



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*

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

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Partnership

Dear Partners,

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

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

Editor

[Dr. Mithilesh Kumar Singh](#)

CONTENT

Aspect

Don't blame it on the professor

News

1. Bangalore networks with Cambridge for innovation
2. Mumbai the centre of global education in India
3. Stanford University: New platform for online courses
4. India's low ranking in higher education is a matter of serious concern
5. College education overhaul planned
6. Delhi Univ. English dept. among world's best: QS World Univ rankings
7. Consumer law safeguards against education frauds
8. Legal education to remain under purview of BCI
9. Now, verify varsity certificates online
10. Planning Commission fights HRD Ministry on profit in higher edu.
11. National Conference on Theme Based Edu. Innovation Institutes

Analysis/Opinion/Innovative Practice

1. Education has to be qualitative: SC
2. Minority education only way to rid society of all ills
3. How seeking guarantees can mar returns from edu. & investment
4. Passing the DTC test
5. A Conversation With: Haryana Chief Minister Bhupinder Singh Hooda
6. Higher Education Crisis
7. Nothing more tragic than closed mind
8. The Secret of Harvard's Success
9. India needs system reforms in education, infrastructure and culture
10. Delhi University's 4-year degree roadmap not clear
11. Faculty, students resist university's sweeping changes
12. Industries may soon get a role in higher education
13. Private universities in India need a level playing field
14. Politics has to be kept out of education
15. Educationists should imbibe Tagore's spirit of pluralism: Prez
16. Sibal advises India Inc to build research institutes
17. Profit-making in Hr edu crucial to realising India's demographic div.
18. Beyond rote learning
19. Bridging the gap in technical education
20. Management experts in India, China discuss Asian education
21. CSR very much a corporate agenda - CII
22. CII Skill Conclave stressed on Mainstreaming of Vocational Edu

Resources

1. No Indian university in global Top 200: Is curriculum to blame?
2. Higher education: UGC to up gross enrolment ratio
3. Unemployment rate is higher amongst highly educated rural Indians
4. Education: India, China 'closing in' on US
5. Career & Technical Education: Five Ways that Pay Along the Way
6. The business of higher education
7. Accreditation: Removing the Barrier to Higher Education Reform
8. No Indian institute in world's top 200 universities
9. How higher education may be easing the global recession
10. Can U.S. Universities Stay on Top?
11. Ger of the Country 18.8%: All India Survey on Higher Education
12. Excessive administrative control will rob Indian universities essence



ASPECT**Don't blame it on the professor**

Unemployment, skyrocketing prices and other governance-related problems are not the failures of the Indian higher education system

This is in response to Justice Markandey Katju's article that appeared in *The Hindu* on September 3, 2012, entitled "[Professor, teach thyself.](#)" At the outset, let me say that a number of issues that he has raised in his article are justifiable criticisms of India's higher education system and hence deserve further discussion even if one were to ignore the highly condescending tone of the article. However, Justice Katju's arguments also suffer from several serious logical and substantive flaws.

He is critical of the fact that while a great amount of money is pumped into the higher education sector in India, money spent on primary education is negligible. It is the latter sector that needs resources, he argues, because the huge amounts of money spent on higher education in the country are "for the benefit of foreign countries." Even if one were to buy this highly skewed and factually incorrect argument, one is at a loss to understand how the "professors" are responsible for this state of affairs. Surely, it is not the university fraternity that makes decisions regarding budgetary allocation in this country. Just because the government's policies do not prioritise primary education, it does not follow that we stop funding the higher education sector; that is indeed a curious argument. Funding the country's primary education sector, which is indeed a priority, need not be at the cost of India's higher education sector.

THE 'STATE-OF-THE-ART' MYTH

On the one hand, he argues that the Indian university system should produce Nobel laureates and "Fellows of the Royal Society," emulating the universities in advanced countries such as Australia. On the other, he also complains about the Rs.150 crore that is annually given to universities like Jawaharlal Nehru University (JNU). He also complains about the "state-of-the-art" campuses and "air-conditioning" provided to institutions of higher education in India. Has Justice Katju ever made an effort to inquire about the facilities and infrastructure available in western universities?

Most universities in India still do not have access to the latest journals; and when we think of "state of the art facilities," we only have in mind clean toilets, and electricity to run our computers. The fact is that most Indian universities do not have

the funds to air-condition lecture halls or provide air-conditioning even in the chambers of senior professors; that is certainly the case in JNU. I wonder if Justice Katju would be able to work out of a non-air-conditioned office and lecture in furnace-like lecture halls for hours together in Delhi's sweltering heat!

THE 'HIGHLY PAID' MYTH

Justice Katju writes that the professors are given "huge salaries and fine houses to live in." This is yet another factually incorrect argument. If he wishes to understand how much professors get paid for their work, he should compare their salaries with the salaries of those holding equivalent ranks in the government or the judiciary. While I tend to agree with the spirit of this argument that a large number of academics do not engage in high-quality research and that their publications are "mostly poor," I wish to point out that there are several structural reasons why academic research in India may not be policy relevant. Those of us who teach/research international relations or India's foreign and defence policy, for instance, are aware that the government's unwillingness to declassify and open its archival records on defence, security and foreign policy matters to public access even after 30 years of a particular policy decision is one of the major reasons why it is almost impossible to produce authoritative academic assessments in these fields. When we do write, policymakers would discard it saying it is inaccurate and speculative, and they are not entirely wrong in saying so. However, if a considerable amount of academic writing in India on foreign policy and national security is widely considered to be based on guesswork, please don't put the blame entirely on the professors. The government's archaic secrecy laws have to take part of the blame.

THE OBJECTIVE OF HIGHER EDUCATION

I also fail to understand how IIT and IIM professors are to be blamed if their students get employment abroad and prefer to leave India. If anything, the very fact that IIT and IIM products are chased after by the international business houses proves that their professors are actually doing a fine job of giving them world-class education. Moreover, it is patently misleading to suggest that the government should stop funding higher education because of the brain drain from the country.

Finally, there is a larger substantive question that Justice Katju's article raises. He asks whether the higher education system in India has managed to raise the standard of living of the poor Indian masses who are struggling with massive unemployment, skyrocketing prices, huge problems

of health care, housing etc. I have fundamental issues with this line of argument. First of all, massive unemployment, skyrocketing prices and such other governance-related problems are not the failures of the Indian higher education system: these are systemic failures and pinning that on the Indian higher education system is grossly unfair. Second, the primary job of the universities is to teach students and guide their research, not to tell the government how to run the country. Third, even when the universities produce research-based studies on ways of improving various aspects of governance in the country, the government hardly ever takes notice of the research outputs of universities. If the babus don't listen to the professors, why blame the professors?

Finally, Justice Katju's "instrumental" understanding of education is deeply problematic. He seems to argue that the sole objective of higher education is to help the governance of the country. Going by that argument, any intellectual or academic pursuit that has no direct instrumental value for governing the country is a useless enterprise. Hence, the production, accumulation and transfer of knowledge on philosophy, ancient history, African tribal societies, Victorian drama and aesthetics have to be considered as a waste of time since they don't contribute to solving governance problems in India!

Source: 17 September, 2012/[The Hindu](#)

NEWS

Bangalore networks with Cambridge for innovation

In a landmark collaboration that will boost academic standards in Indian higher education institutes, the Bangalore-Cambridge Innovation Network was officially launched at the Indian Institute of Science in Bangalore last week, (Full reports [The Times of India](#))

It is an initiative led by the British high commission to foster links between academics, businesses, researchers and entrepreneurs from both cities. The 803-year-old university will partner with India's premier institutes like the Indian Institute of Management, IISc, National Centre for Biological Sciences and the International Institute of Information Technology.

"Both cities have immense resources in intellectual capabilities and both share the determination to use the strengths...We already have 250 active projects with India. We can work together on issues like food, water and security...It's not true that industry interaction will take scientists off pure science," said Sir Leszek Borysiewicz, vice-

chancellor of Cambridge. The UK government has allocated around £90 million for research collaboration.

Source: 16 September, 2012/[University World News](#)

Mumbai the centre of global education in India

Ian Chambers is the regional director, Asia Pacific, for International Baccalaureate. What is the demand for International Baccalaureate schools in India?

Data demonstrates that there has and continues to be a huge demand for International Baccalaureate (IB)-authorised schools in

India. Approximately 40% of applications we receive across the Asia Pacific come from India. While not all of these pass through the rigorous authorisation process to become IB World Schools, it does demonstrate a high level of demand.

Are schools interested in shifting boards?

With PYP and MYP (see box), it is worth noting that Indian national and state boards and the IB are not mutually exclusive. National and state boards are taught through the IB curriculum frameworks at these levels. Therefore, there is not really a question of 'shifting' boards per se. In fact, the IB believes that our programmes should be inclusive and include the entire school. The exception is at IB Diploma (equivalent to Plus 2) where curriculum is more subscribed with external assessments - here students tend to choose between the IB and their local board as to do both would be too much workload.

What is the significance of Mumbai for the IB board?

Historically, Mumbai is the centre of international education in India, mainly because of the city's attributes: international, outward focused through trade with the rest of the world and quick to embrace change.

The universities in Mumbai recognised the advantages of having progressive policies to IB students quite early. Mumbai University and colleges such as HR College recognise that IB students contribute to courses and life of the campus through their engagement in learning, their ability to research and ability to study from multiple perspectives.

How many schools have shifted to IB in India and Mumbai?

With the exception of the original international Schools such as American School, British School, UWC, Mercedes Benz, there are now many more schools that have offered various choices to their students. Some only offer IB Programmes.

Source: 17 September, 2012/[Hindustan times](#)

Stanford University: New platform for online courses stresses team-based, experiential learning

A new online course on a new online platform at Stanford succeeds not only in joining people from dozens of countries but enabling them to directly collaborate on group projects: A group of women in Iran put together a tourism project; three men in India devised a way of connecting Indian musicians, audiences and venues; a pair of men in Trinidad and Tobago figured out how to ease road transportation; a team with members in Germany, the United Kingdom and Russia developed a mobile app for buying and selling locally designed products; and four Americans and a Pakistani created a search engine to find online classes.

Clearly, some projects will prosper and others will not, though in either case the experience will have taught team members invaluable lessons.

The class, taught by Chuck Eesley, assistant professor of management science and engineering, is called Technology Entrepreneurship.

Over the summer, the class hosted an unusual visitor: Stanford President John Hennessy. Amin Saberi, associate professor of management science and engineering who developed the platform, called Venture Lab, spent 20 minutes chatting with Hennessy and asking him questions submitted by students. They talked about technology, entrepreneurship, what a university president does all day (lots) and the future of online learning.

"We're doing experiments to see what works for students, what works long term for the university," Hennessy said in a videotaped interview on the Venture Lab website. "I think it'll shift over time, what kinds of things people are willing to do, what kinds of recognition students might receive, how eventually there might be a cost model. We're in that period where we try lots of things, we experiment with different ways of doing things."

Experimenting is exactly what got Eesley and Saberi into the business of teaching the massive open online course (MOOC) in technology entrepreneurship, and it appears to have been a resounding success. It is being repeated this fall.

Eesley, who teaches and conducts research on entrepreneurship, began flipping his classroom, that is, putting his lectures on video and dedicating class time to more interactive, hands-on activities, and students seemed to like it.

"I wanted to have a greater impact with my teaching, and I saw what was happening in the Computer Science Department" with the development of MOOC technologies, Eesley said.

"But I wasn't sure how to do it, and then Amin came to me."

Saberi pointed out to Eesley that his class relied on teams that no existing MOOC platform could accommodate.

"Amin said, 'We can help them form teams and work on their projects, just like in your Stanford class. Let me try to build a platform for you.' How could I turn that down?" Eesley asked.

Through social media, Eesley heard from some 80,000 people who said they'd be interested in taking an online course. "We said, 'Thanks for your interest, we'll get back to you,' and then we designed the platform," Saberi recalled. His doctoral student Farnaz Ronaghi put it together and led a team of students working on the project. "Launch and learn," Saberi called it.

Experiential learning

The platform, called Venture Lab, is distinctive precisely because it is designed for collaboration in the classroom. Other MOOC platforms are predicated on individuals doing work on their own. Students communicate with peers on forum pages, but the unit of analysis is singular. Venture Lab aims to make online learning usable and advantageous for classes that rely on groups working together.

"The most important part of this platform is that students can learn from their peers," Saberi said. "The social and experiential aspects of learning must not be diminished by going online; on the contrary, the challenge is how to amplify them online."

This fall, Stanford will offer five online Venture Lab classes.

The mechanics of team formation, Eesley noted in an understatement, is "not a trivial coding exercise." It's a massive undertaking in its own right. The 37,000 students (from 150 countries) initially enrolled in his course offered some information about themselves: their country, language, background, skills, etc. Using that information, Saberi created an algorithm to form teams of 8 to 10 members.

Then all students had to do a warm-up exercise in which they identified the five worst and five best startup ideas they could think of. Eesley confessed stealing the exercise from his colleague Tina Seelig, executive director of the Stanford Technology Ventures Program, who teaches courses on creativity and entrepreneurship at Stanford's d.school. Students used the information gleaned from that exercise to reshuffle themselves.

"Amin would always want to do the optimal engineering solution, and I'd say, 'What about just

doing it a stupid way?" Eesley recalled. "We would disagree on what's really cool. It took us a long time to figure out how to form teams." But finally, after some three weeks of this give-and-take, class was ready to start.

Each week there were video lectures and exercises, and teams quickly decided on their projects. They developed marketing and business plans, made presentations, created prototypes. Some had official mentors (of whom there were around 200) who signed up with the course to lend a hand.

Each time a team submitted an assignment, everyone could evaluate each other's contribution. This enabled good students, identified by five stars next to their name, to find each other, and it also made students feel accountable to each other, Saberi said. "At the end of the class, students said the most rewarding part of the course was the people they met, learning to negotiate and build something together." Their projects covered a wide range of interests: telecommunications, mobile devices, medicine and health, energy, architecture, transportation, education and finance.

Crash Course on Creativity'

Seelig said she knew the minute she learned about Saberi's platform that her Stanford class on creativity could be hosted nowhere else.

Her eight-week online class begins Oct. 17 and is called A Crash Course on Creativity. She will start by having all students watch the talk she gave at TEDxStanford last May and then write a 500-word essay on it. The essays will be shared, to enable students to learn more about each other and choose teammates.

Each week, teams will watch a short video, do a bit of reading from Seelig's own book, *inGenius*:

A Crash Course on Creativity, and complete an assignment, the best of which will be posted on the home page.

Teams will communicate via Skype or other existing Internet tools, and on Fridays she will host a Google Hangout to discuss the weekly project with students – with thousands listening in (and Tweeting their questions).

"The Venture Lab platform is very interesting for experiential classes with an unlimited number of students," she said. "The question is, what can we do with this platform that we can't do in a traditional classroom?"

or example, if we do an assignment on observation, then people in India or the United States or Latin America will be able to contribute very different insights based on their different environments."

New ideas, new products

The lively home page of Eesley's course in spring announced which teams and individuals (approximately 10,000 made it to the end) were most recently active, so students could keep track of each other.

Among the teams whose members had the most stars by their names was Team Alice, led by a Bay Area woman with vast experience in health care research and business development. She wanted to develop a product aimed at women, though she wasn't quite sure what. On Venture Lab she acquired three teammates: a local anesthesiologist/entrepreneur and two computer scientists. They figured out a division of labor, splitting marketing and coding, and together they created BumpMD, a service for women and families with fertility problems.

Another of the more successful teams – coincidentally, also baby-focused – was TeleHealth, led by a couple of former Morgan Stanley employees in New York. They had already developed a portable wireless device to measure babies' vital signs and transfer that information to cell phones, presumably in the pocket or purse of a worried parent. The prototype had done well at competitions, but they wanted to make it a viable product. Enter Venture Lab, where the original members (along with new colleagues) saw their possibilities multiply. Originally they told Saberi's research assistant, Hamsa Sridhar, they had very strict ideas about which features to include, but through the class they learned to be more open and allow the product (now called Monbaby) to evolve.

Five classes this fall

Paul Kim, assistant dean and chief technology officer of the School of Education, also will be using the Venture Lab platform this fall. In his 10-week, project-based course, *Designing a New Learning Environment*, teams of students will design ways in which technology can be leveraged to provide better interactive learning scenarios in K-12 classrooms. Venture Lab will host two additional classes in fall, on finance and advanced entrepreneurship. All begin Oct. 15.

Eesley is teaching his class again, though while he prepares his tenure file he will rely on a co-instructor. Looking ahead, Eesley said, he'd like to do two things: more closely integrate his regular Stanford class with his MOOC and incorporate gaming and simulation technology.

"We could present situations online that would take students years to find in the real world," he said. "We could take them through the steps of planning an IPO, for example, and compress the time scale

many times over. Prior experience is really important for entrepreneurs when they start out; virtual experience would be the next best thing. So I'm really excited about the gaming potential."

But the community that grew out of the Venture Lab teams is not only virtual. Eesley said someone opened up an Internet cafe in Ghana just to enable people to take his course; in Seattle, meanwhile, Sridhar heard that a few dozen participants from different teams regularly gathered at a local startup incubator to talk over their plans.

"The most rewarding part of this has been the emails I've gotten from around the world," Eesley said. "For what really was a marginal effort, I've magnified my impact on the world. In a traditional classroom, it would have taken me decades to reach that many students. That's why I became a professor: to teach people."

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

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

College education overhaul planned

It will help young minds innovate and prepare for globalization.

India plans to open several US-style Community Colleges to help train India students with specialised and appropriate skills relevant to the job market. The step may lead to an improved workforce, said the Indian Ambassador to the United States, Nirupama Rao, on Tuesday.

During a talk organised by the Indo-American Chamber of Commerce and the Teacher Foundation, Rao explained that using the US model of education would help the nation achieve the objectives of the National Skill Development Mission and the recently-announced National Manufacturing Policy, which aim to meet the growing need for skilled manpower across sectors. The move could also narrow the gap between the demand and supply of skills. Community colleges in the United States are institutes of higher learning which specialise in vocational training and skill development over a two year period.

Time-tested model

"Replicating the time-tested community college model in India could go a long way in meeting the objective of matching skills of graduating students with the needs of the industry and the market. We will need hundreds of community colleges for our young people that will help them integrate with the needs of the market.

The initiative is part of the India-US Higher Education Dialogue (HED)," she said and explained that under the India-US HED, it is also planned to take 200 junior research fellows from India to universities in the US to amplify their vision and broaden their horizon.

"Nehru Fulbright fellowships are being extended to many areas including education, development, agriculture, economics among others," she added.

Regional and global

Rao called on school-level educators in the country to understand globalisation and prepare students to engage in both regional and global affairs. "It (school education) must push an agenda of innovation. It must help students prepare for the future and promote critical thinking," she said.

Rao also stressed the need to improve the present conditions of libraries in the country.

Reading facilities

"Much needs to be done to provide students, especially the underprivileged, with good reading facilities. Doordarshan could have a dedicated educational channel to disseminate interesting and relevant information for young minds in a multi-disciplinary fashion," she said.

"The work of Edusat could be amplified to include more than just science education," Rao added.

Source: 18 September, 2012/[Deccan Herald](#)

Delhi University's English department among world's best: QS World University rankings

The QS World University Rankings has ranked Delhi University among the 100 best places to study English. Even as Indian institutions of higher education have drawn flak for failing to make the top 200 in overall university rankings, DU's English department features in the 51-100 group in QS' annual survey.

English (or language) departments of three other Indian universities have made QS' list by subject (in this case, English language and literature) — Jawaharlal Nehru University, University of Calcutta and University of Hyderabad. But unlike DU's department, they are in the 151-200 ranks group.

In English teaching, DU is in the same league as Pennsylvania State University, St Andrew's University and University of Sussex — all in the 51-100 category. DU's English is better than that of Purdue University, Nottingham University and University of Liverpool. Only the first 50 in the list (topped by Cambridge University) have been ranked individually.

Teachers cite a number of reasons for the success of DU's English department. "First, it's the profile of the department in terms of research and publications. We are on top in subaltern studies, in post-colonial studies. Then, the numbers — we have 600 MA students, of whom 10-15 are as good as anybody," says a professor. He adds that India is not considered modern for technology but for the ideas of democracy and freedom, and those belong to the domain of humanities. The department is a part of the University Grants Commission's Special Assistance Programme.

"It is a matter of great happiness," says another member of the department, "but we should be aiming even higher." They can allow themselves only a bit of smugness as, ironically, they have been skeptical of such lists. "Such rankings are quite arbitrary," says a professor right after sharing the "very nice" piece of news.

Source: 18 September, 2012/[Times of India](#)

Consumer law safeguards against education frauds

A couple of months ago, about 70 students of a technical institute in Gondia, Maharashtra, reportedly lodged a police complaint alleging that the institute had cheated them. They alleged that they paid Rs.30,000 and joined the diploma courses offered by the institute, on the basis of its advertisements claiming due recognition and affiliation.

But the institute was not recognised because even after a year the students had joined the courses, the institute did not conduct any examination. To curb such misleading advertisements by educational institutions, the Advertising Standards Council of India (ASCI), a self-regulatory body of advertising industry, has formulated detailed advertising guidelines for educational institutions.

These clearly prohibit misleading claims or half truths about affiliations, recognition, accreditations, or even job guarantees. Yet, you find unscrupulous educational institutions blatantly violating the guidelines — probably the institute in Gondia that the students were complaining about was one such institution.

In cases such as these, the consumer protection Act comes to the rescue of students who are victims of such advertisements. Under the consumer protection Act, false or misleading advertisements constitute an unfair trade practice and the victims can seek redress through the consumer courts. There is also a provision for all the affected students to file one common complaint or a class action suit.

In Buddhist Mission Dental College and Hospital Vs Bhupesh Khurana and Ors , 11 students had filed a complaint before the National Consumer Disputes Redressal Commission in 1994, alleging that they had lost two academic years as the college was neither affiliated to Magadh University nor recognised by the Dental Council of India, as claimed by it.

While the commission directed refund of the fee along with interest and R20,000 as compensation, the Supreme Court awarded an additional R1 lakh as compensation and R1 lakh as costs to each of the students.

In Tesol India Vs Shri Govind Singh Patwal, six students got their fees back they had paid by approaching the consumer court, along with compensation varying from R7,500 to R25,000. Here the allegation was that the institute had not only made false claims about its affiliation, but had also promised guaranteed jobs in foreign countries. Thus, while consumer courts can give relief, it would be wise to always check the website of the All India Council for Technical Education (www.aicte-india.org), to find out about the correct status (recognition, approval, foreign affiliation, etc) of the institute. And if you come across advertisements which you think may be false or misleading, you can lodge a complaint with the ASCI.

If the advertisement violates code/guidelines, ASCI will have the advertisement withdrawn or modified. It, however, does not ask an advertiser to issue corrective advertisements.

Vishal Singh: I spent R40,000 to enroll for a 200-hour programme on 'data storage management' at an elite computer institute in New Delhi.

But they have neither issued the marksheet/course completion report nor fulfilled the promise of job opportunities. And they are not responding to my e-mails either. What should I do?

Please send them a formal letter informing them that if they do not fulfill the promises made at the time of enrolment, you will be constrained to go to the consumer court, seeking not just refund of the fee (along with interest), but also compensation for the harassment and disappointment caused to you, besides costs of litigation.

If they do not respond positively, just go ahead and file a complaint under the consumer protection Act. You can also join other students with similar grievance and file a class action suit. Also complain to the All India Council for Technical Education about the institute.

Source: 20 September, 2012/[Hindustan Times](http://HindustanTimes)

Legal education to remain under purview of BCI

Law Minister Salman Khurshid on Sunday made it clear that legal education would remain within the purview of Bar Council of India, saying the apex lawyers' body could decide best what is necessary in this area.

His comments came in wake of strong opposition from the apex lawyers' body about a proposed bill of the HRD Ministry, which it allege is aimed at usurping the BCI's control over legal education.

HRD Minister Kapil Sibal had earlier said that Higher Education and Research (HER) Bill will not infringe upon legal education.

"Legal education will remain within the purview of Bar Council of India...They are the best to decide what is necessary," Khurshid said at a seminar here organised by Indian Law Institute in association with Bar Council of India, Supreme Court Bar Association and others.

He, however, noted that as core structure in education is changing with people enrolling to legal education along with a combination of other subjects, a balance has to be struck between professional bodies like bar council and other bodies regarding legal education.

"There are people who want to read law not to crack law...People who want to combine law with subjects like physics, chemistry, mathematics, management."

"We will have to find a balance, through discussion as to what are the contours and areas which must be totally protected for professional bodies like the bar council and what are the areas not for an academic nature..." he said.

Listing emerging challenges in the legal system like tribunalisation of law, staffing, training, infrastructure and in area of economics, the Law Minister said alternative dispute redressal mechanism should be explored to resolve disputes expeditiously.

He also urged the lawyers to use low cost Aakash tablet PC, which is being introduced for students, for effective use of technology in the legal system.

Lok Sabha Speaker Meira Kumar stressed on speedy delivery of justice as she expressed concern over the large number of pending cases in courts and favoured strengthening of alternative dispute resolution mechanism.

While the issue of pendency of cases is being examined by the judiciary, she said, "The responsibility of advocates in ensuring speedy justice cannot be undermined."

According to available reports, the Speaker said more than 50,000 cases in the Supreme Court and more than 40 lakh cases in the High Courts are awaiting disposal.

Alternative dispute resolution mechanisms like mediation, arbitration and conciliation, and institutions like Lok Adalats and Nyaya Panchayats also needs to be strengthened as these will reduce the number of cases going to courts and also provide easy access to justice for the poor, she said.

Her views were echoed by Chief Justice of India designate Justice Altamas Kabir.

Kumar emphasised on pre-litigation conciliation process which will not only diminish the burden on the courts but will also enhance one's professional reputation.

Noting that requests for frequent adjournments increase the period of litigation, she asked Bar council to "consider developing a self-regulatory mechanism for discouraging this tendency and for counselling both, the lawyers and clients, to preclude adjournments except in unavoidable circumstances".

Source: 23 September, 2012/ PTI/ [Zee News India](#)

Now, verify varsity certificates online

The National Academic Depository Bill will help authentication of certificates of candidates who want to go abroad for jobs.

To ease the authentication process, soon the government will upload the certificates of students attached to all institutions on a website, said former union minister and chairman, parliamentary standing committee for Human Resources Oscar Fernandes.

Delivering a talk on 'Education Policy, Education Challenges and The Way Ahead', organized by Kanara Chamber of Commerce and Industry here on Saturday, Oscar said though Indian students are talented, not even one single university is one among the top 100 universities in the world.

"We have not even established one branch of Indian university in foreign countries," he pointed out. "Despite spending enough amount of money for research works, India is still lagging behind in the field of research despite there being good number of research institutions here.

The problem lies in the fact that these institutions are not connected with universities," Oscar said.

Medical seats increased

As many as 17,000 medical seats have been increased to overcome the shortage of medical teaching faculties, he said.

He said the Educational Tribunal Bill will solve many problems of teachers and students while Prohibition of Unfair Practices Bill will help curb unfair practices in the field of medicine.

On establishing foreign universities in the country, Oscar said the Foreign Educational Institutions (Regulation of Entry and Operations) Bill has been tabled in the parliament.

According to this bill; only institutions with 20 years of experience in the field of education sector can set up foreign universities in India.

Source: 23 September, 2012/[Times of India](#)

Planning Commission fights HRD Ministry on profit in higher education

When resources are limited, philanthropy isn't the best practice. Advocating this mantra, the Planning Commission has retained a suggestion to allow higher education institutions to run for profit in the final draft of the 12th Five-Year Plan.

The proposal wasn't received well by the ministry when it first appeared in the plan panel's approach paper last year.

According to sources, Union HRD Minister Kapil Sibal had even written "about two to three times" to the commission categorically stating his disapproval to the proposal.

The 12th Plan document, a copy of which is with Mail Today, seeks a review of the not-for-profit tag on higher education on the ground that the philanthropy-driven institutions do not have the resources to "bridge the demand-supply gap in higher education".

"Therefore, the not-for-profit status in higher education should perhaps be re-examined for pragmatic considerations so as to allow the entry of 'for-profit institutions' in select areas where acute shortages persist. This should, however, be subjected to the necessary oversight and accreditation arrangements to ensure quality and equity," the final draft states.

"For profit private higher education can be taxed and the revenue from it can be channelled into large-scale scholarship programme to promote equity as is being practiced in Brazil and China," the document further elaborates. The final draft is yet to be approved by the National Development Council.

The HRD ministry is sticking to its guns despite the Plan Panel's apparent push to the 'for-profit model' in higher education. Senior HRD officials insisted that the government will not implement the idea even if it is included in the final Plan document.

POINT & COUNTER-POINT

<p>■ WHY PLAN PANEL SUPPORTS REVIEW OF NOT-FOR-PROFIT TAG IN HIGHER EDUCATION</p> <p>The state does not have enough funds to scale up higher education and achieve gross enrolment ratio (GER) of 30 per cent by 2020. So there is a need to seek more private investment. For-profit model will help attract more private investment.</p> <p>The philanthropy-driven or not-for-profit private institu-</p>	<p>tions do not have the resources to scale up their operations to meet the demand and supply gap in higher education</p> <p>■ WHY HRD MINISTRY IS AGAINST THE REVIEW OF NOT-FOR-PROFIT TAG IN HIGHER EDUCATION</p> <p>The current national policy clearly states education is a not-for-profit enterprise and hence there is no question of review</p>
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"The Plan Panel and the ministry are not at loggerheads, but our stand is very clear. You cannot directly suggest a rethink of the not-for-profit model



unless it has been through a detailed consultative process. Our current education policy does not allow it. How can we even think of a review?" an HRD ministry official, who did not wish to be identified, said.

HRD minister Kapil Sibal had written to the commission stating his disapproval to the proposal. Educationists and industry leaders are divided on the proposal to allow higher education institutions to make profit.

"Personally, I am not in favour of the 'for-profit model' because it would allow these institutions to charge a huge fee and will only cater to the segment that can buy education. Moreover, even if the government agrees, I doubt if it will be able to muster political consent on it. I think this suggestion is unlikely to go anywhere," Vinod Raina, educationist and member of the Central Advisory Board of Education (CABE), said.

Shobha Mishra Ghosh, a senior director of the Federation of Indian Chambers of Commerce and Industry, however, felt that allowing private institutions to make profit will be beneficial for the education sector as the college or university will be able to raise funds from alternative resources and not only depend on tuition fee. "Institutions need investment to maintain and update infrastructure. Raising funds from alternative sources can help that cause," Ghosh said.

The final draft also proposes to allow the not-for-profit institutions to raise funds through public offerings of bonds or shares to attract more private capital.

The private institutions in higher education currently account for 58.5 per cent of enrolments. The government has been promoting greater private participation in the form of public-private partnership (PPP) as the state alone does have the funds to scale up higher education to achieve a gross enrollment ratio (GER) of 30 per cent by the end of the 12th Five-Year Plan. The GER, at present, is around 20 per cent.

According to sources, the government may soon set up an education commission to draft a new policy keeping in mind the changed social, economic and technological context.

Source: 24 September, 2012/[India Today](#)

Shri Kapil Sibal Inaugurated National Conference on Theme Based Education Innovation Institutes

Shri Kapil Sibal, Union Minister for Human Resource Development inaugurated a National Roundtable Conference on Government Industry Partnership for setting up theme based Innovation

Institutes in New Delhi. The Ministry of Human Resource Development along with All India Council for Technical Education (AICTE) and Confederation of Indian Industry (CII) has organized a two-day conference.

The conference is to stimulate discussion between Industry Players and Ministries on setting up of Theme based innovation institutes which would do research and development in its area of specialization, enter into a twining and collaborative programme with other universities/institutes/research organizations.

These institutes should be different from regular degree providing institutes and should admit trained people across discipline to do research and innovation leading to the award of Ph.D degree in specific sectors.

These institutes will be fully autonomous, independent and will focus entirely on research and innovation. Respective Ministries will only play the role of facilitators and the industry partner shall set up the institutes and run them.

In the two day conference there will be 8 sessions with the participating ministries and associated industries from Communications & Information Technology, Information and Broadcasting, Heavy Industry and Public Enterprises, Textiles, Petroleum & Natural Gas, New Renewable Energy, Housing & Urban Poverty Alleviation, Road Transport & Highways, Urban Development, Water Resources, Mines, Coal, Environment & Forests, Tourism, Finance, Health & Family Welfare, Chemicals & Fertilizers, Agriculture and Food Processing Industries.

Source: 24 September, 2012/[PIB](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE

Education has to be qualitative: SC

The Supreme Court has said the government and private educational institutions should provide qualitative education to children and the eligibility criteria for appointment of teachers must be strictly adhered to.

A bench of justices B S Chauhan and F M Ibrahim Kalifulla said that life of democracy depends on a high standard of education which must be maintained at all costs.

"It is a well-accepted fact that democracy cannot be flawless but we can strive to minimise these flaws with proper education. Democracy depends for its very life on a high standard of general, vocational and professional education. Dissemination of learning with search for new knowledge with discipline all round must be maintained at all costs," the bench said.

"Education and particularly that of elementary/basic education has to be qualitative and for that the trained teachers are required. The Legislature in its wisdom after consultation with the expert body fixes the eligibility for a particular discipline taught in a school. Thus, the eligibility so fixed require very strict compliance and any appointment made in contravention thereof must be held to be void," the bench said.

The court passed the observation while adjudication a case pertaining to termination of job of a teacher who was not having requisite qualification.

"Provision of free and compulsory education of satisfactory quality to children from disadvantaged and weaker sections is, therefore, not merely the responsibility of

schools run or supported by the appropriate governments, but also of schools which are not dependent on government funds," the court said.

Source: 16 September, 2012/[Indian Express](#)

Minority education only way to rid society of all ills

Eminent educationists, scientists, professionals, businessmen and clerics from India and abroad came together to discuss challenges facing the Muslim community during a seminar at Rai Umanath Bali auditorium here on Sunday. The programme 'Education and Empowerment Challenges Facing

Indian Muslims and the Way Forward' was organised by Aaghaz Foundation- a city-based non-profit organisation working for eliminating illiteracy within the community.

Principal of Darul Uloom Nadwatul Ulema, Maulana Saeed-ur-Rehman Azmi, the chief guest, emphasised the role of education in the nation's development. He said education was the only road to emancipation and a potent tool in getting the society rid of all differences.

"There is no alternative to education if one has to fit in with the contemporary society. In fact it is the only treasure that can eliminate all the differences in society," Azmi said. Vice chancellor of Khwaja Moinuddin Chisti Urdu Farsi University Anis Ansari laid emphasis on the need to focus on providing skilled education to students. He stressed for efforts required for minimising school dropouts, particularly among the marginalised sections of the Muslim community.

Earlier, president of the foundation and deputy editor, Gulf News, Dubai, Mazhar Farooqui spelled out the economic conditions of Muslims in India through a power point presentation. He also

informed the audience about the efforts of the organisation to eliminate illiteracy.

US based cancer scientist and founder member of Indian Wisdom Foundation (IWF) Dr Razi Raziuddin provided a detailed analysis about the way forward for the upliftment of the community through education. Shahid Jameel, president of (IWF), noted scientist, Tanveer Saleem, Maulana Naeem Ur Rahman to name a few were also present during the seminar.

Source: 17 September, 2012/[Hindustan Times](#)

How seeking guarantees can mar returns from education & investment

In every admission season, there is a renewed concern about the state of higher education in our country. Indian households invest heavily in the education of their children, wanting a better and brighter future for them. How does this market for education and jobs pan out? What lessons does it hold for investors? The objectives of higher education go beyond finding employment, but for now, let's focus on the micro view on jobs.

Employers would be willing to offer jobs if they believed the skills and knowledge of job-seekers were useful to them. When demand and supply are matched at a price, we have a market. In this market place, the commodity being priced is the human asset. Let me rewrite the pricing and valuation process of this asset from the market's point of view.

Households incur a cost to acquire education and invest in it to build productive human assets. These assets generate future benefits that can be measured in monetary terms. When career choices are made, it is with an eye on this benefit, which is not very different from security selection in investing. Information about job prospects is gathered, counsellors are met, past data on jobs is analysed, anecdotal evidence is used, and demand for qualifications that hold the promise of a job soars. This is not very different from the chase for returns in the investment market.

The demand for a winning qualification spurs supply. More and more courses, colleges, and specialisations spring up to meet the eager demand. The investment required for the qualification moves up. Since everyone is operating with an eye on the future, which can only be estimated, not predicted accurately, supply and demand are never perfectly matched at all times. There is an initial period when college seats are few and salaries are high; then there is a surge in supply of seats and high fees; the oversupply and poor quality of output reduces salaries and demand from employers; then seats begin to go empty.

This is again not very different from bull and bear cycles. All economic activity in a free market is subject to these cycles and corrections as they search for equilibrium. The market moves up or down over time as estimates made by employers and job seekers change dynamically and cyclically. This is the risk in the job market. A wrongly selected stock can lead to losses; a wrongly selected course and college can lead to unemployment.

Both students and employers try to deal with this risk. They seek information to estimate the future potential before making an investment in the asset or buying it in the market. The salary is the income that the human asset generates for its owner. The intrinsic value of this asset depends on the future benefits it can generate. Is it worth spending Rs 10 lakh to get this degree? This decision is made after estimating the time period in which this cost will be recovered. Are the future benefits worth this spend today?

The first principle in valuation of financial securities is identical. It requires estimating the future benefits and discounting them to the present, factoring in risk. Since the dynamics of demand and supply are changing, it is not always possible to estimate accurately. The market may not price the asset and risk efficiently at all times. Despite best effort, neither job seekers nor their employers may be able to correctly predict how the job market will behave in the future.

How have households responded to this risk and return scenario in the job market? How has the policy responded? Households have been lazy career selectors, pushing the children into a few courses—engineering, medicine, management—that they believe have a good demand in the job market. Private educational institutions have sprung up to meet this demand. In a massive policy failure, these have been set up by those who can amass resources. The high fee they charge is willingly paid in exchange for the guarantee of jobs. Education loses focus on nation-building and every trick is employed to get enrolments, and fix jobs. What we have at the end of this exercise is expensive and worthless education that places engineers and management graduates in body-shopping outfits and call centres.

Why did this market fail to deliver? We suffer an inherent unwillingness to nurture a good market. Our legacy and history lead us to believe that someone up there will solve our problems, and we make poor trade-offs. In exchange for guarantee of jobs, we pay exorbitant fees; in exchange for a stamp of approval of government, we fail to check quality of the service provider. We throttle

competition under the garb of protection. We do not encourage transparency and quality information from educational institutions.

We do not consider the possibility that multiple education providers should compete and accommodate students seeking various skills at varying levels of expertise and interest. We simplify the problem: as long as there is a job, we will seek admissions and pay fees. This guarantee-based buying of education works across the board—from schools that have a high pass percentage, to coaching classes that guarantee admission, to colleges that guarantee jobs. Reckless governments with limited vision and unwillingness to regulate spurious players makes things worse.

It is the same mindset that permeates our investment decisions. We seek guarantees; we like government-owned banks with poor quality balance sheets; we think risk should be managed by someone else for us; we make icons out of successful investors and managers; we shun informed investing; and when we cannot deal with real-life trade-offs between risk and return, we seek solace in simple alternatives such as property and gold. Risk-return trade-offs are central to all of life's decisions. The biggest regulatory failure in financial markets is not enabling the shift of the masses from seeking guarantee to market orientation.

Source: 17 September, 2012/[Economic Times](#)

Passing the DTC test

Regulatory hurdles coupled with the proposed Direct Taxes Code may hinder investment, local and foreign, in higher education.

India has a large education infrastructure, comprising about 600 universities and more than 33,000 colleges — but it's not enough. According to Union Minister of Human Resource Development Kapil Sibal, the country needs more than 1,000 universities and 50,000 colleges over the next decade to reach out to the 500 million requiring higher education or skills to join the workforce. This translates into an estimated \$85 billion market in 2012, growing at a compound annual growth rate of 14 per cent, according to the IDFC SSKI 2010 report.

The Ministry of Human Resource Development is in favour of foreign participation in the education sector, with 100 per cent foreign direct investment permitted currently. However, educational institutions are not allowed as 'for profit' organisations.

They are set up either as a registered public trust, or a registered society, or a 'not for profit' company registered under Section 25 of the Companies Act, 1956. Although FDI is disallowed in trusts and

societies, it is permissible in a Section 25 company. The 'not for profit' organisations require permission from the Home Ministry to receive foreign contributions under the Foreign Contribution Regulation Act.

The Income-Tax Act, 1961 provides tax benefits to 'not for profit' entities engaged in charitable activities. These include exemption from income tax for educational activities, and tax deduction for the person donating money to such entities. Broadly speaking, charitable activities have been defined to include relief of the poor, education, and medical relief, as well as advancement of any other object of general public utility. The income of educational institutions will be exempt from tax, provided they work towards meeting these objectives.

Under the proposed Direct Taxes Code, the basic concept of 'charitable purpose' remains unchanged. There is, however, a fundamental difference — an educational institution that is currently tax exempt will have to pay tax under the DTC at 15 per cent on its surplus. This would strain the resources of such public-spirited institutions. Not-for-profit organisations would be allowed to carry forward to the next year 15 per cent of their surplus income, or 10 per cent of their gross receipts, as exempt from tax, provided it is used within three years. Further, those engaging in business that is not incidental to charitable activity will be disqualified under the DTC.

It is becoming clear that domestic private investment alone would not be able to support the growing requirement of higher education. To attract the requisite foreign investment, and facilitate the entry and operations of foreign education providers, the Government introduced the Foreign Educational Institution Bill, 2010, which has however not progressed so far. Its implementation may provide Indian students access to quality education, better infrastructure, and teachers trained under international standards, methodology, and facilities.

Currently, regulatory hurdles coupled with the DTC may become a deterrent to the growth of higher education. Although investment in the Indian education sector is plagued with challenges, it remains an area of great opportunity.

With about half of India's population under 25 years of age, there is growing demand for quality education — leading world universities are looking to set up base here. Hopefully, that should happen soon.

Source: 17 September, 2012/[The Hindu Business line](#)

A Conversation With: Haryana Chief Minister Bhupinder Singh Hooda

Bhupinder Singh Hooda has been chief minister of Haryana since 2005, and is currently serving his second term. The state, which hugs India's capital, is said to be the site of the epic battle described in the Mahabharata; it is now home to just over 2 percent of India's people, some 25 million.

Lately, Haryana has been known for the triumphs and shortcomings of Gurgaon, the sprawling city that has become an outsourcing center, and as the home of the Maruti Suzuki auto plant that was recently wracked by violent strikes. While improving, Haryana's gender ratio, at 877 women per 1,000 men, is still well below the national average of 940, and a series of recent crimes has highlighted questions about women's safety there.

A Congress party stalwart, Mr. Hooda often refers to himself as the son of a farmer, one who attracted billions in investment to the largely agrarian state. The 65-year-old former tennis champion said he hoped to make Haryana an educational mecca by building numerous universities and partnering with international schools.

He spoke to India Ink recently from his New Delhi bungalow in a wide-ranging interview on topics including honor killings, crime and electricity.

Mr. Hooda said his surname's similarity to HUDA, or the Haryana Urban Development Authority, a state administrative body, has often amused people, so he has dubbed himself the "Haryana Overall Development Authority."

What have been the biggest challenges in your job as the chief minister?

A. The biggest challenge when I took over was the law and order situation prevailing at that time. People lacked confidence in the system, the administration, power generation and employment opportunities. My state was at No. 14 among Indian states as far as per capita investment was concerned.

Basically my state is an agrarian state, to get more was a tough job. I brought in a new industrial policy, which was investment-friendly. For industry you need land, that was also a problem, so I came up with a new land acquisition policy, which was a pro-farmer acquisition policy. Being a son of a farmer, I know what it means to lose land.

I made a policy in which farmers were partners and they would get annuity for 33 years. I have further improved upon that and have come up with the land pooling policy. Out of one acre, the land owner will get 1,000 square yards of developed land, of his choice, in a residential area, in lieu of

compensation, and 100 yards of commercial land so he could open a shop. I have made them partners in development and that is quite successful.

When I took over, the state's own power generation was 1,587 megawatts. And my state came into being in 1966. From 1966 to 2005 when I took over, only one thermal power station was added. From 2005 to 2009, in my last term itself, I added up to four new thermal power stations. I have raised the capacity from 1587 to 5,050 [megawatts].

Second, I have tried and am still trying to make a qualitative change in the education system. I introduced the semester system in schools, colleges and universities.

Q. How does the semester system help?

A. There were many dropouts among the poor, since they could not afford the education. Haryana is the first state that came out with an innovative scheme: Any girl child or boy admitted to class one [first grade] in a government school receives scholarship — 150 rupees [\$2.7] per month to a girl child and 100 rupees [\$1.8] to a boy.

About 20 lakh [two million] students are getting these scholarships.

Q. So, has this reduced the dropout rate?

A. Yes, considerably. I have opened bank accounts in the name of students and their parents, and students who attend get a scholarship every month. Education is free for the poor; in addition, scholarships are given, and separately they are also given uniforms.

[The chief minister's office, which supplied exact figures after the interview, says the dropout rate for first to fifth grade in government schools has gone down from 12.7 percent for the 2004-05 academic year to 1.3 percent in the 2011-12 academic year. From sixth to eighth grade, the dropout rate has dropped from 24.5 percent to 3.7 percent over the same period, according to Mr. Hooda's office.]

I have a dream to make my state an educational hub, of an international standard. I think I have succeeded in that to some extent. In the next five to seven years you will observe that it has become an educational hub.

Q. You mentioned your pro-farmer land acquisition policies. But how do you explain recent protests by farmers?

A. There is no unrest among farmers. You go to Gorakhpur [a village in Fatehabad district], where a nuclear power plant will come up. About a month back, there was news that it needs 1,500 acres of

land. Politicians with vested interests went there to instigate farmers not to give up their land. But when I started the project, we had already compensated farmers for 1,344 acres of land and taken possession of it.

My acquisition policies are farmer-friendly. I am the son of a farmer. There is no unrest, we take farmers into confidence.

Q. You said that the law and order situation in your state was out of hand when you took over as the chief minister. How have you changed that?

A. At that time people felt there were many criminals who were operating from jail. There was a criminal nexus that was being sponsored by the government, that's what people felt.

I gave no concession to lawbreakers. The first thing I did was to tell the police that every FIR [First Information Report] has to be registered and then investigate. If you don't take the first step, you can't reach the second step. In the previous regimes FIRs were not registered.

Q. Recent crime statistics from the National Crime Records Bureau indicate that crime in your state has increased by over 11 percent in the last five years.

A. Crime has not gone up. The number of registered cases have gone up, because I said that every case has to be registered. Earlier they were not being registered.

From No. 14 my state now ranks No. 1 in per capita investment among the Indian states, and that is because of the law and order situation and the atmosphere in the state.

Q. There is a perception that Haryana is a particularly difficult state to be a woman in — in terms of gender ratio and crimes against women.

A. No, it is just a perception. Previously orthodox thinking was there, but not any more. People are getting education. I have enrolled women in the police force, there is a separate cadre for women police constables, about 10 percent of the police constables are women.

We have set up special help lines for women as well. I have come up with many women-friendly schemes.

Q. But still, the female birthrate is much lower than in many other states.

A. It is improving, in 0-6 [age group], with these policies.

Q. What's the most important thing you introduced that you think helped in the improvement?

A. First, 33 percent of seats were reserved in teaching jobs for women. Second, I introduced the

“ladli” [a Hindi term of endearment for a girl] scheme, to change the mindset of people.

Any couple having a second girl child gets a benefit of more than 5,000 rupees (\$92) every year for five years. So that there is no burden of marriage on the parents when the girl turns 18.

In my state, the old age pension is given to both husband and wife, if they are 60 and above. But couples having only girls start getting a pension at the age of 45. Any electricity meter that is registered in the name of a woman gets a concession of 10 paisa [one-tenth of a rupee] per unit [of electricity consumed]. And any property registered in the name of women gets a 2 percent concession on stamp duty. There are several other schemes as well, such as reservation of seats for women in technical institutes.

Q. What do you do about situations like the honor killings that we saw in your state recently?

A. That happens in Canada also. Why my state only, it's a mindset. As far as honor killing, I don't know why you call it honor killing. What you call honor killing is done by either a girl's parents or a boy's parents, the society has nothing to do with it. Nobody likes it. But such cases are not on the increase, I can say that. It is condemnable.

Q. The recent violence at the Maruti Suzuki plant in Manesar echoed similar episodes of labor unrest in the past. Why do such incidents keep recurring?

A. What happened in Maruti was unfortunate, but it did not occur because of labor unrest.

It happened because of a clash between two people due to a sudden provocation and it flared up. For that I have made sure that culprits are not spared. A special investigation team has been formed, a special prosecutor, Mr. Tusli [K.T.S. Tulsi], has been appointed.

The number of strikes in 2002 were 30, in 2005 there were 17, and in 2012 the number of strikes and lockouts in the state were three. The incidents of strikes in Haryana are among the lowest in the country.

Q. Are you feeling pressure from Gujarat, which is aggressively trying to court business investment?

A. Every state tries. I have been all around the world to market my state and I have been successful. From 1966 to 2005, the total investment in Haryana was 41,000 crore [41 billion rupees]. But, from 2005 to 2012, 60,000 crore [60 billion rupees] investment has already come to the state and 100,000 crore [100 billion rupees] is in the pipeline.

From No. 14, I have become No. 1, said an ASSOCHAM [The Associated Chambers of

Commerce and Industry in India] report, of September 2010. Haryana received 81 percent of the total investment that was pledged to India, much ahead of Gujarat, Maharashtra, Tamil Nadu and Karnataka. The state continues to be a preferred investment destination.

From the first day the management of Maruti was on record, there is no question, they are furthering their investment. Seventy percent of the total Japanese investment is in the state of Haryana. Every second car running on the Indian road is manufactured in Haryana.

The chairman of the Suzuki Corporation came and met me, he was very satisfied.

Q. Are there new investments coming into the state?

A. Suzuki motorcycles is coming up with a research and development center, the biggest in India. Maruti is coming up with a third plant in Manesar. Hero is also there. Mitsui, National Panasonic, Asian Paints, textiles, footwear industry.

Q. Some people might argue that your attempts to attract investment have been too successful. In a city like Gurgaon, which has been a big success, people who live and work there have been very frustrated because of the power problem, water problem and weak infrastructure.

A. The power problem happened this time as there was a drought-like situation in Haryana. So to save my crop I had to cut power to the industry to give it to farmers. And there were no rains, and coal was in short supply for thermal plants. But that has been resolved.

For water also, we have built a new canal from Gurgaon that is coming from Yamuna [river]. Drinking water is not a problem. I just passed a budget of more than 400 crore [four billion rupees] for Gurgaon.

Q. Delhi and Haryana seem to have constant rows over water sharing. What is the problem?

A. Haryana is a water-scarce state. The problem is this that water comes through Haryana, and when there are floods, Delhi starts saying that Haryana has released water. They do not understand, if water is released by Haryana, first it will flood Haryana and then Delhi. If it is in my hands, why will I let Haryana get flooded?

Water comes from the hills. Delhi is our national capital, it gets double its share at the cost of Haryana because of the Supreme Court order, and we are contesting that case. Otherwise, whenever there is an acute shortage of water in Delhi, we always try to help.

Q. Are you getting the kind of support that you need from the central government?

A. The central government gives support to every state. The UPA government has done a lot of work for farmers and poor people, which has helped me develop my state. I thank the leadership of Sonia Gandhi and Manmohan Singh.

Source: 18 September, 2012/[India Blog](#)

Higher Education Crisis

In the current imbroglio over coal allocations and a non-functioning Parliament, some useful Bills on the regulatory mechanism for higher education seem to be doomed. With a proliferation of fly-by-night private education institutes and the possibility of foreign service providers entering the domestic education arena one day, such a regulatory oversight is sorely required. If one listens carefully and ignores the din over corruption and Lokpal Bills, a gentle whoosh can be heard that will soon turn into a roar: the sound of a growing army of our brightest students leaving for higher studies in western countries.

While a decade ago, it could be argued that most of these students were from well heeled families, this is no longer true today. This is witnessed by the growing demand for student loans from banks. Considering that many of these courses require yearly expenditure of over . 20 lakh, it can be argued that much of this exodus is due to a failure of the domestic education sector.

Look at these numbers. According to figures of the Indian Banks' Association, in 2010, there were over 18 lakh beneficiaries of loans from public sector banks compared to about three lakh in 2001. What is even more important is that about 75% of loans are small loans (under. 4 lakh) that probably fund education in small institutes that have mushroomed.

The big-ticket loans finance study abroad. While this itself is not objectionable, what is now seen is that, more out of compulsion than choice, even middle-class families are sending their children abroad to study. Some are even financing undergraduate education abroad though Indian undergraduate studies are rated superior to those in even developed countries. The absence of an independent national regulator is creating havoc in the market for degrees. The most worrisome feature here is the growing list of small loan beneficiaries.

In India, the only consideration for granting a loan is the non-profit nature of an educational undertaking. Quality is of little concern. With education a concurrent subject, many states (Uttar Pradesh for one) have seen a proliferation of

dubious institutes that offer even more dubious degrees. And financed by public sector loans! Consequence? An army of 'educated youth' whose degrees are not worth the paper they are printed on. This will soon become an army of disgruntled youth many of whom will form the backing of movements like Anna's.

There are now some emerging signs of crisis in even the best-known public sector (PS) institutions. Bombay University, for example, now reportedly requires faculty to clock in their entry and exit from the university: a procedure not followed in any good university in the world. Even in Delhi University, graduate courses are losing lustre with students preferring expensive courses at home (and abroad) to poorly run programmes. At the same time, private institutes offering coaching fill huge auditoriums with students. What is the problem?

The most important factor probably is the lack of flexibility of the university system and lack of accountability. The changing nature of youth demographics and the growth of the private sector have created a demand for newer courses — finance is one that comes to mind — that are just not available in these premier institutes. Hence the flight to dubious private institutes. What is even more worrying is the problem of adverse selection: the best students are exiting to take up such courses in developed countries. Yet, the only official response to this seems to be ensuring attendance of teachers!

Hopefully, the National Assessment and Accreditation Council (NAAC) will make a difference. But for this to really work, it must be administered by an independent regulator. The way Parliament works, it is unlikely that this institution will ever see the light of day.

The reform of the higher education sector cannot wait. Corruption has many institutions — the courts, for example — to regulate and correct. Education has none. It is an unfortunate side effect of activist politics that the answer is sought in an increase in budgetary allocations mainly for capital expenditure. Nothing can be further from the truth.

A country that prides itself on being the first in software feels that the best way to improve higher education is an improvement in hardware (for example, setting up of a large number of new central universities in response to political demands). The bottom line? It is well known that 95% of inventions have originated in unmotivated scientific research in universities. The consequence of neglect of this sector will be a decline in any country's R&D efforts. Should there be a private sector in education? Yes, but not the unregulated

mess we have today. What then is the role of PS institutions and what reforms are essential? I will return to these issues in a later column.

Source: 19 September, 2012/[Economic Times](#)

Nothing more tragic than closed mind

Indian ambassador to the US Nirupama Rao fielded an array of questions from students, educators and mediapersons after her lecture on 'Education and Global Citizen: The Challenge and the Opportunity before India' here on Tuesday. Excerpts:

With primary education as a parameter, where do US and India score over each other?

There are advantages in both systems. Many of our students who go to the US for further studies have a solid foundation in Science. Americans have the ability to articulate with great confidence, to be critical and to question which helps them score over us. It would be an unbeatable mix if we have both. There's a great deal of admiration for Indian students in the US. President Obama too mentioned our talent. It has begun to register in the consciousness of Americans.

But only a miniscule of the Indian population goes abroad for studies. We should be worried about the rest of the students here. That's exactly what I was trying to communicate. These students have come to symbolize Indian education for an average US citizen. The principles of inclusiveness and equity are important in education as much as in any other field.

How does industry help in US education?

Community colleges are a great hit. They are near industrial clusters and are well integrated with it. There's a lot of attention to skill development. No Indian institute featured in the top 200 universities in the recent QS survey... Yes. We need at least 3-4 institutions in that list. There's no point in breast-beating. We should find out why we're not there. We can do much more if we are open to things outside. There's nothing wrong in imitating better things and nothing more tragic than a closed mind.

What's your take on the medium of instruction debate?

In India, we have the capacity to be multilingual. UR Ananthamurthy once said he speaks Kannada in the kitchen, Tamil in the playground and English upstairs. To speak two or three languages is the characteristic of any Indian. We should retain that. My parents could recite poetry in Malayalam and English but I cannot do it. We should regain the talent to think and speak in more than one language, if not to dream.

How much should children get into social media?

I don't know how beneficial it is for students. They're still growing and life cannot be expressed in 140 characters for a high-school student. I'm a bit old-fashioned. When you're growing up, there's nothing like holding a book and reading from printed paper. That's how you nurture a young mind. It's only after that you'll be able to take the right judgment and use that medium without causing damage to yourself.

Source: 19 September, 2012/[Times of India](#)

The Secret of Harvard's Success

No country dominates any industry as much as the United States dominates higher education. According to Shanghai Jiao-Tong University's Academic Ranking of World Universities, for example, 17 of the world's 20 best universities are American, with Harvard topping the list by a substantial margin.

The traditional explanation for this phenomenon – America's wealth, large population, generous research funding, widespread private philanthropy, and ability to attract scholars from around the world – is incomplete. Although the US boasts the world's largest economy, it comprises only one-quarter of global GDP, and possesses roughly one-twentieth of the world's population. And its support for research is not unique.

Moreover, according to the accepted explanation, large countries such as France, Germany, Japan, and even China and India should also be represented at the top of global university rankings. But they appear only sparsely anywhere in such rankings, if even at all.

In fact, these countries lack a crucial piece of the puzzle: America's innovative governance model for higher education.

Harvard was established as a public institution in 1636 by the authorities of the Massachusetts Bay Colony. Its value to Massachusetts is exemplified in the Commonwealth's post-independence state constitution, ratified in 1780, which includes a section about the university's function and boundaries.

When Harvard alumni dominated the Massachusetts legislature, the university was given support and consideration. But, in the 1840's, mass immigration, fueled by the Irish potato famine, altered the state's demographic balance, enabling populists to gain control of the legislature.

Almost immediately, Harvard came under attack for being too elitist, too exclusive, and too expensive. Even its curriculum was challenged. Over the next two decades, the state increasingly impeded Harvard's functioning by, for example, refusing to

release funds and obstructing the appointment of professors. This behavior culminated in 1862, when the legislature blocked a university president's appointment.

In response, Harvard requested that it be placed "out of the reach of ordinary political strife and change" and into the "hands of alumni who have the interests of education most at heart." On April 29, 1865, this radical proposal scraped through the Massachusetts General Court (the state's bicameral legislature), owing to intense lobbying and the goodwill generated by Harvard alumni's distinguished service for the Union during the Civil War. Since then, Harvard's Board of Overseers, has been controlled exclusively by alumni.

Inspired by Harvard's success, other universities – starting with Yale University and the College of William and Mary – took similar action. This "genuine American method," as Charles William Eliot, Harvard's longest-serving president, called it, became the norm not only for private universities, but also for public institutions, such as the University of Michigan and Purdue University, and even religious institutions like the University of Notre Dame and Duke University.

Today, 19 of the top 20 American universities in US News and World Report's much-watched rankings are controlled by alumni (defined as 50% or more representation on the Board of Trustees). The only exception, the California Institute of Technology, has a board with 40% alumni representation. Of the top five, three (Harvard, Yale, and Columbia) are managed entirely by alumni, and two (Princeton and Stanford) are under 90% alumni control. Alumni run the show even at public institutions such as Purdue (90%) and Michigan (63%). On average, alumni make up 63% of the boards of the top 100 US universities, both public and private.

In general, a higher percentage of alumni on the board is associated with a higher ranking, increased selectivity, and a larger endowment. After all, no group cares more about a university's prestige than its alumni, who gain or lose esteem as their alma mater's ranking rises or falls.

Indeed, alumni have the most incentive to donate generously, and to manage the university effectively. Given their intimate knowledge of the university, alumni are also the most effective leaders. Through alumni networks, board members can acquire information quickly and act upon it without delay.

All great universities are nonprofit organizations, created to administer higher education, which benefits society as a whole. But US universities

found a way to integrate competition's benefits into the European concept of nonprofit, or so-called eleemosynary, corporations. The lack of profit does not diminish an alumni-dominated board's incentive to compete for prestige by, for example, hiring distinguished faculty, accepting meritorious students, and striving for athletic or artistic achievement.

Using alumni to infuse the benefits of competition into nonprofit institutions exemplifies the genius of American adaptation. Countries that aspire to compete with US universities should take note.

Source: 19 September, 2012/ [Project-Syndicate](#)

India needs system reforms in education, infrastructure and culture

West Lafayette, Indiana - India remains one of the world's fastest growing economies. But cultural, educational, infrastructure and leadership challenges are inhibiting growth of its innovation and commercialization efforts, a new study by a Purdue University professor shows.

Pankaj Sharma, a Purdue professor with a courtesy appointment in technology leadership and innovation and a native of India who moved to the United States in 1982, said India needs systems-driven reforms to promote growth and innovation and sustain the economic growth it has achieved in recent decades.

His study, titled "India's National and Regional Innovation Systems: Challenges, Opportunities and Recommendations for Policy Makers," has been published this month in the Journal of Industry and Innovation. The study was done in conjunction with Sharma's appointment as a U.S. State Department Fulbright New Century Scholar.

"There is a need for necessary reforms to affect major change in the innovation system of India, but there are both social and cultural barriers, such as limited teamwork education and the enduring importance of upward hierarchical progression," among other obstacles, Sharma said. "A lack of confidence in innovation capabilities is coupled with a failure to positively reinforce innovation efforts and a strong need for control, which gets in the way of cooperation with other organizations."

A key challenge facing Indian universities, research institutions and corporations is an educational system established during the pre-liberalization era that emphasizes learning through memorization rather than factual understanding, teamwork and creative thinking.

"The lack of quality education has churned out a workforce with inefficient and inadequate skills, rendering the industry-academia linkage relatively

weak over time," said Sharma, who also serves as managing director of Purdue's Global Sustainability Institute in Discovery Park.

Researchers in India also seem more motivated by publication of their research, not patenting and commercialization that could advance the impact of their efforts, he said.

Sharma says India faces a shortage, and even an absence in some cases, of the necessary support mechanisms that foster commercialization and innovation - research funds, venture capital funds, and start-up capital, as well as awareness programs and initiatives.

"A lack of these support systems has resulted in a limited number of innovative ideas, relatively few motivated individuals, and subsequently, very few or minimal incentives for people to generate innovative ideas," he said.

Since its independence from Great Britain in 1947, India's economy has surged by more than 200 times its per capita annual income, led by increases in the size of a middle-class consumer, a relatively young labor force, the manufacturing sector and considerable foreign investments. India's economy ranks as the 11th largest in the world and is the third largest based on purchasing power.

Despite those enviable statistics and an economy ranking among the world's leaders in the mid-2000s, Indian corporations still face major infrastructure, leadership and cultural challenges.

To address those, Sharma says Indian companies must focus on local needs by improving basic civil infrastructure such as transportation, sanitation and water, health-care and energy systems. Nearly 400 million people in India, for example, lack access to electricity. India spends less than 1 percent of its gross domestic product on health care.

For its educational and research institutions, India must scale up its entrepreneurial courses and programs and focus on research and technology development relevant to India's infrastructure needs - water purification, energy, pharmaceuticals and pesticides for crops, for example.

He encouraged Indian institutions to reach out to foreign universities to bolster their technology commercialization efforts and heighten collaboration with industry to transfer knowledge as technology. Moreover, the nation can provide networking opportunities and offer funding incentives that encourage researchers to start companies.

"Most people in Indian society are risk-averse. Failure is neither tolerated nor accepted by such people," Sharma said. "This lack of tolerance toward failure instills the fear of taking risks ... thus making it difficult for them to generate innovative ideas or to promote existing ones."

Eight regional clusters of business incubators, educational/research institutions and corporations have been identified. The Mumbai and Pune clusters accounted for the largest number of patent applications followed by the Bangalore and Delhi clusters. A policy recommendation is to foster local interaction among these actors to exploit synergy to promote innovation and regional economic development.

Ian P. McCarthy, the Canada Research Chair in Technology & Operations Management and director of the CMA Innovation Centre at Simon Fraser University in Vancouver, said the work by Sharma provides insights on how the growth of clusters, and associated industries, contributes to the recent economic growth and development within a number of regions across India.

"Research on the interplay between innovation systems and economic development is regarded as being important to national and regional competitiveness. Yet, there is a dearth of research on how these mechanisms function in the India," McCarthy said.

Miranda Schreurs, director of the Environmental Policy Research Centre at Germany's Freie University in Berlin, pointed out that Sharma and his co-authors surveyed more than 30 business incubators, funding agencies and research institutions, determining what stimulates innovation and what obstructs it. They identify locations in India that generate many patents, an indication of innovation.

"Governments, Professor Sharma argues, could stimulate greater innovation by investing in the development of science and technology entrepreneurial parks and technology business incubators that place scientists and researchers in close proximity with business entrepreneurs," she said.

"Although he focuses his attention on the Indian context, much of what he argues applies to other countries as well."

Source: 19 September, 2012/Imperialvalleynews

Delhi University's 4-year degree roadmap not clear

Reforms seems to be the buzzword everywhere and, at least in Delhi University, it's breaking news that has caught the academic community off-

guard . Into the second year of implementation of the semester system at the undergraduate level, Delhi University is embarking on another round of radical reforms with a four-year-degree system. Expected to roll out from the 2013-14 academic session , provided it receives approval of the statutory bodies - academic and executive councils - this will be the first structural reforms of its kind in a university of the size of DU in the country. This will be followed by reforms at postgraduate level.

For such a giant step that will dramatically change the course content, the manner in which students approach a degree course and the number of students to be accommodated in the university, there has been very little debate or consultations with stakeholders it seems. Forget the Class XII students who will be appearing for their board examinations without any orientation to the new system.

The four-year course will have exit options in the second and third year, allow breaks and completion within 10 years, be less rigid about studying various disciplines and allow credits, even from sports and extra-curricular activities. The pros and cons can be debated but teachers are worried about the unseemly hurry to introduce the change without any consultations, preparations or roadmap. They say they have been kept completely in the dark with none of the statutory bodies being formally informed of the reforms .

The questions being raised reflect the academic community's anxiety. Are reforms like a four-year-degree course at the undergraduate level really necessary? Or is DU simply becoming a laboratory for the HRD ministry's agenda on higher education? Why are teachers not being consulted via staff councils? "In comparison to the semesters , this is a much bigger change being proposed. For semesters, the first proposal was placed in the academic council .

Feedback was sought from the staff councils of various colleges. This time, teachers have no idea what it will be like. Even now, there is no communication on the proposed reforms," said Nandita Narain, senior mathematics teacher at St Stephen's College.

There are also allegations of a bigger and sinister plan of HRD Minister Kapil Sibal to push forward the 'higher education reforms' and make DU a centre for experimentation. "There are inherent strengths and weaknesses in all education systems. What we need to deliberate upon and debate is whether there is something wrong with the threeyear system," asked Sanjaya Bohidar, an economics teacher of Shri Ram College of

Commerce. "Is it necessary to switch gears in such a hurry? These are proposals that only prime minister Manmohan Singh and HRD minister Sibal are talking about. We don't know about the pre-requisites for such major structural changes and yet these are being imposed on us. This implies that the objective is not to improve quality but something else. Is this not an attempt to create a uniform model for credit transfer to private foreign institutions when they come? It is all about recasting higher education as a business model." Vice-chancellor Dinesh Singh defends the plan, saying it's not an imitation but has been developed for the benefit of society. "This is the need of the country and society. We can't be removed from it as we are a publiclyfunded institution. Moreover, we have to give the students some degree of freedom and also its time teachers should be allowed to play the role of true mentors."

But why experiment with a large university like DU where students at the undergraduate and post-graduate levels and thousands of teachers will be impacted at once? Is DU then to be reduced to a 'feeder' institution for foreign universities to recruit students and teachers from. "This is 'academic corruption' . Why can't they start the reform process with the national policy which endorses the 10+2+3 system?" said a physics teacher from Miranda House, Abha Dev Habib.

On the designing of the courses, Singh said: "This will be a dynamic curriculum and we will not allow continuing with the same syllabus for 40 years. On the issue of consultations, I have interacted informally with 4,000 teachers and 700 have been divided into smaller groups and are engaged in devising the structure. I want to assure all that no process will be violated and we will go to the statutory bodies for their approvals."

"We need more classrooms and laboratories for the present crop. Infrastructure will be further strained," said principal of Hindu College Pradyuman Kumar.

Source: 23 September, 2012/[Times of India](http://timesofindia.com)

Faculty, students resist university's sweeping changes

Delhi University, arguably India's top higher education institution, is facing criticism for its decision to adopt a four-year degree model. Lecturers and students are bitterly opposing the latest in a series of sweeping changes and accuse the university of bending over backwards to accommodate Education Minister Kapil Sibal's numerous higher education schemes.

In 2011, Delhi University moved from an annual to a semester system, despite fierce opposition from lecturers, and strikes and court cases.

Then, in late 2011, the university said it would be part of a meta-university project, and would launch courses allowing students the flexibility to design their curriculum and combine subjects of their choice.

And in early 2012 the institution announced it would move from a three-year undergraduate to a four-year model, as per the American system, in order to make higher education "broad-based and application oriented".

Too much too soon

These are some revolutionary ideas that could change the face of higher education in India. But introducing such reforms without adequate planning, support from faculty, and infrastructure has made Delhi a breeding ground for academic chaos.

In the first semester of the new system, students scored exceptionally highly, amid allegations that authorities had inflated the marks to prove the new system was a success.

And teething troubles have only increased since then.

Recently, question papers for the second semester exams arrived late at centres. Some students did not get the correct papers while others had to make do with photocopies of hurriedly scribbled ones. And in several colleges second semester students have moved into the third semester although their results are late and yet to be announced.

Lecturers at the university and its constituent colleges accuse the vice-chancellor of taking unilateral decisions that lack planning and coordination between the university and its colleges.

"Look at the magnitude of reforms and the pace at which they have been imposed," said Abha Dev Habib, an associate professor at Miranda House. "Colleges are struggling to adjust to the semester system, which was implemented without a comprehensive plan."

The semester system was a big opportunity for course revision. But rather than being restructured, annual courses were slashed in half for each semester or "mindlessly cut" to fit the semester pattern.

"The students are the actual guinea pigs on which this system is being practised," said Vernika Agrwal, a student at Sri Venkateswara College in Delhi.

"The [literature] syllabus has been so unwisely divided that the students learn the primary text in the second semester and its background in the third semester!" said Agrwal.

Challenges abound

The sheer numbers the university deals with make it impossible to apply a one-size-fits-all approach. At least 400,000 students study in 62 affiliated colleges and the School of Open Learning.

Delhi University is obviously in a hurry, but it cannot hope to turn into a world-class university without fixing the basics.

At least 4,000 teaching positions are vacant, while teaching is pretty much an ad hoc arrangement. While the university has lost lecturers in economics and sciences to corporate jobs, several lecturers have left after waiting for years to get a permanent position.

Outdated courses, a poor regulatory system and lack of basic infrastructure such as adequate classrooms and libraries add to the university's woes. A handful of top colleges have managed to maintain the university's reputation, but the majority of them remain mediocre.

According to some lecturers, the idea behind the reforms may have been good but the ground realities were ignored.

"Unlike universities abroad where the class strength is small, we have as many as 60 students per class. How can one lecturer manage intensive contact and an interdisciplinary approach?"

"Moreover, the quality of colleges, lecturers and students across the university varies widely. Each one is implementing the changes as per its capacity and there is no minimum standard being followed," said a senior professor at Lady Shri Ram College in New Delhi, who did not want to be named.

Universities abroad also give lecturers a semester off to prepare the lesson plan for the next semester but there was no such system in Delhi University, she said.

Bowing to foreign pressure?

Vice-chancellor Dinesh Singh has been accused of blindly following Education Minister Kapil Sibal's dictates for reforms that are geared to cater to foreign universities.

"Does Indian higher education not have an identity of its own? If our students have done so well for so many years with a three-year system, what is the logic of adding an extra year?" asked Professor Tarun Kumar Patra, president of the All India Federation of University and College Lecturers' Associations.

Singh dismissed the accusations.

“People think that we are copying the American system. But there are significant differences. What we are trying to do is study best practice across the world and change our education system accordingly,” Singh told University World News.

“We want to make the courses application oriented so that students acquire a large number of skills. We will couple this with a good [work] placement programme. We will also give exit options, which no other university in India offers,” Singh said.

According to Singh, students would be able to pick a broader range of subjects from different disciplines in their first year before continuing to their area of specialisation.

“The new system is flexible and a student leaving after two years of study will receive a diploma if the required number of credits has been completed. A general bachelor degree will be awarded after three years of study, and an honours degree after specialisation during the fourth year,” said Singh.

Changes needed

Experts said colleges have their strengths and weaknesses and a blanket formula cannot be applied. Further, managing the administrative and academic issues for a large number of colleges has been the primary reason behind the decline of universities in India.

“The role of universities is not to manage affiliated colleges but to produce knowledge, apply knowledge to research, and build an academic culture,” said Professor MK Sridhar, secretary and executive director of the Karnataka Knowledge Commission, a think-tank under the chief minister’s office, which recommended the changes.

“Centres of excellence such as Delhi University should lead the way by decentralising the administration of colleges and giving them autonomy...It should develop inter-disciplinary schools with highly flexible curricula and focus on research,” said Sridhar.

Dr PC Jain, principal of Shri Ram College of Commerce (SRCC), agreed.

“The demand for seats at SRCC has increased phenomenally. But several requests to the university to allow us to start an MBA programme have been declined because of inflexible university rules.

“Colleges should be given autonomy to grow and evolve,” Jain said.

Source: 23 September, 2012/University World News

Industries may soon get a role in higher education

Govt expects industry involvement will, apart from employability, solve issues related to land availability, finance

New Delhi: India is preparing to involve industries in higher education in an effort to boost both research and employability.

The human resource development (HRD) ministry expects this will, in addition to employability, solve issues related to land availability and finance. In return, the government will give industries independence and fast-track regulatory clearances for opening institutes that will focus on research specific to industry requirements.

The ministry, in association with lobby group Confederation of Indian Industries (CII), has invited 17 government departments and ministries and nearly 60 companies to a two-day conference in Delhi that will begin on Monday, according to a ministry concept note that Mint has reviewed.

“If we reach an agreement, then we don’t have to go to Parliament and it will be more of a ministry-level decision to engage industry in higher education,” said S.S. Mantha, chairman of the All India Council for Technical Education (AICTE), the regulator in the higher education sector for technical institutes and a part of the HRD ministry. “Through the conference we want to understand what the industry requires on regulatory front. We will try to accommodate that.”

Shalini Sharma, head of the education wing at CII, said companies are open to the idea and want to know “what the government is offering”. The exercise will fast-track industry involvement and is a positive for higher education, Sharma said, particularly as research needs to pick up in the country and should happen in sync with industry demand.

“The government cannot do everything by its own. Once the industry participates, issues like land and finance will be taken care of easily,” said Mantha.

Mantha said involving the industry will promote theme-based research and innovation during the 12th Five-Year Plan (2012-17). This will “stimulate discussion between industry players and ministries” on setting up institutes that will focus on specific research and enter into twinning and collaborative programmes with other universities and research organizations, he said.

Such institutes should admit trained people across disciplines to do research, leading to the award of doctoral degrees in sectors ranging from water to chemicals, urban development to manufacturing,

and energy and mines, the concept note underlined.

The HRD ministry will function as the nodal agency for setting up such institutes, it said. Higher education reform has been left cold the past couple of years, but the government has given education a priority sector tag for the 12th Five-Year Plan period that began on 1 April 2012.

Several proposed legislations related to higher education, including the foreign university Bill, education tribunal Bill, education malpractice Bill and accreditation Bill are pending in Parliament.

Source: 23 September, 2012/[Live Mint](#)

Private universities in India need a level playing field

A lot is said about the quality of higher education globally, especially in developing nations like India, where quantity – as measured through gross enrolment ratio, or GER – remains one of the lowest in the world, at around 15% compared to 30% in China.

Surprisingly India, which has a severe infrastructure deficit and is a comparatively poor nation, has found itself in a unique place that remains unparalleled in richer nations. Today, around 80% of India's higher education and healthcare is provided by private agencies without any aid whatsoever from the government.

Interestingly, both education and healthcare are part of the soft infrastructure. Private higher education and healthcare service providers look after 80% of the nation's 1.21 billion people, and are required to deposit various fees to regulatory bodies to get a licence to operate.

The difference between higher education and healthcare is that in higher education all courses except medicine are oversupplied whereas the MBBS is tremendously undersupplied. In spite of lower GER and a huge shortfall of doctors, both sectors face enormous employment challenges in a slowing economy, although there is a huge shortfall of affordable medical professionals and service providers in India.

Essentially this means the government has washed its hands of both higher education and healthcare, and looks at both as a revenue opportunity.

The greater the number of higher education institutions, the greater the fees earned by the All India Council for Technical Education (AICTE), an autonomous body that regulates most of the professional courses, from engineering to management. They also act as a revenue stream for the affiliating university, as most private

institutes operate as an affiliated college under a state university.

Anna University of the state of Tamil Nadu, for example, has 600 or more affiliate colleges, catering to hundreds of thousands of students. Most state affiliating universities have hundreds of colleges, and so India has the highest number of institutions in the world.

Sustainability of colleges

A simple arithmetical calculation of the sustainability of these affiliated colleges, most of which are private, will do.

An MBA in most AICTE-approved affiliated colleges typically costs a student a tuition fee of Rs100,000 to Rs150,000 (around US\$1,850 to US\$2,800) over two years. There is strict state-level regulation of fees and place availability, and a centralised admissions process is used to fill up places. Over the past couple of years, due to the indiscriminate expansion of capacity in private colleges, supply has outstripped demand and places remain vacant.

Moreover, the student-to-faculty ratio is set at 15:1 (or 10:1 in technical areas) and colleges have to pay academics a salary that is sufficient to attract the best talent – at a time when good teachers are an endangered species in India. Colleges must also have a world-class library and IT facilities, along with other necessary infrastructure.

Needless to say, tuition fees barely covers the salaries of teaching staff at the stipulated ratio. When an institute fails to get the allotted number of students, or state agencies fail to fill up places through the centralised admissions service, fees can't even pay faculty salaries.

Effectively, this means that there is no functioning business model since colleges can never recover even their operational expenses. And when there is no sustainable business model even for non-profits, it is mainly the more dubious operations that are attracted to running colleges.

Often, there is indirect help from government to bail out troubled private sector companies in non-education sectors, where protecting stakeholders is of prime importance to the government. But when an educational institute fails, without any debt to any banks, students and faculty are affected rather than shareholders, and the government is not worried.

In India, the writing is on the wall – many educational institutes have a dire financial outlook. But there is no foreign direct investment mooted or any move to allow reputed global universities to set up campuses.

An MBA, in most Indian institutes of management, or IIMs – the premium government institutes for management – costs around Rs1 million (US\$18,500) in tuition fees alone. And the capital expenditure per student in IIMs is much higher than for self-financing institutions. In IIMs and Indian institutes of technology, or IITs, capital expenditure was from government in the early years.

The combined costs for each graduate from IIMs and IITs are at least 10 times more than the costs of a student graduating from most self-financing institutions, which now produce nearly 80% of India's engineers and MBAs.

There is a natural tendency to look at self-financing institutions with a jaundiced eye, which is partly justified because of the obvious short-term commercial gains many were cashing in on in the early years.

Even when one compares the standard state government colleges producing engineers and MBAs, and looks at the costs incurred versus the number of students produced, they are likely to be many times higher than those of private colleges.

In terms of quality of students, the IITs, IIMs, national institutes and state colleges get the best students because of their infrastructure, reputation, quality of faculties and costs. Self-financing institutions largely cater to the lower 80% of students at a fraction of the cost.

Private college quality

Given the above set of facts, what should one expect with regard to the quality of engineers and MBAs coming out of unassisted private colleges? It is not surprising that study after study shows that only 21% of their MBAs are employable, and that the vast majority of their engineering graduates are not employable.

One must congratulate the determined few students and the faculty at unassisted colleges who, in spite of all adversities, do well. If we measured the quality of students, costs incurred over the course of a programme and output quality of students, private players might appear more effective than many state-owned players, in terms of value added in quality and cost.

India's neo-liberal economists recently started admitting that the trickle-down effect does not work in a nation like India, where poverty remains high. However, there is no denying that trickle down in higher education works.

If you want to produce high-quality engineers, MBAs, graduates and postgraduates, the first thing you have to do is hire the right quality of teachers.

But in India this has become a chicken and egg story, as we do not have many good teachers.

Most government policies focus more on hard infrastructure (land, buildings, libraries and computers etc) than on soft infrastructure (primarily teaching quality).

The point is that a good soft infrastructure, in the age of the internet, can make up for the absence of hard infrastructure; however, hard infrastructure in the absence of good teachers is useless as well as being more expensive than investing in good teachers.

To produce an adequate number of teachers, government policies have aimed to produce a large number of PhDs. Today, some new-generation private universities have taken up this task, sensing both an economic opportunity and market demand.

But when institutions do not have good quality teachers, they are not in a position to mentor PhD scholars effectively. Government policies have dictated that teachers, irrespective of whether they are a good or bad researcher themselves, can supervise up to eight PhD students. While not all academics at top public institutions have eight research students, many staff from less reputed institutes or research backgrounds have eight students.

In most cases, students and mentors are not in regular contact. Following an assembly line process with no value added and with no focus on honing the student's skills as an independent researcher, a PhD is granted.

Although statistics are not available, it may be correct to say that a large number of students in India are pursuing PhDs through distance education, in state-owned or private universities. And these scholars fund their PhDs 100%.

My argument is that, irrespective of the bottleneck caused by the lack of teaching staff for PhD students, all institutions should focus on providing the highest level of quality control for PhD students.

It is assumed that significant numbers of PhD students will become academics. If the quality control of PhDs fails systematically, quality control in education will fail for generations because it is linked directly to the quality of PhDs we produce.

This has been the vicious cycle in Indian education. An academic, having gone through the academic rigour of a PhD, produces many other good PhDs, and many more masters-level and graduate students – who in turn are engaged in teaching secondary and primary level students, or in economic activities.

The cost of producing a PhD at an IIT or IIM is much higher than in private universities. There is no incentive given to scholars, who in many cases may have passed national level tests, to pursue a PhD in private universities.

Uneven playing field

The discrimination faced by private university students is everywhere. There is simply not a level playing field, despite the fact that these universities cater for 80% of students.

Indian policy-makers have become myopic, focused only on gross domestic product numbers, and this extends to education where they focus on enrolment proportions or the number of PhD students compared with China.

They have wrongly tried to apply trickle-down economic theory to improve the lifestyle of the underprivileged in India and have totally failed.

Had they applied this in higher education, by following China's example of nurturing a few universities with unlimited resources to bring them up to the standards of the best universities in the West; had India focused on the quality of the PhD students it produces rather than the quantity, it could have done much better than its current lacklustre performance.

That would mean giving private universities a level playing field. Focusing only on quality, without looking at costs that the different categories of institutes incur in producing graduates and postgraduates, is stupid. One can't compare a Tata Nano with a BMW.

The government's approach, of treating private players in higher education with suspicion, of not allowing reputed providers or foreign universities to enter the field as they do elsewhere, and of producing excessive regulation aimed only at private players – thus cutting off progressive growth – augurs badly for the next generation of teachers and students.

And this affects 80% of students pursuing higher education now, a number that has been rapidly growing. In banking, power, mining and other Indian industries, you don't see 80% of the input coming from private players. Because of pressure from private investors in these sectors, the government favours private players.

However, in higher education, private players are treated in a grossly unfavourable manner. Regulations largely apply only to self-financing institutes and the regulations often lack clarity because there are multiple regulators involved, including central and state level ones.

It would be nice to see if policy-makers from the state regulatory bodies were able to set up a private university, abiding by all the rules and directions of these various bodies, and produce quality end products, on a non-profit basis, while remaining commercially sustainable.

If they can't, even on paper, they should have no right to make policies that determine the quality of higher education in such institutions. Unlike the economic trickle-down effect, in higher education it should be all about quality, and that does indeed trickle down from PhDs to primary education.

As agents of this trickle-down effect in higher education, private universities should be entitled to a share of taxpayers' money comparable to that enjoyed by state universities.

As has been observed in other areas of the economy, by ensuring an equal playing field and transparent policies, private sector players in education could prove that they are more efficient, productive and quality-focused than most state-owned universities.

If they are not, they will founder, as should state-owned universities who similarly fail.

Source: 23 September, 2012/[University World News](#)

Politics has to be kept out of education'

University of Mumbai is trying hard to change its mindset to meet new challenges in the rapidly expanding higher-education sector. The university is reaching out to alumni to get funds for some of its ambitious plans. All seems to be falling in place under Vice-Chancellor Rajan Welukar in the last almost two years. The veteran academician spoke to The Indian Express on a variety of issues, including the controversial removal of a book from the English graduate course under political pressure. Excerpts:

P VAIDYANATHAN IYER: Is there a disparity between the functioning of state and central universities? If yes, is this disparity in terms of financial resources?

RAJAN WELUKAR: Central universities were established by an Act of Parliament. All central universities are campus universities, they are not affiliating universities. Affiliating institutes are limited in number and are conducting colleges. Recently, a decision was taken by Government of India to establish 15 new central universities and the grants they have received are not less than Rs 400-w500 crore. In contrast, state universities have not got development grant, they only get salary grant. No development grant has come from the state government. If you really want development, communication has to be there. For example, we

want to have a sub-campus of Mumbai University in Thane where the infrastructure cost alone is Rs 400 crore. Similarly, infrastructure cost of another planned school of engineering on Kalyan sub-campus is Rs 600 crore. You cannot compare central and state universities.

P VAIDYANATHAN IYER: Have you generated money for the sub-campuses?

RW: We are sending proposals to different agencies and trying to donations with the help of alumni. We are meeting people and trying to convince them that the Thane centre will be good for Thane city. Thane Municipal Corporation has given us land for the project. Further, we have received Rs 35 crore from an alumnus for a convention centre on our Kalina campus. When I joined University of Mumbai, I found that Mumbai does not have an international convention centre where conferences, seminars, talks and other mass enrollment events can be organised. We have already identified five-and-a-half acres on the Kalina campus. Through this project, we will earn money which can be used for development of the university.

MIHIKA BASU: An RTI query has revealed MU has not been successful in attracting grants from industry/alumni like the IITs. Any specific plans in this regard?

RW: We have specific plans for Thane, Kalyan and Ratnagiri projects and we are going to industry and alumni with them. Mumbai University has received Rs 70 crore in the last two years from industry/alumni, which is the highest ever for the university.

SANDEEP SINGH: Is Mumbai University seeking funds from corporate houses?

RW: We are meeting a lot of corporates and making presentations. We are planning to invite people and explain them what we want to do in the university academically, with infrastructure and what resources we need.

DIPTI SONAWALA: Is there a skill gap? What is Mumbai University doing to address the mismatch between industry requirements and what is taught in classrooms?

RW: Yes, there is a skill gap across the country. We are starting a soft-skill programme for teachers and students in remote and tribal areas. We started developing a module with Yashwantrao Chavan Academy of Development Administration (Yashada) last year through which we will train two-three teachers every year. The teachers, in turn, will impart skill-based training to students. We are also starting community colleges with Coca-Cola Limited. Forty colleges in rural and tribal areas will participate in this. Of these, four

community colleges will be selected to be sponsored. They will get two years training and will be absorbed by Coca-Cola after that. We are also going to other companies for similar initiatives. We have been approached by some from the construction industry. To give students a chance for vertical mobility, we are offering a one-year degree programme. Further, we have a tie-up with Deakin University, Australia, through which training will be given to our Board of Studies members on curriculum design and ways to integrate skills.

DIPTI SONAWALA: Do you think students are opting for shortcuts when it comes to project work and outsourcing it? How can this issue be addressed?

RW: Yes, this is a problem and students are outsourcing project works. This shows a lack of sincerity and maturity. They fail to understand they may not get such opportunities while working and they will have to perform. I think the problem here to some extent is the teacher-student ratio. There are less number of teachers, so proper scrutiny is not done.

BHARAT SUNDARESAN: Do you think our country is ready for an open-book exam and questions based on case studies?

RW: The open-book system has more difficulties and it will also be difficult for teachers to set question papers. If your concepts are clear, you don't need to read a book. We will have to first bring about changes in our school education. There is no communication between school education and higher education. Hence, continuity is missing.

SUKANYA SHETTY: We don't have full-time, qualified teachers for professional courses. Instead, we have visiting faculty. Is there a quality check?

RW: In a huge system like ours, this becomes a difficult job. Nonetheless what we are trying to do is to attract young intellectual capital. The moment that happens, things will change. In the next academic year, we are starting a training institute. We are trying to bring in more practical component and creating open-education resources. We are starting with economics, maths and management. Content development is the most difficult part.

SAGNIK CHOWDHURY: How challenging is it to keep politics separate from academics in a place like Mumbai? For example, the episode of removing Rohinton Mistry's book Such a Long Journey from the syllabus after Yuva Sena's protest?

RW: Politics has to be kept out of education, it has no role in academics. As far as removing the book from the syllabus is concerned, it was not because of any political party but because experts felt the book should be removed. The issue was misunderstood by people.

SWATEE KHER: What is your stand on the Lyngdoh committee report on elections in the university?

RW: I am of the opinion that the youth should be given an opportunity to participate in decision-making. They need to be empowered. While taking a decision, the government has to take into consideration all incidents that took place in the past due to elections and ensure such incidents do not occur again. I strongly believe politics should not come to the campus. When there are vested interests, malpractices start.

SWATEE KHER: Do you think providing autonomy to colleges will reduce MU burden to some extent?

RW: We should not think from the point of view of burden. Freedom will give colleges better exposure, which they cannot get otherwise. It should be given with a view to achieve improvement. Currently, seven colleges have autonomy and in three years, 20 other colleges affiliated to MU may get autonomy.

P VAIDYANATHAN IYER: What explains the significant slip in MU global ranking?

RW: There is an ongoing debate across the world on the issue of ranking institutes. The parameters and factors on which universities and institutes are ranked should be uniform. The kind of intellectual capital Harvard University can get with its operative budget, I am sure even premier Indian institutes such as IIT Bombay cannot, and thus there is a vast difference. Since there is no uniformity in ranking parameters, people are debating whether institutes should be ranked at all.

MIHIKA BASU: MU has been grappling with paper leaks and rumours of paper leaks. Do you have a concrete plan to prevent such situations during the October exams?

RW: We are using technology in the process of conducting exams. We are sending question papers to exams centres through web-links and password-protected CDs. We don't know since when this is happening. Just that this time we caught people and everyone came to know of it. We are preparing question banks for all subjects and randomly, we will select one question paper from that. We are starting with professional programmes and will slowly move to conventional arts, commerce and science.

DIPTI SONAWALA: Citing workload, teachers have raised a hue and cry about the MU decision to have nine paper sets instead of three. How's the university dealing with it?

RW: I don't see any workload increasing due to this method. According to me, it is exactly like the functions of brain. Brain does not accept change.

Whenever you try to bring in changes in the system, this is bound to happen. But one has to remember change is mandatory and survival is optional. If they want to survive, they will have to accept the change.

AAKRITI VASUDEVA: The results of revaluation are mostly delayed, do you have any concrete plan to check delays?

RW: This year, we have declared most of the revaluation results on time and for next year, we have a plan. We will scan answer papers, so the moment a student applies for a photocopy of his/her answersheet, we can provide it to them in no time through email or other means. However, the process may take a year as it needs approval of various bodies.

DIPTI SONAWALA: There are almost 300 colleges where posts of principals are vacant or there are no full-time principals. What do you think is the problem?

RW: This is not just the problem of Mumbai University and its affiliated colleges, but institutes across the country. One thing I have observed is that many people do not want to take additional responsibilities for the same salary. The criteria of qualification too is a factor. Besides, many people do not want to go to rural areas.

SHARVARI PATWA: Does the university have a strong placement programme?

RW: The focus has to be on the subject of learning, not placements.

MANASI PHADKE: Are there chances of colleges misusing the internal evaluation introduced by the university? What is the university doing to check such malpractices?

RW: Not all colleges, but we have found cases where colleges have generously awarded marks to students. We identified such colleges and sent our representatives there. Now, we are looking at how we could deal with this issue. Internal assessment is in the interest of students and if something is in the interest of students, we have to do it. In doing so, we may face some problems, but we should find ways to resolve them.

Source: 24 September, 2012/[Indian Express](#)

Educationists should imbibe Tagore's spirit of pluralism: Prez

President Pranab Mukherjee has asked Vice Chancellors and educationists to imbibe Nobel laureate poet and writer Rabindranath Tagore's spirit of universalism and pluralism.

Mukherjee made these remarks during an interaction with a group of intellectuals at the Raj

Bhavan last evening after receiving a briefing on higher education scenario in Jammu and Kashmir.

The President called upon them to not just achieve high standards but also maintain them on a sustained basis.

Mukherjee said he has asked the Union Minister of Human Resource Development to convene a conference of Vice Chancellors of Central Universities so that problems affecting higher education in the country can be discussed in detail.

Complimenting the gathering for their contribution to higher education, he reminisced how the first Prime Minister of the country Jawaharlal Nehru had once said that if given an option, he would choose the job of Chancellor of Vishwabharati University over being the Prime Minister of India.

Recalling his days in Shantiniketan, the President called upon intellectuals to imbibe and implement in their university the spirit of universalism and pluralism that Tagore expounded. The President also said a country like India with a billion plus population had no option but to deal with the dual challenges of quantity and quality simultaneously.

Governor N N Vohra apprised the President about the rapid growth of higher education in the State in recent years with the establishment of many new universities and colleges.

The participants put forth several suggestions, including the need to emphasise upon quality of teaching and research, the importance of equipping students with required skills to enhance their employability as well as identifying core areas of excellence for each university.

Source: 28 September, 2012/[Indian Express](#)

Sibal advises India Inc to build research institutes

Human Resource Development Minister Kapil Sibal is reaching out to India Inc hoping to forge a partnership that will build institutions dedicated to research and innovations in subjects specific to industry requirements.

Inaugurating a 'national roundtable on government-industry partnership' here on Monday, Sibal urged the corporate houses to partner with the government and All India Council for Technical Education (AICTE) for setting up of "theme based" research and innovation centres.

These institutes, unlike those providing regular degrees, will admit trained candidates from across various disciplines to conduct research and innovation in the subjects, specific to industry requirements, ranging from water to chemicals, urban development to manufacturing, and energy and mines.

He said corporates can enter into twinning and collaborative programme with other universities, institutes or research organizations in twelfth five year plan. "These institutes would be fully autonomous, independent focusing on research and innovation and grant of PhD degrees," Sibal said.

The respective ministries will only play the role of facilitators and the industry partner would set up the institutes and run them, HRD official said.

The event was jointly organised by the AICTE and Confederation of Indian Industry (CII). As many as 60 companies besides 17 government departments and ministries were invited to attend the two-day meeting.

Several proposed legislations seeking to bring reforms in higher education sector including 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, are pending for passage in Parliament.

Coming down heavily on the Opposition for the pendency of his ministry's bills, Sibal said: "In the event the opposition parties continue to stall these very significant legislations, I do believe they are harming the future of India and people. The paralysis does not lie in government decision making. The paralysis lies in Parliament where those decisions are not allowed to fructify through legislations."

He regretted that Opposition parties were "not allowing discussions" on many bills despite being cleared by the parliamentary standing committee. "All legislations were presented in the first year and it took two- and-half-year to go to the standing committee stage. Now, when they come to Parliament after endorsement of the standing committee, we are not allowed to be voted upon and not allowed to be discussed," he rued. Sibal also expressed surprise over the non-participation of industries in setting up of technical institutes in the country.

He said that most of the private institutes have been set up by people who got nothing to do with academics or industry. "What was their objective? And the answer is these are business enterprises in education sector set up by non-academics and non-industry for the purpose of raking in money and delivering poor quality education."

Source: 24 September, 2012/ [Deccan Herald](#)

Profit-making in higher education crucial to realising India's demographic dividend

The final draft of the 12th five-year Plan has been reported to favour permitting higher education

institutions to be run for profit. Even though the proposal appears to have run into opposition from the human resource development ministry, it will be a game-changer if implemented. There's no denying that higher education in the country leaves a lot to be desired. The not-for-profit model has not only failed to produce quality institutes of learning - as exemplified by the inability of a single Indian varsity to make it to the list of top 100 universities in global rankings - it has also proved unsuccessful in bridging the huge demand-supply gap in higher education.

Unlike the country's finite natural resources, India's human resource is a vast pool of untapped talent and economic energy. But realising this demographic dividend requires access to quality higher education and skill training. It is precisely to incentivize investments and scale up higher education that profit-making must be allowed. At present, private investors are hamstrung by a web of regulations that restricts them at each step - be it hiring quality teaching staff or raising funds through alternative routes other than tuition fees. Under such circumstances, the not-for-profit model for private institutions has morphed seamlessly into a crony-capitalist model, breeding an unholy nexus between politicians, bureaucrats and college proprietors. Those unwilling to go along with existing cronyism find it unviable to enter the higher education sector.

But if profit-making were to be allowed, it would lead to the sort of investment in higher education that's needed to meet demand. The need of the hour is to align social objectives with market incentives. While more colleges would mean better access to higher education, competition among colleges would check tuition fees and ensure quality. Secondly, taxes on profits that private colleges would make can fund a large-scale scholarship programme for students from economically and socially weaker sections of society.

Meanwhile, the government would do well to adopt the role of a light-handed regulator. In this regard, creating a credible accreditation system for higher education would be a step in the right direction. Education in India remains one of the last preserves of the licence-permit raj. Reforms in this area are critical to unleash long-term growth. Kapil Sibal had held out high hope of reform when he first took charge of the HRD ministry. Unless he can fulfill that hope, we won't be able to stop bright and talented young people from looking for the first opportunity to flee the country.

Source: 26 September, 2012/ [Times of India](#)

Beyond rote learning

Right to education (RTE) has become the talk of the town as there were so many debates about RTE in the Parliament, Universities, schools etc. Modern education, particularly higher education in India, is considered to have had its beginnings in the middle of the 19th century when the universities of Calcutta, Bombay and Madras were established in 1857. The scenario underwent a sea change in the early years of independent India, although much more remains to be changed even now. Do we have the equitable access to this education? And if we do have this access, then access to what?

The bigger issue really is whether access to school - even schools with good infrastructure - equals access to education. Perhaps it does. But let us break that down further. Does the school enable the child to learn? Or, does the school enable children to learn how to learn the skills to acquire further knowledge after completing elementary education? The truth is that there is no place for skills in our education priorities. We are obsessed with knowledge and more knowledge. Knowledge is equated with textbooks, which in turn are convenient reduction of curriculum. Reading is a special skill. The developed world focuses on teaching this skill to children in the early grades, but we simply do not teach "how to read". We stress on grammar but not communication. We teach language but do not allow expression.

Apart from the real need to focus on skills rather than the knowledge, there are other realities of Indian schools that point to focusing on skills as a strategy imperative for better learning. In urban areas of many cities where private schools are flourishing, government school enrollment is dropping. RTE has made it a law to place and promote children automatically into age-appropriate grades. What real significance does this have in the Indian (Kashmiri) context? In 40 percent (and growing) schools of India, a child may be told that she has gone to the next grade and she may get new textbooks but she is very likely to end up sitting with other grades and certainly will not have acquired any higher level skills expected of her in the higher grade. It is a shame that RTE and consequent policies are not focused on measurable learning outcomes. What sounds like a very child-centered, child friendly policy is in reality only self-centered wishful thinking with no traction on the ground.

Focusing on skills to be achieved at the end of different stages is the need of the hour. Currently classroom teaching is primarily attempting to provide grade-based knowledge from the textbook to the child regardless of the level that the child is

at. RTE categorically states that teachers must “complete the curriculum in allocated time”. In search of equity in education, the RTE has gone for 25 percent reservation in unaided schools for the Economically Weaker Sections (EWS) in the neighborhood. Demands are raised for more and better government school infrastructure and better educated, well-paid teachers.

And then there is the National Curriculum Framework, NCF 2005 that cannot be faulted except that it has not shown results for seven years (and counting). Once again we have proven that we have all the good wishes and ideas but our realities are in such contradiction that wishes do not become horses.

The sorry state of learning in schools reflects all this and more.

The conclusion that an ordinary person can draw is that in spite of mid-day meals, uniforms, and such other incentives to the child, the governments of this state are not serious about education at any level. As a result, private school enrollment is on the rise. There are districts in the valley where private school enrollment is around 50 percent or approaching it rapidly.

This does not mean that private schools are providing ‘good education’, but the market is responding to a perception and a demand. The government, interestingly, is reinforcing the perception by reserving 25 percent seats in unaided private schools. In 8-10 years, in many areas 70 percent or more children, including those from EWS will be in private schools if the reservation policy persists and the government do not or cannot close down many unaided schools on grounds of RTE non-compliance.

In the end, whether in a private school or a government school, or even out of school, a child who learns to learn will be able to access more skills and more knowledge.

The amount of information and knowledge growing in the outside world is so much and growing daily that no textbook bound curriculum can cope with it. The situation here can be corrected but it requires a fresh approach.

Let us hope that the commendable overall development made by Kashmir in all sectors of education during the past 65 years will be augmented further in the years to come. The ecosystem in which the benefits of convergence can be realized can only be created by government. Let’s hope the new policies practice what they preach!

Source: 28 September, 2012/ [Greater Kashmir](#)

Bridging the gap in technical education

Awareness, literacy and creativity are the essential requisites for the work force in our country. By 2015 a large number of Indians, who may or may not possess these, will be essentially employed globally. Of these a majority, over seven lakhs, will be from engineering colleges. Ironically the demand for qualified technical workforce is growing at a pace faster than the rate at which the engineering graduates are produced. It is widely echoed by the industries too that only 20 per cent of the engineers produced are employable.

“This is because there is a gap between technical education imparted in the universities and the expectation of the industry. We at ‘Classle Knowledge’ help to bridge this yawning gap,” says V. Vaidyanathan, its founder and CEO.

It is a social learning network with the target of educational learning. The site helps college students to enhance quality of learning and their ability to find jobs.

With the help of experts from all over the world it helps fresh graduates enter the workforce the industry way — creativity, team work, analytical approach and resourcefulness. The site [www.classle.net](#) will also enable the students to have an in depth understanding of the subject.

On the job front Classle tracks the usage of the enrolled candidates — how they engage themselves, how they interact, their area of interest, aptitude, attitude, academic interest, soft skills, problem solving ability so and so forth. The proprietary analytical engine of Classle will process all these information before recommending the candidate for a suitable job in reputed companies associated with the organisation.

THE SITE

“The site is basically designed to work with students in tier II and tier III towns and colleges where they have social economic digital divide,” said Mr. Vaidyanathan.

It is interactive where experts answer queries from students. It involves a lot of gamification — quiz, projects, workshops and library — structured in such a way so as to make it exciting for the students.

For example ‘Exam Fever’ is a popular gamification on the site. Experts created a contest like environment during the semester exams.

Here they stimulated group studies, special classes, note sharing and all activities which a student generally involves in before exams.

It was a nation wide project which saw a participation of about 20,000 students. “This helped

them to prepare better for the exams," said Mr. Vaidyanathan. Toppers were awarded prizes such as watches and t-shirts.

UNIQUE CONCEPTS

Apart from these, Classle personnel act as the vehicle of popularising the site by conducting workshops and events in colleges.

Campaigns are also held to make the learning process interesting and rewarding. "The intention is to make students aware that reading materials provided by experts are readily available and going through this will enable them to have a better grasp of the subject," added Mr. Vaidyanathan.

Classle's unique concepts and technical expertise has been made use of by business schools to provide social learning solutions.

Called 'Cloud; it is a single online platform where students, faculty and administrative staff, are connected, and where all classes, lectures, management simulation games, internships, placements and alumni activity are facilitated. The idea is to facilitate campus collaboration from anywhere and anytime connecting everyone and helping them learn and develop by accessing resources from all over the world.

THE BEGINNING

Classle was founded in 2009 by Mr. Vaidyanathan who was then VP, Chief Innovation Officer, Cognizant Technologies.

"Our education process does not offer what the youth actually want. They believe that it would make them employable and always refer to it as an integral employability factor.

To help them tide over the situation and make their goals more realistic, Classle was founded," said Mr. Vaidyanathan. Initially it was just a technical platform.

But with the help of engineers and after entering into partnerships with colleges, experts and students it was rapidly shaped up.

While the experts provided the content, the colleges brought in awareness among the students (which slowly increased the membership).

Partnership with companies brought in both experts and industry focus in the academics. The employees of companies also volunteer to help students online.

Classle (at 14, IV Seaward Road, Thiruvannamiyur. Ph: 4215 8623) hopes to extend its services to interested colleges. Educationists and experts willing to work with it can connect with M. Vaidyanathan (98407 20650).

Source: 29 September, 2012/[Hindu](#)

Management experts in India, China discuss Asian education

The strength of Indian education system was presented to the Chinese and other Asian countries at an education summit in Chengdu, China recently. Several management experts and policy makers participated in the summit, which focused on improving the quality of basic and higher education in Asia.

The India China Management Education summit focused on developing a strategic system of building a mechanism for internationalizing India's education system and class design. The summit also aimed at cooperation and exchange with China with the goal of reaching sustainable development.

The list of speakers from India at the summit included Narendra Jadhav, member of Planning Commission, Government of India, Aamir Ullah Khan, former director of Bangalore Management Academy, Raj S Dhankar, dean of Faculty of Management Studies, Delhi University, Prafull Agnihotri, director, IIM Trichi and Ajay Singh, programme director, ISB, Hyderabad among others.

One of the sessions was on international exchange and cooperation in Indian Education with a special focus on regional mobility and exchange of teachers and students.

"The session was about how enhancing communication between teachers in India and abroad is helpful to enlarge the international perspective and improve the international level of Indian education," said Jagat Shah, chairman, India China Economic Council, Gujarat.

Speakers also highlighted the importance of higher education with increased quality. Discussions on this subject included improving the quality of higher education to help produce a competent professional workforce, improving the capability to collaborate between domestic and overseas colleges and creating a mechanism for cultivating talent.

Source: 29 September, 2012/[Times of India](#)

CSR very much a corporate agenda - CII

Appreciating the role of SMEs and large corporates in pooling in money for the Government funds for the Social welfare through taxes, Mr K K Sharma, Adviser to Administrator, Chandigarh Administration, said "Government, contractors, corporates and NGOs should become more sensitive to the plight of labourers, especially in the construction sector". He was speaking at the CSR Summit organised by the Confederation of Indian Industry (CII) Chandigarh Council, in Chandigarh.

Mr Sharma felt that the basic rights and decent living conditions of the workers should be spelt out

in all construction and development contracts of the Government, so that they get a fair deal and a humane living environment. He said the Chandigarh Administration was very proactive as compared to other urban bodies in the country, as the residents of Chandigarh are also very much aware of their rights. He said Chandigarh was gradually becoming a happening place with many activities going on.

“CSR (Corporate Social Responsibility) is not an option anymore. It is a necessary element of doing business these days. It is not just philanthropy, it’s something more than that,” expressed Ms Mohini Daljeet Singh, CEO, Max India Foundation. She elaborated on the concept of CSR by saying that while philanthropy was charity, CSR is a duty. “Today, if you want the whole country to prosper and not just a few sections, then it becomes imperative for corporate houses to contribute their bit for the betterment of society,” she said, adding that development has to be holistic (social, economic and environmental) for social harmony. “One must take care of not just the needs of the present generation, but also the future ones, and there should be no depletion of natural resources,” she emphasised. The other aims of CSR should be reduction of poverty, improvement in education, creation of employment, social justice, access to healthcare, and removal of systemic evils like corruption. The benefits of CSR will accrue to all – business, society, and all stakeholders, she added.

Mr Sameer Goel, Chairman, CII Chandigarh Council, shared, “Corporate Social Responsibility (CSR) is very much a corporate agenda and no more a voluntary role. The corporate sector treats it as an investment to organisational development. The energy and excitement that will generate as India aligns itself through grassroots connectivity will contribute immensely to the India of tomorrow”.

Mr Rajesh Jogpal, Director Social Welfare, Chandigarh Administration, said that while the administration was trying its best to create an equitable society, he would like to see more corporate houses giving employment to the differently abled. He emphasised that skill development and vocational education is a must if we have to prevent the vast masses of the younger generation from taking up the path of extremism. “Development has to be sustainable,” he said.

Mr T L Satyaprakash, Director Industries & Mining, Govt of Haryana, said the concept of CSR – as we understand it – must change from one that entails expenses to one that earns revenue. “We must have a proper business model for CSR,” he

stressed. Sharing his experiences in the districts of Haryana, he said change can be brought about through CSR with small but innovative ideas.

He added that the creation of sports facilities and stadia has helped Haryana immensely in sporting events at the international level too. “Change often comes from individuals, not from government or corporates,” he concluded.

Mr Pikender Pal Singh, Regional Director, CII Northern Region, shared, “CSR has become an essential element of corporate culture today. No corporate house can afford to ignore the social and environmental impact of their activities. CSR is not a donation or charity, it’s a necessity today.” In Northern Region, CII is involved in many CSR initiatives like HIV/ AIDS intervention projects for migrants in Mandi Gobindgarh and has set up HIV / AIDS Toll free help lines in collaboration with State AIDS Control Society in Punjab and Haryana. Ability placement fairs for differently abled candidates promote their employment with participation of NGOs in all the fairs.

Man Mohan Singh, Vice-Chairman of the CII Chandigarh Council said, “CII will continue to play its role in driving the promotion of CSR in the Indian business environment towards making CSR a core part of their business strategy.” He urged the participants to raise the bar on CSR in their own companies.

Panellists from Intel, Unicef India, Coca-Cola, Punjab National Bank, State Bank of India, IIM Ahmedabad, Gail India, Partners in Change and Umeed shared their views on ‘Converting CSR from a philanthropic activity to a business tool’, and the other on ‘Brand-building, CSR Communications and Incentivising CSR Activities’.

Source: 29 September, 2012/[India Education Diary](#)

CII Skill Conclave stressed on Mainstreaming of Vocational Education

Industry has a major role to play in creating a sustainable skill development programme. Aligning itself with the initiatives taken up by Government of West Bengal, CII has been working on promoting vocational education, branding vocational streams and engaging in interventions on course curriculum and training.

CII is also working towards creating an appropriate mechanism for assessments, as well as improving the quality of existing institutions. Against this backdrop, CII organized Skill Conclave focusing on Mainstreaming of Vocational Education: Enabling Vertical & Lateral Mobility in Kolkata today. Mr Dilip Chenoy, MD & CEO, National Skill Development Corporation informed that NSDC synergizes the efforts of the private sector for skill development in

the nation and is eagerly awaiting the proposals for partnership from private sector players in West Bengal. He mentioned that if all the current projects stay in place, then 74 million skilled people will be churned out at a project cost of Rs 168 crore. He mentioned that NSDC provides fund for skill development initiatives in India at an interest rate of 6% with 10 year repayment cycle. For some projects 3- 4 years of moratorium is also offered. Mr Chenoy mentioned that Hon'ble Prime Minister of India has mandated NSDC to determine the training need of sector, determine and develop the curriculum by Sector Skill council review and asses and certify people.

He mentioned that till now 16 SSCs have been formed and soon more will follow. Thought leaders from various industries are leading these initiatives. Mr Chenoy mentioned that the current system fails to offer a career path to people with vocational training and NSDC will intervene to offer a proper career path. He cited the example of training domestic helps to make them chef over a period of time. He urged the need to execute the initiatives. Mr S Mahalingam, Chairman, CII Council on Skill Development & CFO & Executive Director, Tata Consultancy Services mentioned that China has managed to increase their labour productivity in the last few years and with proper focus on skill development our country will soon be able to impart proper skill to the additional workforce. He mentioned that our skill development initiatives need to demand driven from being supply driven to address the requirements of the employer. He discussed the various successful adoptions of ITIs by companies like Maruti and Rustamji. Mr Mahalingam also discussed about the need for modification of APMC Act of the country for producing more skilled worker. Mr Bikram Dasgupta, CoChairman, Education & Skill Development Sub Committee, CII, Eastern Region and CEO, Globsyn Technologies Ltd discussed the need to imbibe aspirations among the skilled labour to achieve a higher growth trajectory.

He also mentioned about the need to respect the skilled labour to help them achieve better lateral and vertical mobility. The Orion Edutech Merit Scholarship Certificate and CII Certificate for Front desk Management were handed out to the worthy candidates at the initiative. Mr Alope Mookherjea Past Chairman, CII Eastern Region & Chairman Education & Skill Development Sub Committee, CII Eastern Region & Chairman, Flakt India Ltd called for the integration between industry and academia and the role of universities in skill development. Mr R K Agrawal, Chairman, CII, Eastern Region & Chairman Affirmative Action Sub Committee, CII

Eastern Region & Managing Partner, S R Batliboi & Co and Mr Subir Chaki, Vice Chairman, West Bengal State Council, CII & Whole-time Director, McNally Bharat Engineering Co Ltd also addressed the gathering.

Source: 30 September, 2012/[India Education Diary](#)

RESOURCE

No Indian university in global Top 200: Is curriculum to blame?

Indian President expresses discontent over universities' failing to make the grade

Indian President Pranab Mukherjee yesterday publically expressed his disappointment over the fact that not a single Indian university has made it to the Top 200 universities in the world, according to the latest QS World University Rankings.

Universities from the US and UK make up the Top 10, with Massachusetts Institute of Technology (MIT) taking top honours among the 500 global universities ranked in the report. MIT is followed by #2 University of Cambridge (UK), #3 Harvard University (US), #4 University College London (UK) and #5 University of Oxford (UK) among the Top 5.

"I must convey my sense of dismay on seeing a recent report that not a single Indian university, including the premier Indian Institutes of Technologies (IITs), featuring in the 200 top-rated universities in the world," India's Mukherjee said Saturday in his address at the 58th annual convocation of IIT-Kharagpur, which is ranked #349 in the world.

Mukherjee has reason to be peeved. Indian education, considered by many to be quite progressive, has traditionally failed to make a mark at the global level, especially higher education. With many Asian universities now outranking the famed IITs (Indian Institute of Technology), the superpower-in-the-making may be faltering at a very basic level.

"For me, the important question is why are we – a rising economic superpower – not able to promote our standards to be rated indisputably among the top 10 or even top 50 or 100?," asked Mukherjee.

"To realise our true potential it is necessary to start now with the urgent task of developing in our students a scientific temperament. It is necessary to design and develop, without delay, advance technology at competitive cost which would be a boon for our industry, trade and commercial sectors," he said.

A number of UAE-based parents, however believe it is the Indian curriculum to blame, as it focuses

more on cramming or book-based education and less on overall personality development of a child.

Says S.K., a Dubai resident and mother of two school-going kids: "I used to get frustrated when my eight-year-old son would return from school all exhausted but with loads of homework, which would not leave him any time to play or relax. He was going crazy and I felt like I was killing his childhood."

After much deliberation, S.K. decided to pull out her son from the Indian curriculum school in Dubai. "I've now shifted him to the IB [International Baccalaureate] and he is a much happier child," she says.

Not everyone feels the same, though. "We can compete with the IB system in terms of global quality education at a much lesser cost," said Kapil Sibal, India's Human Resource minister, when he released CBSEI [Central Board of Secondary Education International], an internationally benchmarked version of the Indian curriculum, at the Indian High School in Dubai in 2010.

"The CBSEI is much less expensive than the IB system," Sibal said, enlisting the benefits of CBSEI over IB. "I dare say that parents and schools would soon demand CBSEI," he had then said. "A lot of children around the world are engaged in this unhealthy competition to score more than the student sitting next to them," Sibal had then said.

"That is not the goal of education. The goal is not to understand a complex mathematical equation but to understand life."

But this is indeed the sad reality of the Indian education system. The competitive nature of the beast means that pushy parents want their kids to score more than the neighbours' so that they can enrol in one of the fiercely competitive colleges, where, funnily enough, the cut-off percentages have reached an unbelievable 100 per cent in some cases.

Last year, for instance, Delhi's Shri Ram College of Commerce (SRCC) affixed 100 per cent as cut-off marks for admission. While this led to an uproar, cut-off percentages of 98-99 per cent are commonplace in Indian colleges.

Yash Pal, a former head of the University Grants Commission, has gone on record saying students scoring 100 per cent should be given negative marking. For, he believes that in the race to 'mug up', they would have learnt nothing and washed out their creativity. Is that what ails India, its education institutes and, most importantly, its students – its future?

Despite not even getting a single mention among the Top 200 universities (IIT-Mumbai is ranked #212), India, ironically, has the world's largest higher education system in terms of number of educational institutions, and the third-largest in terms of student enrolments. To not get an entry to the Top 200, then, is discreditable, to say the least.

What do you think? Is the Indian curricula to blame? Are Indian parents too pushy? Does the Indian education system need a complete overhaul? What do you prefer for your child? Let us know in comments below.

Source: 16 September, 2012/[Emirates247](#)

Higher education: UGC to up gross enrolment ratio

The University Grants Commission (UGC), the highest regulatory body for higher education in the country, will launch a massive student aid programme under the 12th Five Year Plan to increase gross enrolment ratio (GER) to the targeted 30 per cent by 2020.

UGC chairman (acting) Prof Ved Prakash on Sunday said that the programme would be instrumental in increasing the GER to 30 per cent by 2017. Presently, India's GER in higher education is 17.87 per cent, among the lowest in the world.

"Under the 12th plan, we will launch a massive student aid programme that will ensure students get adequate help to meet their post admission requirements at all levels—undergraduate, postgraduate and research. If we don't do this, there will be no transition of students from undergraduate to postgraduate and finally to research," said Prof Prakash in his address at the 5th accreditation award ceremony at the National Accreditation and Assessment Council (NAAC).

Apart from creating more access to higher education, Prof Prakash said the UGC will focus on directing students to appropriate programmes. "By 2017, there is no doubt that India's GER will reach 30 per cent," he said.

According to a recent UGC survey on higher education access, out of 119 million students in the cohort age group of 18 to 22 years, 20 million are enrolled in conventional programmes and 4.6 million are enrolment in distance education. Projections show at the end of the 12th plan, the total cohort age group will come down to 118 million, with enrolment in conventional programmes increased to 29 million and distance education enrolment increased to 6.3 million.

"The concern here is, where are these children going to come from? They must come from the marginal sections of the society. Also, if there is no

increase in enrolment, how can we bring in more teachers?" he said.

The Planning Commission on Saturday laid down the 12th plan period outlay for higher education at `1,10,700 crore, an increase of 178 per cent. With institutes like Delhi University and Indian Institute of Science (IISc) yet to be accredited, Prof Prakash said the UGC (Mandatory Assessment and Accreditation of Universities) Regulations 2011 would be passed soon.

Source: 17 September, 2012/[Indian Express](#)

Unemployment rate is higher amongst highly educated rural Indians

Worst fears that there exist huge disparities in the quality of education between rural and urban India (aka Bharat and India) have finally come true. Labour Ministry data indicates that higher education and degrees are not helping rural job aspirants to get their coveted jobs.

Not only unemployment among rural graduates and post-graduates is higher, but also they lack basic skill-sets to fill the demands of market economy. The dangerous trend, if anything, may offset the gains by India at the literacy front.

While the country has added more literates in rural India from 58.7% in 2001 to 68.91% in 2011, the job market hasn't kept pace with the growing demands of job seekers from villages.

The bigger cause for concern according to the labour ministry data is: the unemployment rate among rural educated youths is higher as compared to their urban counterparts. It stands at 13.9% for rural areas against 7.6% in urban areas.

The ministry data, released on July 18 this year confirms worst fears of expanding education sector not being able to deliver quality higher education and that there existed huge gaps in skill sets acquisition in rural India.

Elaborating the rural-urban gap in job sector is further in the country Ambarish Raghuvanshi, Chief Financial Officer (CFO) at Naukri.com says, "There is less number of industries in rural areas thus fewer options are available for an educated person in rural areas."

While the unemployment rate amongst illiterate populace rural India is just at 1.15% during 2011-2012, the percentage amongst rural populace is higher at 13.9% and 11.0% with post-graduate and graduate degrees in respectively.

Unraveling the factors behind higher unemployment rate amongst educated rural Indians, Kris Laxmikant, Chief Executive Officer, Headhunters India, explained, "After facing lot of hardships when people staying in rural remote

areas acquire education, expectation for good jobs develop and restrictions occur. People who are either illiterate or less educated who could not afford education will take up any job as their family constraints are higher in comparison to those who are highly qualified."

That economic slowdown is taking toll on job creation and disparity is not lost upon experts. Ambarish Raghuvanshi, Chief Financial Officer (CFO) at Naukri.com reckons, "Many young professionals from rural areas earlier used to get jobs in sectors like insurance that usually had more jobs but unfortunately as the economy is not doing well, these sectors are low with opportunities. So, the educated aspirants who used to get a job easily in an insurance company not sits empty handed."

If anything, it indicates not only the lack of quality in higher education in rural areas but huge gaps in requisite skill sets to fill the requirements of job market.

Talking on the skill requirement, DK Joshi, Chief Economist at CRISIL says, "Unemployment rate is higher amongst rural Indians with higher degrees because Indian education system is flooded with educational institutions with vast number of courses which mostly do not fit into the requirements of industry. We can say that the skill which is available doesn't match the required skill."

Source: 18 September, 2012/[DNA India](#)

Education: India, China 'closing in' on US

Even as international rankings continue to project the Indian education system in poor light, a US think tank has noted that India and China are fast catching up with the US on education parameters, notching up higher enrolment year after year and focusing with such energy and ambition on education that America could soon lose its global competitive edge.

The American Centre for Progress has in a study titled, 'The Competition that really matters — Comparing US, Chinese and Indian investments in the Next Generation workforce' warned that "both China and India are closing the gap with the US on the proportion of the world's college graduates". It urges the next US President to look at ways to ensure "that all American children have the opportunity to become high-skilled workers prepared to compete in a global economy".

The report points out that while numerous educational challenges stand in the way of developing nations, India and China by harnessing their demographic dividend will soon match the US in the number of skilled workers competing in globally-mobile industries. While China is taking a clear lead, India is not so far behind either, the

report suggests running through various Indian educational programmes like the Mid Day Meal, Right to Education and Sarva Shiksha Abhiyan.

“Even if India only applies a modestly more intensive effort to increase educational access, it will produce twice the number of college graduates than the US is able to produce annually...To be sure, life for most children in India remains hard, with the World Bank estimating that 40 per cent of Indian families live on \$1.25 a day or less. But their lot is improving as India executes its national education strategy. India’s education system faces challenges, but its progress in educational access and attainment has put it on a path to be one of the world’s strongest economic powers,” predicts the study.

The report tracks the ‘dramatic turnaround’ staged in education by India through increased public investment — from \$11 billion a year in the late 1980s to \$44 billion in 2008. Anticipating an even huger investment being pushed into the education sector in India over the 12th plan period, the study says that the Planning Commission’s successive five year plans are ushering in the “sort of progress that should make the rest of the world sit up and take notice”.

It notes that from 2000 to 2008, the annual pace of new science, technology, engineering and mathematics- or STEM- degree awards from four year colleges in the US increased by 24 per cent while China sprinted ahead with a 218 per cent rise in the same period, India trebled its bachelor-equivalent degrees in these disciplines.

On the US education scenario, the report notes the absence of a national strategy in the US on increasing early childhood education, the increasing problem of obesity in children affecting their learning abilities and the increasing post secondary school drop out rate.

Source: 18 September, 2012/[Indian Express](#)

Career and Technical Education: Five Ways that Pay Along the Way to the BA

A new report from the Georgetown University Public Policy Institute and the Georgetown University Center on Economics and the Workforce suggested there are 29 million jobs that pay middle-class wages (between \$35,000 and \$75,000 annually) and that do not require a four-year degree. Nearly 40 percent pay more than \$50,000 a year.

Getting a Bachelor's degree is the best way for most workers to make middle-class wages. In this report, however, we show *there are 29 million jobs (21% of all jobs) for workers without*

Bachelor's degrees. The report also details five major sub-baccalaureate, career and technical education (CTE) pathways: employer-based training, industry-based certifications, apprenticeships, postsecondary certificates, and associate's degrees.

The report explored in detail five essential Career and Technical Education pathways that lead to these jobs: employer-based training, industry-based certifications, apprenticeships, postsecondary certificates, and associate's degrees. (these Career and Technical Education (CTE) pathways account for \$524 billion of investment in postsecondary education and training each year).

- Associate's degrees account for 800,000 awards each year. Half of associate's degrees are related to career-oriented fields, such as nursing, business, and information technology.
- Postsecondary certificates have eclipsed associate's and master's degrees as the second most common postsecondary award after the bachelor's degree—about 1 million are awarded each year.
- Registered apprenticeships account for \$6 billion in spending and reach roughly 400,000 Americans. Nine out of 10 apprentices are men and over half of apprenticeships are in construction.
- Industry-based certifications such as Microsoft, Cisco, and CompTIA certifications are test-based postsecondary credentials awarded by employers and account for \$25 billion of spending on human capital development.
- Employer-based training represents the largest pathway at \$454 billion of spending—\$313 in informal training and \$141 billion in formal training.

At a time when four out of five postsecondary students are working, these pathways provide students with good jobs that can pay the way to further education. The CTE system is the missing middle ground in American education and workforce preparation. Among students who graduated with a Bachelor's degree in 2008, 28 percent started at a community college. Twenty-three percent of postsecondary certificate-holders go on to earn at least a two-year degree, the study finds.

The study also finds that, in the postindustrial economy, CTE jobs have shifted from blue-collar jobs to white-collar office jobs and healthcare (one-third of CTE jobs are blue collar, half are white-collar office jobs and another 15 percent are

in healthcare). Despite this fact, men still hold 18 out of the 29 million middle-class jobs. For both men and women, the best jobs are in sub-baccalaureate STEM (science, technology, engineering, and mathematics) and healthcare, where over 80 percent of jobs pay middle-class wages.

“Compared to other advanced economies, the United States underinvests in sub-baccalaureate, career and technical education,” said Anthony P. Carnevale, the Center’s Director and the report’s lead author.

While the U.S. ranks second internationally in the share of workers with a Bachelor’s degree, it ranks 16th in subbaccalaureate attainment. In addition, the U.S. hasn’t increased its sub-baccalaureate attainment since the Baby Boom generation.

Career and Technical Education: Five Ways That Pay Along the Way to the B.A., comprises a full report and an executive summary. Both are available online at <http://cew.georgetown.edu/ctefiveways>. Click on the link to see the full report. [Full Report cew.georgetown.edu](http://cew.georgetown.edu)

Source: 18 September, 2012/[George Town University](http://georgetown.edu)

The business of higher education

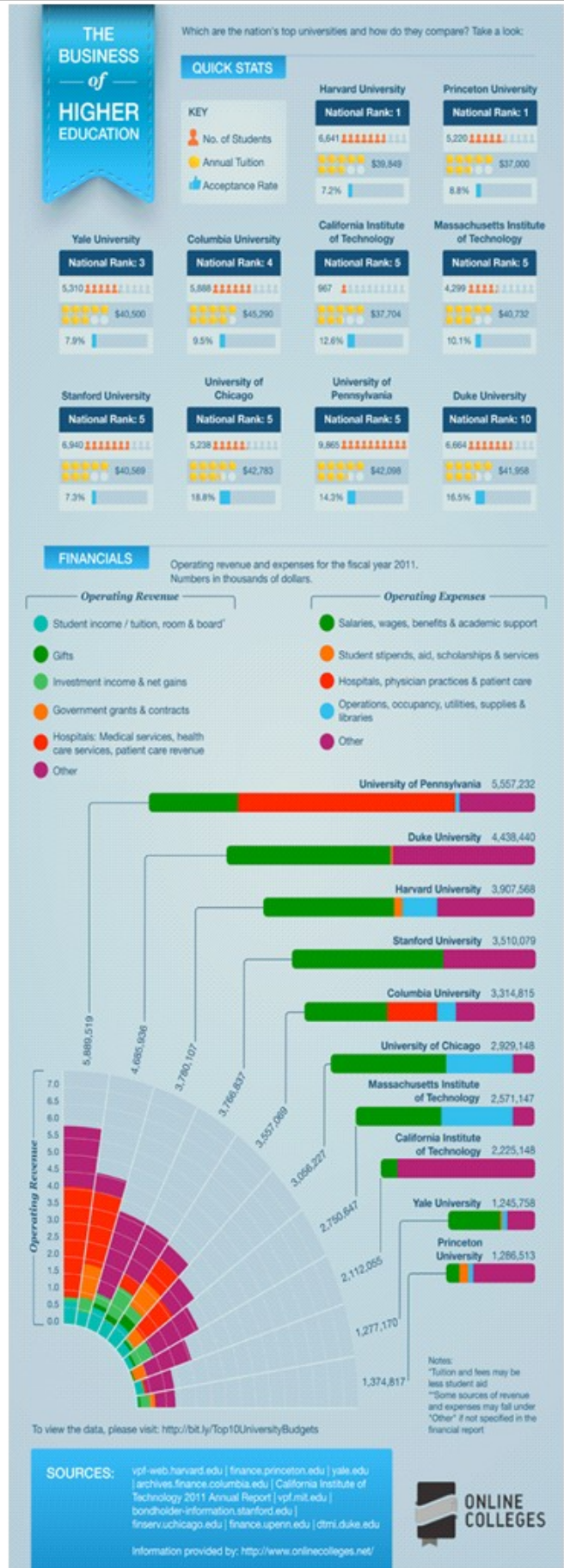
We all know the price tag on receiving higher education has been ratcheted up in recent years, but where does all that tuition money go?

This infographic from OnlineColleges.net takes a look at the numbers behind some of the nation’s top schools to see how they’re dividing up the budget pie.

Source: 20 September, 2012/Onlinecolleges.net

Accreditation: Removing the Barrier to Higher Education Reform

Abstract: America’s higher education system is in dire need of reform. The average college student leaves school with more than \$23,000 in debt, and total student loan debt in the United States now exceeds \$1 trillion. Furthermore, too many students are leaving college without the skills needed to be successful in the workforce. And yet, despite the dire state of today’s higher education system, there is hope on the horizon: By favoring knowledge and skill acquisition over seat time, online options and competency-based learning are disrupting the traditional higher education market and perhaps have laid the foundation for a revitalization of American education. Despite the promise presented by these innovations, however, the antiquated higher education accreditation process remains a considerable obstacle to reform.



America's system of higher education is on the verge of dramatic change. After years of debate, enterprising academics may have resolved higher education's most frustrating dilemma: that although a college degree or an equivalent set of skills is essential for a good job and the chance of upward economic mobility, a traditional college education has become unaffordable for many Americans—unless they are willing to incur enormous debt. In fact, over half of all graduates with bachelor's degrees incur an average of \$23,000 in debt, and cumulative student loan debt now exceeds credit card debt.

Entrepreneurial educators are attempting to resolve this dilemma by using new business models and new ways of learning, such as through online courses, to slash the cost of a college-level education. These innovations offer the prospect of a fundamental restructuring of higher education with a sharp reduction in costs—a revolution that would be a boon to students seeking to acquire the skills they need in today's economy.

Despite the promise presented by these innovations, a considerable obstacle remains: accreditation. A feature of the traditional education system, accreditation is a "seal of approval" granted to institutions of higher education and is intended to assure students that colleges and universities meet certain standards of quality. As a system of quality measurement, however, accreditation is riddled with problems. For example, it favors existing expensive business models for higher education, thereby making it difficult for new models to emerge. Additionally, accreditation rates entire institutions—rather than specific courses—and, as a result, is a poor indicator of the skills acquired by students.

Accreditation also narrows the number of educational opportunities available to students: In order to receive federal student aid, students must attend an accredited school. While accreditation is technically voluntary, students at an unaccredited college are not eligible for federal student loans and grants. Consequently, as federal student aid and subsidies have become an increasingly larger share of university budgets over the past four decades, for most institutions there is little choice but to seek accreditation.

Without question, America's system of higher education needs dramatic and lasting reform, but accreditation continues to impede such a transformation. If higher education is to keep pace with the demands of future economies, the metrics used to value an education must place a greater emphasis on rating and credentialing specific courses and acquired skills—not institutions.

This reform can and should be driven by the private sector so that the skills students receive are the same tools valued by employers. Policymakers, lawmakers, and business leaders need to resist the efforts of existing institutions of higher education to thwart this necessary change.....

Source: 21 September, 2012/ Heritage.org

No Indian institute in world's top 200 universities

America's Massachusetts Institute of Technology grabbed the top slot from UK's Cambridge University in a list of QS world university rankings for 2011-2012.

There was little reason for India to smile when the prestigious QS World University Rankings were announced recently. No Indian institute figured in the world's top 200 universities of the list of 700 that were ranked under the scheme.

For the first time, America's prestigious Massachusetts Institute of Technology grabbed the top slot from UK's Cambridge University in a list of world university rankings for 2011-2012. However, four of the six top slots in a global university "league table" by QS World University Rankings were occupied by the UK universities.

With MIT leading the list, Cambridge University slipped to the second spot and Harvard still down to the third rank.

University College, London (UCL), Oxford and Imperial took the fourth, fifth and sixth places respectively. The seventh place was awarded to Yale University, followed by University of Chicago, Princeton University and the tenth position to California Institute of Technology.

The QS World University Rankings is a ranking of the world's top 700 universities by Quacquarelli Symonds using a method that has published annually since 2004.

The QS rankings were originally published in collaboration with Times Higher Education from 2004 to 2009 as the Times Higher Education-QS World University Rankings. In 2010, Times Higher Education and QS ended their collaboration. QS assumed sole publication of the existing methodology, while Times Higher Education created a new ranking methodology with Thomson Reuters, published as Times Higher Education World University Rankings.

The QS rankings rate the world's top 400 universities, evaluating each institution's strengths in research, teaching, the employability of its graduates and international outlook. While India is yet to secure a place in the top 200, other Asian countries such as China, Japan, Singapore, Hong

Kong and Taiwan sit comfortably among the top 100 of the rankings table, led by University of Hong Kong (22) and University of Tokyo (25).

“If we are serious about staying on top, the government must concentrate investment where it will have the most impact — in our world-class research-intensive universities,” director general of the Russell Group of research-based universities Dr. Wendy Piatt said.

In 2010, the Indian Institute of Delhi was ranked 202 in the list but it has fallen to 218th this time. Similarly, IIT-Bombay (was 187, now 225); IIT-Madras (was 262, now 281); IIT-Kanpur (249, 306); IIT-Kharagpur (311, 341); IIT-Roorkee (428, 438) and IIT-Guwahati (501, 563). The other universities have followed suit – University of Delhi (was 371, now 398); University of Mumbai (493, 578); University of Calcutta (506, 649) and University of Pune (578, 661).

India has scored very badly on quality research and fall in all the universities’ academic reputation. The employer reputation of IIT-Bombay, IIT-Kanpur, IIT-Kharagpur, IIT-Guwahati and universities of Mumbai, Calcutta and Pune has slid backwards too. For the academic and employer ratings, inputs from as many as 33,000 academics and 16,785 employers from more than 130 countries were taken by QS, the largest surveys of their kind ever conducted.

Source: 24 September, 2012/[Hindu](#)

How higher education may be easing the global recession

A new OECD report on education in the world's top economies highlights the importance of higher education, which includes vocational schooling, during an economic downturn.

The Organization of Economic Cooperation and Development recently released its Education at a Glance 2012 report, which examines education in OECD and G20 countries (where the data was available). Here are the five most educated countries in the world.

The key to understanding this year’s report is the 2009 - 2010 global recession: “No group or country – no matter how well-educated – is totally immune from the effects of a worldwide economic downturn,” begins the Education at a Glance 2012 report, which notes that young people have borne the largest burden. Nearly 16 percent of people between the ages of 15 and 29 in OECD countries in 2010 were neither employed nor in some kind of education or training program.

The OECD research highlights the importance of higher education, which includes vocational schooling, during an economic downturn. People with more education were found to be able to keep or change jobs more easily; unemployment rates for those with higher education remained low during the economic crisis; and the earning gap between people with higher vs. lower levels of education grew wider during the recession.

Access to higher education is not equitable for all students, however, and creating opportunities for everyone is a challenge that all countries face, notes the report. For example, young people with at least one parent who has completed a higher education degree in OECD countries have nearly double the chances of attaining higher education opportunities, the report notes.

Another barrier is that students and families have taken on an increasingly large portion of education costs in OECD countries, which the report notes can lead to situations where individuals are burdened with debt that could prevent them from pursuing further education. “These barriers may impede countries’ own goals of increasing educational attainment in their populations,” the report notes.

Source: 27 September, 2012/ [CS monitor.com](#)

Can U.S. Universities Stay on Top?

1. India and China are still far behind in elite education, but they are scrambling to catch up

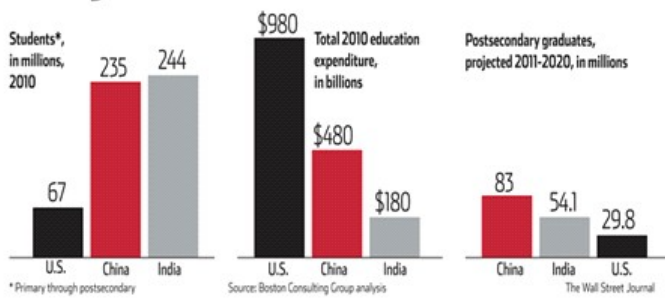
At the Indian Institute of Technology in Delhi—one of the best engineering academies in the country—we met Shriram, a 21-year-old man who ranked 19 out of 485,000 on the school's very demanding entrance exam. We call him Mr. Number 19.

Shriram can tell you the date and time when he found out his test results. The exam—and the preparation for it—dominated his teenage years. He was singled out as a “big talent” at an early age, with an aptitude for mathematics and science. To get ready for the IIT entrance exam, he enrolled at a private coaching institute that prepares students with aggressive drilling in the major testing areas—physics, chemistry and math. Over those two years, Shriram estimates that he studied 90 hours every week.

When Shriram arrived at the IIT, he found a class filled with academic superstars. The faculty has high expectations. On the first math exam, his freshman class received an average grade of 30%. Shriram did poorly too but soon bounced back, sacrificing sleep so that he could study. “All my life I wanted to be here,” he says. “I knew that if I could go to IIT, major in engineering, work and study hard, my life would be perfect. I would marry a beautiful girl,

start a company, help my country advance and deliver on my family's hopes and dreams."

Investing in Universities



Both India and China have intense national testing programs to find the brightest students for their elite universities. The competition, the preparation and the national anxiety about the outcomes make the SAT testing programs in the U.S. seem like the minor leagues. The stakes are higher in China and India. The "chosen ones"—those who rank in the top 1%—get their choice of university, putting them on a path to fast-track careers, higher incomes and all the benefits of an upper-middle-class life.

The system doesn't work so well for the other 99%. There are nearly 40 million university students in China and India. Most attend institutions that churn out students at low cost. Students complain that their education is "factory style" and "uninspired." Employers complain that many graduates need remedial training before they are fully employable.

For now, the U.S. university system is still far ahead. But over the next decade, there will be a global competition to educate the next generation, and China and India have the potential to change the balance of power. With large pools of qualified students coming of age, the two countries have made reforming their universities a top priority.

How far do they have to go? At the Boston Consulting Group, we have developed a new ranking to determine the educational competitiveness of countries: the BCG E4 Index. It is based on four Es:

Expenditure (the level of investment in education by government and private households); enrollment (the number of students in the educational system); engineers (the number of qualified engineers entering the workforce), and elite institutions (the number of top global higher-education institutions).

The U.S. and the U.K. are ranked first and second, driven by raw spending, their dominance

in globally ranked universities and engineering graduation rates. China ranks third and India fifth, largely on enrollment (Germany is fourth). The reasons for U.S. supremacy are clear: For one, it spends the most money on education, disbursing \$980 billion annually, or twice as much as China and five times as much as India. It is also the most engineer-intensive country, with 981 engineering degrees per million citizens, compared with 553 for China and 197 for India.

American universities currently do a better job overall at preparing students for the workforce. The World Economic Forum estimates that 81% of U.S. engineering graduates are immediately "employable," while only 25% of Indian graduates and 10% of Chinese graduates are equally well prepared.

"Chinese students can swarm a problem," a dean at a major Chinese university told us. "But when it comes to original thought and invention, we stumble. We are trying hard to make that up. We are trying to make technical education the grounding from which we solve problems."

In China, Peking University, founded in 1898, is generally ranked as the country's top school. One student there told us in a very serious tone: "Good luck finding a place in the library. You can't find a seat even at three in the morning."

Peking University is now part of an effort launched in 2009 to create a Chinese counterpart to the Ivies—called the C9 League.

The objective is to attract the best graduates and faculty with an array of super-funded institutions. The schools recently received \$270 million each in government funding, and they are also drawing back "sea turtles"—Chinese Ph.D.s from abroad—to lead the renaissance, with relocation bonuses as high as \$150,000.

Though the C9 schools have the greatest potential to break into the global elite, Chinese officials also identified 100 key universities at the next level, where they have invested a total of \$2.8 billion.

The difference in student quality between these tiers is often insignificant.

The Gaokao is China's national educational test, given to 10 million secondary students to determine their rank and placement at university. The top scorers become national celebrities.

But critics say that the test's emphasis on memorization, fact recall and processing speed can determine college admissions too arbitrarily. "I did not feel well the day of the test," one recent graduate told us. "As a result I placed in the top

10%, not good enough to get into the C9. I felt like my life was over."

Compared with China, India has farther to go. A senior dean at IIT Delhi said that he deals daily with shortages of equipment, poor pay for teachers and quotas that sometimes put students who can't read or speak English in the classroom. (The quotas are meant as a remedy for the caste system.) "We are underfunded, we have too few Ph.D.s on faculty, and we have a fifth of our enrollment taken by quota with no remedial programs," he lamented in his hot, open office.

One of the reasons for the underfunding is the relative weakness of India's central government, which accounts for only 15% of total expenditure on education.

The 28 states that account for the balance vary greatly by wealth and infrastructure. But unlike China, India has significant private education, with nearly 200,000 private schools and 17,000 private colleges.

The World Bank and private investors are pouring billions of dollars into education there, and the government plans to expand its best-known universities, as well as community colleges. The current five-year plan proposes higher-education investments of more than \$18 billion.

Even with the current push, the combined higher-education resources of India and China will just begin to match the \$32 billion endowment of Harvard alone.

But success in these countries is based as much on attitude as on funds. The IIT's Mr. Number 19 represents a generation of driven, talented students who are intent on improving their lives.

In one student's room at Peking University, the commitment to advancement is summed up with a phrase on a poster board: "If you work hard enough, you can grind an iron rod into a needle."

—Mr. Silverstein is a senior partner at the Boston Consulting Group.

Mr. Singhi is a partner and director of its India consumer practice. Adapted from "The \$10 Trillion Prize: Captivating the Newly Affluent in China and India," co-written with Carol Liao and David Michael, to be published on Oct. 2 by Harvard Business Review Press.

Education Strength

Which countries have the most competitive educational systems world-wide? The Boston Consulting Group's new E4 index assigns points in four categories, each equally weighted in the final score. Of the 20 countries ranked, here are the top 10.

Country	Total points	Enrollment points	Expenditure points	Engin grads points	Elite university points
U.S.	237	25	73	48	91
U.K.	125	4	26	46	48
China	115	86	17	4	8
Germany	104	5	25	37	38
India	104	90	4	3	6
France	87	4	24	41	18
Canada	85	2	25	39	18
Japan	72	7	31	19	16
Brazil	38	17	16	2	3
Russia	32	9	10	10	3

Boston Consulting Group analysis

Source: 28 September, 2012/[The Wall Street Journal](#)

Ger of the Country 18.8%: All India Survey on Higher Education Provisional Report

Union Minister of Human Resource Development, Shri Kapil Sibal, released the first Provisional Report of the ambitious All India Survey on Higher Education (AISHE) here today. The report contains countrywide estimates of Gross Enrolment Ratio on the basis of data collected till July 31, 2012, from the Higher Education (HE) Institutions of the country including Universities, Colleges, and Stand-Alone Institutions.

The key idea behind this Survey and the resulting document is to prepare a sound database on the large and diverse system of Higher Education in the country. The Survey compiles and manages statistics directly online from respondent institutions. The Ministry has constituted a Task Force to carry out the Survey. This Task Force has representations from stake-holders including the Ministry, the UGC, the AICTE, various Regulatory Bodies, as well as Departments of Higher Education of the States. Shri Sunil Kumar, Chief Secretary of Chhattisgarh, the then Additional Secretary in the Department of Higher Education is its Chairman.

The Provisional Report contains statistical information on various aspects of all the Institutions of Higher Education in India. It is heartening to know that the overall Gross Enrolment Ratio (GER) of the country stands at 18.8% (based on estimated figures collected till July 31, 2012). The estimated statistics are expected to be revised, considering that data is still being uploaded on the AISHE portal (<http://aishe.gov.in> or <http://aishe.nic.in>). Few more detailed reports will be released as the first year of the survey comes to a close. The Ministry has also taken a decision to continue the Survey

on annual basis which will replace the existing manual system of data collection in higher education.

- Gross enrolment ratio in India stands at an estimated 18.8 per cent, with OBCs recording a respectable 27.1 per cent
- Enrolment ratio among SC students in contrast stood at 10.2 per cent and 4.4 per cent in case of females.
- Similarly, enrolment ratio among the teaching staff was more under OBC at 23.3 per cent as compared to 7.4 per cent among SC category and 2.9 per cent in ST category.
- The first 'all India survey on higher education' for 2010-11 also said 19,249 foreign students were pursuing education in India and 6,842 of them were female students.
- The figures were, however, based on information provided by 489 universities and over 11,000 colleges.
- Kapil Sibal exuded confidence about attaining the gross enrolment ratio (GER) of 30 per cent by 2020.
- "If the figures of all universities are taken into account, then GER would come out to 19.5 per cent. From 12.4 to 19.5 in three years, the figures are phenomenal.
- The survey said while the number of private unaided colleges account for a major share of the total number of colleges at 57 per cent, the enrolment in such colleges is only 38 per cent of the total enrolment in colleges.

The entire survey has been voluntary, based on motivation of respondents; and without any statutory mandate in place for collecting information of this nature. It needs a Survey like this to bring out the correct and complete picture of the system so that relevant statistics are available to the Central Government as well as State Governments, in order to devise future policies. Besides, the Report will also create immediate awareness of the present status of the Higher Education and its growth since Independence till date.

Source: 28 September, 2012/[India Education Diary/Business Standard](#)

Excessive administrative control will rob Indian universities of their essence

Our higher education institutions have been in the news of late - primarily over tussles with the government on issues of autonomy, change and inclusion.

And one wonders if the great Indian university (many would ask if it is truly that 'great') is now finally giving up, or has finally lost the plot. Is it right to predict that the university is now in decline?

For many of us universities are more than alma maters--it was a place where we welcomed adulthood, learnt a few vices and a lot of life's lessons.

But for many others who couldn't wait to get out of the university, it was a place that taught nothing but dogma and trapped us in an unreal existence.

Criticisms against universities have now started looking at the 'need' for one. Problem What roles do they fulfil - especially the liberal arts universities and colleges that deal with the dissemination of ideas and thoughts?

Most of the recent controversies have left many of us wondering if there is any need for institutions that are unable to initiate change and do away with redundant structures.

The focus has been of course on most of the premier institutes of India: the IITs, IIMs, and more recently our beloved Delhi University.

Each of these illustrious institutions has been fighting for autonomy from external administrative control, but sadly also from its students and faculty. They ignore the very people that they are meant to cater to, that make it an institution.

The focus has been on how student-unfriendly Indian academic institutions have become. Accessibility was always a problem, but now colleges and universities have closed themselves to criticism, liberal thought and democratic values.

The attempt now is to control and stifle opposition to anything and everything. Especially to structural changes that create more confusion than growth.

The semester system in Delhi University is one such example. Despite large-scale opposition from both the teachers and students, semester teaching and exams are now very much a reality in the university.

This system that curbs not only the freedom that universities once encouraged -- pursuing sports, extra curricular activities-but most importantly creates 'knowledge capsules' to be ingested like medicine, and vomited out during the exams.

Now it is being touted as a success based on a bloated marking scheme where no one fails! The latest debate is on the four year bachelor's course that will begin from the 2013 academic session.

There are allegations that this new measure is again being pushed without any form of previous

discussion amongst teachers, students and the university management.

So what is this new knowledge that we are pursuing? It's a form of knowledge that tells us to prepare for the market. It is that realistic.

To study is to acquire skills that are meant to land you jobs that will fulfil life's other expectations—a good salary, the car and the house. Beyond that education has become redundant.

Patrick Deenan writes of how the American university has gone into decline primarily because of the slow fall of the humanities and liberal arts.

Contemporary universities are 'multiversities' that are meant to push further industrialisation of the nation, the achievement of military and scientific progress and the increase in production that is required for all of this.

In the multiversity only science and technology rule the roost in labs and not libraries, and in 'doing' education rather than reading books.

This form of agenda has begun to plague the Indian university as well, where studying literature for many is like studying to speak and write in English, and enhancing one's 'social status'.

It is evident in the way the university privileges a system that pushes for quantitative values in education rather than the imparting of qualitative knowledge.

It is also evident in uniform general examinations that create a mass of students whose primary aim is to 'qualify' rather than to understand.

Dissent It is also evident in how accessibility to books through cheap photocopies is now being curbed through copyright infringements.

The recent case of legal action by well-known international publishing houses against a small photocopy shop is another example of how access to books, reading and knowledge has become exclusive.

In sociologist Daniel Bell's post-industrial society the knowledge society rules the roost—a particular form that is geared towards R&D for industrial development, where the technocrats (the technology-bureaucrats) are the primary decision makers. In such a society dissent becomes difficult.

There is no space and time for dissent—it is curtailed and finally killed in the pursuit of ambitions and aspirations.

No wonder then that our universities, once a tolerant and encouraging impetus to protest

movements, now actively stifle any voice of opposition.

Now a part of forgotten history, in the 1970s Presidency College, Kolkata and St. Stephen's, Delhi were hotbeds of anti-establishment alignments.

The recent Telangana uprising at the University of Osmania is a reminder of that potential for student protest.

By controlling student elections and campaigning the university is trying to seal the final source of opposition and critique.

Sociologist Andre Beteille feels that the Indian university in its targets to achieve more graduates and open more colleges and institutes is diluting knowledge and teaching.

The most affected in all this according to him is the definition and search for the right faculty that is not a product of nepotism and arbitrary standards of merit, but of genuine scholarship and vision.

Yet the changes that are part of contemporary 'knowledge economies' are it seems part of the forecast.

Are we then indulging in nostalgia for the old form of teaching and education?

Are we living in a fool's paradise unable to understand market realities?

But as is evident all around us, the market ideology has brought an erosion of many things we once valued.

It is time that we reclaimed the old for what it championed—a distinct way of life, liberal values and most importantly ideas (however utopian).

In this sense the old university must come back, and change, only for the better.

Source: 28 September, 2012/DailyMail.co.uk

Contribute

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

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

Please email your contributions to aserf@apeejay.edu

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



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