of management and computer application at Narhe.

"If PGDM institutes do not want to join, let them do so. What we are looking at is the larger interest of students, who cannot be forced into multiple entrance tests," he said. "Each test costs anything between Rs 5,000 to Rs 10,000. A single entrance test is always a better option," he added.

The AICTE had announced the CMAT scheme in August last year with a view to reduce the multiplicity of entrance tests for management course aspirants. The maiden CMAT, which is an online test, was conducted from February 20 to 28 this year across 61 cities, including Pune.

However, a section of PGDM institutes and the AICTE are engaged in a legal tussle in the Supreme Court over the council's new regulations of December 2010. These norms provided for all PGDM admissions to be done through CAT, MAT or entrance tests conducted by state governments, thus eliminating all other entrance tests.

On July 26, 2011, the Supreme Court granted an interim stay on these regulations for 2012-13, while allowing the PGDM institutes to admit the 2012-14 batch based on the five nationally-recognised entrance tests - CAT, MAT, XAT, ATMA and JMET. The court, however, said that the AICTE was free to introduce the all-India entrance exam, now familiar as CMAT, from 2012-13.

"We have conducted one CMAT this year and it has gone well for us. We now plan to conduct the CMAT twice a year, with the second one expected to be held in September or October," said Mantha.

"We also want to conduct the CMAT abroad to cater to the vast Indian [diaspora](#), especially in south Asian countries," he said. "There are certain countries like the entire west Asia, Mauritius and [Malaysia](#), among others, where there are a large number of Indian expatriates, who can be tapped for the CMAT scheme," he added.

"The [United States](#) is also on our plans, but I don't think we should start with the US for now," he said.

On steps to tackle sub-standard institutes, Mantha said, "The council has approved closure of 81 technical and management institutes this year. A total of 138 institutes have applied for closure and we have approved 81 of these pleas, including 53 management institutes."

"There is no cause for alarm though, as we have sanctioned 315 new institutes this year, including 174 polytechnics. The net increase is always there and the differential is on the positive side because of the growing aspirations and need to promote technical education," he said.

Mantha reiterated the AICTE's stance of sanctioning all new institutions from academic year 2014-15, based on the perspective plans submitted by the state governments. "The states have to do an appropriate demographic study to create the number of institutes and courses needed for specific regions. We will consider grant of institutes based on such plans," he said. Referring to concerns over shortage of faculty in technical education, Mantha said, "We have to recognise that we have a large system involving 1,100 institutes, three million degree and diploma students, but only around 80% staff. Deficiencies are bound to be there and finding good teachers is a problem."

**Source:** 8 July, 2012/[Times of India](#)

### **HRD plans 100 community colleges on US model**

The HRD Ministry along with the University Grants Commission (UGC) is currently working on a proposal to start as many as 100 community colleges in the country within the next one year to "address skill shortage".

They are likely to be based on the community college model in the United States. A team of education ministers from seven states, led by Madhya Pradesh's Laxmikant Sharma, visited the US to understand the model. The team submitted a review report in May.

"All states have been asked to submit concrete proposals to the ministry," HRD officials said.

The cultural attaché for education and exchanges at the US Embassy in New Delhi, Stephanie Forman Morimura, said, "We've been supportive and encouraging of the Indian interest in implementing a community college system that's right for India. As Secretary of State Hillary Clinton said in her recent speech at the US-India Higher Education Dialogue, 'I believe community colleges are one of the reasons, often unheralded, that the United States has been so successful'."

In the US, community colleges provide an important additional layer of education where students can learn practical skills and get the theoretical knowledge to continue on to university if they like.

**Source:** 9 July, 2012/[Indian Express](#)

### **British ex-PM Brown made UN education envoy**

Former British prime minister Gordon Brown is to become a special global education envoy to UN Secretary General Ban Ki-moon, it was announced on Saturday.

The role will see Brown trying to get 61 million more children enrolled in education across the

world by 2015 to meet a UN Millennium Development goal.

He will accompany Ban on a tour of Asia in August.

Brown, who has kept a low public profile since leaving office in 2010, said the new post was a "great privilege".

"Ensuring that every child in the world has the opportunity to go to school and to learn is a long-standing passion of mine," he said.

"Enrolling an additional 61 million children and ensuring a quality education for all by the end of 2015 will not be easy -- but it is a goal which, working together, we can achieve."

Brown will join statesmen including former US president Bill Clinton and former UN secretary general Kofi Annan as UN special envoys.

He succeeded Tony Blair as Labour prime minister in 2007 and stood down in 2010 after the party lost a parliamentary majority in general elections, to be replaced by current Conservative premier David Cameron.

**Source:** 14 July, 2012/[Times of India](#)

### **Higher Education and Research Bill opposed**

When the Bar Council of India (BCI) is all set to intensify their protest against the proposed Higher Education and Research Bill, 2011 across the country, Oscar Fernandes, MP and the chairman of the parliamentary standing committee for the ministry of human resource development said the proposed bill is not aimed to put an end to any such bodies in the higher education sector and the bill will widen the possibilities for integrated practices in the sector.

On Monday, the BCI and all state bar councils have decided to intensify their agitation against the new bill, which intends to put an end to the prerogative of the BCI for the inspection of educational institutions in the country imparting law education. Advocate fraternity feels that the manner in which bill has been drafted will only result in marginalizing their representation in the legal education sector and profession.

Despite the University Grants Commission (UGC) was constituted as a statutory body based on UGC Act-1956, several councils for specialised education sectors remained as separate bodies. The draft of the proposed bill observes that the councils for technical, professional and medical education sectors have focussed attention on the specialised areas of education, but 'it has also led to fragmentation of knowledge with different regulatory agencies taking different views on matters of standards and promotion of higher education.'

The Education Commission (Kothari Commission, 1964-66) had also recommended a similar integrated system in the Indian higher education sector representing the entire spectrum of higher education, courses and areas.

The proposed Higher Education and Research Bill, 2011 shall consist of a chairperson and six members appointed by the president of India, literally replacing the powers of UGC. The Higher Education Commission will have a general council including the chairperson, selected members, representatives of state higher education councils and research councils.

It will have a dedicated Board of Research Promotion and Innovation and the bill proposes to establish a Higher Education Financial Services Corporation to disburse grants to higher education institutions.

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

### **Apex court stays on All India Council for Technical Education's new regulations to continue**

The AICTE-approved postgraduate diploma in management (PGDM) institutes will continue to be at liberty to admit students on the basis of the five nationally recognised entrance tests or the entrance exam conducted by the state government, for academic year (AY) 2013-14.

This follows an order, passed on July 10 by the Supreme Court bench of Justices R M Lodha and Anil R Dave, continuing the stay on the All India Council for Technical Education's (AICTE) new regulations for PGDM institutions, for one more year. The stay was earlier applicable to only PGDM admissions for AY 2011-12 and 2012-13.

Among other things, the new regulations, which were notified in December 2010, had restricted admissions to PGDM institutes only through CAT, MAT or the entrance test conducted by the state government, thus eliminating other nationally recognised exams like XAT, ATMA and JMET.

A bunch of writ petitions were filed against the AICTE's new regulations in the apex court by Educational Promotion Society of India; Prabir Pal for Association of Indian Management Schools; Jaipuria management institute; Excel Institute and the Consortium of Management Education, among others. The petitioners argued that the regulations were encroaching upon their right to effect admissions and decide fees.

The JMET, which was being conducted by the Indian Institutes of Technology (IITs), has since been discontinued in favour of the Common Management Aptitude Test (CMAT), introduced by

the AICTE. The maiden CMAT was held in February this year. Nearly 300 AICTE-approved PGDM institutes across the country have preferred against being a part of the CMAT.

In its latest order, the apex court bench has stated, "The interim order passed by this court initially on March 17, 2011; modified by the subsequent order of July 26, 2011; and reiterated on March 1 in respect of admissions for PGDM 2012-13 - shall also govern PGDM admissions for the year 2013-14."

The court also gave four weeks time, effective from July 10, to the PGDM institutes to submit a declaration to the AICTE and the respective state government, disclosing the sources from which they will be drawing the students and the percentages, if any, earmarked for such source. "In default, the court's order shall not be applicable to the defaulter institutions," the order stated.

On March 17, 2011, the then apex court bench of Justices R V Raveendran and A K Patnaik had also stated, with reference to other issues raised by the petitioners, that the PGDM institutions will be entitled to charge the fees that is determined by them, subject to the fee structure being notified to the AICTE and the state governments in advance.

The court stayed the provision under the AICTE new regulations that called for inclusion of five AICTE and state government nominees on the board of governors (BoGs) of the PGDM institutes. Though, the court stated that the BoGs of each institute shall have two invitees, one each from AICTE and state government. The provision of prohibiting part-time PGDM/MBA courses was kept in abeyance by the court.

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

### **FICCI, AICTE join hands to bridge skill shortage in healthcare**

Industry body FICCI has joined hands with All India Council for Technical Education (AICTE) for developing vocational courses in the healthcare sector with a view to meeting the workforce shortage in the segment.

The chamber said that an analysis of availability of healthcare human resources from the present bed capacity in the country and underlying demand for building additional capacity shows that the scenario is indeed "alarming".

"In the next 10 years, the number of doctors needs to be doubled from its current figure of 750,000; nurses needs to be tripled from 3.7 million and the paramedics and technician assistants need to be quadrupled from the present number of 2.75 million," it said in a statement.

It said that the rapid technological advancement in the medical, diagnostic and management systems are creating the need for new skills.

"But there are limited formal training and education programmes in the country. Large corporate and private hospitals run their own training programmes for such requirements which are not standardised and do not have national recognition," it said.

To address these issues, FICCI has also set up a task force to improve the existing skill sets available in the country by identifying skill gaps and suggesting academic and training programs, related curriculum and appropriate training requirements.

"For convergence and standardisation of such training programmes, FICCI is collaborating with AICTE to develop vocational courses in the healthcare domain," it said adding the practical training in hospitals is one of the fundamental elements of these programmes, which is aligned with industry requirement.

FICCI has submitted 12 healthcare and paramedic course curricula to AICTE that include Bachelor in Paramedical Technician in laboratory, blood transfusion, radiography, operation theatre and critical care.

"All the courses are competency-based modules and are open to revisions to ensure that the curriculum is guided by needs of the industry," it said.

It added that the courses would soon be notified on AICTE's website and will be open to be taken up by the industry and educational institutes.

Educational institutes such as schools, colleges and polytechnics will work in partnership with the skill knowledge providers like hospitals and laboratories to scale up the number of trained technicians in the country, it added.

The AICTE is an advisory body in all matters relating to technical education.

**Source:** 15 July, 2012/[Jagran](#)

### **ANALYSIS/OPINION/INNOVATIVE PRACTICE**

#### **RTE stock taking**

To take stock of the status of the implementation of the Right to Education (RTE) Act and to identify issues that need urgent attention, a convention was held by the RTE forum.

*The deadline for the implementation of the RTE Act is fast approaching, where do we stand?*

This Act was made for 250 million children. After two years of the enactment of the Act, we are still

struggling with problems in implementation at the grassroots level. Reports state that 95% of schools are not complying with the RTE laws. At the grassroots, there is a lack of teachers, infrastructure; schools are not friendly towards the differentlyabled students, appropriate age admissions are violated, issues of attendance , etc. There are a plethora of problems , but the time is short. So we are looking for ways to mobilise people across the country. There are 13 lakh government schools. Sadly, the allocation of education is only 3.7% of the GDP. We want 6% allocation of the GDP on education.

*What concrete steps are being taken by the RTE forum in terms of mobilisation of people?*

The RTE forum was constituted when the RTE Act was implemented. We are an advocacy group. We have nine state chapters and with 18 other states, we are in a coalition and we are working with about 10,000 NGOs. Through this connection, we are working on the process of mobilisation. We are involving teacher organisations. We work at the village and block level creating awareness campaigns, social hearings so that people know their rights. This is done at one level. At the other level, we will be giving the government the report. For this, we have taken the help of teachers in schools from different states to create a status report. We are recommending the establishment of teacher training institutes . We want a systemic teacher training module and teacher training institutes. We are mobilising people to send their children to school. Besides, we will be conducting social audits, conducting seminars, etc. Our main aim is to help students get equitable and quality education for all children.

*What are your views about the 25% reservation in private schools?*

We are looking to change the elitist character of private schools. If we look at facts, we will see that 77% of children come from tough backgrounds. They should be given a chance to quality education. When children from the elite classes interact with their counterparts from conflict zones or from the economically weaker background, rural areas they will come to know of the problems and challenges faced by them. Education is a social tool and is beyond the rich and poor.

**Source:** 02 July, 2012/[Times of India](#)

#### **Higher education in Bengal set to get 'private' boost through new bill**

In an effort to broaden the spectrum of higher education, the state government is set to rope in private players and impart quality education at the university level. The effort of the Trinamool

government is seen as a step ahead of the erstwhile government's decision to set up a private technical institute of higher learning, like the Dhirubhai Ambani Institute of Information and Communication at Kalyani, which didn't materialize.

Just as in Rajasthan, Gujarat, Haryana, Punjab, Assam - where state governments enacted separate state Private University Act - the Bengal government has prepared a draft bill - The Techno India University Bill - for the specific purpose, as directed by the Supreme Court. The purpose of the bill is to capture the widening horizon of science, technology, law, management medicine and social sciences, which is not always possible through state efforts.

The campus of the proposed university will be coming up in Salt Lake Sector III and Sector V and the university will also have facilities in Joka and Bishnupur. The government has confidence on the Techno India Group since it is running "15 engineering colleges, 10 b-schools and 10 public schools with distinction."

Unlike other state universities where the governor is the ex-officio chancellor, the managing trustee of the Techno India Group shall be the chancellor with committees, namely the Board of Governors, the Academic Council and the Finance Committee, placed under him. The board of governors will have absolute power on policy-making - from introducing courses to appointment of teachers and employees, including the vice-chancellor. State [higher education](#) secretary will be the only government representative in the board. The vice-chancellor will head the academic council and preside over the finance committee. The bill provides for a post of administrator who will run the administration under the vice-chancellor. The private university will have the power to confer degrees, diploma and award other distinctions and titles, the draft bill states.

There is a reference under clause 30 of the draft bill that the university shall have to furnish reports, returns and statements to the government and the UGC from time to time. The limited reference to government is because the proposal has no "financial implication."

The Supreme Court judgment (Professor Yash Pal and Another vs. State of Chhattisgarh, 2005)

that the government has followed while drafting the specific bill emphasizes that the state may constitute an appropriate committee comprising government officials and academicians to examine the financial soundness, expertise, academic potential of the applicant that proposes to set up

the private university. The apex court wants state government to issue the Letter of Intent (LOI) to the application only after vetting the proposal and wait for a month for the corporate body to undertake the prescribed activities. Experts wonder whether the government followed the procedure before going for the Bill.

**Source:** 06 July, 2012/[Times of India](#)

### Look before you leap

Global university rankings have become extraordinarily powerful. Recently, India's University Grants Commission set out new rules to ensure that only 500 universities ranked in the Times Higher Education (THE) World University Rankings or the Shanghai rankings are allowed to run joint degrees or twinning courses with Indian partners.

Recently, Russian Prime Minister Dmitry Medvedev awarded official national recognition to degrees from 210 leading universities — determined in large part by their presence on the Times Higher Education list. And the THE rankings are also being used to help determine the destination of 100,000 Brazilian students who will be studying around the world under the country's multi-million dollar Science Without Borders scheme.

Although they have been helping millions of students to make better informed study decisions for years, the THE have been filling an ever widening role as the world moves rapidly towards mass higher education and universities globalise at an unprecedented rate.

They are now used by academic faculty to inform career decisions, by university leaders to set strategic priorities, by industry chiefs to make investment decisions and — as we can see in the cases of India, Russia and Brazil — by governments to help shape crucial national policy initiatives.

However, we must acknowledge that all global university ranking tables are inherently rather crude, as they reduce universities and all their diverse missions and strengths to a single composite score. In seeking to examine the all-round performance of rich, globally competitive, research-intensive universities, composite rankings fail to properly identify niche pockets of excellence in specialist areas, and they fail to celebrate the diversity of higher education systems like India's where institutions have many different missions and different social roles.

For example, all the global rankings put the maximum emphasis on research evaluation, judged primarily through the examination of citations to research papers published in the international journals. This will not serve the interests of emerging Indian research institutions, where

research publication may be more of a national or regional activity, and it certainly does not serve those whose mission is focused on teaching.

Their reliance on data that is available — and fairly comparable — on a global scale also means that rankings can fail to fully capture some of the less tangible but still essential elements of a university. At present, for example, there is no fairly comparable data available on the quality of teaching in institutions on a global level, so proxies such as staff-student ratios must be relied upon. There is, of course, no data to be collected at all on many extremely important aspects of a university, such as its ability to transform lives, or to contribute to democratic society.

The THE's global rankings will be an increasingly useful tool for many years to come but anyone who adheres too rigidly to league tables alone, and relies too heavily on the headline composite scores, will get only a partial picture.

Global rankings, compiled transparently and responsibly, can be a valuable — indeed an essential — tool for a rapidly globalising higher education community. But only if they are handled with care.

**Source:** 06 July, 2012/[Hindustan Times](#)

### Education on new track: DU girls go on a train trip

For the very first time in the history of Delhi University (DU), a group of girl students from across 32 colleges has embarked on a cross-country journey across central and western India. The university has hired a trans-national educational train — Gyanodaya Express — to carry 940 girls from different colleges of the university along with 60 teachers.

The train was flagged off on Sunday morning from the Safdarjung Railway Station by university vice-chancellor Dinesh Singh. It will make its first stop in Ahmedabad and conclude its journey 12 days later at Wardha, near Nagpur.

“Such an experiment should have been conducted during my student days as well. I have been preparing for months together for this trip. For these students, this trip will be a wonderful and enlightening experience as they will have a chance to understand what they are studying in college about their country. Hopefully, they will come back thoroughly enriched,” said Singh.

The vice-chancellor also announced that several competitions will be conducted throughout the journey and the winner will be given a Shatabdi cross-country package by the Railways.

While the Gyanodaya Express will make its stop at a number of historically and culturally important destinations such as Sabarmati, Mumbai Naval Base, Madgaon, ISRO and Wardha, the trip does not spell leisure for the travellers. The students will have to accurately study their surroundings for their project report.

“The students are expected to observe and study aspects such as geography, agriculture, language, literature and ethnicity of people from different regions they visit. Based on their interest, they will finally have to submit a project report at the end of the journey,” Singh added.

DU officials added that the university made several tie-ups with a number of institutions regarding the availability of the train and ironed out other modalities.

“The train has been hired for R1.85 crore. However, the response has not been as glowing from across the university due to the ongoing holidays. So we have taken students from only 32 colleges,” said a senior DU official.



**Source:** 06 July, 2012/[Hindustan Times](#)

### RTE rule book goes for a toss

The Right To Education (RTE) Act rule book seems to have gone for a toss as local education officials zealously try to fill the 25 per cent free quota seats, especially in CBSE schools. In a meeting held on Friday with CBSE principals, education officers declared that admissions will remain open till September 30 and that the distance restrictions for neighbourhood schools be 'overlooked'.

Lalit Ramteke, deputy education officer (primary), who addressed the principals, said, "If seats under the 25 per cent free quota are vacant then admissions cannot be closed, hence we have asked the schools to keep the process open till September 30." As per the information available with education officials, 158 admissions (out of 252 applications) have been done at CBSE schools. There are an estimated 1,200 seats available under the 25 per cent quota at CBSE schools.

However, CBSE schools cry foul saying the education department has been systematically shifting the goalpost in absolute contravention of an agreed plan. Principal of a popular CBSE school, said, "In mid-June we had met with the local education department and agreed to the Common Plan (CP). The agreement was to reopen admissions for 25 per cent free seats and the process was to be completed by July 5. It was an administrative nightmare for the top schools but still we (CBSE schools) achieved it, but now they ask us to keep it going till September."

Director of another school, said, "CBSE schools had followed the process in good faith because we understand that it is the law now. Only Nagpur schools have stepped forward and agreed to implement the RTE with immediate effect regardless of the difficulties, and the reward we get for playing a fair game is a complete change of rules midway."

The other change of rule pertains to the neighbourhood school policy which RTE pursues. The state government circular says that an applicant's residence needs to be within 1km of the school, and in case there are no applicants then the school can seek applications from extended neighbourhood. A school principal present in the meeting, said, "Though the circular does not define 'extended neighbourhood' we were told by deputy director, Mahesh Karajgaonkar, last month that it means 3km. On Friday, we were informed by Ramteke that we must accept applications even if the residence is 5km away. We all feel cheated by education officials who painted a different picture last month and now we are being told something very different."

Also the 'vacant seats' which officials mention are really the ones which schools were forced to create to meet RTE provisions.

Dy Education officer, Ramteke, said, "Most CBSE schools ignored our earlier calls for meetings and did not go through the details on RTE which is available in the public domain. They had completed admissions in their traditional manner but now RTE is a law and it needs to be followed. I agree that the state government resolution came late but does it mean that we ignore the law? What we are doing is simply following the law and I do not understand how you can complain against it."

**Source:** 07 July, 2012/[Times of India](http://timesofindia.com)

### **Higher Education Bill needed to maintain standards: Expert**

The National Accreditation Regulatory Authority for Higher Educational Institutions Bill is inevitable for curbing the deteriorating standards in the higher

education sector, K P Isaac, member secretary, All India Council for Technical Education (AICTE), has said.

"The Ministry of Human Resources Development has taken steps to introduce National Accreditation Regulatory Authority for Higher Educational Institutions Bill.

If the Bill is passed, students will be able to evaluate the colleges and courses they are interested in joining," Isaac said.

The Bill would make it mandatory for higher education institutes to be accredited by an independent agency.

He said that the standards are falling not only in the engineering stream, but also in the other professional streams, arts and science colleges and even in schools.

But as self-financing engineering colleges are mushrooming in our country with a growing number of vacant seats and incompetent students, a regulation is required.

The AICTE gives nod to colleges which fulfil the infrastructure and faculty criteria but the teaching-learning process is governed by the universities, he said.

Seven more self-financing colleges have come up in the state this year, taking the total number of colleges to 112.

The university authorities said they are awaiting the government order based on the court verdict.

The AICTE should ensure quality improvement.

"Cusat's syllabus is tough and the evaluation is strict.

Mark is not the only criterion for assessing performance.

The minimum eligibility mark should be raised," said A Ramachandran, registrar of Cochin University of Science and Technology.

However, the representatives of the management said that they were denied a chance to explain.

"We are holding a meeting on Sunday to decide the next course of action.

We have not been given a chance to explain.

Each university follows a different syllabus and evaluation process.

Quality improvement can be achieved by raising the minimum marks for entrance examination, as the plus-two exam evaluation is liberal," said A Vijayan, general secretary, Kerala Self-financing Engineering College Managements Association.

The HC-appointed expert committee report has pointed out that 26 colleges, including 8 IHRD

colleges in the state, have been performing poorly for the past three years.

The court also said that colleges that secure below 40 per cent pass percentage ought to be closed.

**Source:** 08 July, 2012/[Indian Express](#)

### **OBAMA-SINGH-Vocational Education**

The education circle is abuzz with latest international tie-ups. Mahatma Gandhi University has partners in Brown, Duke and Plymouth State University while Banaras Hindu University has found an able ally in University of Pittsburgh.

With announcement of Obama-Singh 21st century Knowledge Initiative, United States-India Educational Foundation (USIEF) has announced an open competition to support exchange of knowledge that may include but may not be limited to curriculum design, research collaboration, seminars and a host of other activities. These should be designed in a manner to create expertise, develop scholarship and teaching, and promote a consistent, long-term association with partner institutions.

Rutgers University is slated to partner with Tata Institute of Social Sciences (TISS), Mumbai to help fill dire needs of the world's largest young workforce and widen their skills.

One of the main facets of the partnership is to create a new national and vocational multi-skill school in India that will train about one million people each year. A \$250,000 grant from Obama-Singh Knowledge Initiative has been identified to fund Rutgers-Tata Institute's efforts to build India's higher education capacity.

In this regard, vocationalisation of secondary schooling is considered an important step in increasing vocational relevance of education and in helping students prepare for effective participation in any area of work. Right from 1st Five Year Plan to the 11th, importance of vocational education has been emphasised.

Though its introduction in secondary education may not be considered very appropriate for developed countries, India is looking at vocational education as a means to enhance individual employability and reduce mismatch between demand & supply of skilled manpower to industries and multinational companies. The Centre offers a set of sponsored schemes whereby financial assistance is provided to the states to set up administrative structure to conduct vocational surveys and prepare relevant curriculum, study handouts, training manual, teacher-training programme, support system for research and development, and evaluation among others.

Financial assistance is provided to NGOs and voluntary organisations for implementing specific and innovative projects and short-term courses.

Apart from the Obama-Singh Initiative, India has independent plans to broaden its trained skill force. Establishment of about 100 community colleges is in the blueprint stage.

CV Raman fellowship has been announced for first troupe of 300 faculty members for their post-doctorate research opportunities in USA. About 10,000 teaching professionals are scheduled to be sent over next five years.

Widening of skill development system, reform in higher education and development of scalable solutions are critical to India. These can quickly enhance quality and quantity of educational opportunities to 550 million Indians that are under 25 years of age. If implemented appropriately, The Obama-Singh initiative will go a long way in fulfilling this need and filling this gap.

**Source:** 08 July, 2012/Dna India

### **The New Brain Drain**

This year, Delhi University has pointed to the shape of things to come in higher education. While primary and secondary education remain essentially broken, having failed to adequately serve the majority of the population, they are yet producing enough aspirants to cause a demand crisis in higher education. With cutoff marks at Delhi University slowly tending towards 100 per cent, the system that has served students and institutions for three decades is failing.

It is encouraging students to try their luck overseas, reinvigorating the brain drain precisely when it is being reversed by uncertainties and visa restrictions abroad. It is also urging students to fall back on quotas for extra-curricular activities, though the university system in India does not prioritise them. A promising basketball player in the US will be sought out by leading universities, but this does not happen in India. However, cutoffs are not the problem because the extraordinary pressure on seats would persist even if they were reduced to zero per cent. Cutoffs simply reduce the number of candidates that universities and colleges have to process. The real problem is the widening gap between the demand and supply of higher education.

This gap can be narrowed only by the rapid deployment of hundreds, if not thousands, of new institutions. Teaching shops should be discouraged and standardisation promoted, so they should be rooted in existing educational canons. The government has tried to get up to speed by pushing the Foreign Educational Institutions Bill of 2010.

Despite a cabinet nod, it languishes. To bypass the need for legislation, it has also called upon the UGC to formulate guidelines for twinning Indian universities with their peers overseas, a policy that is followed in technical education. However, fresh legislation is necessary for a sweeping change, for which the government must convince Parliament that the now-visible crisis in Delhi University is only a forerunner of a general disaster in higher education.

**Source:** 09 July, 2012/[Indian Express](#)

### Custom made

With the world changing radically, executive education, too, is evolving, addressing business issues innovatively. With this as a background, Duke Corporate Education (Duke CE) was carved out of Duke's Fuqua School of Business to customise corporate education to organisations around the world, including India.

What is customised education all about? Michael Canning, CEO, Duke CE, explains that it is different from regular education. Designed for companies, customised corporate education not only helps organisations to execute strategies, but also enables its people to learn things better so that they are able to do their jobs better.

Ranked number one in global custom education this May by the Financial Times for the 10 consecutive year, Duke CE, by being at the intersection of business and education, tries to comprehend why companies fail to 'execute' strategies. "Education helps the staff of a company to understand and believe in the strategy, learn to think and behave in ways that makes the strategy successful in the marketplace," says Canning.

He further points out that the essential idea is to design and deliver learning experiences customised to achieve specific business and learning outcomes. As far as Asia is concerned, Canning says, it has been marked by rapid growth and significant change. "This demands more talent. While acknowledging this, organisations are also recognising that the challenge is not only to scale up talent, but also to retain talent. Besides, companies are realising that talent development or its lack thereof can be a significant operational risk. In addition, building organisational capability is a priority in terms of producing a new breed of global managers and innovation — cheap labour is no longer enough, moving up the value chain is becoming imperative," he adds.

Also, Nikhil Raval, managing director, Duke CE India, points out that more and more companies in India, after having established themselves as credible brands here, are aspiring to establish

themselves as transnational or multinational brands. So the challenge is to produce managers who are able to handle global stakeholders, local geographies and global issues, among others, which is where customised education has a role to play. As to how the system works, Raval explains, "Whether companies approach us or we approach them, the task is to identify problem-areas or need-based areas so that we can build our programme and work towards the right approach." While the word 'approach' may sound academic, Canning reiterates that it is finally all about working with real people, real organisations and real problems.

**Source:** 09 July, 2012/[Times of India](#)

### Education should facilitate overall development of students'

*There are two types of exams that CBSE/ICSE students can opt for. One is state government based and the other one is Class Curriculum based. So, is there any rise in the number of students opting for school-based or state based exams?*

As per the basic guideline, ICSE says that no other Board exams except school-based are important or mandatory. Parents do not like school-based exams but I support school-based exams due to two main reasons:

1. Class Ten is not the end of schooling officially. Schooling continues upto class 12. Credibility for Class Ten exams is zero. Class Ten is just like any other class where students study and give exams so the exam has to be a school-based one.

2. Schools should have confidence in the way they groom and educate students. Schooling education is completed in 12th Standard and school puts its efforts in imparting education. Also, parents usually say that without Board exams students don't study. But this depends not on the Board but the quality of education imparted in Schools.

*What is your take on the new school bus norms and how are you implementing them? Has any committee been established to look into the matter?*

We have an outsourced facility for transportation in school. We take precautions and stringent measures regarding the safety of students and have not faced any accidents or security lapses till date. We have an internal committee of teachers, parents and constant surveillance and monitoring..

RTO has sent us a hard copy of rules and regulations and we are following them. Our buses have GPRS tracking system to enable tracking in cases of emergency.

*The rule that states you cannot fail any student till Class Eight has created quite a flurry. Is it difficult*

*for your school to cope with? What are the measures in place?*

No good school will face any problem regarding this.

A school that knows how to groom and develop their students has no chance of failure. The concept of "pass" and "fail" are invalid and in adept.

Actually, failing spoils the child leading to morale low-down, overage and bad confidence levels.

Even if we fail students, there is no improvement or a marginal Improvement in students. It depends on the quality of teachers imparting education. SSC, CBSE or ICSE. No board makes a difference. The only difference is content but the teaching methodologies are the same. So instead of failing students, we should impart quality education and results will be good.

No, we have not faced any problem regarding this till date.

*CBSE schools have these integrity clubs that provide exposure to students in extracurricular activities. As an academician, what would you advice the SSC board or state-based schools regarding student exposure?*

Every Board has a common goal of imparting holistic education to its students. Education should not only be classroom confined but overall development for a student. For this, SSC board should focus on Implementing Integrated education systems. This includes classroom teaching, outdoor and in-door activities and adventurous outings as well.

SSC Board has done a commendable job till date and with more progress, it will improve.

*What do you feel about the topper system? Do you think the media hype surrounding the students' score is justified?*

On a whole when you understand the media hype, It does two things:

One is an extension of advertisement. Schools and coaching classes associated with the student get publicity.

But on a secondary level, from a child's point of view it is good as the child is appreciated and highly rewarded for his efforts. In the field of education we have a concept called 'reward' which is less positive and more negative.

The negative impact is that It creates unnecessary pressures and tension for other students who have put efforts but failed to secure the merit. This is all a matter of luck and such hype creates negativity.

Reward and appreciation should be on a personal level from school but making it national is uncalled for a child's psyche who is on the opposite side of the fence.

*CBSE is adopting the international curriculum. What is your take on it in line with IGCSE?*

IGCSE is very similar to CBSE curriculum. CBSE is looking forward to creating a standard as comparable to International Boards like Cambridge which conducts exams in the UK under the suffix GCSE. But for international platforms, it is called IGCSE. The portions are almost similar except regional importance placed in curriculum in subjects like history or geography wherein you can opt for international or local topics.

*How important are extracurricular activities in holistic development of a student?*

Holistic development is essential and for that you need to remove the 'extra' from curricular. Everything that a child does is education and aids in development. It is a continuous process.

We have many indoor and outdoor activities such as debates, drama and sports for students to excel in.

**Source:** 09 July, 2012/[Indian Express](#)

### **All is not Well with Higher Education in India**

The bias in teaching in high school and college is edging out the humanities without producing great science,

Five higher education bills are currently awaiting parliamentary ratification: the foreign educational institutions bill, 2010; the educational tribunals bill, 2010; the national accreditation bill, 2010; the prohibition of unfair practices bill, 2010 and the national council for higher education and research bill, 2011. The much touted rationale for these bills is that the State is poor and so private funding (including foreign resources) of education is the need of the hour. Moreover, in this age of globalization, education is just like any other commodity and so needs to evolve by the laws of the market and should be controlled and determined by market players. Hence, good education should come with a premium and the societal needs of a developing nation with a large number of impoverished people are irrelevant.

It is against this background that we should confront the spectre that is haunting India. Slowly but surely, sweeping changes are engulfing all levels of primary, secondary and higher education. We shall discuss these changes with respect to the apparent glorification of the sciences and the simultaneous devaluation of studies related to the humanities, the undermining of research and training in the basic and fundamental sciences, and

the usurping of the role of universities by Central government-funded science research institutions.

*Science versus Humanities — the educational apartheid*

Certain disturbing facts are gaining permanency in our education system.

In most of the Indian Council of Secondary Education and Indian School Certificate schools (boys' section) in Calcutta, the humanities stream has been done away with. In classes XI-XII, a child can register for either the science or commerce streams. The girls' schools are still free from this disease but are bound to be infected soon. In other states, particularly those in the South, the disease has reached epidemic proportions. Bengal's vernacular medium schools have not contracted this disease yet. The same cannot be said of vernacular medium schools elsewhere.

It has been quite some time since the ICSE and ISC boards have made the choice of second language optional. Today, most schools under these boards follow the policy. In bygone times the second language was compulsory. Initially the schools were a bit careful as admission to the University of Calcutta requires that the student have a second language. However, as there is now an exodus of students from West Bengal for undergraduate studies, the situation is changing fast. This change has been accelerated by the fact that private engineering colleges do not require any second language for admissions.

The Central Board of Secondary Education first made the second language optional years ago. The last decade has seen the Central government aggressively pushing the study of Hindi in schools and devaluing studies of the vernacular. In many Calcutta schools, Bengali students opt for Hindi as a second language because there are monetary incentives for getting good marks in Hindi. A similar situation prevails in other states. The CBSE is being perceived by many people in powerful positions as the model for the envisaged standardization of education in India. The effect would be of steam-rolling.

Historical and economic reasons have made English the most preferred language of the 'free market' worldwide. That is why English is the language of the sciences. The Union human resources development ministry is keen to promote the teaching of "functional English" in schools. The CBSE was the first to make the teaching of functional English compulsory. Gradually, this ideology spread to other boards. In the ISC board there is a subject called elective English, based on English literary classics. It is also perhaps one of

the most difficult subjects at the class XII level. Amusingly, for undergraduate admissions to English honours, marks obtained in this subject are irrelevant for admission. The message is rather bizarre: for university studies in English literature, functional English marks are important and proficiency in English literature redundant — and this in a city boasting some of the finest scholars of English in the country. This pathetic situation has contributed to elective English being gradually banished from the curricula of most ISC schools in the city. This year one more school has abolished elective English from its curriculum.

In most schools, subject teachers exist only for science subjects. The humanities stream rarely has subject teachers, that is, a mathematics teacher may be asked to teach geography, teachers of Bengali double up as history teachers, history teachers may also teach political science, and so on. Thus only a handful of teachers suffice for the humanities stream. At the secondary level, when the love for and perception of a subject starts blooming, children reading humanities are deprived of good teachers. Naturally, serious students move away from humanities and opt for more mundane but economically profitable subjects. Others set their sights abroad. There is also another ominous social pressure: the idea that good students study science. Studying humanities is frowned upon as intellectually demeaning.

Science universities have been coming up in various parts of the country over the past few years as part of Central government policy. It may be pertinent to ask whether this violates the sacred constitutional right to equal opportunity. Why should science aspirants be given special privileges and opportunities with tax payers' money and students opting for the humanities be deprived? Are there purely science universities on such a grand scale anywhere in the world? Many academic luminaries are now adorning the various committees relating to education in Bengal and most of them have had substantial foreign exposure. It is time they spoke out against this gross violation of a child's constitutional right to equal opportunity.

Studying science has pecuniary benefits. There are a slew of scholarships and grants right from high school levels. A novel scheme was introduced some years back. Science candidates with moderately good marks in classes XI-XII can apply for scholarships worth more than Rs 70,000 per annum. One does not have to sit for any examination to receive this scholarship. The scholarships can be renewed every year by doing some project work in any Central government-funded research institution. The scholarships

continue right upto the end of the master's degree and, under certain conditions, can also be obtained for a doctorate degree. The number of such scholarships is so large (about 10,000 each year) that an application (first-come-first-served basis) is sufficient. In certain science research institutes in Calcutta, Rs 12,000 are paid monthly to students studying in their MSc programmes. This is not a stipend, as payments continue even if the student fails in examinations. Why should humanities students doing their MA not have similar opportunities? Why should tax payers' money be paid to third-grade science students while brilliant humanities aspirants do not have similar opportunities? Unwittingly, the government is becoming a party to the creation of an *educational apartheid*.

The *raison d'être* has to do with our science managers. The basic roadmap of secondary and higher education is determined by science advisers to the Central government. These people also control most of the funds in higher education. They help create a vast labour force of science graduates whose large number and modest academic qualifications ensure that their salaries are not very high. This suits the multinational corporations which have come to India to cut costs in production. India has always been a supplier of trained technical workforces for the West. In the 1960s, Kennedy requested Nehru to give him engineers. In the early 1970s, the batch of engineers leaving the Jessop company in Calcutta for the United States of America was given the analogue of the green card at Dum Dum airport. The difference today is that we can serve the West from here, we need not go there.

The new universities teach science only. On a different plane, the entire education system is gradually being geared to preach the irrelevance of humanities. In south India, it is difficult for a child to pursue humanities in colleges as the relevant departments simply do not exist. A child fears ostracism on the ground of a lack of intellect and is de-motivated from studying humanities. His life is seen as meaningless if he cannot make it to the Indian institutes of technology, or the engineering or medical colleges. Incidentally, the IITs have produced, with certain exceptions, a bunch of professionals who serve as cheap labour to transnational companies. The spectacular turnaround of the public sector *navratna* companies are because of engineers produced in less fashionable regional engineering colleges and *not the IITs*. With all the hype and public subsidy, the IITs are basically production houses for an anti-science diaspora

which runs after masters of business administration degrees to seek careers abroad.

Regarding the arts, the less said the better. In contrast to more civilized countries, how many higher educational institutions give such training? There is one Government College of Art and Craft in Calcutta and a few similar centres in other cities. But the money allotted to them is not worth recording.

What about the performing arts and dramatics? What about music? Most institutions that teach these are private and survive solely on donations. Old institutions like the Bhatkhande Music Institute and the Prayag foundations are gradually becoming irrelevant owing to a lack of funds. The late Ali Akbar Khan wanted a plot of land in Calcutta to build a music school. He was never given one by the earlier government. The same government gave nearly 100 acres for a nano-tech laboratory and about Rs 100 crore were made available by a central funding authority to build that laboratory.

Let us consider the ethos of the Institute for Advanced Study, Princeton. There are four schools: natural sciences, mathematics, social sciences and historical studies. The latter was established in 1949 with the merging of the school of economics and politics and the school of humanistic studies. In its purview are included socio-economic developments, political theory, modern international relations, art, science, philosophy, music and literature. J. Robert Oppenheimer, the physicist and director at IAS, brought in T.S. Eliot as a member in the late 1940s. It is such stuff that a visionary is made of.

With so much investment in and eulogy for science, let us honestly assess where we stand in the realm of technology. There is nothing called Indian technology. All we have is a large cesspool of unsophisticated technical manpower because of our large population and the absence of jobs over a wide spectrum of disciplines. Most of our technology is borrowed or copied. The nuclear technology is 70 years old. We cannot as yet commercially manufacture an integrated circuit chip as we do not have mastery over the controlled development of thin film deposition under high vacuum. Our space technology has been copied from Russia. Our hydel power technology is so outdated that neighbouring states fight over whether a dam is damaged or not as there is no scientific expertise in dam architectural measurements whereby relevant stresses at relevant points can be determined unambiguously. The automobile industry is a sham collection of foreign companies scouring third-world countries for cheap labour. In bio-technology we are among the bottom nations and all our medical technology is imported. Creating software for multi-

national companies cheaply is not technology. It is essentially a service and has no permanence over any specified timescale. Most softwares are replaced every few years and even the languages (like COBOL) gradually become obsolete .

Therefore, this apparent glorification of science is not for science's sake but for other reasons.

**Source:** 10 July, 2012/[The Telegraph](#)

### **Improving higher education access and quality to stop social unrest**

In 2011, highly unequal income and educational opportunities triggered street demonstrations in Chile and replications in several other Latin American countries.

Now Chileans want to stop civil unrest, to avoid negative impacts on the remarkable gross domestic product per capita growth rate (4% per year from 2000-11) and on progress towards reducing poverty (from 38% in 1990 to 15% in 2009).

At the beginning of 2012, polls showed a majority supporting the design of strategies to reduce social inequality and gaps in education.

Fortunately, helping students to read one or two pages in their leisure time, in order to be prepared for active engagement in class, has reduced learning gaps and increased promotion rates in pilot trials. If results are confirmed in the next large-scale trial, this strategy could help in restraining further demonstrations and provide a model for a number of Latin American countries facing similar problems.

#### *Students call for change*

In May 2011, Chilean university students took to the streets to demand reform of the education system. They asked for a fair student loan scheme and access to quality education for everyone. When the school year ended in December, there was no sign of settling the most serious confrontation with students over the past two decades in Latin America.

The top 40% of each age-group cohort now has access to higher education. Even though this is an impressive achievement, most of these students belong to the upper half of the socio-economic distribution scale – households having an average income of more than US\$20,000.

However, two-thirds of these families have difficulties financing the annual cost of higher education, which ranges from US\$5,000 to US\$10,000 per student. Financing education is especially difficult for middle-class families with more than one child, because they do not have access to affordable student loans.

Money is needed to pay for further education after high school, but previous knowledge and skills to learn new knowledge are also required in order to be admitted to higher education, so that students stay enrolled and graduate.

Being a good student in a public high school does not guarantee access to higher education. As an example, the valedictorian of a marginal urban public high school, with a grade average of 95%, only achieved 423 points in the 2011 university selection test – below the minimum of 450 points required to enrol at a university.

Graduates from public high schools often do not have the capacity to learn university-level material. They have not reached the necessary level of intellectual development, and remedial courses cannot close this gap.

These students require more individualised teaching; but this teaching cannot be provided, given the large size of classes and the lack of faculty experience with cooperative and interactive pedagogy. Therefore, only one of three admitted students eventually graduates in Chile, whereas the comparable ratio is 8:1 for Argentina and 2:1 for Colombia.

The need for remedial courses in college is not unusual, but in the United States students can take remedial courses that do not count towards a degree – just delay the time to degree. A recent report found that only a third of US students leave high school academically prepared for college (a sixth of hispanic students). Some studies state that as many as 40% of college students will take at least one remedial course.

However, in Latin America and other developing countries, university study involves the pursuit of professional degrees – such as in law, medicine, architecture or engineering – without room in the schedule for general study or remedial work. Given that all students follow the same rigid degree programme, remedial courses do not fit into the schedule unless the whole first semester is allocated to them.

#### *Systemic help for students*

Fortunately, help has been effective for students to gain preparation for increased engagement in each class. This is the objective of the innovation now being introduced in the first semester at *Universidad Autonoma de Chile*. The essential components are:

1. A clear outline and summary of topics to be covered in each class, distributed during (or before) the first class session.

2. Specific text, assigned for each class (starting with fewer than 1,000 words in the first semester, given that students are not used to extensive reading assignments), covering the basic knowledge (definitions, concepts or basic data) in advance in order to derive maximum benefit from the class.
3. Start each class with an oral factual (literal) question to one student (selected at random) and assign a mark for the response to the question (as a sort of scaffolding to create the habit of reading in advance).
4. Request students (immediately after the oral quiz) to ask their questions (about what they read beforehand) or to read a passage that they did not understand (an interesting discussion usually flows from their questions).
5. Use the rest of the class time to deliver the lesson as the teacher prefers.
6. Provide the usual references for additional reading, after class.

Even if students do not know the exact answer (to the oral question) but can demonstrate that they read the material, they still receive 60% credit for answering the question.

Pilot trials have shown that since the students know exactly what and how to study, it is easier for them to review the material in a productive way. They soon decide what areas they need to focus on (for example, vocabulary or meaning). This kind of freedom fosters autonomy in students and gives them responsibility for their own learning.

Academics participating in pilot experiences have reported increased participation in class, and students who were polled responded that previous reading improved their learning. Therefore, it was decided to start large-scale implementation in March 2012.

Syllabus and materials for the 156 courses (offered in the first semester in 26 programmes) were already available on the university website for new students enrolled, in January 2012. Deans, programme directors and professors have participated in three practical seminars.

Hopefully, this innovation will drastically reduce the number of traditional lectures and will prompt improved learning experiences.

To limit confusion, only a few key changes will be implemented in each semester. Samples of incoming students in each first semester course will be reporting day-by-day (during the first three weeks) about the way the class starts (oral question and grading the response).

Later on, programme directors will talk with professors who forget to implement such a key change. The innovation will be implemented in ensuing semesters, with a similar sequence.

The impact of this strategy was due for careful evaluation at the end of June 2012. It is hoped that the rest of Chilean universities will take advantage of the system if it is proven successful.

Throughout Latin America, university first-year drop-out rates average at 50%. It is estimated that about a third of the 10 million under-achieving Latin American university students (lacking required skills and knowledge) could also benefit from this low-cost treatment and keep moving forward in their academic careers.

**Source:** 15 July, 2012/[University World News](#)

### RESOURCE

#### Private tutorial system expanding at alarming rate in India: ADB

Private tutorial system is expanding at an alarming rate in Asia with households in certain countries spending staggering portions of their incomes on it, a study by Asian Development Bank (ADB) said on Wednesday.

The private supplementary tutorial also termed 'shadow education' because it mimics the mainstream system, may have negative as well as positive dimensions, it said.

South Asia, including India, Bangladesh, Pakistan and Sri Lanka have long traditions of private tutoring driven mainly partly because of social competition and also because teachers desiring to increase their salaries and seeing their pupils as captive market, the study said.

A 2008 market survey in India had estimated the size of the coaching sector at USD 6.4 billion and predicted the annual growth of 15 per cent over the subsequent four years, it said.

In a track record (2011) of 30,000 children in rural government primary schools in five Indian states, it was found that about 16 per cent of grade two children and 18 per cent of grade four received private tutorial.

The study found that there was a strong negative relationship between tutoring and attendance in school.

"Children in both grades were far less likely to have been found present in school. A possible explanation was that parents expected their children to learn more in paid classes than in school and therefore insisted less on regular school attendance".

In West Bengal nearly 60 per cent of primary school students receive private supplementary tutoring, it said.

The demand for supplementary tutoring was mainly driven by the awareness that investment in education can generate strong returns from good performance in key examinations and entrance to high status secondary schools and universities.

"...families know that poor performance in school and on examination is related to weaker employment and lower standards of living," it said.

Also, the perceptions of inadequacies in mainstream schooling and smaller families and increased wealth were among among factors to drive tutorials.

"In most part of Asia, family size is decreasing...children with fewer siblings received more tutoring than children with more sibling."

The study said that shadow education has long history in parts of Asia. However, in most parts of the region private tutoring has been ignored by policy makers.

It said that private education can no longer be ignored because it has grown significantly throughout the region and shows a sign of further growth.

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

### **Many management college seats will remain vacant**

The Directorate of Technical Education (DTE) announced the dates for preference-filling and counselling for management admissions, which begin on Thursday. However, a lot of seats are going to remain vacant this year as well, continuing the trend of the last couple of years.

Last year, the number of seats filled was far less than the total seats available. DTE officials attributed this to the preference given by aspirants to colleges in Pune and Mumbai, where job opportunities are better as compared to the city. Even in private colleges, the situation is no different due to mushrooming of colleges. A total of 5,490 seats are up for grabs in 60 colleges across the division now. Last year, 2,677 seats remained vacant, leading to some institutes going bankrupt.

DTE officials said they will publish the seats availability on Thursday and last date of admissions is August 20. Only students whose names have appeared in the final merit list for MBA/MMS/PGDBM/PGDM are eligible to apply. They are required to submit online preference form for admissions to various CAP courses on the website [www.dte.org.in/mba](http://www.dte.org.in/mba) through their respective login IDs. They can fill the forms themselves and are not

required to go to the Application Receipt Centres (ARCs). The forms once filled cannot be changed under any circumstances.

The list of students eligible for admission through the CAP rounds will be published on the website as per the schedule. Candidates are required to pay Rs50 each for two CAP rounds, and Rs100 for the third (counselling) round. Candidates who have been offered admission in the third (counselling) round have to confirm it by making part payment of Rs15,000 through a DD drawn in favour of "The Director, Technical Education" payable at Mumbai.

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

### **In India, private coaching is \$6.5-billion business**

The rising middle class, the desire to stay ahead in the global economy, and the falling quality of mainstream education system mean that examination-oriented coaching classes have taken over the life of most school-going children in India and other countries.

According to the report Shadow Education: Private Supplementary Tutoring and Its Implications for Policy Makers in Asia, released by the Asian Development Bank, in India a whopping 60 per cent of primary school children and up to 83 per cent students in high schools receive private tutoring.

Shadow education is a widely used term for private tutoring, as it mimics the mainstream and modifies itself according to the conventional system.

Talking about the private coaching industry in India, the report said, "Nationally, a 2008 market survey of companies offering coaching estimated the size of the sector at \$6.4 billion and predicted an annual growth of 15 per cent over the subsequent four years."

The report notes that in 2007-08, students living in both rural and urban India paid an average of Rs 1,456-2,349 a year for private coaching classes.

The poverty line in the country is set at Rs 965 for the urban and Rs 781 for the rural citizen. The report added that according to a study conducted by the Pratiche Trust, established by noted Nobel Economist Amartya Sen, the increasing demand for private coaching is not only because of rising incomes, but also because of the belief that it is "unavoidable."

The research notes that, "...78 per cent parents now believe it is indeed 'unavoidable' — up from 62 per cent. For those who do not have arrangements for private tuition, 54 per cent indicate that they do not go for it mainly — or only — because they cannot afford the costs."

### DIVIDING THE STUDENTS

Noting that perceptions of inadequacies in mainstream schooling, where teachers often do not come for classes or complete the curriculum, are a major reason for the growth of private tutoring, the report added, "Sen noted that most of the content in the private tutorial classes could and should have been taught in the regular classes of the primary schools.

He added that private tutoring divides the student population into haves and have-nots; it makes teachers less responsible; it makes improvements in schooling arrangements more difficult since the more influential and better-placed families have less at stake in the quality of what is done in the schools."

**Source:** 05 July, 2012/[The Hindu Business line](#)

### Guidelines for confusion

The lack of clarity in the UGC's regulations on entry of foreign universities has caused unease in academia and educational institutions

The recently approved University Grants Commission (UGC) regulations, on foreign universities, have done little to clear the prevailing confusion on the subject.

For those who support the move to bring in foreign universities, and those who oppose it, there is unease over the ambiguities in the UGC (Promotion and Maintenance of Standards of Academic Collaboration between Indian and Foreign Educational Institutions) Regulations, 2012, for its perceived discrimination between privately-funded institutions and public institutions, and infringement of autonomy.

The most glaring of them is that the nature of collaborations between an Indian educational institution and its foreign partner is not defined, leaving the door open for manipulation by institutions, both Indian and their collaborating partners, as the UGC is not empowered to regulate foreign institutions. On the other hand, the memorandum of understanding signed by two collaborating institutions has to be approved by the UGC, which is being construed as an infringement on the autonomy of higher educational institutions.

### ACCREDITATION

But, the loudest protest is over the provision on accreditation, which makes it mandatory for foreign educational institutions keen on partnering with Indian ones, to be among the top 500 institutions as ranked by only two specified ranking methods: the Times Higher Education Supplement (THES) or the Academic Ranking published by the Center for World-Class Universities (CWCU) of

Shanghai Jiao Tong University. The protest is mainly on two counts. First, that the choice of assessing quality of foreign educational institutions is severely limited because several equally credible ranking systems — QS , Webometrics, USNews — to name just a few, have been ignored.

Apart from these popular ranking systems, there are traditionally acknowledged categories — for example, the Ivy League institutions of the United States, or say the Russell Group of top-20 research universities in the United Kingdom. Some of them may not subject themselves to assessment by either THES or Jiao. Shouldn't students have the right to form their own opinion about universities that opt to stay clear of popular ranking formats for one reason or the other? By limiting the choice to the THES and Jiao lists, UGC regulations have precisely blocked this opportunity, though it will certainly block the entry of fly-by-night institutions.

Second, while all collaborating publicly-funded domestic institutions in India are exempt from the requirement of prior accreditation, private domestic institutions are required to have accreditation by the National Assessment and Accreditation Council (NAAC). Accreditation and assessment of universities and higher education institutions are not mandatory at present. Academics working for private universities strongly feel that it is doubtful that such blatant discrimination between public and private universities is constitutionally sustainable. In any case, not all publicly funded educational institutions in India make the cut for a blanket exemption from accreditation, nor are all privately-funded institutions with NAAC accreditations academically sound.

Also, a separate Bill on making accreditation for all institutions compulsory irrespective of ownership is pending before Parliament, adding to the confusion.

### ISSUE OF REGULATIONS

Doubts are also being raised about the competence of the Commission to regulate foreign providers. These regulations have been framed under section 26(1) of the UGC Act, 1956 which empowers the Commission to make regulations for "defining the minimum standards of instruction for the grant of any degree by any university," and for "regulating the maintenance of standards and the coordination of work or facilities in Universities."

Collaboration has been defined as an "arrangement between an Indian institution and a foreign educational institution (FEI) through a written agreement for the purpose of collaboration/partnership/twinning arrangements for the purpose of degree or post graduate diploma programmes." However, the nature of collaboration

is not defined and there appears to be no clarity on the role of the partners and the arrangement of faculty. Also, in case the foreign institute does not confer a degree (it is not mandatory), the students would end up with an Indian degree, thereby defeating the entire purpose of allowing such an arrangement. In the reverse situation, the role of the Indian educational institutions would be a suspect. They could even end up as being merely a channel for students.

According to the regulations, FEI can offer only conventional mode, and not distance education. Recognised Indian institutions imparting undergraduate, post graduate programmes and higher levels can be the Indian partners. Only PG programmes of more than one year duration are proposed to be allowed. Collaboration could be in the form of twinning, whereby students enrolled in an Indian institution may study partly in India and partly in the FEI situated in India or outside India.

Also, the regulations require that any FEI collaborating with an Indian institute will have to enter into a written agreement. The FEI concerned shall submit a draft memorandum of understanding (MoU)/agreement to the UGC along with an application in the prescribed format, giving all details about the facilities, faculty and requisite funds for operation for a minimum of three years. This is being perceived as an infringement on the autonomy of the private institutions as it would be the UGC that would decide on the appropriateness of the courses.

Under its mandate to coordinate and determine standards of university education, the UGC can prevent a higher education institution from tying up or collaborating with foreign education institutions, if, in its opinion, that would result in a lowering of standards; and, it can prevent a university from awarding unrecognised degrees. But the jury is still out on whether it has jurisdiction over FEIs, or over foreign degrees resulting from twinning programmes.

One way to look at the proposed UGC regulations is as a poor substitute for a comprehensive regulation of foreign education providers through an Act of Parliament. While it is understandable that the HRD Ministry has reasons to be frustrated over the slow progress in getting its proposals through, mainly owing to a lack of numbers in Parliament, and because it is unsure of the support of its own allies, the timing of the UGC regulations could not have been worse. The government is open to the charge that it is trying to use the Commission to sidestep legislative obligations. The possible breach of Parliamentary privilege apart, the legality of the proposal is also suspect.

Academic collaboration in the initial stages is a good strategy to engage with reputed FEIs. It is also nothing new to Indian higher education. The early Indian Institutes of Technology (IIT) and Indian Institutes of Management (IIM) are results of collaboration with leading foreign institutions. Academic collaboration with reputed institutions would serve to enhance the standards of higher education — benefiting faculty, students, academic, administration, as well as research. Academic collaboration may also be more acceptable across the political divide that confronts the second term of the United Progressive Alliance (UPA) government; certainly, more acceptable than the entry of new greenfield FEIs, which could be a longer term option. However, the extra-Parliamentary manner in which it is proposed to be delivered could result in the baby getting thrown out with the bathwater.

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

### Higher Education Innovation Speech – Part 2

Before we start off on the main theme, I thought I would give a couple of suggestions on how we can make conferences very interesting. We have been doing conferences probably the same way we have been doing it for the last 20 years.

We have two screens here, and I have tried this idea out at conferences which I have helped organise in Bombay and they have made a world of difference. One screen could actually be used to show real-time feedback from speakers. Everyone's got a computer, mobile phone;. So they can send an sms, tweet, email or go to a web page and leave a comment. I can tell you, it completely changes the dynamic of the conference.

We have got some great inputs today morning. As we think about them sitting in the audience, we also get a number of ideas. These go away since there is no way to give them back linked to the context. By enabling people to provide real-time feedback, we can make them more engaged and create a richer interaction.

Here is a second idea. I attended the DEMO in Santa Clara recently. Six minutes was the time limit given to every presenter. There were company launches, product launches. It is amazing what can be said in six minutes. I tried the same at my company yesterday morning. Normally these presentations would be 15-20 minutes long and go on – rambling stuff. It's amazing the focus which came in because I'd put a time limit-hard limit – six minutes. You enforce that limit by having a timer out here, a countdown timer. Again, these things are done abroad, and I think it's time we got some of these things so the speaker knows exactly how much time is left.

Hopefully we can do some of these things in the future. The point to think is how do you reinvent and start innovating with the flow of the conference itself.

I'd like to start with a small story. I was at Columbia University about 3 weeks ago giving a talk on transforming India. Columbia is my Alma Mater where I did my masters in EE about 23 years ago. The talk was in the Lowe Library. I was a student of the School of Engineering and the Lowe Library, the biggest structure and pretty much visible as you enter the campus.

I realised I'd never been in there throughout the time that I was in Columbia. My focus was so narrow – School of Engineering and my room. And when I look back over my last 20 years, most of what I have learnt has come outside the school of engineering! I should have spent a lot more time in the Low Library, because a lot of things which are in there, are what I have used afterwards. And that's something you don't realise when the education process is going on, but hopefully we can make some changes when I talk about some of these things.

So this informal learning, the ability to learn outside the classroom, I think is very important. I became an entrepreneur, I tried multiple things. I failed many times over; I succeeded a few times. Much of that entrepreneurship stuff, I did not learn from the educational institutions. I learnt it from my father, and ironically, it is something which we could have probably focused on a lot more in our educational system, because what India needs going forward is a lot more innovation.

These are some facets which we will explore as we go along. In today's India, we are really not letting that education happen. This can really make a difference and which people can make the best use of in their lives. That needs to change. We are not really encouraging people. In many cases, we are actually discouraging people from becoming entrepreneurs by stigmatising failure and not creating a climate where people are willing to accept risk.

I think one of the most important things we can teach children and students is to get rid of the fear of failure and we are not doing enough of that for going forward. The fear of failure should not act as an inhibitor. I was talking to someone the other day and he made a very interesting comment. He set up a company in the US and he is hiring a lot of people in Chennai. He said, "I see all these resumes of people with 6-7-8- years of experience - and you know - the shocking thing, is that instead of really being 7 years of experience, it is 1

year of experience done 7 times over, because they have changed jobs every year! And he says you just cannot call that experience."

Experience is very important, and we'll come back to that. We need to do a lot more deeper thinking and introspection on the future, on what we want to create in India. We are at a very interesting time. It's great we're having this discussion here today. I think we have a singular opportunity in India to really redefine what next generation higher education should look like. Whether you want to do imitation or innovation is really something we have to decide. Innovation needs skills, and skills need the combination of these three E's that I just referred to – education, entrepreneurship and experience. And the core of it is, how do you get high quality education.

I want to cover three topics – the type of education, the role of technology in education, and the role of government in education. These are large areas, but I'll cover brief aspects of these.

**Source:** 05 July, 2012/[Emergic](#)

### **India and UNESCO Sign Agreement to Establish A UNESCO Category-1 Institute in Delhi**

INDIA and UNESCO have signed the agreement to establish the Mahatma Gandhi Institute Of Education for Peace and Sustainable Development on 9th July 2012 at UNESCO Headquarters, Paris.

"The challenges of the 21st century are qualitatively different from the challenges of the 20th century. Global understanding and education would assist in appreciating the impact of these challenges on peace and its relation to sustainable development. The Mahatma Gandhi Institute of Education for Peace and Sustainable Development comes at the right time – a time when the world is debating the contours of the century ahead." This was stated by the Union Minister of HRD, Communications and IT, Shri Kapil Sibal, at UNESCO following the signing of an agreement for establishing the MGIEP as a UNESCO Category-I Institute in New Delhi, the first of its kind in the Asia Pacific region.

The signing of the agreement is the culmination of a process of three years commencing with the decision by UNESCO's 35th General Conference in 2009. The Institute to be located in India, is the first of its kind in the Asia Pacific region.

Ms. Irina Bokova, the Director General of UNESCO said, "The Mahatma Gandhi Institute comes at the right time - a time when the world is debating the contours of the century ahead, when UNESCO is preparing its next strategy to advance peace and promote sustainable development,"

The Institute's core activity will lie in research and capacity building. It will encourage knowledge exchange, regional networking and catalyse innovation by helping to design and test new approaches to education. The Institute would be greatly inspired by Mahatma Gandhi's vision of peace and sustainability.

Both Shri Sibal and the DG UNESCO paid tributes to Gandhi's universal legacy and his vision of peace and the defense of human dignity. Shri Sibal paid tributes to Gandhi's vision of education, highlighting its relevance for confronting challenges such as the overuse of natural resources and learning to live together. He said, "Gandhi said that we have enough for everyone's need but not enough for everyone's greed. This is the source of conflict. The crises the global community faces needs to be addressed through the inspirational wisdom of Gandhi, who said that for a person to be truly educated, you had to have a united approach, by training the mind to think, the hands to acquire skills and the heart for human values and ethics."

An Expert Advisory Group would soon be set up by UNESCO to develop an agenda for the Institute. Shri Kapil Sibal also extended a formal invitation to DG UNESCO for visiting India later this year for launching the Institute.

**Source:** 10 July, 2012/[PIB](#)

### **India - Higher education faculty pay, one of the highest in world**

As you can see the faculty of higher ed paid approx \$6,070 / month in PPP \$ in India. Still why only we've a bunch of IIT & IIM as worldclass institutes?

I bet our primary school teachers (Public sector) are paid outrageously high salaries in comparison with their world wide peers and the value they offer.

#### Faculty Pay, Around the World

A new analysis of faculty salaries at public universities worldwide -- designed to make comparisons possible by focusing on purchasing power, not pure salaries -- finds that Canada offers the best faculty pay among 28 countries analyzed.

Canada comes out on top for those newly entering the academic profession, average salaries among all professors and those at the senior levels. In terms of average faculty salaries based on purchasing power, the United States ranks fifth, behind not only its northern neighbor, but also Italy, South Africa and India.

The figures (see table at end of article) are the result of an unusual research project between the Center for International Higher Education, at Boston College, and the Laboratory for Institutional

Analysis at the National Research University Higher School of Economics, in Moscow. The comparisons are designed to bypass a typical hindrance to international comparisons of faculty salaries (or any salaries for that matter): the sharply different costs of living in various countries.

Pure salary comparisons based on exchange rates would find the highest salaries in select Western developed nations. And certainly those countries do well even with the methodology used for this study. That methodology is based on the "[purchasing power parity index](#)" (PPP), in which salaries reflect what it takes to purchase similar goods and services in different countries. This enables countries with relatively low salaries (in pure finances) but also with low costs of living to be competitive with others where base pay is much higher.

And that's why it's possible for countries like South Africa and India to appear above the United States. In fact, because the American numbers are based on full-time positions and exclude most adjuncts, the American comparative position may be lower than is indicated. Generally, China and formerly Soviet-dominated countries fare poorly in the comparisons in the study.

The authors of the study are today releasing a series of articles about the project, which will be fully detailed in a forthcoming book from Routledge, [Paying the Professoriate: A Global Comparison of Compensation and Contracts](#). (Two of the co-editors of the book, Philip Altbach and Liz Reisberg, are also co-editors of an *Inside Higher Ed* blog, [The World View](#).) Much of the data for the project may be found on [the project's website](#).

In an interview, Altbach, who is director of the Boston College center, noted that there are numerous factors that differ from country to country for which the study could not control. Saudi Arabians pay no taxes, while Western Europeans pay relatively high taxes, he noted. The focus on public higher education faculty has little impact on the many countries without much of a private higher education sector, while in the United States, the sector is influential. Excluding private higher education means that the colleges and universities with the highest salaries are not in the American averages, but private higher education also includes many small colleges that pay on the low end of the scale.)

Even with these various caveats, Altbach said it was important for those who track higher education to start paying attention to the relative economic state of faculty members around the world. "There is a global academic market for talent," he said. Overall, the flow of talent is south to north, but the data

reveal important trends beyond that of wealthy nations attracting brain power from less wealthy nations, he said. For example, the relatively solid position for India may suggest an ability of many Indian universities to hold on to academic talent. The relative strength of South Africa, he said, may explain why that country -- while concerned about brain drain to Europe and the United States -- attracts talent from elsewhere in Africa.

Altbach said that the research team members were not surprised by the dominance of Canada in the calculations, but that the healthy positions for Italy, South Africa and India "totally shocked us."

Two countries -- China and India -- have been the focus of many global education watchers in recent years as they have moved rapidly to expand capacity and expertise in their university systems. The study shows India holding its own in international faculty salary comparisons (factoring in cost of living), but not China. This reality has led Chinese universities, Altbach noted, to offer very high Western-style salaries, to a very small number of academics (typically Chinese expats recruited home). The numbers are such a small share of the total Chinese academic labor pool that they don't influence the Chinese totals, he said, but without these deviations from salary norms, China couldn't attract those researchers. India, in contrast, does not permit universities to deviate from salary norms for superstars.

Another area where the countries differ is in the difference between entry-level salaries (averages for assistant professors) and those at the top of their fields (full professors). Across all 28 countries studied, the average ratio of the senior salary average to the junior salary average was 2.06 to 1 (factoring in the PPP). The gaps between senior and junior pay levels were greatest in China (4.3 to 1) and smallest in Norway (1.3 to 1). Western European nations generally had low ratios.

The analysis examines many other issues as well, including fringe benefits, the nature of employment contracts and the existence of tenure (present in only some of the countries studied).

Altbach noted that there was one financial finding that was consistent across all of the countries studied: The middle class may be open to academics in many countries, but for most, they are not going to be 1 percenters. "In some countries the academic profession does all right," Altbach said. "But in no country are they treated like a key element of the international knowledge economy. No exception."

The following table, using PPP in U.S. dollars, shows monthly average salaries for entry-level,

senior-level and average across-the-board salaries for public higher education faculty members. The countries are in order, lowest to highest for average salaries.

| Country        | Entry    | Average  | Top      |
|----------------|----------|----------|----------|
| Armenia        | \$405.00 | \$538.00 | \$665.00 |
| Russia         | 433      | 617      | 910      |
| China          | 259      | 720      | 1,107    |
| Ethiopia       | 864      | 1,207    | 1,580    |
| Kazakhstan     | 1,037    | 1,553    | 2,304    |
| Latvia         | 1,087    | 1,785    | 2,654    |
| Mexico         | 1,336    | 1,941    | 2,730    |
| Czech Republic | 1,655    | 2,495    | 3,967    |
| Turkey         | 2,173    | 2,597    | 3,898    |
| Colombia       | 1,965    | 2,702    | 4,058    |
| Brazil         | 1,858    | 3,179    | 4,550    |
| Japan          | 2,897    | 3,473    | 4,604    |
| France         | 1,973    | 3,484    | 4,775    |
| Argentina      | 3,151    | 3,755    | 4,385    |
| Malaysia       | 2,824    | 4,628    | 7,864    |
| Nigeria        | 2,758    | 4,629    | 6,229    |
| Israel         | 3,525    | 4,747    | 6,377    |
| Norway         | 4,491    | 4,940    | 5,847    |
| Germany        | 4,885    | 5,141    | 6,383    |
| Netherlands    | 3,472    | 5,313    | 7,123    |
| Australia      | 3,930    | 5,713    | 7,499    |
| United Kingdom | 4,077    | 5,943    | 8,369    |
| Saudi Arabia   | 3,457    | 6,002    | 8,524    |
| United States  | 4,950    | 6,054    | 7,358    |
| India          | 3,954    | 6,070    | 7,433    |
| South Africa   | 3,927    | 6,531    | 9,330    |
| Italy          | 3,525    | 6,955    | 9,118    |
| Canada         | 5,733    | 7,196    | 9,485    |

*Monthly Average Salaries of Public Higher Education Faculty, Using U.S. PPP Dollars*

**Source:** 12 July, 2012/[Inside Higher Ed](#)

### **OECD predicts Sino-Indian dominance of young graduate numbers**

*By 2020, more than four in 10 young graduates in countries that are members of either the G20 or the Organisation for Economic Cooperation and Development will be Indian or Chinese, according to a report.*

The analysis, part of the OECD's Education Indicators in Focus series, says that in 2010 China's

share of the pool was 18 per cent, but by 2020 it will have grown to 29 per cent.

By contrast, just over a quarter of 25- to 34-year-olds with tertiary educations will hail from the US or the European Union, according to the projections.

By 2020, China aims for 20 per cent of its citizens – or 195 million people – to have higher education degrees,” the report says.

It adds that if this goal is realised, the country will have a graduate population that is roughly equal in size to the projected total number of 25- to 64-year-olds in the US.

India’s share of graduates will rise only slightly from 2010 to 2020 (from 11 to 12 per cent), while the US’ proportion will fall from 14 to 11 per cent, the report states.

The UK’s share should increase from 3 to 4 per cent, it predicts, but it foresees significant declines for Japan (7 to 4 per cent) and the Russian Federation (11 to 7 per cent).

Six per cent of young graduates will hail from Indonesia, the report says.

The growth of the “knowledge economy” will absorb the growing pool of graduates, according to the report.

It cites a “consistently upward trend” in the proportion of science and technology occupations, which indicates that the “demand for employees in this knowledge economy sector has not reached its ceiling”.

**Source:** 15 July, 2012/[University World News](#)

## 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](mailto: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.



### **Disclaimer:**

**Data included in this newsletter is only for educational purpose and wider dissemination. All liabilities and rights belong to respective writers & authors.**



### **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](mailto:aserf@apeejay.edu)**  
**Website: <http://aserf.org.in>**

