



## 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](#)

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## ASPECT

### Professor, teach thyself

Very little money is spent on primary and middle schools, particularly in rural areas where the foundation of education is laid.

I was at Jawaharlal Nehru University recently with some of the top senior academicians in Delhi, before dinner.

I was told that the budget of the University Grants Commission was Rs.41,000 crore in the Five Year plan and the annual budget of JNU was about Rs.150 crore.

In my usual blunt way I said, "How has this benefited the Indian masses? It seems that the huge funds being ploughed into higher education in India are for the benefit of foreign countries and to give you professors huge salaries and fine houses to live in rather than to benefit the Indian people."

This sparked off a lively debate. Some of the professors tried to refute my statement, but I stuck to my guns.

I said that most of the money spent on education in India went to the institutes of higher education like the IITs and universities, and very little money was spent on primary and middle schools, particularly in rural areas, where the foundation of education was laid. There are very few facilities such as proper seats, electricity, books, classrooms, etc in these primary or middle schools, whereas the institutes of higher education are given huge funds and have very good facilities, state-of-the-art campuses, air-conditioning, etc. I then gave a few examples to prove what I said:

I once went to a village about 40 km from Allahabad (my native city) to meet a farmer friend of mine, with whom I had studied at Allahabad University.

At his home I met one of his sons who had passed class seven and promoted to class eight in his high school in the village. I asked him to bring his class 7 mathematics book and solve a few simple problems. He could not do so. I wondered how he had been promoted when he could not solve simple class 7 problems. I then solved those simple problems, and asked him to attempt the other problems in the lesson. He was obviously an intelligent boy, because having learnt how to solve the simple problems, he proceeded to solve the rest.

At this I asked him, "Did your teacher not teach you all this?" He replied, "Master Sahib thekedari

*karne lage hain, aur doosre master sahib class lena aate naheen hai"* (the teacher has become a contractor, and the next teacher does not come to take classes").

I went to a reputed intermediate college in Allahabad and was told that in a section in Class 11 there are 250 students. I was shocked. Under the rules there should not be more than 40 students in a class. What teaching can possibly be done in a class of 250 students? I also learnt that in some of the sections at Allahabad University there are over 300 students, and there is not even place for a student to sit.

In view of this, much of the real education takes place in private coaching institutes, or at the residence of teachers who make much more money there than in their institutions. As a result, these teachers evince little interest in teaching in their institutions, and a student who does not join the coaching (paying high fees) finds it difficult to pass.

In many of the staffrooms of our educational institutions, teachers, instead of discussing academic matters, often discuss petty politics, often of a casteist nature or matters pertaining to their service conditions. Senior professors often try to promote lecturers of their own caste, whether they have merit or not.

Teachers are often appointed not on merit but on extraneous considerations, like political connection, caste, etc. They are appointed on contract basis. In some States, "shikshamitra" who have been appointed on a salary of Rs.1,500 a month have no degree or teachers' training qualification.

The level of intellect of many teachers is low, because many of them have not been appointed on merit but on extraneous considerations. To give an example, when I was a judge of Allahabad High Court I had a case relating to a service matter of a mathematics lecturer in a university in Uttar Pradesh. Since the teacher was present in court I asked him how much one divided by zero is equal to. He replied, "Infinity." I told him that his answer was incorrect, and it was evident that he was not even fit to be a teacher in an intermediate college. I wondered how had he become a university lecturer (In mathematics it is impermissible to divide by zero. Hence anything divided by zero is known as an indeterminate number, not infinity).

I gave them many more such examples, and told the senior academicians at JNU that huge amounts of money of the Indian taxpayer is spent on the IITs and other institutes of higher education, but the graduates of these institutes usually take up jobs in foreign countries. This results in brain drain. Thus,

while Indians pay taxes which go towards educating our bright students, the benefit of their education goes to foreign countries and not to the Indian people. These foreign countries benefit because higher education in their own countries is very expensive, so they have to pay only a fraction of that amount to get our bright young students.

I posed them another question: the test of every system is one simple question. Does it raise the standard of living of the masses or not? I said that the huge amount of money being spent on higher education in India is not raising the standard of living of the Indian masses because over 75 per cent of Indians live in dire poverty. There is massive unemployment, skyrocketing prices, huge problems of health care, housing, etc.

Apart from that, I asked them how many Nobel laureates have our universities and other institutes of higher education produced. Hardly any.

In many American universities one will find half a dozen Nobel laureates. Australia, which has a population of about 25 million, has 180 academicians who have an F.R.S. (Fellow of the Royal Society), while India, with a population of 1,200 million, has only about 20. So what are the achievements of our scientists and other intellectuals? It is only when they go to the United States or Canada or Europe that they achieve anything.

What is the quality of research work done by our academicians in institutes of higher learning? Unfortunately it is abysmally low and does not benefit the Indian people. Their publications are mostly poor, and done only to improve their CVs in order to get jobs.

The purpose of education is to help raise the standard of living of the masses. But in India it seems that its purpose is to raise the standard of living of a handful of people who get jobs as teachers, particularly in institutions of higher education.

I must say to the credit of the professors assembled there that they did not take any of my remarks personally. I told them that I had no intention to insult them but was only voicing my genuine grievance about the educational system in India, and the need to make it more beneficial to the masses.

At the end it was agreed that my views required serious debate which hopefully shall be held at JNU or elsewhere soon.

**Source:** 03 September, 2012/[The Hindu](#)

## NEWS

### Shared faculty plan gets govt nod, teachers can earn more

In a bid to address the acute faculty crunch across the country, a 12<sup>th</sup> Five Year Plan document has been approved by the government which will allow faculty members from one university and college to teach in another. The document also recommends that teachers can avail a six-month educational assignment in a foreign university. The document was approved at a meeting headed by Prime Minister Manmohan Singh.

These are some of the measures suggested to meet the expected faculty crunch - over 50% in the next four years - with the government aiming to increase the Gross Enrollment Ratio - the number of youth in higher education - from the present 17% to 25.3% by 2017.

"Without faculty development, achieving the target will be impossible," the 12th Plan document said reports Hindustan Times.

It also recommended setting up of a centre to facilitate faculty exchange programmes between Indian and foreign universities. The centre would look at opportunities for top Indian faculty members to work in foreign universities for a maximum of six months, and also coordinate in joint research programmes.

"One's salary should remain intact while teaching or doing research in a foreign university," the document, which has been accepted by the human resources development ministry, said.

Those who may not get an opportunity to teach abroad may be allowed to take up a second teaching opportunity within India.

"We have suggested reasonable restrictions to prevent its misuse," said an official of the University Grants Commission, which suggested the scheme.

According to the faculty sharing proposal, a maximum of five teachers from one department will be allowed to teach in the second institution. Although the basic salary of the teacher will remain protected in the parent institution, the second institution will have to provide a house and Rs 30,000 per month to shared faculty members.

"This can help in setting up or running institutions in educationally backward and far-flung regions," the Plan Panel document said.

The panel wants to introduce the accountability mechanism for faculty, based on student feedback and research work. It also wants new faculty

members to be confirmed after five years, based on students' feedback and annual performance appraisal.

**Source:** 17 September, 2012/[India Education Review](#)

### **100 Community Colleges to impart skills to adult illiterates to be launched this year: Kapil Sibal**

The Government has decided to set up 10 community colleges in collaboration with Canadian education institutes to educate adult illiterates and enable them to absorb the skills required for jobs in the vicinity of their homes, Mr. Kapil Sibal, Union Minister for Human Resource Development and Communications & Information Technology, announced here today.

Inaugurating FICCI's 5th Global Skills Summit on the theme 'Learner First', Mr. Sibal said, "Under the adult literacy programme of the HRD Ministry, as many as 70 million people need to be literate and their capacity enhanced to enable them to acquire the skills required to perform jobs. Of these, 60 million are women who need to be given the required education and skills training close to where they live."

Towards this end, the Minister announced that the government has decided to launch 100 community colleges this year. Mr. Sibal said that by 2030 India would become the most populous country with 1.5 billion people. At present, India has 400 million in the age group of 0-40 which is three-fourth that of Europe and much larger than the numbers in the US and Canada put together. "I shudder to think of the challenges of educating and imparting training in skills to contribute to the growth process," he said and added that "if we don't get it right, the recipe would be between disaster and great success".

He called for a roadmap for focused international collaboration as with the IT revolution, the world was getting more integrated and smaller. This would call for the developing skills that would be required to service the world community, he said. Mr. Sibal underlined the need for vocational education programmes in schools for children in Classes 9-12. In this context, he alluded to the pilot project for Vocational Education in secondary/higher secondary schools in 40 schools of Gurgaon (Haryana). The pilot project is for the National Vocational Education Qualification Framework (NVEQF), a nationally integrated education and competency based skill framework that will provide for multiple pathways both within vocational education and between general and vocational education to link one level of learning to

a higher level starting from any point in education or in skills.

The framework is aimed at enhancing the employability of students who choose to leave for the job market and is based on a competency based modular approach with provision for credit accumulation and transfer. The Sector Skill councils (SSC) with representatives mainly from industry and potential employers have been set up by the National Skill Development Corporation (NSDC) and include sectors like IT, Retail, Security, Automobile and Energy, which have helped in evolving the occupational standards, curriculum and assessment packages and training modules for the four key sectors in which the Haryana pilot is launched.

There would be a shift from the present fragmented to unified vocational education governance. This would pave the way for imparting locally relevant education leading to skill development and enhancement of employability, arresting drop outs and also bringing back school drop outs into the fold of formal and informal Vocational Education.

Earlier, Minister Sibal launched the FICCI-Ernst & Young knowledge report on Skill Development in India - 'Learner First' and gave away the 1st FICCI-Leapvaul Skills Champion Awards.

Mr. "aveen Jindal, Member of Parliament and Chairman, Jindal Steel and Power Ltd., in his address, emphasized the need for government and industry to work closely together to train the youth and the women folk. At present, there is little or no effort to impart skills to women, he said and added that community colleges would go a long way in encouraging women to join and receive the right kind of training.

Mr. S. Ramadorai, Adviser to the Prime Minister on Skills Development, "national Council on Skill Development, said, "A framework is needed to bridge the gap between formal and vocational education. In India vocational education is not considered to be at par with formal education. Hence potential learners shy away from vocational training considering it as a one-way street with no return to formal education in future." Mr. R V Kanoria, President, FICCI and Chairman & Managing Director, Kanoria Chemicals and Industries Ltd., stated, "The society needs to be sensitized towards vocational training. The time has come to make this form of education a viable option that can open new job opportunities for both beginners and professionals." He added that if the mismatch between advancement of technology and the education system is eliminated then economic growth can reach unprecedented levels.



Mr. Stuart Milne, CEO, HSBC India, pointed out that skills and knowledge are the driving forces for a country. The need of the hour is an ecosystem of partnerships and interests. "We in industry have to re-invest in the community we create", he said and added that "there was a need to focus on the learners who are the future of the country.

Mr. Michael Steiner, German Ambassador to India, stressed the need for a well-designed ecosystem for vocational training which is a pre-condition for social and communal harmony.

India, he said, has to successfully tap its demographic dividend if it were to avert a demographic disaster. Ms. Aina Lal Kidwai, Senior Vice President, FICCI and Country Head-HSBC India & Director-HSBC Asia Pacific HSBC Ltd., read out the FICCI Skills Pledge to advance the cause of skill development in India. Mr. Kapil Sibal was the first Indian to sign the Skills Pledge. Mr. Abhaya Agarwal, Partner, Ernst & Young, in his remarks, said, "A regional Career and Counselling Window – under the guidance of professionals should be set up by the Government. This window will provide the right information, career counselling, direction and confidence to the learner regarding the best options of vocational education available for them. Such a system would help in eliminating uncertainty in the mind of the learner and enable them to wisely choose their educational direction in accordance with the individual's inner competencies. However, the good news is that a sense of realism and realization has evolved both with the government and private sector, which will lead the country towards further economic prosperity through their joint endeavors".

The inaugural session of the Summit was also addressed by Mr. RCM Eddy, Chairman, FICCI Skills Development Forum and MD & CEO, IL&FS Education and Skills and Mr. Sanjeev Duggal, Co-Chairman, FICCI Skills Development Forum and CEO & Director, Centum Learning.

The following are the highlights of the FICCI-Ernst&Young report:

- India has the second-highest population of the working age (15– 59 years) individuals in the world. More than 50% of the total population in this age group are potential learners and require some type of skill training
- Women constitute 68.2% of the total potential learners: They constitute around 48% of the population in the age group of 24–59 years and around 78% of the learners in this group. The

program developed for the age group of 24–59 needs to have a stronger focus on women.

- SC/ST constitutes 28% of the total learners, consistent with the national average: The total number of SC and ST learners is 67 million and 35 million, respectively.
- Higher drop-out rate of more than 50% (till class Xth) is obstructing the growth of the economy
- Males accounted for 53% of the total school dropout: The number of dropout from school (class I–X) was 16.7 million during 2009–10, of which majority quit before completing class V
- 7.4% of the total enrolled students of class I–X dropout; class I–V has the lowest ratio and class IX–X has the highest ratio. The ratio is the highest for males in the class IX–X category, large number of male students drop outs after completing the
- VIIIth standard, but before completing the Xth standard. The total students in this category are 2.1 million. For females, the highest ratio is for class VI–VIII category with a total dropout of ~2.6 million students.
- SC/ST constitutes 33% of the total school dropouts (class I–X): SC and ST together constitute 24.4% of the total population, where total number of dropouts from school is 4.7 million and 3.2 million, respectively. Statistics indicate that 67% of the total SC dropouts and 69% of the total ST dropouts leave school before completing class VIII, which represents more than the overall average of 59%.
- Difficulty in filling up the jobs in the country is 48%, which is above the global standard of 34% in 2012.

**Source:** 17 September, 2012/[India Education Diary](#)

### PISA vasool this year?

*Indian students did so badly in the 2009 PISA test that they may not sit for the latest edition of the exam. Officials say the questions don't conform to our sensibilities, but experts believe the problem lies in the way we teach our kids.*

The question seems simple enough. There are four diagrams, each showing apple and conifer trees. The student is quizzed on the number of trees in each. One would think it would be a breeze for any 15-year-old. Another mathematical question shows a farmhouse with the roof in the shape of a pyramid and appropriate measurements. Students are asked to calculate the area of the square floor and the

length of one of the horizontal edges of the block. Easy again. So why did Indian students fare so badly in the PISA (Programme for International Student Assessment ) 2009 test that they were practically at the bottom? The answer lies in the way we teach in India, say experts.

The HRD ministry , however , believes these questions were out-of-sync with our socio-cultural milieu. PISA, incidentally, is an international test launched by the Organization for Economic Cooperation Development (OECD) to evaluate mathematical , English and science abilities of students at the end of compulsory education. It's done every three years and some 70 countries have taken them. India voluntarily took it in 2009 and 16,000 students were randomly selected by [OECD](#) from 400 schools in Hiachal Pradesh and Tamil Nadu, says a senior official of the ministry. But after the dismal results India's participation this year now hangs in balance.

"India is already late for the 2012 test as preparations began a year in advance. If the questions conform to our sensibilities, we will take part. We will enter into a correspondence with OECD before taking a final call," says the official. But it may already be too late. The question is: why participate at all if one is not ready for it?

Sunday Times perused reading, mathematics and science sample tests of PISA. One reading sample deals with bees (foragers) collecting nectar to make honey. They tell other bees where the nectar is by a dance performance. Questions pertain to the purpose of the dance, the three main sources of nectar and the difference between honey and nectar. It's obvious most questions need reasoning skills.

Sydney Rebeiro, former dean, University of Delhi, says such standardized tests factor in various levels of education. But the HRD official says these tests would be difficult for children in rural areas. "If the child hasn't heard of airbags, hot air balloons and ATMs, he won't even attempt those questions. Also, such detailed questions would be confusing; straight questions would work better." But surely international tests can't be tailor-made for each country? Besides, other countries are also taking these tests.

The answer to India's poor showing lies in the PISA website itself which says it does not test how well a student has mastered a school's curriculum but assesses the extent to which he can apply his knowledge to real-life situations. And that's why the results haven't surprised experts.

Vimala Ramachandran, national fellow at the National University of Educational Planning and Administration, says, "Our children are very good at rote learning. But higher analytical skills and comprehension are poor, which are what PISA checks. They need special coaching for IIT and MBA exams to think differently. There is an information overload on children." When the National Curriculum Framework 2005 attempted to change the education system to a more analytical way of thinking, it met with resistance from certain states, she says.

A teacher from Chennai explains the problem in Tamil Nadu. "In 2010, the state adopted the Samacheer Kalvi system of equitable education wherein there would be a single board. This lowered the standard of education. Earlier, different education boards catered to different intellectual levels of children. Now, even the blueprint for exam papers is given, so smart kids learn selectively. Children have no habit of extensive reading nor are they encouraged to think." Besides, [Tamil Nadu](#) teachers have long hours of work from morning till evening, so where is the time to encourage analytical thinking, asks Rebeiro.

**Source:** 09, September, 2012/Times of India

### **Sibal bats for Foreign Education Providers Bill**

Asserting that the passage of the Foreign Education Providers Bill will help Indian students to have a world class education, union Human Resource Development (HRD) Minister Kapil Sibal Wednesday said he wants 'Inspector Raj' to be abolished from schools.

"I personally want inspection to be abolished from school. The school should upload on its website what it offers, the qualifications of the faculty, the fees. All essential features must be uploaded on the website," said Sibal while addressing a programme here.

"And if the government finds out that what has been put is inconsistent with the reality on the ground, then that should be termed as 'educational malpractice'. The people will be prosecuted and fined in accordance with the quantum of malpractice but there would be no inspection," he added.

But Sibal regretted that this policy would never see the light of the day as a large section of the private sector has an enormous stake in ensuring that its business runs as usual.

"The political parties also get persuaded by those elements in the private sector who do not want change. But I think the time has come to rise above

politics as we are dealing with the future of India," said Sibal.

Sibal batted for the passage of the Foreign Education Providers Bill to be passed as it would help Indian students to interact and exchange ideas with foreign faculty and students.

"It would help Indian students to interact with foreign faculty and exchange ideas. We cannot restrict knowledge," he said.

**Source:** 12 September, 2012/[Daily News](#)

### **Educational-training firms bet on mkt growth to revive numbers**

Educational-training companies listed on the stock exchanges have had an overall slow quarter in terms of financial performance. Out of the five major companies including Educomp Solutions, NIIT, Everonn Education, CORE Education & Technologies and Aptech; three saw a major dip in profits this quarter. However, they are betting on tepid growth of the industry to revive their profits.

#### *Scenario in Q1*

"The key reasons behind the fall in net profit are impact of forex movement on our cost of goods, as we import a large quantity of equipment from abroad for our SmartClass business and impact of pricing," said a senior Educomp Solutions spokesperson. Educomp Solutions posted an 86% net loss this quarter.

Similarly, Everonn which posted a 107% net loss in the first quarter, compared to same quarter last year, has attributed it to 'turbulent weather' in the company during the previous financial year. "We need to admit that the untoward incidents have reflected on our numbers for the year, which lead to a dip in the revenue and business operations," the company said in its recently released annual report. However, the company added that this is just a passing phase and they would soon resurface stronger.

Aptech has been another player that has seen a drop in profit. Ninad Karpe, MD & CEO of Aptech explained that overall retail sector in urban areas suffered from downbeat consumer sentiments in the months of April and May, which also reflected on the education & training sector.

NIIT and CORE Education & Technologies have been two firms who have been able to maintain the growth momentum. Sanjeev Mansotra, Chairman & Global CEO, CORE Education and Technologies attributed the increase in profits to acquisition of ITN Mark Education, UK in May 2011 and

consistent improved performance of their US business as well as a spurt in India revenues.

Corporate Learning Solutions driven by Managed Training Services is gaining traction and did very well at NIIT, according to Prateek Chatterjee, VP-corporate communications & marketing at NIIT. But he said that in the individual learning space, while BFSI did well, the softness in the IT sector impacted student sentiment and caused delays in decision making and enrolments.

Leaving behind the first quarter's performance, the educational training companies are betting on the growth ahead this year. Karpe, for example, said that while the growth momentum was slow to pick-up in Q1, the execution focus at Aptech and market trend towards the end of June and in July have started to turn the tide.

Everonn Education, on the other hand, aims to increase its presence manifold by adding capacities in all major cities in the next two years. CORE Education & Technologies' strategy in India will be centered around growing vocational training programs, teacher training programs, ICT solutions (aimed at supplying hardware, software and educational content infrastructure to schools over 3-5 years) and 'model schools' (model schools represent public-private partnerships to design, build, finance, manage, operate and transfer groups of schools).

Players like Educomp Solutions are seeing growth prospects in all their businesses, particularly in the SmartClass segment and the K-12 segment. "Our guidance this year is a 25% growth in consolidated revenue over FY12," the spokesperson added.

NIIT has also identified four areas that would be its platforms for growth this year and in the visible future. These include cloud campus in the individual learning business, nGuru offerings for schools, managed training services for corporates, and NIIT Yuva Jyoti for skills building.

#### *Betting on the future*

Mansotra said that they are looking forward to a decent growth this year for the company. "With schools resuming their operations in July and with consistent growth in our business initiatives in other geographies [UK and India], we feel we are on track to achieve our revenue target for FY13," he said.

Given the headwinds in the IT sector, the overall growth rates are likely to be moderate during the year and pick up towards the end, according to NIIT's Chatterjee. He added that they believed that NIIT is in a market which has favourable long term

dynamics and we expect their four platforms to drive our growth the future.

Others like Mansotra are betting on the Indian government's intention to significantly increase the spending on education in the 12th five year plan. The share of education in the 12th five year plan has been increased to 19.4% of total plan outlay from 7.7% in the 11th plan.

The worst sufferer Everonn also ends on a positive note. "Although the year witnessed major upheavals in business, management and operations, let us reassure you that we are confident that the new management team, dedicated employees and our innate ability to deliver the best education solutions will see your company effectively navigate through the turbulent times and emerge winner," said Everonn in its annual report.

**Source:** 12 September, 2012/[Business-Standard](#)

### **Outlay for education sector hiked by 155 per cent for 12th Plan Period**

The outlay for the education sector for the 12th Plan Period has been finalised at 4,53,728 crore, a jump of around 155 per cent, with focus on setting up of new institutes and universities and expanding existing ones.

The outlay finalised by the Planning Commission today for higher education sector is at 1,10,700 crore, an increase of 178 per cent and Rs 3,43,028 crore for school education and literacy, a jump of 149 per cent.

The demand of the HRD Ministry was over Rs 2.60 lakh crore for higher education sector.

However, they said the Plan panel has supported a further increase in the outlay for higher education to Rs 1.66 lakh crore and a further hike of Rs 27,000 crore for school education.

The outlay during the 11th plan period for higher education was Rs 39,804 crore and Rs 1,37,734 crore for school education.

Infrastructure and capacity augmentation would be the prime focus for higher education sector as the government is targetting to take gross enrolment ratio to 20 per cent by 2020.

The funds would be used to set up new institutions and expand the existing ones. On the anvil is setting up of state universities, general degree colleges and professional and technical educational institutions.

The list also includes setting up of universities of Innovation while the Ministry is also planning to

cover a minimum of 50 per cent students through various financing schemes as part of demand side management in higher education.

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

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

#### **Government cites international research on pay to woo lecturers**

The Indian government aims to attract more teachers into higher education by circulating the results of an international study that found Indian professors are better paid than their other counterparts in the BRICS countries – Brazil, Russia, China and South Africa – and even in France and Germany.

According to an internal note by India's Planning Commission, professors are also better off than the average Indian citizen.

A large section of India's academia expressed surprise when told about the findings of the analysis. Some cautioned that the government should not quote data without taking into account realities on the ground at Indian higher education institutions.

The findings were published in the book *Paying the Professoriate: A global comparison of compensation and contracts*, by Philip Altbach, Liz Reisberg, Maria Yudkevich, Gregory Androushchak and Iván Pacheco, which was published earlier this year.

#### *Severe lecturer shortages*

The Indian government wants to attract more teachers into higher education, which is facing an acute shortage of academic staff.

According to Education Ministry data, India's 40 central universities face a total shortfall of 6,542 teachers against a sanctioned 16,602 posts – a gap of 40%. The premier Indian institutes of technology face a 31% shortage, requiring 1,611 more teachers than they have.

Quoting the book, an Education Ministry official said the perception that teachers were poorly paid in India was misplaced.

Comparing academic salaries across 28 countries based on purchasing power parity, the study found that the entry-level salary in India was US\$3,954 against US\$259 in China, US\$433 in Russia and US\$1,858 in Brazil. It is relatively low when compared with the United States (US\$4,950) and Canada (US\$5,733). Mid-level academic salaries (US\$6,823) in India were better than in Russia (US\$563), China (US\$758) and Brazil (US\$3,190), the note said.



“Interestingly, this number for India is also higher than that for Canada, the US, the UK, France and Germany. These numbers indicate that Indian academics are much better off than their counterparts in the middle of their careers,” the note said.

### *Wide disparities*

Although the research took into account only government funded institutions, it was not clear in the note whether the sample included both state funded and centrally funded institutions.

“This really comes as a surprise. Several state universities are struggling for funds and many are paid below the current norms,” said Urmishree Bedamatta, an assistant professor at Ravenshaw University in Orissa.

“The centrally funded institutions are a privileged lot. They are paid the highest salaries and perks,” she said.

According to Bedamatta, salaries across India varied depending on state support and the nature of contract.

“Teachers working on contractual jobs in our university get paid at least Rs10,000 (US\$180) less per month than teachers on roll. The pay difference with private colleges and universities is even more and can go up to Rs30,000 per month,” Bedamatta said.

Notably, college and university professors in a large number of Indian cities and towns supplement their income by giving private tuition.

### *Better halves*

As premier institutions, the Indian institutes of technology (IITs) have always received the lion's share in higher education funding from central government. Not surprisingly, teachers there said that IIT salaries were comparable to international standards.

“The salaries have increased over the years and at present they are comparable to other universities globally. The difference will not be more than 20% to 30%,” said Professor Anup Singh of IIT Kanpur.

Singh said that infrastructure and opportunities for research had also increased simultaneously in IITs to make them world class. “The facilities at IIT Kanpur are equivalent to, if not better than, the best universities of the world”, Singh said.

### *Challenges on the ground*

The Planning Commission note asks why results are not commensurate with increasing pay. India

was placed 10th among the top 20 countries in terms of research published between 1996 and 2006, eight places behind second-ranked China, according to a 2008 study by the National Institute of Science, Technology and Development Studies.

All the IITs together produce about 1,000 PhDs a year, compared with 7,000 at top Chinese institutions, according to the government's own blueprint for the future of IITs.

Minouti Chatterjee, principal of Kamla Nehru College in New Delhi, said comparisons between India and other countries failed to highlight the contextual challenges of higher education in India.

“You do not compare between India and foreign universities but between your profession and other professions.

“Even if we pay much more than the BRICS countries or developed countries, are we comparing the same conditions in research facilities, opportunity for growth, teaching load, infrastructure and the position of teachers in society?” Chatterjee asked.

“All these and not just salaries are instrumental in attracting teachers to teaching. It is true that many of our colleagues across India are not in the same place as we are,” said Chatterjee, whose college is part of Delhi University, one of India's leading universities.

**Source:** 03 September, 2012

## **What Shall We Do? Higher Education's Existential Crisis**

We live in a society infatuated with rankings, evaluations, head-head competitions, and the like. We also live in a fast-changing world, dominated by the tsunami of technology innovation, changing demography, community reinvention, shifting borders, growing disparities, polarization, and unnerving uncertainty. And when it comes to organizations, from universities to governmental entities to corporations, this can be a recipe for an existential identity crisis-- who are we, what are we trying to do, and how do we measure up?

Pardon me if, as a psychologist, I say that an existential identity crisis every so often isn't such a bad thing for growth and creativity. After all, as individuals we define ourselves via others -- the "looking glass self" -- and social comparison is natural, so why shouldn't organizations do it too? I believe universities ought to consider what we look like to the "public" (not that there is one public), taking an "outside-in" perspective on what our

constituents need from us, before we turn to what we think we're best suited to do.

From the perspective of the media, higher education is almost a necessary evil -- evil in terms of run-away costs, low productivity, outmoded teaching methods, the perpetuation of privilege, but also necessary for private gains in a knowledge economy and as the engine of public prosperity in an innovation-lead global marketplace.

Yet, as we celebrate the 150th anniversary of the Morrill Act, which created our land-grant universities, we also recall that this happened in the midst of one of the most divisive chapters in our history. President Abraham Lincoln and Vermont Senator Justin Morrill prophesied that "democracy's colleges" would drive post-civil war America's prosperity, barn-raising with their communities to create innovation and spread educational opportunity. This decidedly optimistic reflection of higher education's promise is still alive today, and many people are beginning to remind us that in the contemporary context of divisive politics and contested and unequal prosperity, higher education needs to step to the plate, barn-raising once again.

To put it simply, from one looking-glass reflection we look like a run-away train and from another we look like a magic bullet for what ails society -- and of course some mix of both reflections is likely most helpful as we consider our existential purpose.

So, what shall we do? Focus on fixing the run-away train or orient our attention toward serving the public good? No doubt both approaches are needed, yet it really matters, just like it does for individuals, which mindset predominates. If we want first and foremost to fix the run-away train, then what we should do is figure out a very clear recipe for what each institution in our diverse landscape of higher education is best suited to do (cheaply) and which students are ready made to be educated there. By this recipe, community colleges will be primarily vocational and educate our fastest growing pool of predominantly low income students from under-resourced public schools. Highly selective four-year privates and publics will increasingly reject ever more applicants while superbly "educating" those who are already most prepared, not coincidentally consolidating a hold on U.S. News rankings. From a pure productivity perspective, this clarification of purpose in higher education might be highly effective, even if it would perpetuate a legacy of separate and unequal education, as a Century Foundation task force has recently pointed out.

Another major problem with this productivity framework is that we may be throwing out the baby with the bath water, if we fail to both invest in community colleges as a fulsome launch pad for America's future talent pool and simultaneously fail to push the habits of highly selective institutions to embrace education as an act of cultivation. By contrast, we could instead take what psychologist Carol Dweck would call a "growth mindset" on success, in which rather than just document what different groups of students and universities already have (or haven't) accomplished, we focus on what they could develop. We could follow Bill Gates' advice to "take people with low SATs and turn them into good lawyers," instead of doing what he characterizes as taking people with high SATs and hoping they are still smart when they leave. We could work to create the society that Nick Clegg, Britain's Deputy Prime Minister, urges, where "what matters most is the person you become, not the person you were born." For higher education to give up on social mobility just at a time when our country's demographics are at a clear tipping point seems not only unwise, but wholly unfair.

As more and more colleges and universities look to move beyond our "ivory towers" to become vital anchor institutions in communities across our country, then a very different mindset must lead the way, with a different perspective on productivity. Here we would define productivity by asking: how well is the institution engaging with and cultivating a broader range of intellectual, social, and human capital capacity to train the next diverse generation? Is it succeeding over time in creating new talent pools, forming new programs, or establishing effective high-impact community-based collaborations? Do we know how to identify students who can thrive beyond those who already had every opportunity to do so? Can we be good partners in communities, collaborating to turn our schools, economy, and environment, around? What are we doing to support the students and faculty who do this engaged work?

These questions reveal a somewhat different national agenda than one in which pure short-term productivity predominates, an agenda responsive to the disparities in our midst, the divided communities in which we often live, and the prevalent need for civic leadership of all kinds and expertise from all directions. This agenda is about growing talent and engaged expertise, often in new places and with new partners, to everyone's benefit. In the long run, this might even bring us closer to an American competitiveness agenda, as innovation often follows some "disruption" in established hierarchies and allocation of responsibility.

Hence, when I think about our purpose today, I go back to Abraham Lincoln and Senator Justin Morrill, and I ask: Can we view education as cultivation? Can we plant new seeds of innovation that we collectively nurture both on our campuses and, just as importantly, in the communities with which we share a common fate? I firmly believe that we can find ways to do this efficiently and cost effectively if we barn-raise together, especially as our individualism isn't particularly sustainable. At the very least, we need to start talking to each other. That's what the American Commonwealth Partnership and Kettering Foundation, in partnership with the National Issues Forums are fostering through the Shaping Our Future national dialogue series kicked off this week at the National Press Club.

The stakes couldn't be higher. If we don't change the fate of our metropolitan communities, and instead continue to waste a larger and larger share of our nation's talent pool, we can't succeed by any measure of productivity. Who knows, there may even come a day when college rankings emphasize the value-added role for higher education that two wise men saw a century and a half ago. There is always hope, and that is why an existential identity crisis isn't a bad thing, every 150 years or so.

**Source:** 06 September, 2012/[Huffington Post](#)

### **Indian Universities have 19th century mindset: Sam Pitroda**

Sam Pitroda, Advisor to the Prime Minister has lamented the 'rigid' attitude prevalent in Indian education sector. While addressing the 'Academic Congress' organised by Delhi University, he said that Indian universities have "19th century mindset" which is hampering the growth of students. He demanded that the universities and colleges should be given freedom to award a student with a degree whenever they think the student is ready to be a graduate.

"In India that flexibility is needed. We can't carry forward with the 19th century mindset, 20th century process and 21st century needs. There is a need for theoretical and practical experiences and to achieve this, students should also be allowed to work in their respective sectors of interest even while studying," Pitroda said.

"Who decides that it will take four years to get a degree? Why can't we give freedom to the universities and colleges to give the degrees within two or three years, whenever they think the student is ready to be a graduate? Why a standard procedure of four years?" he asked.

Speaking on the number of education bills stuck in Parliament, he alleged that parties, unions and people with vested interest block reforms in the country.

Pitroda said teachers are not needed for content generation and defining the content but they should be in the role of mentors. "To achieve this teachers training programme should be change. We need to re-define the needs of students and teachers," he said.

Pitroda said the National Knowledge Commission (NKC) plan was to set up 40 new innovation universities with new ideas, which could offer degree in 2 to 3 years but now the government is talking of forming just 14 Universities or making desired changes in the existing universities.

He claimed the government is in no mood to change the education system, but it is students who should demand for change.

Claiming that Universities do not provide fertile ground for innovations, he said hardly any programmes for internships are conducted.

"Professors from outside are not called and Professors in the country do not do the researches, so it has become a chain where nobody wants to change. Innovation requires collaboration.

Every University should have innovation centres," he said.

He also advocated that education should be provided in multiple languages along with local languages otherwise students will not be able to have overall development.

**Source:** 07 September, 2012/[India Education Review](#)

### **Education system not keeping pace with evolving technology**

India's education system is not keeping pace with rapidly evolving technology, resulting in difficulty in finding suitable candidates where millions are unemployed, FICCI president R.V. Kanoria said on Thursday.

"We have a paradoxical situation in our country. Employers complain of not finding suitably skilled candidates and on the other hand there are millions of unemployed in search of jobs," Kanoria said at the 5th Global Skills Summit, organised by the Federation of Indian Chambers of Commerce and Industry (FICCI) here.

Kanoria said an outdated education system and lack of emphasis on vocational training was resulting in a paradoxical situation in the job market.

"There is an obvious mismatch caused by the inability of our education system to keep up with rapid and constantly evolving technology," Kanoria said while addressing inaugural session of the two-day summit.

Kanoria, who is also the chairman and managing director of Kanoria Chemicals and Industries Limited, said there was a need to give adequate attention in the education system to the requirements of employers.

"A prominent factor of this mismatch is the lack of adequate mapping of the requirements of the learners. Another factor contributing to the mismatch is the low esteem associated with vocational education," he said.

The theme of the 5th Global Skills Summit, organised by the FICCI in association with the ministry of labour and employment, government of India, is "learner first".

Kanoria said the demands for skilled trainers is set to increase sharply in the coming years.

Referring to a National Skill Development Corporation (NSDC) report, Kanoria said the demand for vocational skill trainers, including technical trainers is estimated to be about 40,000 annually.

**Source:** 07 September, 2012/[Times of India](#)

### **DU Vice Chancellor bats for revolutionising higher education**

University Vice Chancellor Dinesh Singh made a strong pitch for revolutionising higher education at the first-of-its-kind academic congress at the varsity, but his detractors called the two-day event an exercise of "fraud" to push for his radical reform agenda.

Singh and members of the Left-dominated Delhi University Teachers Association (DUTA) has almost always been at contrasting positions over the last few months, and even a large gathering of academics and researchers to discuss education could not make the two sides see eye to eye.

With the Leftist bodies of teachers and students sending out a call of protest against the Academic Congress, the day began with a notice from the Proctor warning the teachers against holding protests or disrupting the conference.

The notice said that the academic congress is purely an academic event that is open through paper presentation and is designed to encourage this and help improve the university for its students.

"You are required to desist from the illegal activity that will disrupt the academic functioning of the University and damage the reputation of the university by disrupting such a prestigious event.

"The university shall take strict action in case you go ahead with any disruptive course of action," it said.

The conference that was held amid tight security, meanwhile, saw tech czar Sam Pitroda and the Vice Chancellor himself, among others, calling for greater reform of the higher education model in the country and a "paradigm shift" in the way classrooms function.

DU's own cluster of innovation centre became functional last year and the varsity has this year rolled out a four-year BTech in humanity course with exit options at the end of II and III year, laying ground for a four-year undergraduate programme that the university is planning to introduce from the next academic session.

"The university is an 'idea' that needs to be developed in accordance with changing needs. An entire paradigm shift by redefining the way classrooms function and eradicating the burden of 'scoring a degree' is the need of the hour so that our students don't just study, but learn as well."

Singh further stressed the need of inclusion of multimedia tools in the teaching methodology.

While the Vice Chancellor did not refer to the major reforms and new programmes he has personally taken an initiative in launching, but the protesting members of the teaching fraternity said the two-day conference was aimed at promoting and propagating the four year programme, they are vehemently opposed to.

The notice from the Proctor notwithstanding, the teachers' groups assembled to protest though did not indulge in sloganeering.

The protesting members have alleged that the Vice Chancellor has gone about introducing new measures without regard for academic norms, statutory procedures and democratic practices.

"The Academic Congress is a fraud on the university community and an attempt to manipulate public opinion.

"It is also the first time that on important academic issues, the corporate sector and NGOs are being labelled as 'stakeholders' and people like Sam Pitroda have been invited to inaugurate the congress.



"These 'reforms' are part of the plan to facilitate entry of foreign and private universities to sell higher education for the highest profits," a joint statement from the protesting bodies said.

"We are demanding a discussion of what happened to our other courses when this four year programme comes into force. We are demanding a comprehensive discussion," said DUTA Executive member Abha Dev Habib.

**Source:** 07 September, 2012/[Indian Express](#)

### **Parliament impasse stalls reforms in education sector**

*The logjam over the coalgate scam in the monsoon Session of Parliament has scuttled the government's plans for introducing reforms in the education sector.*

During the session, the Human Resource Development Ministry (HRD) hoped to see the passage of the Prohibition of Unfair Practices in Technical Educational Institutions, Medical Educational Institutions and University Bill, 2010, the National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010, the National Academic Depository Bill, 2011, and the Education Tribunal Bills.

The expectations in the Ministry were high as HRD Minister Kapil Sibal recently raised the admission quota of MPs in Kendriya Vidyalayas from two to six acceding to a long-standing demand from them.

However, it could introduce only two bills in the Lok Sabha—one seeking to set up a national accreditation regulatory authority for higher educational institutions and other to set up a central university in the Motihari district of Bihar. None of the two bills could be passed.

Eight important pieces of legislation, including the Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010, Universities for Innovation Bill, 2011 and National Council for Higher Education and Research Bill, 2011, have been pending at various stages since long.

In the Budget Session, Parliament passed just two bills—the National Institutes of Technology (Amendment) Bill, 2010, and the Institutes of Technology (Amendment) Bill, 2011—of the HRD Ministry. Despite a serious attempt, the HRD Ministry could not get even a single bill passed during the last winter session of Parliament.

According to sources, Kapil Sibal has plans to hold a fresh meeting with Opposition leaders this month

to discuss their objections to various provisions of his ministry's bills.

**Source:** 07 September, 2012/[Deccan Herald](#)

### **Investments needed for the expansion of higher education:**

The higher education in India has undergone massive expansion over the years with the support of the private sector.

Now it has emerged as the second largest in the world, next only to United States of America with 14.6 million students enrolled in 31,000 institutions. However at present the higher education system in India is capable of accommodating only around 12 percent of the population in the age group of 18-23.

Hence massive investments are needed to cover 15 percent of this age group during 12th five year plan, said the Member of Parliament and the Chairman of Public Accounts Committee, Murali Manohar Joshi.

Delivering the second convocation address at Noorul Islam University at Kumaracoil, he said that the nation was endowed with a relatively young population. Nearly 40 percent of the population was below 25 years of age.

The future of the nation depended upon equipping the younger generation with the necessary knowledge and skill to compete with the global best. The education system including the higher and technical education held the key for success. Determined efforts, both from the public and the private sectors were required in this direction.

The role of the private sector in Indian higher education has increased significantly over the last decade, with large number of students currently enrolled in private institutions and this number was on the rise every year. This trend would continue and substantial investments would flow in this sector.

He also cautioned that given the vast potential of educational expansions in India, many foreign agencies wanted to enter into this domain and for them it was an educational market.

Any control of the educational system by the foreign and transnational agencies would ultimately cripple the ingenuity of the country, independence of thought and innovation. Such a course would likely create serious distortions ultimately in the academic pursuits. Education in Indian tradition was not a market activity, it was in fact, a great social responsibility, Dr. Joshi said.

He further added that it was not necessary to describe India's global position on various parameters of human development.

Various reports and the recently published Arjun Sen Gupta's report on Indian scene in particular amplified the failures of the developmental model adopted in India.

The poorest have an income of Rs. 9 per day as per capita and about 77 percent population which came under the category of 'Aam Adami' has not received the benefits of 9 to 10 percent economic growth as publicised by the government.

A very large section of this category depended upon Rs. 20 per capita per day, said Dr. Joshi.

Later he handed over the convocation certificates to as many as 319 students including gold medals to 14 outstanding students in various fields.

The Chancellor of Noorul Islam University, A. P. Majeed Khan, Vice-Chancellor S. Sivasubramaniyan, Registrar Manickam, the vice-president of Noorul Islam Centre for Higher Education, M. S. Faizal Khan and others participated in the function.

**Source:** 09 September, 2012/[The Hindu](#)

### **Better-equipped graduates**

Delhi University, amidst a number of changes and reforms proposed in the coming years by the administration, is focusing on producing better-equipped graduates. The recently introduced semester system, the Meta College and university concept, innovation courses and the proposed four-year degree programmes are efforts towards making the academic environment more student-oriented.

In order to discuss the changing needs of the 21st century, students and their future, a seminar on 'better graduates for better tomorrow' was organised by Pearson Education recently in the Capital. Faculty members from various colleges of the university raised their concerns on the undergoing and planned changes. The members discussed the challenges to a better education system as well as the increasing role of technology in the process.

"I think the ongoing transformation is for good. I believe the structure for higher education needs tremendous changes in India. We have to get global and adopt a flexible academic system. The semester system is better as it involves students in regular studies throughout the year unlike the annual mode in which they studied only twice a year. Also, the involvement of teachers with

students is greater," said, Asha G Shankar, associate professor, department of mathematics, Laxmi Bai College.

Adding to it, she said, "The four-year degree programme as proposed by the vice-chancellor is a welcome move. It will give students pursuing regular courses a better chance in the industry, as for example, engineering graduates have. Also, it helps if students wish to go abroad to study as it matches their criteria."

The faculty members also addressed the role of technology in today's education system. While some colleges have smart classrooms and modern infrastructure, a number of colleges still have to manage with outdated systems. According to Ajay K Arora, principal, Deshbandhu College, the role of technology has become imperative in the present education scenario. Educational institutions will have to fast understand the technological needs of having proper labs, adequate equipment and access to internet, etc, so that our students do not lag behind.

"The university is doing a good job in introducing a number of reforms. Education has to go beyond boundaries of classroom teaching and rote-learning. Also, as being initiated by the VC, the students who have the highest stake in the system need to be consulted better. Even if their opinion is immature, it counts, as knowledge is not confined to age," he said.

Today, students opt for higher education with clear goals and courses that enable them to get good employment. "Our students need to imbibe the culture of life-long learning. People must be able to pursue their vocation at any age. Also, there is a problem of reaching out to the masses. In order to address a large section of people and their aspirations, a major upscaling of both quantity and quality is required in the education system as a whole," adds Anish Srikrishna, business head, higher education, Pearson.

**Source:** 10 September, 2012/ [Times of India](#)

### **Poor quality and too few seats push 600,000 students abroad**

Inadequate higher education infrastructure and poor quality courses are pushing 600,000 Indian students to top universities overseas – and are costing the country around Rs950 billion (US\$17 billion) in foreign exchange annually – a study has found.

The study, "Higher Education Scenario in India", was conducted by the Associated Chamber of Commerce

and Industry of India, or ASSOCHAM, and is yet to be published.

It found that most Indian students go abroad because they do not find seats in quality institutions within the country. The huge capacity constraint in quality higher education could be tackled through public-private partnership models, the study suggested.

### Competing for too few seats

With an aspiring middle-class, the limited number of quality higher education institutions is failing dismally to meet demand.

In 2012, 500,000 students sat the entrance exam for 9,590 seats at Indian institutes of technology (IITs), India's premier technical colleges. The Indian institutes of management (IIMs) received close to 200,000 applications for 15,500 seats.

Notably, in 2011 Sri Ram College of Commerce (SRCC), one of the leading commerce colleges in the country, set a minimum marks cut-off for admission of 100% for students with science subjects. Anything less than a perfect score would disqualify an applicant.

The move outraged students and sparked debate about access and quality in higher education. According to the SRCC principal, PC Jain, the problem lies in the supply of and demand for higher education.

"The number of students who score 90% and above is increasing every year. But we have a limited number of seats. If everyone applies for SRCC then we have to find a way to limit the number," said Jain.

"We need more quality higher education institutions since the number of students graduating from school with good performance is surging every year."

In 1987, when a million students took grade 12 exams, SRCC had 800 seats. In 2011, 10.1 million students wrote grade 12 exams but the college had the same number of seats.

### Struggling to achieve quality

Even if more seats were available, students who have experienced a foreign education said they would rather go abroad for the academic and cultural experiences, than study in India.

"Even average institutions in the US and UK are better than most colleges in India. Critical thinking, freedom to express your thoughts and to interact with faculty members, and inter-disciplinary

studies is what distinguishes many foreign universities from their Indian counterparts," said Shaleeni Chopra, a postgraduate of the University of Sussex in the UK.

According to experts, even if universities began strengthening the quality of education, it would be a very long time before the tide of students going abroad could be arrested.

"The role of universities is to produce knowledge, apply knowledge to research and build an academic culture," said Professor MK Sridhar, member secretary and executive director of the Karnataka Knowledge Commission, a think-tank under the chief minister's office.

"Unless universities re-orient themselves, embrace technology and open their doors to competitive research and faculty building, India will keep losing students and professionals to foreign universities, which provide students and teachers with a richer academic environment," Sridhar said.

### Caught in red tape

According to the ASSOCHAM study, higher education in India is subsidised enough by the government to attract students, provided that they gain admission to quality institutions.

"An IIT student pays an average US\$150 monthly fee, while students opting for education in institutions in Australia, Canada, Singapore, the US and UK shell out US\$1,500 to US\$4,000 in fees every month," said ASSOCHAM Secretary General DS Rawat.

"Demand for education loans has also been increasing by over 20% annually," he said.

The paper suggested that India set up more quality institutions along the lines of IITs and IIMs to ease the outflow of students.

Notably, under the 11th Five Year Plan from 2007-12, the government announced the setting up of 51 publicly funded higher education institutions – including eight IITs and seven IIMs.

Most of the proposed institutions have been plagued by setbacks, including delays in land acquisition, shortages of qualified faculty and, in several cases, disputes between the central government and states.

Sriram Kelkar, an associate professor at the University of Hyderabad, said universities needed more autonomy in order to innovate and experiment, to attract students and achieve internationally competitive standards.

“Just providing funds for expansion is not the answer. Norms for hiring faculty need to be liberalised so that fresh talent can be brought in. The conventional teaching and grading systems need to be re-looked at and teachers need to be given more autonomy.

“Only then can we compete with our global counterparts,” Kelkar said.

**Source:** 09 September, 2012/ [University World News](#)

### **Why is early childhood care and education important?**

While the Right to Free and Compulsory Education Act, 2009, ensures that education is a fundamental right of every child between six and 14 years, it seems to overlook the vital needs of early childhood care and education (ECCE).

However, contemporary research establishes the fact that a child's brain grows at an extraordinary pace in the first six years of his/her life and lays the foundation for lifelong development. The experiences that a child draws from his surroundings contribute significantly to the formation of the synaptic connections in the brain.

Given the importance of this first stage of education, particularly in the South Asian region, where a large proportion of children below six years reside, the Centre for Early Childhood Education and Development, Ambedkar University Delhi (AUD) and The World Bank organised 'The South Asian Regional Conference on Early Childhood Care & Education - Policies and Practices: Towards 2015 and Beyond,' recently in the Capital.

The objective of the conference was to bring ECCE centre stage into policy level discussions within the eight South Asian countries and deliberate on ways towards supporting the governments to formulate a regional strategy for South Asia for ECCE.

Speaking at the conference, Venita Kaul, director, Centre for Early Childhood Education and Development, Ambedkar University Delhi (AUD), pointed out that while India's youth is its demographic dividend, if the country does not focus on ECCE, the next generation may not develop to its full potential.

While Shyam Menon, VC, AUD, reiterated that the government needed to give priority to pre-primary education, Prem Narain, secretary, Ministry of Women and Child Development (MWCD), announced that the ministry of women and child development has formulated a draft policy on

ECCE, which is still under the process for finalisation.

**Source:** 10 September, 2012/[Times of India](#)

### **India has more institutes but less enrolment than USA and China**

*In India anything can happen, as the country is not democratic but over democratic, said Rajiv Gandhi University of Health Sciences former vice-chancellor, Dr S Ramananda Shetty delivering the foundation day lecture at Mangalore University on Monday.*

Pointing out that India is lagging behind with regard to higher education inspite of having some of the best institutes, Dr Shetty said there are too many regulatory bodies which try to control the education system.

When one tries to expand and progress, there are too many councils to satisfy which cause delay. The education policy was framed in 1968, but was adopted in 1986. “One should question, why there is a delay as it is a matter of concern,” he said.

Comparing the enrolment in India, China and the USA, he said there are 31,324 higher education institutions in India, 4,297 in China and 6,742 in the USA. However, the gross enrolment ratio is the poorest in India which is 14 per cent as compared to China and the USA which stands at 20 per cent and 82 per cent respectively, he said.

Speaking about the health care sector, Dr Shetty said that there is a shortage of 10 lakh doctors and two million nurses in India.

“The medical institutions are spread disproportionately. In India there are 315 medical colleges in 188 districts. However, 454 districts do not have a medical college,” he said and added that DK district has eight medical Colleges and hence people here are not deprived of medical facilities.

He also pointed out that according to the Kothari Committee's recommendation in 1964, six per cent of the countries GDP had to be earmarked for education. Sadly, only 3.5 per cent GDP has been earmarked for education at present, of which 0.66 per cent is earmarked for higher education. The Universities are suffering due to lack of funds, he said.

To address the shortage of doctors in the rural areas the Ministry of Health has proposed to start a rural MBBS course. The duration of the course will be three-and-a-half years, he said.

To provide quality education every University needs autonomy, academic freedom and accountability, he



said and added that it may not happen as India is an over democratic country.

Presiding over the programme, Mangalore University Vice-Chancellor Professor T C Shivashankara Murthy stressed on the need for expansion of higher education, excellence, inclusive education and including communication technology in education. Mangalore University is the fourth best University in the country in the field of research and publication work, he said.

High end laptops were distributed to 146 professors and associate professors in the University. The internet protocolphone facility which connects all the departments of the university was launched on the occasion.

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

### Redefining education at a basic level

A few decades ago, sending a student abroad for post-graduation studies was considered a smart decision among parents in India. The new millennium saw this trend shift towards the graduation stage itself. Seven years ago, it was the school attended that mattered as a springboard for studies abroad. Since the last five years, the pre-school stage also needs to be one having a global outlook and child-centric approach for obvious reasons. With this, the adage, 'Start them young' has been adopted to the fullest extent possible.

Commenting on the aspects that distinguish new-age preschools, Anita Madan, curriculum head, Eurokids, emphasises that there has been a paradigm shift in the teaching process. The entire feel, be it about curriculum, ambience has become child-centric. Today, the new age pre-schools put to use newer teaching aids and facilitate out of box thinking to the children. They are much more global in their approach, as they combine the best from India's culture and rich heritage with the best of the educational systems from around the world.

"Today the schools work towards providing a nurturing environment first, as there is a firm faith among the educators that a secure heart will create a keen mind that will help each child to grow in terms of academic excellence, physical fitness, and psycho-social consciousness. Pre-schools today have totally moved away from rote learning and strive to develop the curiosity, imagination and creativity in the children, never losing sight of the fact that each child is an individual and would finally merge into a globalised world of tomorrow.

Anita explains that providing technological skills and computer education has become imperative from an early age today. The usage of technology has both its negative and positive effects. However, today the usage of technology is unavoidable. Technology is used in pre-schools to teach children abstract subjects by the usage of interactive boards and with the help of digital audio and video content.

In her opinion, the key parameters to be considered while selecting a pre-school are learning and nurturing, health and safety, plus communication. The curriculum has to be age-appropriate, well researched and structured for all age groups and there has to be focus on developmental skills and milestones. The staff has to be responsive, well trained and caring. The learning has to be interactive by using puppet shows and story sessions. There should be regular parenting workshops and parent-teacher meets and there has to be a positive feedback based on ongoing observation. There have to be assessments that measure a child's growth and resultant information has to be given to the parents through educative newsletters.

Enumerating the advantages of the evolution that has taken place, she opines that a well-designed pre-school education programs that focuses on the whole child, including social, emotional as well as the creative aspects, produces long-term improvements in a child's school success, which includes higher scores in class test, lower rates of failure in upper grades and larger scope for the child to pursue higher education. In addition to strengthening the socialization skills, pre-schools today teach the children to negotiate, be respectful of others, and problem-solve, it provides a place where your child can gain a sense of self, explore, play with her peers, and build confidence. Children in pre-school discover that they are capable and can do things for themselves from small tasks to tackling bigger issues. They are able to find answers through exploration, experimentation, and conversation.

"The brain in a child is forming important neural paths to help develop the child's ability to perform, function and learn well. Children are able to learn at a rapid rate and want to absorb new information. Hence preschools work towards providing early experiences that enhances the development of a young brain, and potentially change behaviour across an individual's lifespan," Anita feels.

Sujay Jairaj, trustee, Narsee Monjee Educational Trust's Jamnabai Narsee School, concurs. "There is relentless change in the area of school education from KG to 12. For the rising educated middle class,

it does not matter whether the curriculum is local, national or international. What matters most is the way in which the curriculum is transacted and who does it. What are the bonafides of the promoters, what is their vision and mission in setting up an educational institution?"

"Vicinity and proximity are not any longer worrying the parent; what they are looking for is the quality of the staff, mobility and attrition of the staff taken as negative factors and trusted name of the school. History and the good name earned by the institution are the main factors which an intelligent parent makes a study of, while selecting the school. At this point the parent may not even look carefully at the curriculum. International education in India comes with a high cost today. If a school provides for the holistic development of the child the parent would not worry about whether the curriculum is local national or international. Holistic development of the child is inbuilt in the framework of the curriculum given to all the boards in India by the NCERT. The onus therefore lies with the management of the institution," he points out.

On the comparative parameters that parents should follow while selecting a school, he lists the following: Is there a sizable attrition and mobility of the staff? If yes why so? What is the vision of the owners and promoters of the school? What are the steps taken to realize this vision? What is the mission of the school and similarly what is done in the transaction of the curriculum to achieve some or all of the mission beacons? What are the steps taken to balance the right and the left brain development such as co-curricular and extra-curricular activities like sports, art, dance and drama, music ,outbound classrooms i.e. field trips, picnics, educational excursions, celebrations, sports days, annual programmes, awards and scholarships.

One should also consider the cross-section and background of the student community in general. Is the school an 'Indian School' or is it one that promotes the traditions and customs of any particular religious sect? Does it believe that India is a pluralistic, democratic society respecting the diversity of cultures and beliefs?

Highlighting key parameters to be considered while selecting a school, he underlines the teacher to pupil ratio of 1:25 for all core subjects of teaching and for electives 1:10-15. "The ICSE and CBSE authorisation process has taken this into cognizance now in the past 2 decades as earlier this ratio was not taken so seriously while granting affiliation. Making the students become aware that acquiring knowledge is not only a one way traffic

but information is now provided through various ways. The students now must learn to think independently, to question and to evaluate so that they not only know the advantages but also find out the disadvantages."

On the role technology plays, Sujay affirms, "Online lessons are imparted via ejournals, Skype and even using the current social networking tools. Above all the International curriculum looks at building a positive relationship between the student and the taught so that the teacher and the taught remain lifelong learners."

**Source:** 11 September, 2012/[DNA India](#)

### **Universities and mass action**

*Universities are temples of learning and factories of ideas, thought, dialogues, analysis, research and interpersonal interactions*

In his article "[Professor, teach thyself](#)", in The Hindu of September 3, 2012, Justice Markandey Katju complains that our tertiary education system does not serve the masses, and that the huge amount of money being spent on higher education in India is not raising the standard of living of the Indian poor.

His point needs to be debated since it raises the issue of what higher education and universities are meant to be, what their roles in society are, whether the money spent on them is misused; and what is meant by the term "standard of living".

The Bible says man does not live by bread alone. Sage Barthruhari wrotesahtya sangita kala viheena manushya roopena mrigah charanti (and let us not forget the rural poor are rich in culture). Anthropology distinguishes us ashomo sapiens; thinking, ideas and analysis are human attributes. Universities and other institutions of higher learning are meant precisely for this purpose. They are temples of learning and factories of ideas, thought, dialogues, analysis, research and interpersonal interactions.

Thought leads to action, action produces results and when results reach the public domain, they can be used by policy makers and societies for the public good. Universities are meant to produce thought leaders and to generate and promote culture. Yes, but do they help the standard of living of the masses? Higher learning leads to research and development (R&D) through the application of ideas and feeding manpower to realize these R&D efforts. Let us consider a few examples.

Information Technology (IT): Ten years ago, Professor Kenneth Keniston of MIT delivered the M N Srinivas Memorial Lecture at the National

Institute for Advanced Studies in Bangalore. He spoke on "IT for the common man: Lessons from India" (downloadable at < web.mit.edu/kken/Public/PAPERS/IT\_for\_the\_com mon\_man.html>). He shows how Indian professors have used IT for helping ordinary Indians, especially in the weaker sections, meet their fundamental needs and achieve their basic rights.

There are technical requirements for these, and they are, connectivity, computers and software. It is precisely these three requirements that Indian professors have worked on, with success. Ashok Jhunjhunwala of IIT Madras invented the loop connectivity technology to reach and cover "the last mile". It is easily adaptable and improvable so that villages can go on line.

As for computers, Vijay Chandru and associates invented the Simputer, with text speech capabilities in several Indian languages. The tablet "Aakash", recently in the news, is a baby cousin of Simputer. Regarding software, Keniston points out the enormous difficulty faced in India with dozens of languages and scripts, and how Rajeev Sangal of IIIT Hyderabad and colleagues are addressing this problem.

How can IT help the poor, hungry Indian? One example is through the Unique Identification-based Aadhar cards of Nandan Nilekani. It helps assured personal delivery of governmental benefits — money, health care, rations, vote — eliminating the middleman and 'mamool'. It is uniquely Indian in ideas and in end-use, and a great leveller. Don't blame the university or the inventor if it does not work well, blame the government.

Biology and Genetics: In his "An obituary on Caste as a system" (Econ. Pol. Weekly, Feb, 2003; alas not free on the web), Dr MN Srinivas wrote that the caste system is indeed dying, but will not die without violence and a bloody struggle. And analysis of the DNA of hundreds of Indians from across the country, done at NIBMG, CCMB, MKU, JNU and other centres in India shuts the lid forcefully on the idea of castes and faiths, and shows we are all the same. The work shows who we all are, where we came from, how we peopled the subcontinent and how we mated and married. What can be a greater contribution to the oneness of India? Masters or masses, we are the same. Differences are not genetic, but cultural and traditional.

Food and Health: Genetics and biology have gone further in India, in the cause of the 'masses'. It may come as a surprise to many that India produces and supplies over 45 per cent of the

world's childhood vaccine and at rock-bottom prices. Here is another example of how research in our centres of higher learning has yielded gratifying results. Malaria and TB (diseases of the masses (not of interest to Western pharma companies) are studied with great skill and dedication in India (incidentally, Dr V S Chauhan of ICGEB highlights our need and efforts on TB, on the same page of The Hindu where the Katju article appears).

### *Role of Nutritionists*

And let us not forget how nutritionists in India have helped win over goitre (iodized salt), night blindness (vitamin A mega doses), infant diarrhoea (zinc addition in ORT) and anaemia (fortified tablet salt). And it is genetics, this time on grains, using which Indian agriculturists have generated high yielding rice, using marker-assisted cross-breeding, to be cultivated on 5 million acres across India. And Imran Siddiqi has discovered the genes which would help maintain hybrid vigour in plants over generations.

Humanities and social sciences: Where are the M N Srinivases, the A L Basshams, Nilakanta Sastris, Mirza Ghalibs, Tagores, Bharatis, Bhatkhandes, U V Swaminatha Iyers or Bh Krishnamurtis of today? Such gems can be created only from universities. (How many Ramanujans can come out of sheer chance? He too needed a university to be recognised).

And finally, to give it perspective, what India spends each year on all of its education, research and technology is less than a tenth of what the US National Institutes of Health spends the same year on R&D. Give our universities time and money, don't interrupt them or impose on them.

Recall too that the quality spectrum in any field — education, science, languages or law — is a bell-shaped curve. Our idea is not to decry but to help move the bell more to the right. This calls for patience and support. To say "huge funds ploughed into higher education in India are for the benefit of foreign countries and to give you professors higher salaries and fine houses" is churlish. Don't blame them, blame the government. These academics contribute to India and its masses more than those living in cocoons in Lutyens' Delhi. To paraphrase Shakespeare: the judge doth protest too much, methinks.

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

### **India's low ranking in higher education is a matter of serious concern**

The QS world ranking of universities has no place for any Indian institution among the top 200. Unlike

China, Hong Kong, Taiwan, Singapore, Korea, Malaysia, South Africa and Brazil.

Indians are content to feel shocked when such rankings are announced every year, vent their anger and go back to their own comfortable levels of mediocrity thereafter. This can continue only at great peril to India's ability to compete in an increasingly-knowledge intensive global economy.

Corrective steps will, of course, have to begin from primary education and cover a huge ground. Indian industry's lack of ambition to produce world-class quality makes it stay away from funding research at our institutions of higher learning, cutting off a vital stream of research topics and research funding that nurture universities around the world.

Our academic stalwarts are not immune to the national cultural ethos of hierarchy and submission, with the result that independent inquiry and questioning of established wisdom, particularly of the kind propounded by your immediate superior, have an extremely short half-life on Indian campuses.

Poor financial incentives had kept the meritorious and the creative away from academia, save for a minority who prefer the pursuit of knowledge for its own sake, till the Sixth Pay Commission accomplished some damage control in this regard.

University administrators, generally drawn from the ranks of academics, turn, when entrusted with authority, into petty little tyrants who place their own ego above collegiate striving for academic excellence.

The latest victim of this tendency is Delhi University where students are being given bucket-loads of gratuitous 'moderation' marks and academic staff feels demoralised and bitter, setting one of India's premier universities on a path towards disarray and decline.

The task of redeeming higher education cannot be achieved by the central government alone. Or by the government alone. Industry and civil society at large have to play a huge role to turn things around. This is not easy, but the alternative is to stunt our economic future.

**Source:** 13 September, 2012/[Economic Times](#)

### Marked absent

Is it any surprise that India fails to figure in the top 200 in world university rankings?

According to the QS World University rankings for 2012, not one of India's higher educational institutions, even the much-vaunted IITs or IIMs,

crack the world's top 200. In contrast, China has seven institutions in the top 200, while each of the other BRICS nations has at least one university in the top 200. And it isn't just the QS rankings that does not rate Indian institutions highly. The Times Higher Education world university rankings for 2011-12 also did not rank any Indian university in the top 200. If even the best of India's higher education institutions do not perform well when held to international standards, there is clearly a serious problem with the state of the country's colleges and universities.

Of course, the problem is much larger than the IITs and IIMs, which service only a small proportion of the population. The majority of young Indians eligible for college-level instruction receive training elsewhere, and there are unmistakable signs that these students are ill-served by the quality of available instruction. Indian graduates are poorly trained and lack employability, according to separate studies conducted by staffing company TeamLease this year, which estimated that more than half of all Indian graduates suffer from some degree of skill-deprivation, and by McKinsey earlier. For a young nation, with a majority of its population below 25 years of age, addressing this quality deficit in higher education should be a priority.

It doesn't seem to be so, despite the big talk. Under the watch of HRD Minister Kapil Sibal, bills that aim to address the structural problems in the higher education sector — of access, quality and regulation — have been stuck in Parliament. The National Accreditation Authority for Higher Educational Institutions Bill has been pending since 2010, while the foreign educational institutions bill, introduced in the Lok Sabha the same year, appears to be firmly on the backburner, as also the Higher Education and Research Bill. Higher education reform is hobbled by a lack of political will and imagination. The government risks a demographic disaster if it continues to hem and haw.

**Source:** 13 September, 2012/[Indian Express](#)

### Inclusive Education for the disabled: A Myth in India?

International Literacy Day was first celebrated on September 9, 1996 after it was proclaimed by UNESCO, to remind international communities of the importance of individual and community literacy. However, for aspirant students with disabilities 1995-96 proved exceptionally momentous as the Indian government enacted the Persons with Disability Act in 1995. A clause under this act made it imperative for educational institutes to take steps towards inclusive education, laying



great emphasis on the equality and rightful treatment of people with disabilities.

While this act demanded that children with disabilities be given an equal opportunity to join and pursue studies in mainstream educational institutes, statistics note that 9/10th of disabled children in India still find themselves excluded, although it has been 17 years since.

Putting this into perspective means that 90% of the estimated 40 million children with disabilities in India are unable to pursue even primary education. The root cause of the problem is multifarious.

First is the lack of specialised teachers in mainstream schools. These teachers would conventionally have a B.Ed. in Special Education, having been trained to address the problems that a student with a mental or physical disability might face while pursuing an educational course along with children without disabilities.

Schools are unwilling to make the initial expenditure associated with integration of disabled students in mainstream education. Although in 1974 the Ministry of Welfare, Central Government of India initiated the Integrated Education of Disabled Children (IEDC) program, providing financial support to assist schools provide disabled students uniforms, transportation, and special equipment.

The scheme was largely a failure due to shortcomings in its administration and implementation. Furthermore, even after its revision in 1992, under which 100% assistance became available to schools offering such students with 'integrated' education, the scheme wasn't able to achieve its intended success.

The lack of compulsory implementation and quota for the disabled in schools might have been one of the reasons for the schemes slack achievement. However, the major reason remains the expense that schools face hiring multiple teachers with a B.Ed. in various spheres of Special Education. Although such a move remains necessary on the part of the schools so that they are equipped to address at least the primary concerns of disabled students, the motivation to do so was found to be lacking.

The obvious reason for this being that the ratio of students suffering from physical or mental disabilities to the number of students without disabilities is lopsided in the favour of latter. Thus, for mainstream schools, the salaries of the teachers with specialised B.Ed. could come across as an unnecessary expense, especially when it

would be easier for these schools to just give those classroom vacancies to students without disabilities instead.

Mainstream schools have adopted the simpler way out by insisting that children with special needs find educational institutes that cater to their specific needs. This remains the situation, despite the fact that it limits the educational opportunities available to disabled students.

However for the integration of these individuals into society it remains essential that they be offered the chance to study in mainstream schools even if it means that the school needs to hire specialized teachers and host additional classes for these students. This issue should be contemplated with the same levelheadedness with which extra tutorials are held for students falling behind their peers in math. The argument is simple; if a student weak in a subject can be tutored additionally so can disabled students be provided additional help.

Moreover, what educational institutes don't realise is that in India a large number of students on their attendance roll unknowingly suffer from varying levels of mental or physical disabilities as many of these disabilities are not easily identifiable and awareness about them is lacking in the educational circuits.

Take for instance dyslexia, a learning disability. Statistics indicate that in India about 10% of the children in a regular classroom are dyslexic, however only a few of them are able to identify their problem. Furthermore, different students experience dyslexia differently. It is wrong to assume that dyslexia is as simple as a math formula although some symptoms might be common to all those who suffer from it.

Just as our schools don't seem to care for the disabled students, they don't pay much attention to the training of teachers for such children either. A school willing to hire faculty for disabled students might find themselves stumped. The problem is that courses in India offering B.Ed. in Special Education also tend to club all the various types of disabilities under one umbrella. Only few institutes such as National Centre For disability Studies, Indira Gandhi National Open University (IGNOU) in Delhi, realise that educational expertise of teachers working with different types of mental and physical disabilities differ from one another.

With reputed mainstream schools racing to score higher marks and thus focusing only on granting admission to those they deem mentally and physical fit, and the lack of decisive action by the government to oppose such educational practices,

the question remains whether inclusive education for the disabled in India is to remain a myth.

**Source:** 14 September, 2012/[The Hill Post](#)

### Reshaping India's higher education landscape

A few months have elapsed since then human resources development minister Kapil Sibal introduced his higher education Bill. The immediate brouhaha now having subsided, I feel it might be worthwhile to point to three generalized inadequacies in our higher education landscape that I hope this Bill, with its spirit of fostering openness to educators and educational institutions from outside India, might address. Indian higher education suffers from inadequate competition among the better institutions, inadequate experimentation, and inadequate measurement of outcomes.

First, consider inadequate competition. There are sufficiently few institutes in India that merit the appellation "excellent", so that their institutional feet are not held to any individual or collective fire. The mainstay of their effort is the running of a competitive examination and ensuring it does not "leak". The sheer numbers of applicants will result in a critical mass of highly qualified candidates meeting some stringent benchmark, and end up educating each other. The Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs) fit this bill. But why can the IITs and IIMs not also produce world-class research? A simple hypothesis is that their mission is not currently compromised by not doing so. Were there other credible institutions of engineering and business—the Indian School of Business (ISB) in Hyderabad is one example, though we need many, many more—the super-smart attendees of the IITs and IIMs would have options, and the IITs and IIMs, and the regulators who have oversight over these institutions, would have to work smarter to earn their keep.

Another way to say this is that the severe competition among striving, smart youngsters allows institutions themselves lacking competition to live the good life. If credible global institutions enter India, it will make their professional lives harder. Expect India's "best" institutions, therefore, to resist.

Second, there is inadequate experimentation. The Indian education system reminds one of the hamster endlessly rotating its hamster-wheel with no end in sight. There is a certain mind-numbing uniformity to the path that the average upwardly aspiring family desires for its progeny. This is, to put it mildly, sad. All the ample research on

education, not to mention common sense, suggests that the phrase "different strokes for different folks" is a better description of what India's youth needs. Institutions should specialize not just in classroom learning, but also in vocational skills, in experiential learning, in experimental learning, among other modes. While there are localized pockets of such experimenting in India, they are sufficiently scarce as to not to make much of a difference (yet).

There are some experiments outside of higher education—Pratham comes immediately to mind, reaching out to millions of underprivileged kids across India; so does the much-newer Teach for India, a spin-off from the intellectual parent Teach for America. No reason why experimentation shouldn't spread to higher education, as it has in many settings outside India. Look at the success of the Khan Academy in the US, with more than 2,000 video tutorials on all sorts of topics, already having delivered more than 50 million lessons speedily. Or Seoul-based Megastudy's attempt to disproportionately reward successful teachers (and implicitly penalize those who are ineffective). Perhaps one of the many corporate house-sponsored universities in the planning stages will pay attention to such cutting-edge experiments around the world.

Third, there is inadequate measurement. There are few credible metrics at any stage of the Indian education system (other than entrance examinations perhaps to a small handful of institutions). We do not know the effectiveness of particular curricula, probably set by a sclerotic and unconstrained bureaucracy, nor the effectiveness of particular institutions, nor the ability of particular teachers to excite enthusiasm or to inspire a lifelong commitment to learning. As the old saw goes, what is not measured is not managed.

I'm excited about one attempt to measure, started by two brothers in Delhi, from IIT and MIT, Aspiring Minds (full disclosure, I am an advisor). Aspiring Minds has managed to place more than 10,000 youngsters from outside the mainstream—that is, not from top-tier colleges, and not from major metros—into top-tier jobs, through its state-of-the-art measurement and assessment system that dramatically and cost-effectively increases the talent pool accessible to any corporate firm operating in India. The social multiplier of plugging in some of India's otherwise (economically) disconnected youth into the economic mainstream is simply enormous. And this is just one example of returns-to-measurement.

So, what we need is to foster hundreds of experiments, to measure their results, and to shut

down the failures and spread the successes like wildfire. Then endlessly iterate to excellence. Simple? It is not without cost. What if one is the result of a failed experiment, after all? I have no answer to this, other than to say our current system fails many more than those who might be failed by future hypothetical failed experiments.

Let's come back to Sibal's Bill. A dose of competition from the outside will be just what the doctor ordered. Some columnists have bemoaned the inability of government institutions to compete with foreign entrants, on the grounds that the formers' institutional hands are tied by red tape. There is some truth to this, but it also smacks of the classic problems of incumbency. After all, even in the US, there are plenty of excellent state-run universities, with constraints on tuition setting and so on, that compete adequately and robustly with the best private universities.

I suspect that other than relieving the inadequacy of competition, foreign entrants will also relieve the inadequacy of experimentation, and, with a penchant for rankings and metrics of all sorts, will take a number of steps that encourage measurement and accountability.

There are many ways for institutions of learning to collaborate with, and compete with, domestic institutions. Sure, some campuses will be set up, and that is no bad thing. But there are other methods, too. My own institution, the Harvard Business School (HBS), has been in the business of seeding its own competition, so to speak, for decades. It has, for example, been involved with the founding of business schools such as the IIM in Ahmedabad, the Asian Institute of Management in Manila, INCAE in Costa Rica, and so on. These are past experiments.

Recently, HBS launched the Social Enterprise Knowledge Network in Latin America, which stitches together numerous business schools in several countries in a collaborative network of research and teaching. And lately, Harvard University has reinvigorated its South Asia Initiative, an attempt to bring all of Harvard's myriad faculties—business, law, arts, medicine, public health, government and so on—to South Asia, to learn and to teach in a variety of engaged and engaging ways.

Experiment, and measure, so that we can find out which strokes work for which folks. Sibal's Bill moves us in that direction. We should celebrate the effort.

**Source:** September, 2012/[Live Mint](#)

## RESOURCE

### Only 18% of B.E. grads industry ready: FICCI

A survey done by Federation of Indian Chambers of Commerce and Industry (FICCI) has revealed that only 18 per cent of engineering graduates are industry ready.

Addressing a panel discussion 'Vocational education-route to talent development leading to employment opportunities and growth in industry' on Friday, Mr Rafeeqe Ahmed, president, FICCI (Tamil Nadu chapter), said FICCI had constituted a team of human resource managers to conduct the survey, which interviewed 218 engineering graduates. The report revealed that only 18 per cent of the graduates had skills for employment.

"We were able to make a difference in the lives of 2.4 lakh women by training and employing them in our leather industry in Vellore district. With the training in vocational skills their income increased from Rs 1,500 per month to Rs 8,000, which underlines the need for vocational training", he said.

Mr Dilip Chenoy, chief executive officer and managing director, National Skill Development Corporation, said that the country needs 348 million trained workforce but institutions produce only about 12.8 million every year.

"We have enough people but they lack proper training. The question is who is going to train them. Industry has to get together to train them", he said.

He added that the country had trained five million persons last year and the number must reach 60 million to meet shortage of skilled manpower.

Mr Chenoy added that the country had trained five million persons last year and the number must reach 60 million to meet shortage of skilled manpower.

**Source:** 01 September, 2012/[Deccan Chronicle](#)

### Indian Profs best paid among BRIC nations: Study

A recent study has revealed that professors from India are highest paid among BRIC (Brazil, Russia, India and China) nations. The study, conducted by the Center for International Higher Education, Boston, and the Higher School of Economics, Moscow as well as published in a book, Paying the professoriate — A Global Comparison of Compensation and Contracts, that was released recently, compared salaries of professors from 28 countries on the basis of the purchasing power

parity (PPP) and found that the entry-level salary (that of an assistant professor in PPP terms) in India is \$3,954. While their peers in China, Russia and Brazil earn \$259, \$433 and \$1,858, respectively.

However, the salaries in India are less than that in the US (\$4,950) and in Canada (\$5,733), which topped the list.

The study also found that full-time academicians in India live comfortably like their peers in the US, the UK, Germany and Australia. On an average, they make \$6,070 a month.

The study's sample size comprised teachers from only government and aided institutions.

Speaking on the findings, Madhu Nair, dean of faculty of commerce at the University of Mumbai, said that the study should be taken with a pinch of salt. He, however, supports high salaries for teachers. "It (A high salary) is justified as a teacher's future prospects are very limited as compared to those of people in other professions."

Meanwhile, the planning commission is reportedly using this study to chalk out a comprehensive plan to fill vacancies on campuses.

**Source:** 04 September, 2012/[India Education Review](#)

### Goa women top higher education enrolment

Goa's higher education institutes have a female enrolment of 61.2%, making it the highest women enrolment for higher studies in any state in India. The findings, published in the latest annual report of the University Grants Commission (UGC) for 2010-11, show that Goa has not just retained the top spot since 2006-07 but has bettered its past record.

Kerala, which found itself in the second spot in women enrolment at 56.8%, was ousted by Goa from the top spot in 2006-07, when the state recorded female enrolment of 59%.

Though Goa remained at the top for the following years, the figure remained static until 2010-11.

The UGC report notes that across the country the percentage increase in women enrolment has been almost minimal as compared to the total enrolment in all states, during 2010-2011 over the receding year.

"Even at the degree level, the enrolment of girls is higher and the same trend is reflected at the university level. Drop out is more among boys at the school level in Goa as lot of gainful employment opportunities are available to them.

We have also noticed that girls take home most scholarships and merit awards in the state. We are also happy that more girls are choosing careers in research over the last five years," Goa University registrar Vijayendra Kamat said.

Other than Goa, Kerala and a few north eastern states, enrolment of women in higher education is below 50% in other states.

Goa was not among states that established several women's colleges during the academic year 2010-11, yet the state improved its numbers.

The report shows that the number of colleges in Goa has gone up from 46 in 2006-07 to 54 in 2010-11. Goa University received total grants of Rs 1.74 crore from the UGC during the year as against Rs 24 lakh in 2005-06.

Goa was among states that were granted accreditation by UGC to conduct state eligibility tests (SET) for lecturer-ship in 2005-06 and it has continued to hold the test regularly since then.

**Source:** 08 September, 2012/[Times of India](#)

### Studying abroad is a costly affair

With over six lakh students going abroad for higher education, the cost to the country in foreign exchange (forex) is equivalent to Rs 95,000 crore annually, according to a study done by the Associated Chamber of Commerce and Industry of India (ASSOCHAM).

The report said most students go abroad as they do not find seats in quality institutions within the country. Thus, India has a huge capacity constraint when it comes to quality higher education. The answer, lies in establishment of high standard quality institutions, the paper said and suggested a public-private partnership (PPP) model. "Higher education in India is subsidised in the government sector. An IIT student pays an average \$150 in monthly fee, while students opting for education in institutions in Australia, Canada, Singapore, the US and UK shell out \$1,500-4,000 as fees every month", ASSOCHAM secretary general D S Rawat said.

The paper also recommended the establishment of good quality foreign universities especially in Tier-II cities. "Opening up the higher education sector would result in providing 30-40 million additional jobs in the field of education alone. India has only 45,000 foreign students, as compared to two to three lakh in Australia."

With increasing competition and cut-offs in some universities going as high as 100%, lakhs of students are left with not much alternative but to



look for options abroad. Moreover, majority of the Indian students residing in the UK are from North India, though numbers from south India and parts of western India (Gujarat) are also growing.

**Source:** 08 September, 2012/[Times of India](#)

### **Education At A Glance 2012: OECD Report Finds U.S. Lags Behind Other Countries In Higher Education Attainment Rate**

The Organization for Economic Cooperation and Development's 2012 Education at a Glance report has found that while the U.S. boasts high education attainment levels overall, it lags behind other countries that are increasing attainment levels at a higher rate.

The report analyzed the education systems of the 34 OECD member countries in addition to Argentina, Brazil, China, India, Indonesia, Russia, Saudi Arabia and South Africa.

In the U.S., 42 percent of all 25-64 year-olds have reached higher education -- making it one of the most well educated countries in the world, but behind Canada (51 percent), Israel (46 percent), Japan (45 percent) and the Russian Federation (54 percent). When it comes to the young adult population, however, the U.S. ranks 14th among 37 OECD and G20 countries in the percentage of 25-34 year-olds boasting higher education attainment, at 42 percent. This puts it above the OECD average of 38 percent, but over 20 percentage points behind the leader, Korea, at 65 percent.

According to the report, higher education attainment levels in the U.S. are growing at a below-average rate compared to other OECD and G20 countries. Between 2000 and 2010, attainment levels in the U.S. increased by an average of 1.3 percentage points annually, while its OECD counterparts boasted a 3.7 percentage-point increase per year overall.

"Based on these trends, the U.S. may find that an increasing number of countries will approach or surpass its attainment levels in the coming years," the U.S. country report reads. "Other countries in this situation include Estonia, Finland, Israel and the Russian Federation."

These trends are also mirrored in the graduation rates of higher education institutions, the report states. In 1995, the U.S. ranked second behind New Zealand in graduate output among 19 OECD countries with comparable data. In 2010, it ranked 13th among 25 countries with comparable data. Though the higher education graduation rate in the U.S. grew from 33 percent to 38 percent over this

time frame, the increase paled in comparison to that of its OECD peers, whose graduation rates on average nearly doubled from 20 percent to 39 percent.

American students also struggle more than their foreign peers to top their parents. The report highlighted that the odds a young person in the U.S. will attain higher education if his or her parents did not do so are a mere 29 percent, which ranks as one of the lowest levels among OECD countries.

Other findings include that the U.S. ranks 26th in the percentage of 4-year-olds enrolled in early childhood education, at 69 percent. Furthermore, teachers in the U.S. spend between 1,050 and 1,100 hours a year teaching, much more than in almost every country.

"Only Argentina has a longer instructional year than the United States, with U.S. teachers teaching approximately 40 percent more hours per year than teachers in other OECD countries, yet U.S. teachers' salaries do not crack the top 10 among OECD countries," Randi Weingarten, president of the American Federation of Teachers, said in a statement.

Weingarten also pointed out that using standardized-test results as a basis for evaluating and paying teachers is "very rare, as it is not even mentioned as one of the top 16 uses of testing data."

She added: "while most U.S. education decisions are made by school districts, most OECD countries leave those decisions to the people closest to the students — the professionals in each school."

More broadly, the report pushes for a public investment in education, arguing that the gap between the well-educated and poorly educated has widened due to the global recession. Furthermore, the analysis determined that public expenditure on education as a percentage of total public expenditure has decreased in 19 out of 32 individual countries between 2005 and 2009, though it remained at 13 percent of total public expenditure on average in all OECD countries.

In many OECD countries, students and their families have been forced to take on an increasing share of education costs, most visibly through tuition hikes.

In a statement, the OECD suggests that "one way to mitigate weak labour market returns is to provide higher education at lower costs for the individual"; this can be accomplished by subsidizing the direct costs of education— tuition fees — or

providing students with loans and grants to improve incentives and access to education.

In the final part of his editorial statement, OECD Secretary General Angel Gurría emphasizes the need for countries "to strike a careful balance between providing appropriate public support for education and requiring students and families to cover some of the costs."

**Source:** 09 September, 2012/[Huffington Post](#)

### **256% rise in Indian students going abroad in 10 years, study says**

Campuses in the West have for long been wooing young Indians, with education fairs, road shows and special admission campaigns nudging thousands to pick up brochures that give a peek into college life in Europe. While studying in Oxbridge still remains the highest academic aspiration among the youth here, between 2000 and 2009, the number of Indian students in foreign countries has grown by 256% or three-and-a-half times.

Going by the findings of a study conducted by the Indian Institute of Management-Bangalore, the profile of the internationally mobile Indian students is changing. Traditionally, north Indians flocked to Europe for higher education, but increasingly, students from Gujarat as well as the southern states are making a beeline for institutes in those countries, with one in every two Indians studying in the UK being a woman. And when it comes to scholarships and grants, most of them are bagged by students from southern India, shows the study, 'Indian student mobility to selected European countries: An Overview'.

The paper is part of a research project financed by the European Union (EU) and carried out by Rupa Chanda and Shahana Mukherjee at IIM-B, researchers at the European University Institute, Indian Council of Overseas Employment, and Maastricht University (Faculty of Law). One-year Master's programmes in business and management have been the most popular field, but many engineering and mathematics and computer science aspirants also head for Europe. "But healthcare, English and linguistics are not gaining popularity," notes the study.

According to the study, there has been a steady annual rise of 7% Indians travelling overseas for a degree. More than 53,000 Indians went abroad in 2000 and at the end of the decade, the count shot up to 1.9 lakh. While the US has been steady in the top slot of having most number of Indian students, education magnet UK has been a close

second. However, the interest in the US seems to have slipped, albeit slightly, as other countries like Australia hard sell their universities. The US's loss also seems to be adding up to Europe's gain. Across the globe, the UK attracts the second largest contingent of international students and since 2009, about 17% Indian students have been visiting there annually; after all, Indians comprise the second largest group of international students in the UK.

Between 2000 and 2009, the count of Indian students in Europe has increased from 3,348 to 51,556, with the UK separately logging a rise from 3,962 to 36,105. But across Europe, Germany and France get most of remaining Indian students. "Indian students are now also exploring other countries such as Sweden, Italy and Ireland, where education is considerably cheaper and part-time jobs are easier to secure," said the researchers.

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

### **'We have world's largest number of non-literates'**

Referring to his return to Lucknow as "home coming", Vice-President Hamid Ansari on Saturday said that he was happy to return to UP to participate in the International Literacy Day celebrations. This is Ansari's maiden visit to the state after being re-elected as the Vice-President for a second term.

Speaking at the National Literacy Awards function organised by the National Literacy Mission Authority, Ansari said India has improved its performance on literary indicators, but had a long way to go in comparison to other neighbouring countries. Saying literacy levels had increased from 12% in 1947 to 74% in 2011, the country's performance is still wanting, when compared with Asian countries. Ansari said, "We have the largest number of non-literates in the world. Our literacy rate of 74%, achieved in the last decade, is much below the world average of 84% and is in sharp contrast to what has been achieved by some Asian countries like China, Iran, Myanmar and Sri Lanka."

Also emphasising inclusive growth for women and persons from scheduled castes, tribes and minority communities, Ansari said at least 44% of India's population fell in this category. He also said there is a need to bridge inter-state and intra-segment inequalities.

"The Right to Education Act has ensured that basic education is now the right of every child. Now, we also need to focus on adult education. The Saakshar Bharat programme, operational in 25

states and 372 districts - 66 of which are in UP - must also focus on quality education and skill training. More over, we must also devise a way to sustain this initiative after the government's programme comes to an end.

" He also spoke to students at Integral University.

Ansari also applauded the Saakshar Bharat mission programme's emphasis on increasing literacy among women. He said: Though male literacy rate has increased from 75% to 82.14% during the last decade, female literacy in the same period has increased from 53.67% to 65.46%. This has reduced the gender gap from 21% to 16%. There is a need to reduce this gap," Ansari said.

Union minister for human resource development, Kapil Sibal, said the decision to organise the National Literacy Mission in Lucknow was because of chief minister Akhilesh Yadav's "young and progressive" image. Sibal also said that UP, with 66 districts where literacy rates were below 50% against the national average of 74%, needed special focus both from the state government as well as under the National Literacy Mission. He also said that the ministry was targeting to reduce the male-female literacy divide to under 10% in the 12th Five Year Plan.

Acknowledging that though UP's literacy indicators had improved in the past decade, there was much that remained to be achieved, Akhilesh Yadav said a 14% decadal growth in literacy levels was not sufficient. He also said special attention had to be given to education women in UP. Highlighting the Samajwadi government's initiatives to promote education in general and also specifically among women, Akhilesh said: The government has made provisions to pay Rs 30,000 to girls for assisting their education beyond Class X. the same facilities have also been extended to Muslim girls." He also added that UP would, within two years, implement the centrally-funded National Optical Fibre Network facility to provide broadband connectivity at panchayat levels in the state. In addition, the CM said that though the state government was using its resources to improve the education infrastructure, additional assistance from the centre, towards this cause, would be welcome.

**Source:** 09 September, 2012/[Times of India](http://timesofindia.com)

### Global Education Trends

The Organization for Economic Cooperation and Development released its annual *Education at a Glance* report today, a 565-pager with statistics on a wide range of education topics, from early childhood to higher education. The report tracks

trends across the OECD member countries, which are predominantly wealthy -- the nations of Western Europe are heavily represented, as are Australia, Israel, Japan, Korea and the United States -- but also includes data from non-OECD states in the Group of 20, including Brazil, China, and India. Here are some highlights on postsecondary education:

#### *Education and the Recession*

A college degree served as a cushion during the recession across the OECD countries. Unemployment rates for college degree holders rose from 3.3 to 4.7 percent from 2008 to 2010, compared to an increase of 4.9 to 7.6 percent for those who had only completed secondary education.

Wage gaps between those with college degrees and those without widened during the recession. While in 2008 a man with higher education could expect to earn 58 percent more than his counterpart with a secondary degree -- and a woman 54 percent more than her counterpart -- by 2010 these figures had increased to 67 and 59 percent, respectively. The earnings premium on higher education is highest in Brazil.

#### *Student Mobility*

In 2010, more than 4.1 million students were enrolled in higher education outside their country of citizenship. This figure has increased dramatically, by 99 percent since 2000. In 1975, there were a mere 0.8 million students enrolled in foreign degree programs worldwide.

Students from Asia make up 52 percent of students studying outside their home country.

The most popular host countries are the United States (which attracts 17 percent of all international students), the United Kingdom (13 percent), Australia (7 percent), France (6 percent), and Germany (6 percent). The United States' share of international students has declined from 23 to 17 percent over a decade.

#### *Degree Attainment and Access*

In the United States, 42 percent of 25- to 64-year-olds have attained higher education. This compares to a 31 percent average across the OECD countries.

However, there is once again evidence that the U.S. is falling behind. While most OECD countries have significantly higher proportions of 25-34-year-olds attaining higher education degrees compared to 55-64-year-olds - in South Korea, for example, the percentage of 25-34-year-olds with tertiary degrees is 65 percent, compared to 13 percent of 55-64-

year-olds -- in the United States rates are relatively flat across the generations. (Overall, the OECD average for 25-34-year-olds with tertiary degrees is 38 percent -- fairly close to the U.S. overall average -- while the average for the 55-64-year range is 23 percent.)

Women continue to make gains in higher education. Across the OECD countries, the percentage of women expected to enter a university program during their lifetimes increased from 60 percent in 2005 to 69 percent in 2010 (compared to an increase from 48 to 55 percent for men). Women make up 59 percent of all university "first degree" graduates. (In a U.S. context, that means baccalaureate degree graduates.) "While more needs to be done to increase women's participation in fields of study like engineering, manufacturing and computer science -- as well as their representation among advanced degree-holders -- the progress thus far is nonetheless quite positive," Angel Gurría, the OECD's secretary-general, wrote in an editorial accompanying the report.

Gaps in access to higher education remain stark. Across the OECD countries, 20-34-year-olds from families with low levels of education are less than half (odds of 0.44 percent) as likely to be enrolled in higher education relative to the proportion of these families in the population, whereas a student who has at least one parent with a tertiary degree is nearly twice (odds of 1.9) as likely to be enrolled.

In the United States, along with Italy, Portugal and Turkey, young people from families with low levels of education are the least likely to obtain a higher level of education than their parents.

The report also examines the shifting balance of public investment versus private expenditures in the funding of higher education. It notes that 14 of 25 countries examined have instituted tuition reforms since 1995 -- primarily resulting in tuition increases. Looking at education expenditures more generally, from 2005 to 2009, the average proportion of public expenditures devoted to education remained flat at 13 percent across the OECD countries, while they decreased in 19 of 32 individual countries.

As Gurría, the secretary-general, writes, "countries should take care to strike a careful balance between providing appropriate public support for education and requiring students and families to cover some of the costs."

"As the expenditure data ... suggest, students and families have been bearing an increasing share of

the costs of education in many OECD countries. While this general approach is reasonable in that individuals receive many of the benefits of education, it can also lead to scenarios in which individuals face large financial barriers in pursuing more education -- a situation that is now the case for people seeking higher education in several OECD countries."

**Source:** 11 September, 2012/[Inside Higher ED](#)

### **MIT replaces Cambridge at top, no Indian varsity in top 200**

Massachusetts Institute of Technology (MIT) has replaced Cambridge University at the top of the widely respected QS world university rankings but Indian institutions are languishing outside the top 200 for a second year in a row.

As India tries to ramp up its higher education standards, and hopes to attract foreign universities to its shores, the 2012 QS rankings serve as a reminder that it continues to lag behind not just the developed world but neighbour and rival China.

China boasts 7 universities in the top 200, apart from another 5 in Hong Kong. The Chinese University of Hong Kong (40) and Peking University (44) are the top varsities in Hong Kong and China respectively. Though the same number of Chinese varsities found place in the top 200 ranks last year too, their ranks have improved marginally.

Indian Institute of Technology (IIT) Bombay, the country's top ranked varsity for several years, stays in that position but is only ranked 36 among Asian universities. It ranked 186 globally in 2010, the last time an Indian university was ranked in the top 200.

At the top, the tussle remains ironically between Cambridge, UK, and Cambridge, Massachusetts -- with universities from the two cities swapping pole positions. From 2004 to 2010, Harvard University in the Massachusetts, US, city held the top rank. For the past two years, Cambridge University in the UK topped the rankings. This year, the rank has gone back to Cambridge, Massachusetts, also home to MIT.

**Source:** 11 September, 2012/[Hindustan Times](#)

### **No Indian university in world's top 200: QS Rankings 2012**

The QS World University Rankings for 2012 has been announced and none of the Indian universities figures in top 200. The Quacquarelli Symonds (QS) rankings -- the most reputed global rankings of institutes for higher education had featured IIT-Bombay in 2010 which was ranked 187, but



dropped to 225 last year. This year it is down to 227.

Noting the continuous decline in Indian institutes ranking, Danny Byrne, editor of topuniversities.com — the QS rankings website said “India remains the only BRICS nation without a university in the top 200. Two of the leading three institutions, IIT- Delhi (212) and IIT-Kanpur (278), have improved on their 2011 positions. Yet the comparison with other BRICS nations remains unflattering.”

In the Asia rankings as well, India has only 11 institutes in the top 300 while China, Singapore and South Korea continue to surge ahead. Nine Chinese institutes have moved up the ranks with Peking University ranking better than the University of Tokyo. The list is topped by the Hong Kong University of Science & Technology.

“We see India once again under-performing, with only 11 universities in the rankings, the vast majority of which are various Indian Institutes of Technology. Internationalisation has been identified as a key issue,” states a QS analysis of the Asian rankings.

However, in discipline-wise rankings IITs have fared relatively well as they are in the top 50 engineering institutes. Delhi University too finds a place in the top 50 universities offering English Literature and Linguistics among others.

This year, Massachusetts Institute of Technology (MIT) has toppled University of Cambridge by bagging the top spot in the global ranking. It is followed by Harvard University, University College London (UCL), University of Oxford, Imperial College London, Yale University, University of Chicago, Princeton University and California Institute of Technology (Caltech) in that order.

From Asia, those in the top 50 include University of Hong Kong (23), National University of Singapore (25), University of Tokyo (30), Kyoto University (35), Seoul National University (37), Chinese University of Hong Kong (40), China’s Peking University (44), Singapore’s Nanyang Technological University (47), China’s Tsinghua University (48) and Japan’s Osaka University (50). China has seven institutes in the top 200 list.

**Source:** 12 September, 2012/[India Education Review](#)

### **India only BRICS country with no institute in world’s top 200**

If the PISA rankings exposed the poor quality of education in India’s schools, the “QS World University Rankings” for 2012 released today

showed that our universities and even “institutes of excellence” do not fare any better when compared to their international counterparts.

Not a single Indian university or institute has made it to the top 200 of the Quacquarelli Symonds (QS) rankings — the most reputed global rankings of institutes for higher education.

In 2010, IIT-Bombay was ranked 187, but dropped to 225 last year. This year it is down to 227.

“India remains the only BRICS nation without a university in the top 200. Two of the leading three institutions, IIT- Delhi (212) and IIT-Kanpur (278), have improved on their 2011 positions. Yet the comparison with other BRICS nations remains unflattering,” writes Danny Byrne, editor of topuniversities.com — the QS rankings website.

Among the top 10 institutes are the Massachusetts Institute of Technology (MIT) in first place, followed by the University of Cambridge, Harvard University, University College London (UCL), University of Oxford, Imperial College London, Yale University, University of Chicago, Princeton University and California Institute of Technology (Caltech) in that order.

From Asia, those in the top 50 include University of Hong Kong (23), National University of Singapore (25), University of Tokyo (30), Kyoto University (35), Seoul National University (37), Chinese University of Hong Kong (40), China’s Peking University (44), Singapore’s Nanyang Technological University (47), China’s Tsinghua University (48) and Japan’s Osaka University (50).

China has seven institutes in the top 200 list.

Even in the Asia rankings, which is topped by the Hong Kong University of Science & Technology, India has just 11 institutes in the top 300 while China, Singapore and South Korea continue to surge ahead. Nine Chinese institutes have moved up the ranks with Peking University ranking better than the University of Tokyo.

“We see India once again under-performing, with only 11 universities in the rankings, the vast majority of which are various Indian Institutes of Technology. Internationalisation has been identified as a key issue,” says a QS analysis of the Asian rankings.

The discipline-wise rankings present a slightly better picture with the IITs ranking among the top 50 engineering institutes. Delhi University too finds a place in the top 50 universities offering English Literature and Linguistics among others.

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

## Contribute

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If you are an academicians, 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)

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