APEEJAY STYA EDUCATION RESEARCH FOUNDATION

rooted in values. soaring towards excellence.

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## Announcements

**ASERF** has instituted **Dr Stya Paul Young** Educationist Award' for honouring Young Educationists who have demonstrated their potential by making an impact on Indian education. Applications from the eligible scholars are invited for the Award of the year 2012. Click here to download the prescribed format along with the terms and conditions.

**Apeejay Stya University announces admission for the session 2012**

Apeejay Stya University is offering diverse catalogue of technical, scientific, management and liberal arts courses for the Fall Admission 2012-13. Applicants for admission accepted on the basis of comprehensive merit, judged by their academic excellence, their extracurricular achievements, and their utilization of the resources they have had available. As part of the application, the University recognize a number of examination scores to establish academic excellence, including AIEEE, GMAT, SAT, SAT-II. **For more,** *click here*

**Apeejay Stya University announces Founder's Scholarship**

On the Death anniversary of our beloved founder Dr. Stya Paul, Apeejay Stya University (ASU), Haryana announces a Merit - Based Scholarship Scheme *for Undergraduate, Post Graduate and MBA Courses*

*Please visit our website for more: click here*

## Get Involved

***Fellowship opportunities***

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

***Workshops/Guest Lectures***

Regular workshops and lectures on a variety of subjects.

***Scholarships***

Need-based financial aid to deserving student

***Faculty Sponsorships***

By seeding a named faculty seat or fellowship

***Internships/Mentoring***

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

*Please visit our website for more: click here*

*Also discover the Apeejay Edge: click here*

## Partnership

Dear Partners,

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

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

**Editor**

**Dr. Mithilesh Kumar Singh**

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Apeejay Stya Svrán Group

## ASPECT

### Assessing the Future of Higher Education

From legislatures to academia, from newsrooms to boardrooms, from human resources departments to recruiting firms, all across America, there is a vigorous debate about the future of higher education, often in the least likely places.

Are students getting the necessary skills to compete in the global workforce? Is the cost of higher education excessive? Are students being saddled with debt at the worst possible time? Can students with a liberal arts education compete in an economy that demands technical skills? And most pointedly: What are students getting for their money?

Unemployment has become a crisis for the Millennial Generation. For recent high school graduates, the rate is a staggering 26.7 percent, and for new college graduates, it is 9.4 percent, according to a report from the Economic Policy Institute.

In addition, graduates with degrees in the arts and humanities have an especially high rate of unemployment, according to a study by Georgetown University.

Such daunting statistics typically lead students, and their perplexed parents, to wonder, "What does a college degree get me?"

The American view of higher education has become mercenary as a result of economic unrest, and there are increasing calls for programs that provide skills training to ensure a livelihood. However, we shouldn't be so easy to dismiss the importance of a liberal arts education and the intellectual "skills" it provides, which are adaptable across all professions, from law to business, journalism and health care.

In research conducted after the so-called "Great Recession," the Association of American Colleges and Universities asked 302 employers what they expected of college-educated students. The response was "employers want their employees to use a broader set of skills and have higher levels of learning and knowledge than in the past to meet the increasingly complex demands they will face in the workplace."

However, only 25 percent of the employers thought two-year and four-year colleges were doing a good job getting students prepared for the economic challenges ahead.

The employers recognized the most effective education combines "a broad range of skills and knowledge and in-depth skills and knowledge in a specific field or major." This, quite simply, means blending liberal arts with applied learning.

That formula has proven effective for us. On a local level, in Fairfield County, Conn., which is home to some of the nation's Fortune 500 companies and many family-run businesses, the Business Council says that CEOs are looking for students who have technical expertise, critical thinking, teamwork and communications skills and the ability to work with diverse colleagues.

They place a high premium on young people who are self-disciplined, reliable, curious, respectful of age and gender differences and have social and etiquette skills. That sounds like a lot, but many of those qualities are the products of a liberal arts education.

Beyond a doubt, colleges are passing through an evolutionary period and must figure out how to provide students with the competencies provided by the traditional liberal arts, such as critical reasoning, quantitative abilities, team work, public speaking and writing. These are the skills that will benefit a lifetime of careers, not just the first job out of college. However, the new American colleges and universities must also do a good job, or perhaps better job, of providing curriculum that will give students the knowledge base to enter a profession immediately upon graduation.

The intentional integration of these two goals is the work of universities such as Sacred Heart. We take pride in offering all our students at least two majors -- one in the liberal learning that will make their abilities inflation proof (those skills in learning how to learn) and one that will make them great candidates for good jobs right after graduation.

We have also learned that our university must be intimately engaged in primary and secondary education so that future students come to us with the necessary skills that will help them thrive in an academic environment.

Over the past year, Sacred Heart, along with other colleges, has made a serious effort to advance this agenda through participation in Horizons National, which brings low-income students from the public and Catholic school systems to our campus for six weeks over the summer. We hope this experience of a college campus will inspire them to set high personal goals for themselves.

In addition, we have a partnership with Bridgeport, Connecticut's Central High School through a new Early College/Dual Enrollment program that allows high school students to take classes that will make them college-ready. We are also active in the federal Upward Bound program, which provides academic support in math, science, composition and

literature for high school students -- many of whom are from low-income families and the first generation to attend college.

Central to our mission has been the goal of providing a college education to students who might not otherwise have the opportunity. We believe that besides being a key economic indicator in later life, a liberal arts education teaches students to think critically and develop the skills and values that will help them to not only succeed in the workplace but also make the world a better place.

And while it may be difficult to quantify these goals, I regularly see proof that this mission is a worthwhile one. I recently talked to an older alumna who came back to Sacred Heart and told me the best part of her liberal arts education was that it taught her how to love life.

Is there any nobler goal than that?

**Source:** 19 November, 2012/ Huffington Post

## NEWS

### CII meet on quality in engg. Education

It's a grouse the industry has held against engineering colleges for a while. Though engineering graduates are available in plenty, many don't measure up to the demands of the industry. Now, the industry itself has decided to take the problem head on and the Coimbatore Zone of Confederation of Indian Industry (CII) has announced a conference later this month to explore solutions.

Quality in education, a two-day meet in the city from November 23, will provide a platform for academics and industry representatives to understand each other's constrains and considerations. S K Sundararaman, vice-chairperson, CII, Coimbatore zone, said here that the meet was being held because several efforts to make engineering education industry-oriented have not yielded result.

Engineering institutions have failed to understand the expectations of the industry, he said.

Sundararaman said though CII and other agencies have repeatedly raised concern about the quality of engineers, educational institutions don't know what the industry expects from the students.

"Educationalists want to be creative but are unaware on what is to be done. They don't know about the skills and knowledge required by industries," he said. Several activities including internships and industry visits are not enough to enable students to gain an understanding of the field. The industry experts in the boards of autonomous colleges are not always able to contribute towards the development of curriculum, he said.

Now, a move is afoot to get experienced industry personnel to 'mentor' institutions. The idea is to have these experts study the institutions, look at curriculum and understand limitations in infrastructure if there are any and suggest remedies.

If colleges affiliated to universities are unable to tweak their syllabi according to the needs of the industry, industry personnel can suggest projects that would help students to deal with problems and situations they are likely to encounter in a firm, he said.

Sheela Ramachandran, co-convenor of the Education and Industry Institute Interaction Panel of CII Coimbatore, said training will be provided to the institutes based on their core competencies. "An institute may have some unique strengths and abilities. They must be trained depending on their ability and competence," she said.

Though there has been an explosion in avenues to study engineering, serious doubts have been raised in many quarters over the quality of engineers Indian institutions produce. Many studies and surveys have repeatedly pointed out that a large number of engineering graduates churned out annually by hundreds of institutions are unemployable.

Many companies, unwilling to sit back and complain, have found a creative way to overcome the quality problem by reaching out to engineering colleges which are receptive to their needs. These companies persuade engineering institutions to customize courses as per their requirements and in turn promise to recruit the students. More such initiatives have to be thought to address the hunger of the industry for quality workers.

**Source:** 17 November, 2012/Times of India

### Top US varsity, B-school looks to expand India footprint

University of Chicago, one of the world's top universities, may soon open a centre in Delhi, as a part of efforts to globalize its student, faculty and research footprint in India, the world's largest higher education market after China.

The university is currently searching for land in the capital for the centre, which will focus on research and faculty collaboration and exchange, but will not – at least immediately – offer degrees, Sunil Kumar, dean of the prestigious UChicago Booth School of Business told HT on Saturday.

"One of my focus areas as dean is to strengthen the perception of the Booth School in India," Kumar,

born and educated in India, said, in an interview on the sidelines of the HT Leadership Summit, where he spoke on the challenges facing Indian higher education.

UChicago is consistently ranked among the world's top 10 universities in the QS World Universties ratings and the Times Higher Education Universities rankings and has produced 32 Nobel Laureates. UChicago's economics department – which trained economists like Milton Friedman and Paul Samuelson among others – is considered among the best in American academia. And the Booth School is globally rated in the same league as Harvard Business School and Wharton, and has the second largest endowment among all American B-schools. Yet, Kumar accepted, the Booth School does not enjoy the same perception that other top line B-schools like Harvard, Wharton or the London Business School enjoy.

At a time when most American universities are increasingly relying on international students – particularly from China and India, which already contributes 5% of Booth's student population – that perception battle is critical.

"I don't see any actual problem in terms of either the faculty we have or the number or quality of international applications we get. But there's definitely a perception issue," Kumar, who studied at the Indian Institute of Science Bangalore, said.

UChicago is the latest among top American universities that have publicly shown interest in increasing collaborations with Indian institutions, setting up centres and in some cases even in offering degrees. Yale and Columbia – both Ivy League varsities – already have research centres in India. Duke and Virginia Tech are also planning to enter India. But a complex and opaque web of regulations and the government's inability to legislate the Foreign Educational Institutions Bill, that aims to streamline regulations for universities like UChicago, have in recent months blunted the enthusiasm of top foreign varsities in India.

"If you want to truly compete in the global marketplace, regulating institutions based on their outcomes makes more sense to me," Kumar said. "Keeping people out at the beginning doesn't make sense."

**Source:** 17 November, 2012/Hindustan Times

## College of Law becomes UK's first for-profit university

*The College of Law has been granted university title and will be known as the University of Law.*

The institution becomes the UK's first private university since the University of Buckingham was given the title by Royal Charter in 1983.

It is likely that university title also represents the last hurdle in the takeover of the college, which had charitable status, by Montagu Private Equity in a deal worth around £200 million.

As a result of the takeover, the institution will become the UK's first for-profit university.

The institution says in a statement that it "will be a significant global player and is already one of the largest professional law schools in the world.

It trains more than 7,000 students each year on a range of undergraduate and postgraduate programmes."

Nigel Savage, chief executive, said: "I am absolutely delighted for our students, staff and the sector in realising this ambition.

"As a specialised 'University of Law' we are a new type of institution, focussed on teaching and learning, working alongside the research-intensive universities which continue to provide leadership in research and our existing partners such as the Open University.

"We will help to bring diversity and increased student choice to the higher education spectrum; broaden access to the legal profession, and export high-quality British education to aspiring lawyers across the globe."

The sale proceeds from the Montagu Private Equity takeover will establish a fund for scholarships called the Legal Education Foundation, which will fulfil the charitable objectives previously undertaken by the College of Law.

David Yates, chairman of the university's governors and warden of Robinson College, University of Cambridge, said title was "a welcome acknowledgement of the college's academic standards and recognition of its leadership in delivering innovation in teaching, learning and creating a more accessible and diverse legal profession.

"The creation of the university and the newly formed Legal Education Foundation provide two strong pillars for the future of legal education and access to legal education enabling the profession to meet its future challenges."

This year the university launched a two-year undergraduate LLB law degree, which it describes as "unique in its focus on employability and developing professional skills vital to the modern world of law".

**Source:** 17 November, 2012/ Times Higher Education UK

## Indian institutes to invest in Nigeria

Many private educational institutes from India are planning to invest in Nigeria, said the West African country's Education Minister Ruqayyatu Ahmed Rufa'I, adding that the move will also help the nation boost its education system.

"We are looking towards getting more Indian investors to invest in education in Nigeria," Rufa'I told IANS on the sidelines of the E9 (Education 9) Summit held in the national capital earlier this month.

"We have already held discussions with some (investors)," she said.

The minister said among those who had agreed to invest in Nigeria were Amity University, Mahatma Gandhi University in Meghalaya, Educomp and Edusoft (education software solution providers), the West African wing of NIIT (computer education giant), and IL&FS Cluster Development Initiative (the group runs skill development programmes).

"We are looking towards getting more Indian investors to invest in education in Nigeria," she said.

The minister said investment from India might also help them in achieving the Millennium Development Goal of education for all, which they feared they might not meet.

"We wish to work closely with India in the area of education, to learn from the experience you have gathered, especially since the launch of the right to education," she said.

According to Unicef figures, 40 percent of Nigerian children aged between six and 11 do not attend any primary school.

Despite a significant increase in enrolment rates in recent years, it is estimated that about 4.7 million children of primary school age are still not in school in Nigeria.

Rufa'I said efforts were on to universalise education in her country and significant achievements had been made.

However, the country's huge population was the biggest hindrance towards achieving education for all by 2015, she said.

According to Nigeria's National Population Commission, the population of the country is 167 million.

"The biggest problem is perhaps the number (for us). Because of the huge number, despite all our efforts, we have not been able to achieve the target. We may miss the 2015 target," she said.

"We have made some progress, but more is needed," she said.

The E9 represents nine of the world's most populous countries ?? Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan. The forum is aimed at meeting challenges of education in these countries.

Nigeria held the chair of E9 from 2010?12 and then handed it over to India.

"E9 has the world's most populous countries. And if we miss the goal, it will be a setback for all of us. Population poses a problem for all of us and we have to be ready to meet the challenges," Rufa'I said.

**Source:** 19 November, 2012/ IANS /NewsTrack India

## Foreign students throng India

Samwel Odhiambo, feels like he fits in right here in Mumbai. The Kenyan student, now in this third year studying BSc IT at Patkar College in Goregaon left Nairobi after his schooling to pursue higher education in India. "It is five or six times more expensive in Kenya," he said. "I also wanted a new experience, so I came here."

Mumbai University has more than 100 foreign students on its rolls this year, mainly from African and Asian countries including Afghanistan, Ghana, Laos, Myanmar and Ethiopia. In 2008-09, the University had exactly 80.

Foreign students make up a very small proportion of those studying in India, however, despite little or no recruitment efforts and complicated admission procedures, their numbers have been slowly growing.

The Open Doors report released by the Institute of International Education with a US state department last Monday showed that India jumped three spots from the number 14 most popular international destinations for American students to number 11. The numbers grew 12% from 2009-10 to 2010-11 (data for 2011-12 will be released next year).

Similarly, data from the Graduate Management Admission Council (GMAC), which conducts the GMAT shows that scores sent to management programmes in India from non-Indian citizens, has increased by 17% for the testing year 2011 and 51% over 5 years.

"Over the past 5 years, there has been a substantial growth in interest from candidates based overseas in pursuing management education in India, albeit from a small base," said Ashish Bhardwaj, vice-president, Asia Pacific at GMAC, via email. "As an ecosystem, business schools in India have made limited efforts in attracting these students though the regulatory framework for admitting students exists. The top 50 business schools in India are well

known overseas due to a successful internationally dispersed alumni body."

Mumbai University has separate hostel facilities for outstation students, and last year made a rule that 15% of seats in colleges be set aside for foreign students to help broaden the university's international scope.

"Foreign students at Mumbai University will keep rising because education is becoming more internationalised," said Mrudul Nile, advisor to foreign students at the University. "And now our university has also introduced the credit system."

There are 3,550 students studying in India on scholarships, according to the International Council of Cultural Research website. One of the parameters India scores poorly on is that there are barely any international students on its campuses compared to other universities in the world.

Culture, language and cost are concerns for international students in the city. But there are other benefits. "Degrees from India will hold value in our country," said Haji Abdinoor, 21, a Kenyan second year student pursuing a Bcom in banking and insurance.

**Source:** 19 November, 2012/ Hindustan Times

## British Council to promote vocational education in schools

Sarah Deverall from British Council was in the city on Friday to promote a joint venture by Edexcel and British Council to introduce vocational education in schools.

"India has a huge student population. Till now medicine and engineering were considered the twin options for higher education. But now students and parents want to explore vocational education simultaneously with the mainstream education," said Sarah Deverall, Director Examinations, India and customer services, south Asia for the British Council.

The courses called Btec will be based on continuous assessment. Various courses offered includes media production, fashion designing, travel and tourism, theater and drama etc. The courses will be blended with the school curriculum as per the schools convenience so that students don't have to spend extra time for learning them.

Premila Paulraj, assistant vice president, Edexcel India said, "We have signed up with seven schools in India, two of which are in Maharashtra. The students who complete their Btec will be eligible to get admission to higher national diplomas courses that are recognised by universities and professional bodies across the world."

But only the schools that have the required infrastructure and trained teachers to carry out the course will be able to get a Btec course from Edexcel.

"These courses are designed in a way that it wont pressurise students. They can carry on with their studies and yet earn a certificate in a field of their choice. We will train the teachers who are handling the course and give them guidelines to carry assessment process. We have also sent a proposal to help CBSE revamp its vocational education curriculum."

**Source:** 24 November, 2012/Indian Express

## Reforms Initiated under RTE Act

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 has brought in several reform processes. States/UTs have inter-alia brought out notifications prohibiting corporal punishment, detention and board examinations in elementary education. The National Council for Teachers' Education (NCTE) has laid down teacher qualifications and 22 States/UTs have conducted Teacher Eligibility Tests to improve the quality of teaching.

In order to ensure free and compulsory education for all children in tribal areas, opening of new schools, residential schools/hostels, Kasturba Gandhi Balika Vidyalayas transport/escort facility, additional teachers, special training for out of school children and funds for improving learning and retention have been provided under the Sarva Shiksha Abhiyan (SSA) programme.

For effective implementation of the RTE Act, 2009, Government of India has released Rs.19,332 crore in 2010-11, Rs.20,945 crores in 2011-12 and Rs.19,790 crore till date in 2012-13 to the States / UTs under the Sarva Shiksha Abhiyan programme which is the main vehicle for the implementation of the RTE Act.

Jharkhand has notified the State RTE Rules in order to implement the provisions of the Act. Since the notification of the RTE Act, 1,787 school buildings, 34,075 additional classrooms, 721 drinking water facilities and 4849 toilets have been completed in the State under the Sarva Shiksha Abhiyan. Also 4507 teachers have been recruited. Government of India has released Rs.89562.26 lakh in 2010-11, Rs.57903.45 lakh in 2011-12 and Rs.56183.85 lakh as on date in 2012-13 to Jharkhand under the SSA programme, towards meeting the RTE objectives.

**Source:** 27 November, 2012/PIB

## Standardisation of Higher Education

A standardised framework of all qualifications, based on standards or outcomes to facilitate higher

educational institutions to offer programmes in a flexible and modular manner,was discussed in the 60thCentral Advisory Board of Education (CABE) meeting. It was decided that the issue of higher educational framework be further discussed in the next CABE meeting. The objective of the framework is topermit students to seek certification and recognition of a module and thus be able to seamlessly move and progress vertically and horizontally across higher educational institutions.For vocational education, Ministry of Human Resource Development and All India Council for Technical Education havealready issued a framework, namely National Vocational Education Qualification Framework (NVEQF). Details of the NVEQF are available at http://www.aicte-india.org/downloads/NVEQF_Order.PDF.

Teaching and learning processes in our country are comparable with any other country in the world, though institutions in Europe and USA are more closely associated with industry through research and development. Certain institutions or agencies publish lists of universities or educational institutions ranked globally according to their own criteria. These different international ranking systems use different values, indices and parameters to rank higher educational institutions. These criteria are neither universally accepted nor recognised and are therefore open to criticism about the subjective processes of their evaluation. Nonetheless, we strive for excellence and for due recognition.

The objective of such a standard framework is not to compete with other countries, but to facilitate an unequivocal description of higher education qualification at the national level with the aim that the higher education system of the country is internationally understood and all levels of higher education relate to each other in a systematic and coherent way.

**Source:** 27 November, 2012/PIB

## Allowing Private Firms to Start Technical Institutions

The All India Council for Technical Education (AICTE) has allowed FROM 2013-14. Private Limited or Public Limited Company/ Industry having turnover of at least Rs. 100 Cr per year for previous 3 years to establish new technical institution in Engineering & Technology, Pharmacy, Architecture & Town Planning and Hotel Management Catering Technology (HMCT).

There are several reports by industry based organizations commenting on the lack of adequate skills in the technical education imparted to the students and hence less employability. Therefore, AICTE has reviewed the curriculum and has come up with model curriculum to involve industry best practices. The model curriculum is available on the AICTE website.

AICTE has further proposed scheme of setting up of research park with the industry in certain good institutions where AICTE will fund up to one crore of a rupees along with matching grant from the industry. It is expected that the institute will provide about 350 to 500 Sq. Mtr. of area within the campus to the industry to set up research extension facility within the institute. This facility would provide the students to work on live projects and faculty to participate with the industry experts for the same whereas the industry also would benefit from the faculty expertise.

AICTE also promotes entrepreneurship development with the industry. Further AICTE funds industry institute partnership cell to be set up within the institutions. Further AICTE promotes innovation promotions within the institutes based on the requirement of the industry through its students of technical institutions and funds such projects.

**Source:** 27 November, 2012/PIB

## Indo-American education summit to be held in Hyderabad

India has world's 2nd largest post secondard student population expected to double over next 12 years.

An Indo-American Education Summit with the theme 'Education excellence without boarders for collaborative research' will be held in Hyderabad from February 2, 2013.

"In the face of a growing demand for post-secondary education and limited capacities, India is keen to bridge the anticipated gap, by improving the quality of its own higher education with the help of reputable foreign universities, while enhancing capacities," SB Anumolu, managing trustee of The Indus Foundation, said on Wednesday.

India has the world's second-largest post-secondary student population of around 20 million. It is expected that this number will be doubled over the next 12 years.

On the foreign university collaborations in India, Anumolu said a study conducted by Association of Indian Universities (AIU) revealed that 631 foreign education providers were operating in the country in 2010, and this number had increased from 144 in 2000.

"Of these collaborations, the maximum number were from the UK (158), followed by Canada (80) and the US (44). Of these, 440 were functioning from their home campuses, 5 opened their own

campuses in India, 60 had programmatic collaboration with local institutions, 49 were operating under twinning arrangements and 77 had arrangements other than twinning or programmatic collaboration," he added.

The two-day summit, being organised by The Indus Foundation in association with the Andhra Pradesh government and the Federation of AP Chambers of Commerce and Industry, is expected to see the participation of universities from 40 countries.

"The objective of the summit is to explore opportunities for collaborations between foreign universities and Indian institutions, apart from guidance of Indian students for higher education in India and abroad," Anumolu said.

**Source:** 28 November, 2012/Business Standard

## Ireland universities eager to fund, recruit Indian students

Institutions in Ireland are looking to not only recruit Indian students but also set up new funding exclusively for Indians.

A large educational delegation from Ireland, including officials from 16 universities and other government officials is visiting the city, with a view topromote the country as a higher education destination.

Officials from Trinity College Dublin (TCD) said they would be freshly setting aside 250,000 Euros worth of funds annually especially for Indians, for both undergraduate and post-graduate studies.

University College Dublin (UCD) has set aside more than 200,000 Euros worth of scholarships exclusively for Indians, while Dublin City University has a new corpus of funding worth 20,000 Euros for Indians.

UCD and TCD have both been ranked within the top 150 universities in the world in the latest QS rankings released in September.

There are around 850 Indians in Irish universities at present, and the government aims to double that in the coming few years.

"We are really making a push for engagement with India," said Patrick Prendergast, president and provost of TCD. The

institute already has a tie-up with the Tata Institute of Fundamen-tal Research at Navy Nagar.

"We are looking for high achieving students…and hoping to reduce obstacles for those who wish to come and study," said Una Condron, international marketing manager for UCD.

Enterprise Ireland, the umbrella body leading the universities in a trip through the country, has already visited Bangalore and Delhi.

Institutions are also promoting education in Ireland on the back of the fact that students will be able to stay on after they graduate and work in the country.

"India is a key priority," said Julie Sinnamon, executive director, global business development at Enterprise Ireland, a government body. "Bringing Indian students to study in Ireland and creating collaborations is a very important aspect of our visit."

**Source:** 29 November, 2012/Hindustan Times

## Hindi Department in Central Universities

There are 40 Central Universities under the purview of Ministry of Human Resource Development.

The names of Central Universities not having a Department of Hindi is as follows: Jawaharlal Nehru University, Nagaland University, Sikkim University, Babasaheb Bhimrao Ambedkar University, Central University of Jammu, Central University of Kashmir, Central University of Jharkhand, Central University of Orissa, Central University of Tamil Nadu, Central University of Punjab.

There are 27 Central Universities not having a Department of Sanskrit.

Central Universities are autonomous bodies established under Acts of Parliament and are governed by their Acts and Statutes and Ordinances made there under. Further, Central Universities are empowered to establish Departments with the recommendation of their statutory bodies and approval of University Grants Commission (UGC) and the Visitor. UGC has instructed all the universities including Central Universities located in non-Hindi speaking areas to establish Hindi Departments.

**Source:** 30 November, 2012/PIB

## Education for Disaster Management

On the recommendation of 2nd Administrative Reforms Commission contained in its 3rd Report titled "Crisis Management from Despair to Hope" regarding introduction of "Disaster Management" as a subject in 'Management and Public Administration', the University Grants Commission(UGC) constituted an Expert Committee consisting of subject experts in Disaster Management. The Expert Committee framed the syllabus for an optional paper on Disaster Management at the Undergraduate level and syllabus for a short-term training course for UG teachers to be used by Academic Staff Colleges. The Commission considered the report of the Expert Committee on Disaster Management and approved the introduction of an optional paper on Disaster Management at the Undergraduate level across the universities/colleges. The Commission further

decided that Disaster Management be introduced as one of the topics in Orientation and Refresher Courses offered by the Academic Staff Colleges. The Indira Gandhi National Open University(IGNOU) is also running various courses in Disaster Management at Post Graduate and Doctoral level programmes.

Similarly, the Central Board of Secondary Education (CBSE) has also introduced the topic of Disaster Management as a part of the school curriculum in Social Science.

The UGC has provided financial assistance of Rs.467.04 lakh to the Pondicherry University for starting M.Sc. course in Coastal Disaster Management at its Jawaharlal Nehru Rajkeeya Mahavidyalaya (JNRM) Campus, Port Blair. Further, the UGC is also implementing a scheme of providing assistance to universities and colleges for overcoming damages caused by natural calamities/disastrous as a part of the general development assistance. The quantum of assistance under the scheme depends on the nature of calamities and availability of funds. The damages/losses are ascertained based on the recommendations of the District Magistrate/Commissioner of the affected district. The financial assistance is on sharing basis in the ratio of 75% by UGC and 25% by the concerned State Government. During the XI Plan period, UGC released an amount of Rs.500 lakh to Pondicherry University for the damage caused by the recent Thane Cyclone which hit Pondicherry on 30.12.2011. UGC has also provided grants to the following colleges under the scheme:

1. ADM College,Nagapattinam(TN) :Rs.33,60,000/-
2. TBML College,Porayar(T N):Rs.69,20,000/-
3. PeriyarArts College,Cuddalur(T N):Rs.54,92,000/-
4. Presidency College, Chennai(T N):Rs.1,42,00,000/-

No separate provision has been made for the Andhra Pradesh. However, the universities and colleges of Andhra Pradesh are also covered under the scheme of providing assistance for overcoming damages caused by natural calamities/disasters.

**Source:** 30 November, 2012/PIB

## Standard of Universities

Out of 612 Universities in the country, only 172 of them have been accredited by the National Assessment and Accreditation Council (NAAC). Out of the Universities accredited, 67 have been placed in Grade A, 99 Universities in Grade B and only 6 in Grade C, based on scores awarded during the process of accreditation.

NAAC follows the process of Grade accreditation only and does not undertake threshold accreditation, i.e the Grade is only a relative value assigned to a university and does not denote an absolute attribute of quality.

At present, accreditation is voluntary for Higher Education Institutions in the country.

A Legislation namely National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010 has been introduced in Parliament which proposes to make accreditation mandatory for all Higher Education Institutions.

Quality improvement is a continuous process in Universities and University Grants Commission (UGC) has reported that it has taken several steps to improve quality of universities, which include issuing Regulations on maintenance of standards and quality in all universities, including Private Universities, deemed to be universities, Central Universities and state universities. These regulations are available on www.ugc.ac.in

**Source:** 30 November, 2012/PIB

## Eligibility Criteria for IIT-JEE Exam

The Joint Entrance Examination (JEE) for admission to the undergraduate programmes in engineering would be conducted in two parts. JEE-MAIN and JEE-ADVANCED.

The JEE-Advanced examination will be held after JEE-Main with a suitable time gap. Only the top 150,000 candidates (including all categories) in JEE-Main will be qualified to appear in the JEE-Advanced examination. Admissions to IITs will be based only on category-wise All India Rank (AIR) in JEE-Advanced, subject to the condition that such candidates are in the top 20 percentile of successful candidates in the respective Boards in applicable categories. As one time exception, in respect of those students who passed their Board exams in 2012, the eligibility criteria for joining IITs would be 60% marks in XII Board examination (55% for SC/ST/PD).

Marks to be secured by a candidate to fall within the top 20 percentile will vary from one Board to another and from one year to another year. The exact cut off of top 20 percentile marks in a Board marks will be known only after the Board results are declared, depending upon the marking pattern of any Board.

No two Boards are being equated, instead a candidate would be tested against his peers who have appeared in the same Board examination and whose performance has been evaluated in the same manner as them. The use of percentile ranking assumes that the quality of students is uniformly distributed across the Boards.

**Source:** 30 November, 2012/PIB

## ANALYSIS/OPINION/INNOVATIVE PRACTICE

### Not US or UK, future of Indian education lies in digital world

India cannot build enough brick and mortar universities to meet the exploding demand for higher education from millions of its youth, and must rely on digital technology instead, telecom minister Kapil Sibal said on Saturday. Sibal, who till recently was also human resource development(HRD) minister in charge of the nation's education, cautioned against trying to emulate the US or the UK university system as a model for India, speaking at the HT Leadership Summit.

"We have to look at an entirely different model," Sibal said. "There's no way in which we can build physical infrastructure to cater to the fast-growing push for higher education coming from students and their parents."

India has 540 million citizens under 25 -- a demographic dividend that international agencies like the International Monetary Fund have said could help the country gain an additional 2% GDP growth. But the country has only 604 universities, and about 4000 colleges, less than 50% of what it needs to achieve its target of a 30% gross enrolment rate in higher education by 2020. Over the past decade, as this gap between demand and supply has increasingly become evident, India has encouraged the private sector to invest in the sector, expanded government institutions of excellence, supported states in setting up more colleges and tried to enact a legislation that would allow foreign universities to set up campuses in India and to collaborate with Indian varsities in offering joint degrees.

But Sibal's argument suggests a growing realisation in the government that trying to build India's equivalent of the Ivy League – the subject of a HT Leadership Summit session discussion – may not be the most effective strategy.

"One can really conceive of a situation where ICT [Information and Communications Technology] based infrastructure could be used to reach thousands of colleges," Sunil Kumar, dean of the University Of Chicago Booth School Of Business said.

India is already building a National Knowledge Network that aims to connect all universities on a dedicated high-speed digital highway, to allow faculty members to teach students across varsities.

"In 3-4 years, everything will go digital. Fiber optics will reach every village by 2013, and then we'll ensure last mile connectivity. That's got to be the way forward," Sibal said.

British education philanthropist Peter Lampl, who heads the Sutton Trust, also argued against using the US or the UK as models for higher education in India. Unlike the US or the UK – which focus on a few research institutions like the Ivy League universities, Oxford or Cambridge – Europe may represent a better model for India, Lampl, who joined Sibal and Kumar in the discussion, said. "Staying away from rankings of top universities, like they do in Europe, is probably good for India," he said.

But key to meeting India's higher education challenges remains money, Sibal said. "This nation will never be a wealthy nation if we don't invest enough in higher education."

**Source:** 17 November, 2012/ Hindustan Times

### UGC -the failed autonomous machinery of Indian Higher education system : some views on the basis of June NET 2012

*A news from the BBC ....By the end of this decade, four out of every 10 of the world's young graduates are going to come from just two countries - China and India.*

Read more (http://www.bbc.co.uk/news/business-18646423)

This indicate the no.of colleges and universities should be increased for a sustainable higher education in India in future .But why UGC still slow down the higher education system .There aim is only money not the the development /future of India.India's higher education system is the third largest in the world, after China and the United States.The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state.

India is also home to many universities which have been founded with the sole objective of making easy money. Indian Government has failed to check on these education shops, which are run by big businessmen & politicians. Many private colleges and universities do not fulfill the required criterion by the Government and central bodies (UGC, AICTE, MCI, BCI etc.) and take students for a ride. For example, many institutions in India continue to run unaccredited courses as there is no legislation strong enough to ensure legal action against them. Quality assurance mechanism has failed to stop misrepresentations and malpractices in higher education.

The development of a country is directly depends up on the innovation and research in various subject

fields. Coming back to the scenario in the country, more than 50% of the IIT graduates go abroad for pursuing their dreams. Students are lured by the glitter of silicon valley and instead of serving their own country, contribute to the growth outside. Our country is in great need of specialized engineers, the CEO of an Indianconstruction company Larsen and Turbo remarks: Where have my engineers disappeared.

The talented youth move to the west due to the corrupted policies of higher education agencies in India.

In BBC' Generation Next series survey conducted in 10 cities, 64 percent of the Delhi youth voted that they should immigrate to another country for a better future.

*The failure of an autonomous body*

According to a report by the Comptroller and Auditor General (CAG). " UGC in large measure failed in determining and maintaining the standard of teaching and examination due to lack of well coordinated academic networks, lack of faculty support in the universities and colleges and its failure in providing imaginative and viable options in change management."

Autonomous body is a public authority or government agency responsible for exercising autonomous authority over some area of human activity in a regulatory or supervisory capacity. An independent regulatory agency is a regulatory agency that is independent from other branches or arms of the government.

Regulatory agencies deal in the area of administrative law—regulation or rule making (codifying and enforcing rules and regulations and imposing supervision or oversight for the benefit of the public at large).

Regulatory agencies are usually a part of the executive branch of the government, or they have statutory authority to perform their functions with oversight from the legislative branch. Their actions are generally open to legal review.

Autonomous /statutory bodies are designed for the effective function/working without any political interference .Here UGC is a Autonomous /statutory body of establishing the minimum standard /quality in education.Please note its aim is not the maximum standard.

Autonomous body have not Hitler's rules. this is India democracy is the part of every this so wt is ugc? "no one is bigger than the country" all candidates r not simple they r lecturer means maker of Indian future.they can do any thing by law

Also last Minutes of UGC before the declaration of result did not mentioned the matter of aggregate marks,new criteria of result then how its possible ??

In India every statutory body have certain procedure to take decisions .UGC violates the rule from the beginning and so cheats the entire nation and youth of our country.

UGC have the rights to design /change the mode of examination ,patter of examination ,adding or deleting no.of papers in examination ,define the cut off marks ,framing syllabus etc etc...but all such matters define before the examination .the statutory right is applicable in before framing the examination rules.

Its is rights of every candidates to know under what is the criteria of eligibility . If UGC think a person who got 90 % in each paper is eligible for lectureship in Indian universities then it should be mentioned in the notification .ie, whatever be the criteria it should clearly mention in notification .if UGC think 90 % marks is suitable then they mentioned those who qualify 90 % in each paper separately qualified in UGC NET. UGC have the right to choose any high % of mark.Its before the exam not after the publication of result.The autonomous power is used for fixing the criteria not for changing the rules in the half of the game.

UGC is an autonomous body so what an autonomous body has no right to take any decision that can hamper civil society.

UGC is autonomous body not the family affair that all decision are going away from there motto of establishment.

What is the motive of NET? Profit generation for UGC or Eligibility for candidates? If the motive is for profit making, then of course, UGC can keep a low eligibility criteria to attract a wide range of candidates, generate income from them in the name of exam fees, and later on change the criteria thereby cheating the candidates.

UGC have their own system administrators for maintain the website. Its not a high tension job to change the criteria and post it to the website.

The foul play of UGC is continues in the June net 2012 examination and the entire process after the publication of result, criteria design .UGC never mention the point aggregate mark in june notification and violating the rule of game .In Dec 2012 they follow the same violations ?

You cannot change the rules midstream. Imagine playing a professional cricket game and midway through a game someone decides to change the rules. What would happen? Only one person may

know of the change so how do the rest of the players

**Source:** 19 November, 2012/ Lislinks

## Eroding educational equity

*There is much that is wrong with education in India, both at the school and college levels*

IN 1976, a new educational curriculum involving 12 years of formal schooling was put into operation. The extant 8+3 years of schooling was overhauled and in its stead the 10 +2 (ten years of comprehensive learning at the end of which students could opt for the study of disciplines in science, humanities or commerce for two years) came into being. The categories were clearly demarcated. If you were a bright student, you opted for sciences and went on to be an engineer or a doctor. If you opted for humanities, then you were definitely dim-witted and a familial liability. Commerce was an option if you could do some elementary mathematics and were imaginatively challenged. Students who wished to quit formal schooling after class 12 could join vocational institutes of various kinds providing skilled training to the future members of the nation growing in strength in schools all over the country.

Initially envisaged as an alternative, the vocational institutes failed to live up to their projection of making the much-needed intervention for training and grooming skilled personnel that will form the huge workforce. The additional year in school proved that at 16, students were better-equipped to make lifetime choices related to specific specialisations, although options remained limited and irreversible.

Public schools all over the country are run by business houses, Christian missionaries and others. The nomenclature "public" is meant to camouflage the fact that such schools only cater to different sections of the elite i.e. the one per cent that calls itself the middle class and has global aspirations. The schools run by the state and the central governments are in reality what should have notionally been termed "public" schools. These are government-run or government-aided institutions where the lack of infrastructure and quality of schooling is so abysmal that it is seldom spoken about. This is true even of the schools in the national Capital. Things are far worse in villages and remote, inaccessible parts of our country.

The funds allotted for education tell a different story. Neither illumination through knowledge nor empowerment through learning is the hallmark of the schooling system all over the country. Instead, the spoils of education are distributed unevenly among the one percenters while the dregs are reserved for the 99 percenters, who splutter and choke in a woefully inadequate system.

The system of unequal education continues to be deeply entrenched in our national psyche. In the recent times, even in this unequal system of education, the one per cent from elite schools has a lot more factored into their academic lives. Most of them are members of some tuition club or the other. Ranging from languages to literature, from history to economics, from maths to molecular science, tutors for a price, come home or deliver their hourly worth at some entreprenerual coaching centre. If you embarked upon becoming a lawyer, a doctor, an engineer or a management student, then along with subject tuitions, you also take year-long tuitions in order to crack the entrance examinations. All these parallel education centres, run by private individuals, double the expensive school fees of the one per cent who are tutored by fine teachers employed in public schools.

In today's vocabulary, a 99 percenter indicates all those who have aced their class XII exams in CBSE or ICSE mode. All 99 percenters continue to be as unaware of the original 99 per cent who figure very minimally in "public" consciousness.

In 1979, the first batch of students who passed out from Class XII embraced the universities and other institutes of higher education such as the medical, engineering colleges and IITs. For all those inspired and motivated by individual subjects, Delhi University had a stellar programme for three years at the end of which students graduated with honours in a subject of their choice. Students who did not want to specialise could opt for a three-year degree in Arts, Science or Commerce.

An additional year of schooling definitely contributed to the demand for university education in the 1980s and 1990s. The spiralling demand for university education and the shortage of seats has now led to several one percenters leaving right after school for distant shores to chase their dreams. Incidentally, the most qualified IIT, engineering and medical graduates that our country produced left for the more lucrative shores of the first and second world all through the 1980s and 1990s. The majority, who returned after an overseas education were those trained in liberal universities in ideas. Education at liberal, central universities provided sustenance to those committed to exponential, personal, intellectual, and national growth. These institutions of higher learning have played a pivotal role in the making of our nation.

Unable to accommodate large numbers and with no blueprint for the future, the Indian state has begun to attack the education system in its entirety.

School systems came in for a drastic overhaul from the top. Class X exams were scrapped, teachers now fill forms monitoring and assessing students instead of teaching them and all public schools effect a shutdown for Class XII students in mid-October. Syllabi is finished ahead of time and mock exams are set in process. Concepts remain unclear and essay type and long answer questions which demonstrate comprehension and assimilation skills are discouraged by the public examination system. This is not a matter of concern for our swashbuckling Members of Parliament who have initiated these new reforms.

We were probably one of the few countries in the world which ensured a decent liberal university education to anyone who had completed 12 years of schooling. Circumventing this, our MPs and university administrators quickly set up an academic calendar, winding up the annual honours programme that was the backbone of the university and replaced it with an ill-planned semester programme that invited derision and despair.

The semester system, introduced a couple of years ago, is modelled on the American pattern. The ground reality is that students enrolled in an entire American university are less in number than the students admitted to a single college at Delhi University. The semester, ill-planned and executed badly is an unmitigated disaster. Ill-formulated courses remain unfinished as ill-equipped students race through exams. Realising this, university authorities have announced a four-year undergraduate programme, operational from July 2013 and have drafted a stealth force of 61 to oversee syllabi change that will impact the lives of lakhs of students annually.

University and college departments have no part in formulating courses. College teachers will now be muzzled pushers of pen and paper, teaching in byte size whatever the musclemen in university administration prescribe. India's young will have an additional year at the university thrust upon them and the costs on the exchequer will be severe. The only way to make this additional year viable is to move towards privatising of education, making it unaffordable for the many and crushing in its entirety the federal nature of the central university and its corpus of colleges.

Can we hope for great vision in such a coercive, restrictive and vitiated atmosphere? Can India dare to have universities where the sensibilities of its teachers and the future of its students are not factored into decision-making? The present university administration threw out A. K. Ramunujan's path-breaking essay "Three Hundred Ramayanas" from the university undergraduate system despite global anguish and outcry from academics. They refuse to involve teachers in the decision-making process and have rejected dialogue with the elected teacher representatives terming them as "illegal". Do they inspire our trust?

Syllabi need to be revised and updated. Well-lit classrooms, text books, writing material, good sports facilities, well-equipped libraries, laboratories and auditoriums need to be provided post haste at all levels. Non-performing teachers and employees need to be made accountable. The solution is not to unleash an unrelenting juggernaut upon unsuspecting teachers in schools and universities and pulverise every good unflinchingly. Prevalent cynicism that teachers are resistant to change because they do not teach and shirk work needs to recognise that non-performance is not a malaise restricted to the teaching institution. Human institutions survive because in spite of the deadwood and the rot, there are committed, hardworking, good people in every walk of life. They work/teach/make a difference and contribute to nation building. It is time that we, the people, took a more serious view of the cosmetic changes introduced through political mis-governance to precipitate the current crisis in education. It is time for the nation to debate on this.

**Source:** 20 November, 2012/ The Tribune

## News in brief

*United States-Town, gown and frowns*

A US university has been urged by the mayor of its municipality to build bridges with the community as it searches for a new president. The "town and gown" relationship was highlighted by Yina Moore, Princeton's borough mayor, to ensure that frosty relations between Princeton University and locals improve. Residents claim that the relationship has grown unusually strained during the 11-year term of Shirley Tilghman, the Ivy League institution's current president, who will depart at the end of the academic year, The Star-Ledger reported. Addressing the Princeton committee set up to search for a replacement, Ms Moore said: "There have certainly been different types of relationships between town and gown, but what has often been the tone set was a gentlemanly manner. What the community has experienced is something much less than a gentlewomanly manner of treatment."

*Australia - Trademark tussle*

Two Australian law colleges are in a legal wrangle over the names of their institutions. The College of Law, a Sydney-based finishing school for young lawyers, is suing the Australian National University for calling its law faculty the ANU College of Law.

The Sydney firm says that ANU has infringed its trademark, misled students and made "wrongful profits" by passing off its "legal education services" as if they were the college's, according to documents filed with the Federal Court. In reply, ANU argues that the college's trademark should never have been granted, *The Australian* reported. According to the university, the court should cancel the trademark because there is nothing distinctive about the term "college of law", which has been used by universities since the 19th century.

*India - Private party: send more invites*

Indian higher education institutions must allow more foreign investment and experience to enter the sector if they want to be world leaders, a report has claimed. According to *Indian Higher Education Sector: Opportunities Aplenty, Growth Unlimited*, a report by financial services firm Deloitte, India needs more foreign direct investment to meet its target of doubling its gross enrolment ratio (GER) by 2020. "The private sector's role in higher education has been growing at a rapid pace over the past decade and needs to further expand at an accelerated rate in order to achieve the GER target," the report says. The government has set an aggressive target of achieving 30 per cent GER in higher education by 2020 from the current level of 15 per cent, *The Hindu Business Line* reported. To achieve this, the report says, an additional $190 million (£119.8 million) has to be invested in the next eight years, with the private sector playing "a much larger role".

*United States - Hikes, take a hike*

The governing bodies of two Californian university systems have agreed to postpone proposed tuition fee increases after pleas from the state's governor. California State University and the University of California heeded the request from Jerry Brown, a plea backed by students of both systems. Robert Linscheid, chairman of the CSU board of trustees, confirmed that it had withdrawn a set of fee rises from discussion at its meeting last week. The UC board of regents also confirmed that it was shelving rises in light of Mr Brown's request, the Associated Press reported. The governor said that fee increases harmed low-income students, adding that he questioned the wisdom of raising tuition so soon after voters had agreed to a quarter-cent sales tax hike and higher income taxes for wealthy Californians, partly to fund education. "This is no time to be raising fees of any kind," Mr Brown said. "Voters gave us billions in new revenue, now we have to use that very judiciously."

*Pakistan - Widening participation*

The Higher Education Commission of Pakistan has decided to award more than 10,000 scholarships to underprivileged students. The scholarships will be given to talented students who face financial constraints, especially those living in rural areas, *Business Recorder* reported. Special emphasis will be given to applicants from Balochistan, federally administered tribal areas, plus the Sindh and Southern Punjab regions.

**Source:** 23 November, 2012/ Hindustan Times

## Role of ICT in Indian educational sector

Importance of education in almost all walks of life has increased with the support of information and communication technologies (ICT). During the past 20 years, the use of ICT has fundamentally changed the working of education. In the current environment-conscious world, the importance of education and acceptability of ICT as a social necessity has been increasing. Social acceptability of information and communication tools is necessary to improve the mobility in the society and increase the pitch for equity and social justice. Education as a qualitative development is not confined within the classroom structure. The modern tools of ICT such as eLearning and online practice of learning and getting information are much sought after by the students as well as by the institutions.

The government is spending a lot of money on ICT. In the higher education sector, the National Mission on Education is emphasising on the role of ICT in increasing the enrolment ratio in higher education. School education in India has a problem of high dropout rate and we need to work on how to decrease this rate. Similarly, in the field of higher education, we need to increase the number of students. Therefore, if we make our learning more engaging with the use of ICT, it can completely change how our education system works. Also, we should examine the challenges of cost-factor and availability of trained teachers in the process of dissemination of education with the help of ICT.

India is developing as a knowledge economy and it cannot function without the support of ICT. The gap between demand and supply of higher education has necessitated the governments and institutions to formulate the policies for the better use of ICT. And, in order to bridge the gap, it is necessary to evolve the cooperation between the public and private sectors. The education ICT policy should identify specific ways in which the application of ICT will enhance the educational capacity and the capability of higher education institutions. According to a recent study, innovations such as using Twitter to send messages are really helpful in disseminating

education. In a similar fashion, the use of YouTube in sharing video information will go a long way in disseminating education. During the last decade, higher education has gained importance in India's changing policy landscape as the government realises that India's strength lies in education.

**Source:** 23 November, 2012/ Times Higher Education

## Scholarship for teachers

South Australian Premier Jay Weatherill and the University of Adelaide recently launched the Ashok Khurana Scholarship for outstanding Indian teachers at the Australian High Commission in the Capital.

Weatherill emphasised on the existing ties between the two countries in the field of education and stressed on the need to fulfill the potential and develop quality education. The scholarship is named after professor Ashok Khurana , a former University of Adelaide staff member. He established the scholarship so that he could give back to the Indian education system from which he benefitted.

As to why school teachers have been chosen to be the beneficiaries , Khurana says that school teachers play an important role in our lives. They shape our thinking and help us to inculcate basic values early in our lives. In modern societies worldwide, school teachers are greatly undervalued.

"We must change our attitude and respect our teachers, give them sufficient pay to attract the best talent. Through this scholarship , school teachers will enhance their skills according to their academic background and go back to the classroom and help students with an enriching learning experience ," he further added.

The scholarship, valued at AUD$38,500 for a year, will support a practicing school teacher to get his/her Masters degree. The scholarship consists of $25,000 towards the recipient's living expenses, airfare and tuition fees. The recipient will also get a 50% discount on one year's tuition fee.

"To be eligible for the scholarship, school teachers will have to enrol in the one-year Master of Education Programme. The teacher must be a qualified tertiary teacher with a recognised UG degree who has at least five years of teaching experience in India.

**Source:** 23 November, 2012/ Times Higher Education

## Make higher education adaptable to Indian industry

"Industry and business houses cannot be expected to solve all academic problems. They should be made to concentrate on a few parts to derive the best for mutual benefit," Y.S. Rajan, Chairman of National Board of Accreditation (NBA), said here on Friday.

*Heavy leaning*

Pointing out that higher education in India had a heavy leaning on international businesses, most of which did not have relevance in India, he called for making higher education adaptable to the needs of Indian industry.

Inaugurating the 10{+t}{+h}edition of Regional Summit on Quality in Education with the theme "Building a Competitive Institution for Sustainable Growth", jointly organised by Coimbatore Zone of Confederation of Indian Industry (CII) and CII Institute of Quality, Bangalore, he said that leveraging Indian higher education was necessary for the success of Indian business.

"Bulk of higher education should concentrate on good teaching and exposure to ways in which Indian businesses operate. A right mix of teaching fundamentals (50 %), contemporary skills (30 %), and ability to adapt and learn (20%), is essential to make it relevant," Mr. Rajan said.

*Primary school education*

Stressing that primary school education is the foundation on which everything rested, S. Chandrasekhar, Chairman of National Accreditation Board for Education and Training, said: "A separate accreditation board is needed for school education. Otherwise we will only be focusing on quality in higher education. Without improving primary school education, building competitive higher education institutions for sustainable growth will remain only a dream."

He noted that India had 40 per cent of the world's illiterates and inaccessibility to education became more pronounced with poverty and the urban-rural divide.

"Unless private sector gets involved, primary education will not reach the standards we expect it to. The present situation is grim with 48 per cent of schools not having water, 30 per cent with no blackboards, 50 per cent with no toilets, playgrounds and teaching aids," Mr. Chandrasekhar said.

*White paper*

A preliminary white paper on 'Framework on Industry-Institute Interaction', jointly prepared by the manufacturing, HR & IR, and education panels of CII Coimbatore, and a compendium of select case studies presented by faculty during the Teachers' Day competitions, were released during the inauguration.

A. Senthil Kumaran, Principal Counsellor, Educational Excellence, CII Institute of Quality; K. Senthil Ganesh, Convenor – Education and III Panel, Ashok Bakthavathsalam, Chairman, and S.K. Sundararaman, Vice-Chairman, of CII Coimbatore Zone, spoke.

**Source:** 24 November, 2012/ The Hindu

### India's Amity University to open London campus

A private Indian university plans to open a campus for 15,000 foreign students in London, it was announced today as Boris Johnson continued his whirlwind tour of the country to promote links with the United Kingdom.

Amity University said it hopes to attract the brightest students and academics from around the world to its new residential campus in the capital. It is understood that if the proposals go ahead the campus could cost up to £100 million.

Chancellor Atul Chauhan has also received the vocal backing of the London Mayor, who described the proposals as "exciting". Addressing an audience at Amity's campus in Delhi, Mr Johnson added that City Hall will now work "as hard as we can to make your dream a reality".

Sources close to the mayor said the Greater London Authority had land available and would be working with the university to see whether any of the sites would be suitable.

His support came as Mr Chauhan, a prominent Indian academic, said he had chosen London as the venue for the campus as he had fond memories of studying engineering at University College, and then finance at the London School of Economics.

He said: "It will be a very large campus. This will be a residential campus and a huge, very-built up campus in London. It will attract the best students, the best faculty members and the best researchers from around the world and make London the hub for Amity."

With tougher student visa restrictions introduced last year to prevent bogus colleges being used as a cover by low-skilled workers abusing the system to work in the UK, Mr Chauhan will need the mayor's support.

Overseas students must now be able to speak good English, cannot work more than 20 hours a week whilst studying, and must leave the UK when they graduate unless they can secure a job earning more than £20,000-a-year.

The restrictions have already had an effect. Overseas applications were down 9% this year and are expected to fall 25% in the next academic year.

Professor Geoff Rodgers, pro-vice chancellor at Brunel University, was at today's event in Delhi. He said Brunel had already seen the numbers of foreign students applying drop off.

He said: "We are disappointed that we are going to have less overseas students because that makes Brunel a less attractive place to study.

"We would like to see the restriction on students who want to work in the UK after they have studied to be removed so that they can have a couple of years to work in the UK. That part of the offer is quite attractive to overseas students. That is then good for the economy so the Government should consider the possibility of allowing them to stay for a couple of years to work."

Earlier, Mr Johnson said the new restrictions were an effort by the coalition Government to amend the mistake Labour made when allowing migrants from EU member states in to the UK in 2004.

He said the policy of stricter rules on student visas was targeting the wrong area of the immigration problem.

Mr Johnson said he was worried that many Indian students were now choosing Canada, Australia and the United States instead, and London would lose out as the £2.5 billion they bring in to the UK every year would inevitably shrink.

He said: "In 2004, Labour basically decided to take the brakes off and that led to all sorts of unforeseen consequences. Immigration wasn't properly controlled and the Government is trying to sort out an immigration problem, and there is certainly an immigration problem, but you have got to make sure you target the right area.

"I think higher education, which has traditionally attracted very bright people and is good for the London economy, is not the area to do it.

"London was founded by a bunch of pushy immigrants - the Romans. There wasn't a London at all until immigrants came. The important point is that sectors in London that have always been strong should continue to benefit from talent from abroad and I don't want them to be the accidental victims of a policy that was really designed to counteract a mistake a decade ago."

The mayor has also written to Home Secretary Theresa May asking for safeguards to be put in place to protect the investment international students make to the British economy.

By co-incidence, Mrs May, a strong proponent of the tougher restrictions, is in India this week.

**Source:** 26 November, 2012/ Independent.co.uk

## Online courses to change the education landscape

*Massive Open Online Courses is the latest 'disruptive' force*

The word 'MOOCS' sounds like a cute and cuddly cousin to George Lucas's teddy-bear-like Ewoks in a new Star Wars film. They're far from cuddly, though, threatening much of the higher education universe with extinction — with a lot of help from Indians.

Even as you read this, someone in the country is sitting in front of a computer, attending a class in public health offered by Harvard University. She has just finished taking an in-class, video pop-quiz, responded to a question on the class bulletin board from one of the 50,000 students from around the world, and is getting ready to watch the next part of the video lecture being conducted by her world-renowned, Boston-based epidemiology professor. In two weeks, she will have finished her eight-week class, written three papers and gained a certificate, if not college credit.

This is the promise offered by MOOCS, or Massive Open Online Courses, the latest of the various 'disruptive' forces that have over the past decade swept the world, shaken up markets and transformed the way we live. "I think online learning is the single biggest innovation in education in hundreds of years," saysAnant Agarwal, president of edX, a not-for-profit Harvard-MIT joint venture that received $60 million in funding to put much of the college's educational material online. "It's the biggest one since the printing press."

**EDUCATION DISRUPTERS?**

**Coursera (US)**, for-profit, $22 mn in initial funding. Close to 2 mn users, 5% from India — second-highest behind the US. 203 free courses from 33 colleges including Stanford, Princeton and U Penn.

**edX (US)**, not-for-profit, with a $60-mn investment. Around half a million users, 8 free courses from 4 colleges (MIT, Harvard, Berkeley, U of Texas). Indians were the second-highest contingent in 7 out of 8 classes, and number one in MIT's Circuits and Electronics course (which had 30% India-based students vs 22% US-based ones).

**Udacity (US)** for-profit, $21 million in funding, 150,000 users, curriculum custom-designed by the company independent of colleges

**Khan Academy (US)**, for-profit, founded by the 'other' Salman Khan, of Bangladeshi origin. His YouTube math and science videos have logged 210 million page views and close to half a million subscribers. Not technically a MOOCS, but is upgrading to become more interactive.

These are quite different from your familiar online, instructional videos. Almost all of the MOOCS pioneers have Artificial Intelligence backgrounds, so it's no surprise that some heavy-duty technology is being utilised to make the online experience fully immersive and socially interactive, allowing for features like peer-graded papers.

India, with its enormous appetite for — but paltry supply of — quality education, sits squarely in the middle of this upheaval. For instance, for-profit Coursera, the leading player in this market which has signed up close to two million unique users in less than six months and has 206 online courses, says Indians comprise 4.83 per cent of its active student base and are its second-largest cohort, next only to the US and ahead of Britain, Canada and Brazil. It offers courses from 33 of the world's best colleges — Stanford, Princeton, and the Berklee College of Music included. Here, students have access to the same curriculum, even professors, as on-campus students would at these respective colleges. It's also completely free.

Anant Agarwal's edX is the other pioneer in this field but, unlike Coursera, it is a not-for-profit entity with 10 classes currently offered on its website. However, much like Coursera, it has begun attracting Indians in waves. Overall, India is the second-ranking location for seven of the eight courses that edX offers (US holds the first rank in these seven). It is also the number-one location for an online course that is the bedrock of any MIT education in its campus avatar — Circuits and Electronics — with 30 per cent of its online students based in India (The US was second with 22 per cent).

Techies are not the only ones flocking to the site. Seventeen per cent of students enrolled in edX's Harvard course, 'Health in Numbers: Quantitative Methods in Clinical & Public Health Research' are from India. "Indian universities have not yet woken up to this phenomenon," says Jayadev Gopalakrishnan, an education entrepreneur who was formerly president (retail education) at Pearson. "That's dangerous. If you had a choice between learning from an Ivy league college and a local one, which would you choose," he asks.

**Source:** 26 November, 2012/ Business Standard

## What's wrong with the Right to Education in J&K?

World over the Right to Education finds mention in three key international instruments: Universal Declaration of Human Rights, 1948, the International Covenant on Economic, Social and Cultural Rights, 1966, and the Convention on the Rights of the Child, 1989. India is a signatory to all the three. However, until 2002, "free and compulsory education" was only a Directive

Principle of State policy, in the whole of India, by way of the then Article 45 of the Constitution of India, which provided that "the state shall endeavor to provide for free and compulsory education for all children until they complete the age of fourteen years." In 1993, in the landmark case of Unnikrishnan against State of AP AIR 1993 SC 2178, wherein the Supreme Court of India stated that Article 45 in Part IV of the Constitution must be read in harmonious construction with Article 21 (Right to Life) in Part III. Since right to life, the Court said, is meaningless if it is without access to knowledge. This Supreme Court judgement accorded the status of a fundamental right to "free and compulsory education" of all children up to 14 years of age in India.

Right to Education is not a fundamental right in J&K

As is obvious from the celebrated Unikrishnan verdict, a constitutional amendment, which made free and compulsory education a fundamental right, saw the light of the day in year 2002 in the Indian legislative scene. The 2002 amendment, also 86th to the parent Constitution, inserted Article 21-A, in its part III, which provides that the State shall provide free and compulsory education to all children from the age of six to fourteen years in such manner as the State may, by law, determine, and made the new Article 45 to take care of their early childhood care and education.

Now the question here is whether the right to free and compulsory education is a fundamental right in the state of Jammu and Kashmir (J and K). In order to reach a conclusion, it is important to know that since the relationship of the state with the Indian Union is governed by Article 370 of the Constitution of India, the provisions of the Constitution of India with regard to the fundamental rights have been applied to the state through the Constitution (Application to Jammu and Kashmir) Order, 1954 promulgated by the President. Thus considered, any new amendment to the fundamental rights i.e., Part III of the Constitution of India can be made applicable to the State only by an enabling the order promulgated by the President of India as per the 1954 constitutional order. However, so far, the President promulgated no such order extending the benefits of the eighty-sixth amendment to the State. As it appears, the state government didn't take any steps for such extension, thus leaving the already crumbled education system of the state in chaos.

Enabling Legislation

Unlike other fundamental rights, the right to education, as guaranteed under the Constitution of India, requires an enabling legislation to be effective. Because Article 21-A ends up as 'in such manner as the state may, by law, determine.' After eight years of the amendment and a heated debate, the Indian Parliament finally came up with such an enabling enactment in the form of Right of Children to Free and Compulsory Education Act (RTE), 2009, which came into force on April 1, 2010. The RTE Act, 2009 is a detailed and comprehensive piece of legislation which includes provisions for the enforcement of the now fundamental right to education under Article 21-A of the Constitution of India. Now education being a concurrent subject, according to Article 254 of the Constitution of India, all the existing state legislations on education stand overruled by this 2009 Act. However, amendments to the Act, at the State level, would require presidential assent.
The only law having provisions for compulsory elementary education, which was not superseded, was the Jammu and Kashmir School Education Act, 2002. On close analysis, the 2002 Act contains partly fine legislative framework for achieving the goal of universalisation of elementary education. However, it surely misses many important provisions which now form part of the central RTE Act. For instance, inter alia, it does not provide for the reservation of at least 25 percent of the seats in private schools, both aided and unaided, for economically weaker and socially disadvantaged sections in the entry level class. The Act also does not provide for an effective monitoring mechanism. And importantly, it does not confirm to the nature of the very right at the Central level. The Act therefore has become obsolete in the wake of the developments across the globe and at the central level.

It is true that over the years a varied number of centrally sponsored schemes are operational in the state as part of the larger agenda of universalisation of elementary education. But, at the same time, it cannot be denied that the basic architecture appears missing. It is just like putting the cart before the horse. Much time has elapsed since the right to education received the status of a fundamental right in the whole of India. The State should not further kill its time in putting the right at the pedestal of a fundamental right. For that, steps need to be taken for the extension of the eighty-sixth amendment, which incorporates Article 21-A, to the State. Because there is no justification why the right to free and compulsory education is not given the status of a fundamental right in J&K, when it is a fundamental right elsewhere in India.

Besides, unlike at the central level, the J and K State need not require a new enabling legislation

for making the right effective. All it needs to do is to amend its 2002 School Education Act on the lines of the 2009 central Act. That way it will be more convenient and will take lesser time than making of an altogether new legislation. Thus a rights-based approach, which requires the state to take steps for reinforcing the access to education, should be adopted as opposed to the one where an unwilling parent is penalized, the provisions for which unfortunately find place in the 2002 State Act. This is further emboldened by the Unnikrishnan judgment, wherein the court observed that the right to education up to 14 years would not be contingent upon the economic capacity of the state. The State should not forget that the school drop-out rate, out-of-school children, quality of education and availability of trained teachers continue to remain unaddressed in the state.

**Source:** 26 November, 2012/ Greater Kashmir

## Building strategic links in education Bric by Bric

Increased student exchange and research collaboration is paving the way for stronger ties with India, Brazil and Russia

Irish educational institutions are signing an increasing number of memorandums of understanding (MOU) with the Bric countries, to allow for increased student exchange, and more importantly, increased international research collaboration.

While growing links between new economic Goliath China and the Irish government, academia and industry have already been well documented, less is known about activity in the high-growth markets of Brazil, Russia and India.

In all three economies, it is educational links which will lay the foundations for future export market success. Numerous Irish institutions already have ties with educational bodies in the Brics which have lead to cross collaboration at all higher education levels. Plus the increasing amount of commercially-driven research means that many educational links will organically become industrial ties.

*India*

"A lot of Irish universities and institutes of technology are recruiting their students from India to come over here to do their studies, both at third, fourth and research level," explains Cathy Holohan, Enterprise Ireland export market adviser for India and the Association of South East Asian Nations. Educational links such as these frequently lead to business ties being forged later. This month there is another Government-led education mission to India.

"India is a recognised high growth market – like the other Brics – which are all experiencing high GDP growth so they warrant a lot of extra attention from Irish exporters," she says.

"Sectors where opportunities for exporters already exist on the ground include the life sciences, telecommunications and renewable energies." While there are already existing research and trade links between Ireland and India in these sectors, Holohan sees even more opportunity that could yet be tapped into.

"All of the largest pharmaceuticals companies in the world are based in India," she says. The Network of Excellence for Functional Biomaterials at NUI Galway has just agreed to collaborate with four Indian institutions.

"The number of smartphone users is growing exponentially in Indian cities," adds Holohan. "Figures are showing that there are hundreds of thousands of new subscribers signing up every month.

"In terms of renewable energies, India is the third largest buyer of clean tech products in the world right now. Because of the huge urbanisation going on, as a matter of policy Indian authorities are prioritising clean air and water initiatives."

India's car ownership rates are also increasing and cities have dense traffic levels. "Transport is another growing area of development and Irish companies are involved in providing solutions for fleet management, transport management, parking and tolling."

*Brazil*

Brazil has become a busy spot for Irish research. High growth areas where research links continue to grow include financial, travel and security software, energy, life sciences, veterinary chemicals and, of course, education.

"Dublin City University's international activities include a significant focus on Brazil," explains Eileen Colgan of DCU. "Activities are supplemented and supported by the Irish Government's commitment to Brazil as a strategic partner. The Science without Borders programme offers a wide range of opportunities to both countries' students and researchers. The focus on Brazil is a countrywide initiative with involvement from the Irish Universities Association (IUA), the Department of Education and Skills, Science Foundation Ireland (SFI), the Higher Education Authority, Enterprise Ireland, and so on.

"DCU has closely engaged with the Brazilian authorities and the Science without Borders programme and has led to some important developments. A website has been developed within DCU to support this programme and promotional materials are now available in Portuguese.

"DCU developed a highly innovative model which captures and displays detailed information on research projects in the Science Technology Engineering and Maths (STEM) area for prospective research students. This model was well received when shown to the Brazilian bodies CAPES and CNPq in Brasilia earlier this year, and has since been rolled out to include other institutions via the IUA Euraxess portal."

In addition to the Dublin institution's cross collaboration, the University of Limerick has just signed its own MOU to forge closer links with the University of Sao Paulo.

*Russia*

While linguistic departments will have had presences in a variety of exotic locations for decades, in terms of innovation sectors, Irish research ties with the likes of India and Brazil would be relatively new. However, there have been Irish trade and research missions to Russia since the 1970s.

"Irish businesses are very visible in the engineering sector, well positioned in data centre, pharmaceuticals, and industrial build projects," explains Gerard McCarthy from the Enterprise Ireland's Russia and Commonwealth of Independent States Division.

"The Agri-sector is providing strong business for genetics, and dairy equipment suppliers. The aviation sector is supplying good business for software companies."

Two institutions in particular have maintained strong links in Russia – Dublin Institute of Technology and Trinity.

DIT's School of Electronic and Communications Engineering and the Photonics Research Centre, have been collaborating with the Moscow Institute for Radiotechnics, Electronics and Automation (MIREA) for seven years. In a recent trade mission, they signed a new agreement with MIREA to increase research links in optical sensing.

Trinity has connections with Russian a variety of areas. "Obviously, we would have a lot of linguistic research links but Trinity would also be involved in cross collaborative research with Russian institutions in areas like nano science, physics, medicine and maths," explains Dr Sarah Smyth from the Department of Russian and Slavonic Studies in Trinity, the only one of its kind in the country.

Former provost of Trinity John Hegarty has been involved in the development of a Russian "Silicon Valley" in the Moscow suburb of Skolkovo. Within this digital industrial centre, the Skolkovo Institute of Science and Technology, or SkolTech, will soon open its doors and offers significant opportunities for research collaboration in a variety of innovative areas for Irish institutions. SkolTech has identified a number of of big areas it wants to be in – IT, bio-medical, space exploration and energy," says Hegarty.

"It offers tremendous opportunity for Ireland because they are very keen to collaborate with international institutions. They brought in Massachusetts Institute of Technology (MIT) to assist in the design of the new university. There is a much more open atmosphere in Russia to collaboration than there was in the past and they have such great traditions in the sciences and mathematics."

*Global growth: Where the opportunities lie*

*Brazil*

The country's third-level scholarship scheme – Science without Borders – aims to send 100,000 Brazilians abroad over a four-year period for primary or master degrees or doctorates.

This year, an agreement was made between the Higher Education Authority in Ireland and the Brazilian Government scholarship body CAPES, Science Foundation Ireland and CNPq. The scheme will focus on science and technology-based education.

There are close to 145 Irish companies actively selling to Brazil.

*India*

With a population more then 1.2 billion, it may come as a surprise that there are only 563 universities in India. So education abroad isnt just a luxury, very often its a necessity.

There are approximately 100,000 Indian students travelling abroad each year to study overseas.

About 30 Irish companies in a range of areas including software and IT, construction services and higher education, have set up shop in India. A further 100 Irish companies are in the early stages of entering the market.

*Russia*

Russia is the 11th largest global market for Irish companies. Annual trade between the two nations is

approximately €2 billion, 30 per cent of which took place in 2011.

At present there are 120 Irish companies already doing business there.

High standards of education have led to a technically savvy generation of Russians, and the country has always had a strong reputation for the quality of its software programmers.

Figures from Enterprise Ireland country reports

**Source:** 26 November, 2012/ Irish Times

## Partnerships in tertiary education hold tremendous potential

In a freewheeling interview, minister for education and skills in the Welsh Government, Leighton Andrews, talks about issues such as the withdrawal of the post-work visa options for students, future plans of Welsh universities and comments on recent media reports that university professors in the UK are often pressurised to accept sub-standard work by overseas students for financial reasons.

How have tough visa rules and withdrawal of the post-work visa option impacted the number of Indian students planning to pursue their higher studies in the UK, especially Wales. What corrective measures/alternative options have been worked out to check the likelihood of the numbers going down?

While immigration is not a devolved matter, the Welsh Government is aware of the potential impact of the UK Government's immigration policy on the ability of Welsh higher education institutions to attract international students.

The introduction of tighter controls is aimed at identifying bogus institutions and students and this is welcomed by me and the higher education sector.

I am concerned that the further tightening of the student visa process may decrease the attractiveness of the UK, and hence Wales, as a destination of choice for overseas students.

Statistical data from the Higher Education Statistical Agency between 2007/08 and 2010/11 shows a year on year increase in students from India (nationality not ethnicity) studying in Welsh higher education institutions. The tightened visa rules have only recently been implemented and it is too soon to estimate their consequences for Wales.

In the event of the Foreign Universities Bill being passed by the Indian parliament, will universities in Wales set up campuses in India or focus on strengthening partnerships with Indian institutes?

Although Welsh higher education institutes (HEI) have little tradition of establishing campuses in other countries, (although Bangor has plans currently in China), the passing of this legislation may open up new opportunities abroad.

There are many factors that will need to be considered before universities in Wales make such a decision. However, it is much more likely that Welsh HEIs will seek to build new or strengthen existing partnerships with the Indian government or particular Indian universities (more usually referred to as 'institutes' there).

The growing number of students interested in entering tertiary education offers opportunities for UK institutions to engage in long-term partnerships with Indian institutions on many levels: research collaboration, articulation arrangements, and branch campuses exchange programmes to mention a few.

What are universities in Wales doing to attract the best academic talent from India and not just assessing them on the basis of the economic value they bring? What steps are being taken to ensure that quality of education does not suffer? (There have been reports in the media recently that university professors in the UK are often pressurised to accept sub-standard work by overseas students for financial reasons).

An International Action Plan for Wales is being developed by education institutions in Wales. The focus will be on pursuing opportunities with both India and China as part of a range of initiatives aimed at key countries identified by the Welsh Government for strategic engagement.

The plan seeks to set out a context in which student and staff exchanges can take place to the mutual advantage of the countries involved. The research opportunities being pioneered with India, particularly by Swansea and Cardiff universities, will lead to much closer collaboration between academics in both countries, and will lay the groundwork for further staff exchanges and joint working.

With regard to the quality of education experienced by all overseas students, Higher Education Funding for Wales (HEFCW) will shortly write to all HEIs to seek information about the detail of their practice and processes, and the levels of assurance they have in place to ensure educational standards are maintained, particularly at the masters level.

Comment on the London Metropolitan University (LMU) fiasco in which even legitimate students suffered. Have universities in Wales taken any steps to ensure that such episodes to not recur?

The decision by the UK Border Agency to revoke London Metropolitan University's licence to recruit

international students has had significant implications for both the institution and its students.

It is indeed unfortunate that students with a legitimate right to study in the UK were impacted by the situation at London Metropolitan University however, it is right that UK Border agency seeks to ensure that all UK HE institutions have robust procedures in place for checking the immigration status of their students.

A sector wide taskforce was set up to assist any student looking for other suitable courses. The taskforce also oversaw the establishment of a £2m Student Support Fund to ensure that no international student would suffer financially as a result of the UK Border Agency's actions.

This problem arose solely out of perceived failings in LMU's processes and procedures, and there has been no suggestion that any Welsh higher education institutions may have experienced similar difficulties.

Officials understand that the UK Border Agency has had continuing discussions with higher education institutions, including those in Wales, in recent months in the light of LMU developments.

We would expect the Higher Education Wales Board to have considered the need for Welsh higher education institutions individually to ensure appropriate compliance with the Border Agency's expectations, and to have advised vice chancellors accordingly.

With the renewed focus on the role of governors and the governing body in recent times following the McCormick report, we would also expect Welsh higher education institutions processes and procedures with regard to all overseas students, not just those from India, to have been reviewed, tested and, where necessary, strengthened.

Are any special scholarships/part or fully funded being worked out for the Indian market. If yes, what courses will these be for? Is there a budget set aside for the purpose?

Whilst there are no specific incentives for prospective students from India there is a UK-India Education and Research Initiative (UKIERI).

It would be a matter for individual institutions to determine whether they wished to establish specific scholarship schemes for overseas students.

Why should students in India choose universities in Wales over other top-class education institutes in the US or Singapore that is closer home and costs less?

Results from the 2012 National Student Survey show the overall satisfaction for students studying in Wales has remained high, with 84% of respondents satisfied with their course. Welsh universities offer a huge range of degrees, so for practically whatever prospective students want to study, they will be sure to find something suitable in Wales.

International students won't get a better value British degree anywhere else in the UK. The advantages of studying in Wales are quality, variety and great value for money.

Cardiff Metropolitan University (CMU) has been earmarked for merger with Glamorgan and Newport universities in what is being seen as one of the biggest collaborations ever seen in British higher education. How will these mergers impact Indian students, particularly those who have already enrolled in courses in these universities?

We have made a commitment to fewer, stronger universities, which are more sustainable and better equipped to meet the needs of the needs of both learners and the Welsh economy.

We welcome the progress that the University of Wales, Newport and the University of Glamorgan have made so far in pre-integration activities, although at this stage I have not made any final decision regarding a dissolution of Newport's HE Corporation.

We will be giving further consideration to the potential cost of effecting any merger proposals. Any financial support will be subject to the production of a robust business case. It will be a matter for the institutions themselves to put in place arrangements for the continuity of provision for currently enrolled students as and when any merger progresses. However, I have already made it clear that I would not wish to see any undue disruption in the quality and delivery of learning.

Are Welsh universities planning to establish any major partnerships with Indian universities/ institutes? If yes, will these be primarily in the science and technology sectors or other sectors as well?

There have been some exciting developments in recent years with India led by Swansea and Cardiff Universities in the areas of medical engineering, advanced manufacturing engineering, and energy systems and technologies. In Swansea's case this would have involved building further upon the strong links the university already has with CORUS Tata in Port Talbot (and, potentially, for its forthcoming Science and Innovation Campus). These developments followed a Wales International Consortium (WIC) supported mission to Delhi.

The Delhi visit also resulted in some tangible higher education outcomes in terms of the low carbon and health sectors, with new collaborative projects being progressed with Indian partners (including the ministry of new and renewable energy), and also linking in to some EC-related activity there. I am aware that Bangor University has a wide range of links with Indian Universities (for example, in neuroscience and electronic engineering), and all our HEIs have links of some description with India, some quite extensive.

Welsh universities are continuing to develop links with Indian Universities and these are not necessarily confined to science and technology.

A delegation of further and higher education colleagues and my officials will be visiting Mumbai in early December with a view to developing further partnerships in Maharashtra.

**Source:** 27 November, 2012/ Hindustan Times

## Standardisation of Higher Education in the 60th CABE meeting

A standardised framework of all qualifications, based on standards or outcomes to facilitate higher educational institutions to offer programmes in a flexible and modular manner,was discussed in the 60thCentral Advisory Board of Education (CABE) meeting. It was decided that the issue of higher educational framework be further discussed in the next CABE meeting. The objective of the framework is topermit students to seek certification and recognition of a module and thus be able to seamlessly move and progress vertically and horizontally across higher educational institutions.For vocational education, Ministry of Human Resource Development and All India Council for Technical Education havealready issued a framework, namely National Vocational Education Qualification Framework (NVEQF). Details of the NVEQF are available at http://www.aicte-india.org/downloads/NVEQF_Order.PDF

Teaching and learning processes in our country are comparable with any other country in the world, though institutions in Europe and USA are more closely associated with industry through research and development. Certain institutions or agencies publish lists of universities or educational institutions ranked globally according to their own criteria. These different international ranking systems use different values, indices and parameters to rank higher educational institutions. These criteria are neither universally accepted nor recognised and are therefore open to criticism about the subjective processes of their evaluation. Nonetheless, we strive for excellence and for due recognition.

The objective of such a standard framework is not to compete with other countries, but to facilitate an unequivocal description of higher education qualification at the national level with the aim that the higher education system of the country is internationally understood and all levels of higher education relate to each other in a systematic and coherent way.

This information was given by the Minister of State for Human Resource Development, Dr. Shashi Tharoor in Rajya Sabha on Friday.

**Source:** 27 November, 2012/ India Education Diary

## IIT Roorkee Alumni launch a unique funding initiative

The Alumni of Indian Institute of Technology Roorkee, India's leading centre of scientific and technical excellence, has launched a unique funding initiative for the students of its Alma Mater, a first of its kind initiative amongst all the Indian Institutes of Technology, with the support from Prama Jyoti Foundation, a non-profit organization.

The initiative, known as Student Alumni Association of Roorkee or SAAR, is an interactive technology enabled transaction platform specially designed for the students of IIT Roorkee. The platform would enable the Alumni of this prestigious institution to don the role of an angel investor and directly fund student projects.

The SAAR seeks to make a meaningful and positive contribution to the students and give them an opportunity to give shape to their bright concepts and ideas into a practical reality. It will be an important platform for current students to interface with IIT Roorkee's illustrious alumni across the world and seek to create Gen Next of corporate and industry leaders.

"SAAR is a unique initiative of Prama Jyoti Foundation where the entire portal, starting from scratch has been planned and developed by the students of IIT Roorkee. In addition to creating a platform for students' project funding, SAAR aims to be the Facebook as well as LinkedIn for all IITR community across the world. The objective of this online digital platform, is to encourage student ideas and transform them into final products & services with support from IITR Alumni," said Mr. Ravi Sharma, Chairman of SAAR and Prama Jyoti Foundation. (www.pramajyoti.org)

"At Prama Jyoti we believes that Shaping the Future aims not only to complement students' financial needs but also provide them guidance and exposure through interaction with the Alumni. We feel that experiences of the alumni will not only inspire students but will also provide intellect support to

them in order to enhance their potential and achieve their best," said Mr. Sharma, a Distinguished Alumni of IIT Roorkee Batch of 1984.

Apart from raising funds, the interactive portal – www.saar.org.in, also seeks to connect the stakeholders – both students and Alumni, socially as well as professionally.

This is a very important development for the 165 years old institution, which is today at the cusp of an imminent change as it moves towards deepening its ties with corporate India by mentoring future leaders of India Inc, with an exemplary set of qualities that would contribute immensely towards the economic and social growth of the country.

IIT Roorkee's aim is to be the fountainhead of new ideas and innovations in science and technology and continue to be a source of pride for all Indians. It is already known for the foundation it has laid for modern engineering education and the civil engineering practices in the infrastructure development of the country.

The institution has a rich heritage of past and has a standing as one of the best technical Universities in the world and offers 19 academic departments and 3 centres of excellence.

**Source:** 27 November, 2012/ India Education Diary

### India, once cradle of civilization, now poorest in education: President

President Pranab Mukherjee on Tuesday lamented that India, once the cradle of civilization, is now the poorest in terms of education, literacy and knowledge. Describing lack of literacy as the biggest challenge facing the country, Mukherjee said the largest number of illiterates in the world resided in India.

He was speaking after laying the foundation stone of an auditorium at the Sat Paul School here. The President, in his interaction with a few students of the school, exhorted them to love the institution and respect the teachers if they wanted to make it big in life.

Listing the hurdles in the way of India's growth, he said the largest numbers of illiterates in the world reside in India.

The country, which was once considered the cradle of civilization, is now the poorest in terms of education, literacy and knowledge, he said. "We had some of the centres of excellence such as Takshila and Nalanda where people from all over the world came. We have to achieve them again", Mukherjee said.

The President underlined the importance of knowledge economy and said the country was doing some catching up through the Sarva Shiksha Abhiyan and Right to Education.

"We are trying to catch up through Sarv Shiksha Abhiyan and Right To Education as these are probably the fundamentals through which we can build the educational system of the country," he said.

He noted that "today every economic and social thinker believes that knowledge is going to be the most important instrument and ingredient of building up the new economic order.

"Therefore, we have to build up informed, knowledgeable, rational citizens and that can be done only through such schools of excellence", Mukherjee said.

Mukherjee also used the occasion to drive home the importance of teachers and the significance of teacher-student ratio.

"Teacher-student ratio is not mere a mechanical ratio. It is the very essence of a country's education system. The personal attention a teacher gives to a student makes all the difference", he said, introducing himself as a "teacher" to the students.

Mukherjee recalled that "I started my life as a teacher and as they say, once teacher, always a teacher". "If you want to succeed in love, you should also love your institution and respect your teacher. That way you can achieve anything", he told the students, adding he entered politics accidentally as he hailed from a political family.

President Mukherjee said that agriculture sector in India is a crucial lifeline of the people. Although the food production of India has increased from 50 million tonnes in 1960s to 257.44 million tonnes in 2011-12, yet the economic viability of farm sector is still a challenge, he said.

"There are so many regions in our country where heart-rending tragedy regularly hits subsistence farmers, and small farmers remain susceptible to failure, risk and desperation," he remarked.

The Indian farmer urgently needs financial, technological, infrastructural, transportation and other requirements for a sustainable approach to the increased productivity, the President said.

There is hardly any value addition at the farm level and 98 percent of farm produce is sold as it is harvested, he said, while adding "due to tropical/sub-tropical conditions, more than 25 percent of production is lost during harvest and post-harvest operations."

Mukherjee emphasised, "we need to re-think on agriculture in India. Equally important is the necessity for collaboration between the state and

Central governments on monitoring and appraisal of the schemes."

Stressing that the innovation of new varieties, technologies and methods for post-harvest process should be prioritised, Mukherjee said that the percentage of agriculture GDP, spent on research, must be increased in XIIth Five Year Plan.

Director General of International Rice Research Institute, Philippines; Dr R A Zeigler, said that the PAU has served very well in the past five decades, but the problems and challenges in farm sector for coming fifty years can be addressed only through research.

Calling upon the PAU to produce next generation of scientists, he underlined the need for developing policies and programmes that can pave way for the global food security.

Thomas Lumpkin, Director General, International Maize and Wheat Improvement Centre (CIMMYT), Mexico; said that currently the biggest challenge is producing more food with less land and less water.

"The first green revolution has been in wheat and rice, but presently, the green revolution is going on in maize," said Lumpkin, adding that India is lagging behind in maize cultivation.

**Source:** 28 November, 2012/ Jagran.com

## Maulana Abul Kalam Azad revolutionized education field: Expert

Maulana Abul Kalam Azad's contribution as first education minister of Independent India was commendable as he brought revolution in the field of education, said Rizwan Qaiser, history professor of Jamia Milia University, Delhi, on Wednesday.

He was delivering a lecture on the occasion of National Education Day. The programme was organized as part of the birth anniversary of former education minister Maulana Abul Kalam Azad at Senate Bhavan. Delivering a talk on "Maulana Abul Kalam Azad: His scholarship and vision of nation building", Qaiser said Azad stood for united and federal India. He also established a number of educational institutions and gave prominence to traditional and technical education.

Azad set up University Education Commission and Secondary Education Commission under the leadership of S Radha Krishnan and Mudaliar. They recommended suggestions to bring about several changes in the field of education, he recalled.

When the colonial rule was rooted out from India, he supported retaining English as a medium of education along with regional languages. Apart from it, several literary and cultural organizations such as Sahitya Academy, Lalithakala Academy and Sangeeth Nataka Academy were established under his chairmanship to project Indian culture abroad, Qaiser said. Earlier, the programme was inaugurated by Goa and Mangalore university former vice-chancellor B Sheikh Ali.

**Source:** 29 November, 2012/ Times of India

## US Ambassador rues quality of education in India

US Ambassador to India Nancy Powell today said that the quality of education in India remains a "concern and major challenge" while underlining the need to address the gap in reading levels to prepare children for the future in a better way.

Quoting reports that have pointed out that basic reading levels have shown a marked decline, she observed that it was critical to provide children with the right kind of environment to make them learn.

Addressing a gathering after handing over All Children Reading Grand Challenge Awards to five innovators, Powell heaped praises on the Government of India for taking "several positive steps" for providing basic education to every child through the Right to Education Act.

"According to the latest reports, today over 96.6 per cent of children in India ages 6 to 14 years old are enrolled in school. However, quality of education remains a concern and a major challenge across the entire education system," she said.

Citing recent international assessments and national surveys that have concluded that learning levels in India are very low at the primary level, the Ambassador said if the gap in reading ability is not addressed they would continue to lag behind in all subjects as they move through the system.

"The future economic potential of millions of children depends on their ability to learn to read, and read effectively, during their primary school years," she said.

The 2011 Annual Status of Education Report in India revealed that basic reading skills have shown a marked decline in many states across North India.

Powell said USAID fundamentally transformed its approach to education to help address this crisis in quality and that it was not going to measure its success by the number of children in school but by the effectiveness they demonstrate in the classroom as measured by child outcomes.

As part of the new education strategy, she said, USAID has developed early grade reading assessments designed to help teachers understand the specific needs of their students and their classrooms.

These tools are already making a difference on the ground, changing the way entire nations approach education.

By focusing on literacy and measuring impact, USAID's new strategy will help improve the reading skills of 100 million children by 2015, she said.

Five of the 32 awardees of this competition are implementing activities in India.

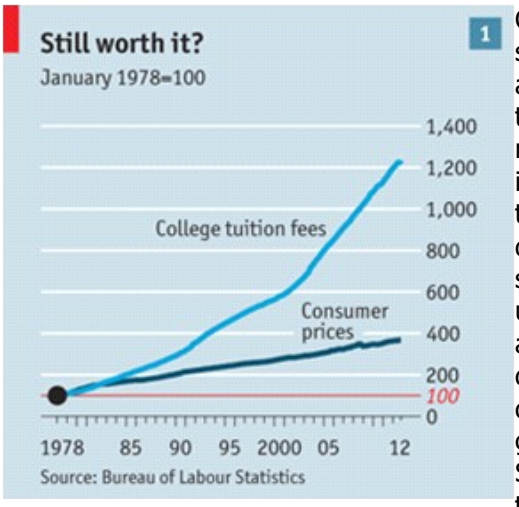
**Source:** 30 November, 2012/ Indian Express

## Not what it used to be

*American universities represent declining value for money to their students*

ON THE face of it, American higher education is still in rude health. In worldwide rankings more than half of the top 100 universities, and eight of the top ten, are American. The scientific output of American institutions is unparalleled. They produce most of the world's Nobel laureates and scientific papers. Moreover college graduates, on average, still earn far more and receive better benefits than those who do not have a degree.

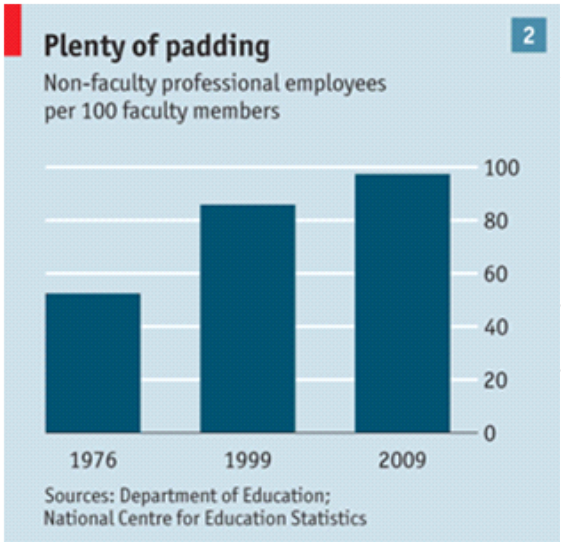
Nonetheless, there is growing anxiety in America about higher education. A degree has always been considered the key to a good job. But rising fees and increasing student debt, combined with shrinking financial and educational returns, are undermining at least the perception that university is a good investment.




Concern springs from a number of things: steep rises in fees, increases in the levels of debt of both students and universities, and the declining quality of graduates. Start with the fees. The cost of university per student has risen by almost five times the rate of inflation since 1983 (see chart 1), making it less affordable and increasing the amount of debt a student must take on. Between 2001 and 2010 the cost of a university education soared from 23% of median annual earnings to 38%; in consequence, debt per student has doubled in the past 15 years. Two-thirds of graduates now take out loans. Those who earned bachelor's degrees in 2011 graduated with an average of $26,000 in debt, according to the Project on Student Debt, a non-profit group.

More debt means more risk, and graduation is far from certain; the chances of an American student completing a four-year degree within six years stand at only around 57%. This is poor by international standards: Australia and Britain, for instance, both do much better.

At the same time, universities have been spending beyond their means. Many have taken on too much debt and have seen a decline in the health of their balance-sheets. Moreover, the securitisation of student loans led to a rush of unwise private lending. This, at least, has now been curbed by regulation. In 2008 private lenders disbursed $20 billion; last year they shelled out only $6 billion.




Despite so many fat years, universities have done little until recently to improve the courses they offer. University spending is driven by the need to compete in university league tables that tend to rank almost everything about a university except the (hard-to-measure) quality of the graduates it produces. Roger Geiger and Donald Heller of Pennsylvania State University say that since 1990, in both public and private colleges, expenditures on instruction have risen more slowly than in any other category of spending, even as student numbers have risen. Universities are, however, spending plenty more on administration and support services (see chart 2).

Universities cannot look to government to come to the rescue. States have already cut back dramatically on the amount of financial aid they give universities. Barack Obama has made it clear that he is unhappy about rising tuition fees, and threatens universities with aid cuts if they rise any further. Roger Brinner from the Parthenon Group, a consultancy, predicts that enrolment rates will stay flat for the next five to seven years even as the economy picks up. The party may be well and truly over.

*Balloon debate*

In 1962 one cent of every dollar spent in America went on higher education; today this figure has tripled. Yet despite spending a greater proportion of its GDP on universities than any other country, America has only the 15th-largest proportion of young people with a university education. Wherever the money is coming from, and however it is being spent, the root of the crisis in higher education (and the evidence that investment in universities may amount to a bubble) comes down to the fact that additional value has not been created to match this extra spending. Indeed, evidence from declines in the quality of students and graduates suggests that a degree may now mean less than it once did.

For example, a federal survey showed that the literacy of college-educated citizens declined between 1992 and 2003. Only a quarter were deemed proficient, defined as "using printed and written information to function in society, to achieve one's goals and to develop one's knowledge and potential". Almost a third of students these days do not take any courses that involve more than 40 pages of reading over an entire term. Moreover, students are spending measurably less time studying and more on recreation. "Workload management", however, is studied with enthusiasm—students share online tips about "blow off" classes (those which can be avoided with no damage to grades) and which teachers are the easiest-going.

Yet neither the lack of investment in teaching nor the deficit of attention appears to have had a negative impact on grades. A remarkable 43% of all grades at four-year universities are As, an increase of 28 percentage points since 1960. Grade point averages rose from about 2.52 in the 1950s to 3.11 in 2006.

At this point a sceptic could argue that none of this matters much, since students are paid a handsome premium for their degree and on the whole earn back their investment over a lifetime. While this is still broadly true, there are a number of important caveats. One is that it is easily possible to overspend on one's education: just ask the hundreds of thousands of law graduates who have not found work as lawyers. And this premium is of little comfort to the 9.1% of borrowers who in 2011 had defaulted on their federal student loans within two years of graduating. There are 200 colleges and universities where the three-year default rate is 30% or more.

Another issue is that the salary gap between those with only a high-school diploma and those with a university degree is created by the plummeting value of the diploma, rather than by soaring graduate salaries. After adjusting for inflation, graduates earned no more in 2007 than they did in 1979. Young graduates facing a decline in earnings over the past decade (16% for women, 19% for men), and a lot more debt, are unlikely to feel particularly cheered by the argument that, over a lifetime, they would be even worse off without a degree than with one.

Moreover, the promise that an expensive degree at a traditional university will pay off rests on some questionable assumptions; for example, that no cheaper way of attaining this educational premium will emerge. Yet there is a tornado of change in education that might challenge this, either through technology or through attempts to improve the two-year community college degree and render it more economically valuable. Another assumption, which is proved wrong in the case of 40% of students, is that they will graduate at all. Indeed, nearly 30% of college students who took out loans eventually dropped out (up from 25% a decade ago). These students are saddled with a debt they have no realistic means of paying off.

Some argue that universities are clinging to a medieval concept of education in an age of mass enrolment. In a recent book, "Reinventing Higher Education", Ben Wildavsky and his colleagues at the Kauffman Foundation, which focuses on entrepreneurship, add that there has been a failure to innovate. Declining productivity and stiff economic headwinds mean that change is coming in a trickle of online learning inside universities, and a rush of "massive open online courses" (MOOCs) outside them. Some universities see online learning as a way of continuing to grow while facing harsh budget cuts. The University of California borrowed $6.9m to do this in the midst of a budget crisis. In 2011 about 6m American students took at least one online course in the autumn term. Around 30% of all college students are learning online—up from less than 10% in 2002.

*Digital dilemmas*

To see how efficient higher education can be, look at the new online Western Governors University (WGU). Tuition costs less than $6,000 a year, compared with around $54,000 at Harvard. Students can study and take their exams when they want, not when the sabbaticals, holidays and scheduling of teaching staff allow. The average time to completion is just two-and-a-half years.

MOOCs have also now arrived with great fanfare. These offer free college-level classes taught by renowned lecturers to all-comers. Two companies,

Coursera and Udacity, and one non-profit enterprise, edX, are leading the charge. At some point these outfits will need to generate some revenue, probably through certification.

The broader significance of MOOCs is that they are part of a trend towards the unbundling of higher education. This will shake many institutions whose business model is based on a set fee for a four-year campus-based degree course. As online education spreads, universities will come under pressure to move to something more like a "buffet" arrangement, under which they will accept credits from each other—and from students who take courses at home or even at high school, spending much less time on campus. StraighterLine, a start-up based in Baltimore, is already selling courses that gain students credits for a few hundred dollars.

Some signs suggest that universities are facing up to their inefficiencies. Indiana University has just announced innovations aimed at lowering the cost and reducing the time it takes to earn a degree. More of this is needed. Universities owe it to the students who have racked up $1 trillion in debt, and to the graduate students who are taking second degrees because their first one was so worthless. They also bear some responsibility for the 17m who are overqualified for their jobs, and for the 3m unfilled positions for which skilled workers cannot be found. They even owe it to the 37m who went to college, dropped out and ended up with nothing: many left for economic reasons.

Universities may counter that the value of a degree cannot be reduced to a simple economic number. That, though, sounds increasingly cynical, when the main reason universities have been able to increase their revenue so much is because of loans given to students on the basis of what they are told they will one day earn.

**Source:** 30 November, 2012/ Economist

## Mobile technology and the future of Higher Education: 5 Predictions

Recently I have been thinking a bit about 'mobile' within an academic context. The M-Libraries projects are coming to an end, and we're currently working on a report exploring the future impact of mobile and ubiquitous technologies on the HE sector called Mobile Futures.

Mobile technologies are a bridge between our online social connections, the hallmark of recent web innovations such as Facebook, twitter etc, and our physical, real-world social interactions. Institutions increasingly recognise mobile as an extension of the journey from online social connectivity to real-world reciprocity. This transformation provides opportunities for institutions to engage with their students in significant new ways, and to exploit mobile technologies to enhance this engagement and experience.

So, with these thoughts in mind I thought I would have some fun and think about 5 'trends' around the future of mobile in academia and education. These thoughts are very much rough-drafts, and shipped far too early!

*Mobile as a Platform*

For institutions mobile 'products' are often the focus of attention – the campus app or the mobile website. Yet, these discrete developments feel increasingly like a means to something greater – stepping stones – rather than as ends in themselves.

Can mobile (services, and the development of those services) itself be a platform for other institutional and student/researcher benefits? Are our future mobile interactions a platform for a new form of engagement with students and researchers?

This is a question that is emerging from current work exploring the future impact of mobile on the academic sector. Here platform embodies something much closer to the 'platforms' represented by Facebook or other social network platforms.

The potential of this new 'platform' seems to run over our current conceptions, to something decentralised, data-centric, open, social, intuitive… In many ways the technology begins to drop out of our considerations of the future, and its the mobility of the student or researcher that becomes the critical factor.

It is the mobility of the individual that also highlights the fragmentation of the mobile *device, into one much more intimately connected to our-selves.*

*Mobile Realities*

The mobile devices that we have upon us will, increasingly, also be the filters through which we view reality. Augmented Reality(AR) will be the next transformative technology to change the way in which we interact with the world, and our institutions.

Using visual cues in the environment, AR uses mobile devices to overlay a digital world on top of the real world. Projects like HealthCARe at City university enable students to gain contextual information on health care issues simply by pointing their phone at an object or space. SCARLET, a project from Mimas, at the University of Manchester, uses augmented reality as a way to connect students to extremely rare books as well as

all the relevant contextual information for that resource to radically enhanced the student learning experience.

AR will play an increasing role in teaching and learning, as well as in the way institutions provide support services and information to students and staff. The interactions between the physical and virtual environments of the student will become increasingly blurred, as will the boundaries between the body and the device.

*Mobile Forms*

The history of our recent technologies is one of carefully repackaging the artifacts of our lives in smaller and smaller boxes. The zenith of this miniaturisation is mobile computing. Increasingly, however, these boxes are being unpacked, and the technologies of mobile computing are being reconfigured in new forms.

The emergence of Augmented Reality as a serious mobile trend for education also marks the growing intimacy between the device and our bodies. The augmentation of realities will be mirrored with a augmentation between the device and the body. Increasingly the 'form-factors' we are used to (the mobile phone, tablet) will gradually be superseded by new forms: earpieces, glasses and sensors.

This evolution of form could have some interesting implications for institutions. If BYOD (bring your own device) creates issues for institutions supporting user-owned technologies, then a fragmented, decentralised mobile form could increase those problems of support exponentially.

Devices will become hyper-personalised, and this will impact on the experience students will expect from the institutions that deliver their education.

*Mobile Scales*

There are huge opportunities for scale when it comes to educational technologies and mobile learning initiatives: the worldwide demand for education is growing exponentially. Yet, mobile offers an intriguing opportunity for institutions to scale downwards; effectively scaling down to the singular – to the individual level of experience.

Imagine an institutional information service that is scaled to you – not the institution. Echoing Paul Walk's futuristic vision of library services this might place the mobile device in the role of 'educational concierge', delivering relevant information and resources, wherever and whenever. Indeed, it is a small leap of the imagination for this 'library service' to deliver information before you know you need it: precognitive services!

This notion of scale rolls over into areas such as course work and accreditation: micro-tasks combined with micro-accreditation. A couple of small tasks to do on the bus into campus, accruing towards your final exam. With the rise of MOOCs and online learning, this future is fast becoming a reality!

*Mobile Disconnections*

Mobile technologies, given their ubiquity, encourage a focus on the opportunities for constant connectivity that they offer. An academic world always on. However, it is clear that there will be an increasing need for spaces, places and strategies that enable students and staff to go 'dark'. As institutions attend to enabling wifi everywhere, there may be an increasing requirement for wifi 'coldspots'.

Some of the research that is emerging from the Visitors and Residents project highlights the awareness of students to the addictive and distracting nature of online social media and may increasingly require wifi free areas. Indeed, it may be that around periods of intense 'visitor' type activity, for example, examinations, paper deadlines, that institutions provide entirely 'blacked out' environments.

Institutions will need to build this 'graceful disconnection' capacity into their systems and services to enable students and researchers to step away from the 'internet of things' while they study.

*Your Futures…*

This is my attempt to have some fun with the implications of mobile computing and technologies on education and academic institutions. It's personal, HE-centric and hopelessly optimistic (I don't touch on issues of your 'data shadow', issues of privacy or protection etc).

So… What would you articulate as the important trends in mobile for education? What are your #mobilefutures?

**Source:** 30 November, 2012/ JISC

## India fails test of 'knowledge economy'

Speaking freely is an Asia Times Online feature that allows guest writers to have their say. Please click here if you are interested in contributing.

Indians are doing well in the knowledge economy. India is not. There is a misconception in some quarters that both are making rapid gains. The fact is that Indians based outside India continue to make impressive gains in the knowledge economy but India's achievements remain quite small. For example, a recent study by Thomson Reuters found that only 3.5% of the global research output in 2010 was from India.

The misconception that India and Indians are on the fast track on the knowledge economy freeway owes much to the influential writings of Thomas Friedman on China and India in the New York Times. He followed it up by the best-selling The World is Flat(2005), in which India was announced to the world as a country that was producing thousands of engineers and scientists at a time when fewer Americans were enrolling for degrees in the sciences and engineering.

In positioning China and India as emerging challengers to continued American/Western dominance in the knowledge economy, Friedman glossed over the fact that only a small fraction of the thousands of engineers graduating from India's colleges and universities - public or private - are employable. Certainly, few (if any) of the engineering graduates of Lovely Professional University - which recently featured in a Chronicle of Higher Education story on the poor quality of private universities in India - are likely to be able to be employed as engineers.

The World is Flat sold very well in India. And why not? Friedman had good things to say about India and Indians. India has historically received scarce praise from influential Western commentators, so it is easy to understand how Friedman's ideas - that technology and innovation has leveled the global playing field so that countries like India can eat big cookies - were so easily consumed and celebrated. Outsourcing was going to be the solution to India's problems. Indians were great innovators and if - as Gurcharan Das put it - India's economy could grow despite the state, everything else was possible.

The same year that The World is Flat hit bookstores, McKinsey & Co released a report on the supply of offshore talent in services. Among its findings, only 25% of engineers in India were suitable for working with multinational companies. Not many Indians read it.

Very few Indians are also likely to have read Richard Florida's rebuttal to Friedman (Atlantic Monthly, October 2005). Florida found little evidence of a "flat" world. As he pointed out, India in 2003 generated 341 US patents and China 297. The University of California generated more patents than either country and IBM five times more than the two combined. Florida did find Indians and Chinese to be incredibly innovative but much less so in their home countries than in the US.

There are few signs that US dominance in the knowledge economy will wane, thanks in no small part to its open-door policy for Chinese and Indian researchers and innovators. According to a recent study in Nature magazine, 17% of the scientists in the US are Chinese and another 12% are Indians. It is quite probable that these Indians have a higher research output than India-based scientists.

The reason why India's contribution to the knowledge economy will remain limited is that its higher-education system is in a complete mess. As early as 2006, the Indian government's National Knowledge Commission brought attention to what it generously called a "quiet crisis" in higher education. Since then, more resources have been committed to higher education and massive expansion plans are underway to educate the millions of college-ready Indians. While there are some signs that things could change for the better, for now, the higher education sector remains "backward".

The country continues to produce thousands of graduates but recent surveys are hardly encouraging. India's actual pool of skilled, employable workers remains relatively small.

It is evident that India's colleges and universities are not teaching students what they need to learn. At the hundreds of public institutions around the country, there is not much teaching going on anyway. As a result, most students are forced to spend a fortune on private tuition or enroll at private institutions. Both at public and private institutions, the course content is dated - often by a decade or more - and unconnected to the job requirements of today. In addition, whatever is taught is not taught well.

Devesh Kapur (University of Pennsylvania) and Pratap Bhanu Mehta (Centre for Policy Research, New Delhi) do not mince words when they state that "the veneer of the few institutions of excellence masks the reality that the median higher education institutions in India have become incapable of producing students with skills and knowledge."

The skills crisis among India's young population is in large part due to pervasive shortages of qualified faculty. In a recent interview, Shyam Sunder (Yale School of Management) observed that: "Our best brains are selling soaps and getting into civil service" but "we are not able to attract them to a sector that is most important to us - education - particularly higher education." As a result, even prestigious institutions - like the Indian Institutes of Technology and the Indian Institutes of Management - are facing a shortage of qualified faculty. As higher education undergoes further expansion, these shortages can only mount.

The illusion that both India and Indians are making gains in the knowledge economy is in part due to the relatively large number of high-profile India-

educated innovators and entrepreneurs whose achievements are celebrated in Indian newspapers. It becomes convenient to ignore the fact that most are US-based and at best have a second-base in India.

**Source:** 30 November, 2012/ Asian Times

## RESOURCE

### China and India Top List of International Students Attending U.S. Colleges

More international students attended United States colleges and universities in the 2011-12 school year than ever before, making it the sixth consecutive year in which international student enrollment has increased, according to the annual "Open Doors" report from the Institute of International Education.

There were 764,495 international students enrolled at colleges and universities in the United States in the 2011-12 academic year, according to the report, which was released this week. China continues to lead the way as the No. 1 country of origin, with 194,029 students in 2011-12, a remarkable 23.1 percent increase from the previous year. India, with 100,270 students, is still second, despite the fact that the number of Indian students enrolled declined by 3.5 percent.

For the first time, of California hosted more than 100,000 students in 2011-12, according to the report. Other leading states include New York, Texas, Massachusetts and Illinois.

The leading institutions and their totals of international students:

- University of Southern California: 9,269
- University of Illinois at Urbana-Champaign: 8,997
- New York University: 8,660
- Purdue University: 8,563
- Columbia University: 8,024
- University of California — Los Angeles: 6,703
- Northeastern University: 6,486
- University of Michigan — Ann Arbor: 6,382
- Michigan State University: 6,209
- Ohio State University: 6,142

Despite the increases, international students still make up for less than 4 percent of the student body at United States colleges and universities, according to the report.

**Source:** 15 November, 2012/New York times

### Number of Indian students in US drops again

The number of Indian students studying in the United States has dropped continuously for the second consecutive year while the count of international students in the country has now reached a record high with the maximum enrollments from China.

In the year 2011-12, the Chinese student enrollments have increased by 23 per cent in total and by 31 per cent at the undergraduate level, according to the 2012 Open Doors Report on International Educational Exchange released yesterday.

The report finds that the number of international students at colleges and universities in the United States has increased by six per cent to a record high of 7,64,495 in the 2011-12 academic year, while the US students studying abroad increased by one per cent.

This year, international exchanges in all 50 states contributed USD 22.7 billion to the US economy.

Overall, China sends the maximum number of 1,94,029 students in the year 2011-12 as against 1,57,558 in the previous year.

While China registered an increase in enrollment in American universities, it dropped for those coming from India by 3.5 per cent to 1,00,270 students.

"The number of Indian students in the US in 2011-12 dropped 3.5 per cent compared to the previous year, marking two consecutive years of decline. India had been the leading place of origin for international students in the US from 2001-02 through 2008-09," the report said.

In 2000-01 there was a surge in enrollments from India, with an increase of 30 per cent, followed by two more years of strong growth (12 per cent in 2002-03 and seven per cent in 2003-04), the report said.

However, the increases tapered off in 2004-05 and then decrease slightly in 2005-06, before resuming much larger increases in 2006-07 and for the next two years.

"In 2009-10, the increases levelled off, and China became the top sender and remains in that position. Students from India make up approximately 13.1 per cent of the total foreign student population in the United States," the report said.

In 2011-12 only 13 per cent of the Indian students were enrolled for undergraduate studies, whereas a majority of them (58.9 per cent) are graduate students and 26.7 per cent on OPT (optional practical training).

According to Open Doors, nearly three-fifths of the total Indian students are enrolled in science, engineering or mathematics courses, while in China the focus is on business management.

Higher education is among the United States' top service sector exports, as international students

provide revenue to the US economy and individual host states for living expenses, including room and board, books and supplies, transportation, health insurance, support for accompanying family members, and other miscellaneous items.

**Source:** 15 November, 2012/Times of India

## The 'Indian Education Market'; How Big is it for Budding Entrepreneurs?

Gone are the days of blackboard teaching! Thanks to the developments in technology, the education sector is witnessing many new disruptions for learning and teaching processes. From the classroom blackboard teaching to interactive pictorial teaching, we have come a long way. A student today needs a more sophisticated education, delivered with the use of technology. Change in the technology of any kind requires a lot of expertise and skill. Further, in a field like education it becomes very imperative to train both the teachers as well as the students to adopt the latest developments in the technology. The use of technology is also important for the scale of the challenge that the education system in India faces today.

According to a report by Economic Times, "With double digit economic growth demanding a sustained supply of knowledge workers, India has emerged as one of the world's largest consumer of education services with a target population of more than 445 million (between age group of 5-24 years), which is expected to increase to approximately 486 million by 2025, far exceeding the combined target population in China (354 million) and the US (91 million) in the same year."

It is estimated that there will be around 40 million students pursuing higher education in India by 2020. There would be a need to open thousand universities and forty five thousand colleges in the next decade to cater to this need. The expansion of this scale can be achieved by more activate participation from the private sector. This means the sector will also see a lot of investment activity over the next few years. Private entrepreneurs encompass a wide range of educational organizations such as educational services businesses, for-profit institutes, religious and not-for profit institutes, etc.

There is also a necessity for increase in number of Public Private Partnership models, especially in a low income and a developing economy as India's because these partnerships have a lot of potential for expanding the access of education and providing a level playing field for the distribution of knowledge.

All of these initiatives required to meet the increased demand will also need to leverage technology to maintain quality and increase their scale of operations.

In a nutshell, the Indian education system has a lot of scope for innovation and growth. Entrepreneurs should explore the sector as there is a wide scope for a lot of opportunities and challenges. Do check out the 2012 EduStars Survey Report for a great perspective on opportunities in the education sector. However, if you decide to work in the education sector, do realize that when it comes to delivering education, personal gains must be balanced with the ultimate objective of meeting the learning objectives of the students.

**Source:** 23 November, 2012/ Your story.in

## More students going to UK to study: British Council

The global economic slowdown is unlikely to deter an Indian student from aspiring to study abroad. According to Sujata Sen, Director, East India, British Council, more Indian students are going to the UK for higher studies.

Close to 30,000 Indian students applied for higher education in the UK in 2011. Though the figures for 2012 have yet to be collated, trends indicate that the numbers would either remain steady or even post a marginal growth this year, she said.

"This is primarily because students are looking for global exposure, good universities and different kind of courses and combinations," she said at a press meet to talk about the British Council's Education UK Exhibition here on Monday .

*NO SLOWDOWN*

Recession does not hit the education sector. It, in fact, encourages people to take a break from work and pursue higher education, she said.

"From my interactions with agents and education consultants this year, I have not come across any trend which might indicate a slowdown in so far as students' interest for overseas education is concerned," she said.

Nearly 37 UK universities including the University of Birmingham, University of Brighton, Cardiff University, King's College and University of Leeds among others have participated in the exhibition.

The one-day exhibition will provide information on undergraduate, postgraduate and research degree courses in UK. "There is a rising interest for undergraduate courses in UK among Indian students. The key areas of interest are business and management, engineering, art, design and IT among others," she said.

The exhibition will be held in five cities — Delhi, Kolkata, Mumbai, Kochi and Coimbatore — and will have more than 120 representatives of over 77 UK institutions participating. More than 6,000 students are expected to visit the exhibitions.

**Source:** 26 November, 2012/Hindu Business

## Survey: U.S. Higher Education Must Change To Remain Globally Competitive

Nearly half of all Americans have a dim view of the quality of U.S. higher education, and most think it's not only too expensive but also only a fair or poor return on their investment, according to the results of a new survey.

Most of those surveyed—particularly college-aged Americans themselves—agree that U.S. higher education must change to remain globally competitive, though not everyone is convinced that increasingly popular online courses are as effective as conventional ones.

"These findings are a wake-up call for those of us in higher education," said Joseph Aoun, president of Northeastern University, which commissioned the study.

Forty-six percent of respondents consider the state of U.S. higher education "fair" or "poor," and 61 percent said the same thing about its value for their money. Nearly nine out of every 10 say cost is a major barrier to obtaining a college degree.

Three-quarters of younger people say they'd be happy with a "no-frills" education that forgos such amenities as athletic facilities and dormitories, and almost the same proportion would have been willing to spend a year or two working in public service in exchange for a break on tuition.

Two in three say cuts in government funding have lowered the nation's standing as a global leader in higher education, and more than four in five—including majorities of Republicans, Democrats and independents—believe that government should invest more in it.

While Americans want more innovation by colleges and universities, slightly more than half aren't convinced that online education is as good as the conventional kind. But more than two-thirds think online degrees will be equally recognized by employers within the next five to seven years.

The poll, conducted for Northeastern by FTI Consulting, surveyed 1,001 respondents by phone in mid-October as well as 250 people aged 18-30 on the Internet. The margin of error is +/- 3.1 percent.

**Source:** 28 November, 2012/DiverseEducation

## Northeastern survey finds only 4 in 10 Americans feel higher education is a good deal

Americans feel that higher education is imperative for a successful future, but they believe that the US higher education system is providing poor value for the cost, a Northeastern University survey has found.

Seven in 10 Americans believe higher education is "extremely" or "very" important to achieving the American dream, according to the survey.

But at the same time, only 39 percent said the system was providing "excellent" or "good" value for the money, with the remainder saying the value was "fair" or "poor."

"In order for us to keep in tune with the world, we have to understand what the world is saying, what it needs," said Northeastern President Joseph Aoun. "The public at large holds high the American Dream. Higher education helps them to move up and build their life, build their careers."

The survey found that 83 percent believed that in order to stay competitive with countries around the world, changes in the system were needed. Additionally, two in three saw funding cuts to public universities as one reason the country's standing as a global leader in higher education has dropped.

Universities need to implement more creative ways to educate students, like hybrid courses, which are a mix of online and traditional classroom learning, 87 percent of the young adults said. Sixty-eight percent of the young adults also said an online degree would be of equal value and accepted amongst employers as a traditional degree within the next five to seven years.

But in an indication that there is a generational divide over online programs, only 53 percent of all respondents said an online degree would soon be equally accepted as a traditional degree.

"There's an idea that higher education is conservative, or that it's not changing," Aoun said. "But we have a higher education system that's very diverse, and we're seeing that this culture is evolving extremely rapidly."

A majority of all respondents felt that paying for college was the largest obstacle when it came to obtaining a degree, the survey said. About half of all those surveyed said financial concerns caused themselves, a close friend, or family member to postpone or forgo attending college altogether. Still, 83 percent of those who attended college considered it a good investment.

About 72 percent of the young adults said they would have exchanged a few years working in public service for a reduced tuition.

And 73 percent of the young adults said a "no-frills" option should be explored, meaning that students could be given access to classes, courses, and faculty but not extra amenities like residence halls or athletic facilities — for a reduced cost.

"They are expecting higher education to give them access to jobs," Aoun said. "We must integrate the world experience with the classroom experience. Their education must allow them to go out and compete in the world."

The survey was conducted by FTI Consulting for the university. The telephone portion was conducted Oct. 13 to Oct. 18, while the Internet poll of young adults, aged 18 to 30, was conducted Oct. 16 to Oct. 19. The margin of error was plus or minus 3.1 percentage points, the university said.

**Source:** 29 November, 2012/Bostan.com

## India's higher education sector to boost real estate demand: Report

Property consultant DTZ on Wednesday said that the country's higher education sector will create real estate demand of around 900 million sq ft by 2020 to maintain the current gross student enrolment ratio of 12%.

Although India is aiming to increase its higher education gross enrolment ratio (GER) to 30% by 2020, it is unlikely to achieve the target before 2036 at the current pace, the report said. GER indicates the percentage of students enrolled for an education grade against the number of students who qualify for the programme.

"To achieve a GER of 30% by 2020, Indian higher education system will need to augment its capacity by additional 37 million seats," DTZ said. It took the higher education sector over 60 years to achieve a GER of 12%.

While reforms in regulatory policies and usage of new technologies are expected to facilitate growth and dissemination of higher education, it is unlikely to be a substitute to creation of physical infrastructure, the report said.

**Source:** 29 November, 2012/InfraWindow.com

## Beyond School Books' – a podcast series on education in emergencies

United States of America- One in five young people aged 15 to 24 in 123 low- and middle-income countries has been left out of primary education and lacks skills for work. Of these people, the majority are young women.

The 2012 Education for All Global Monitoring Report Youth and skills: Putting education to work examines how skills-development programmes can be improved to boost young people's opportunities for decent jobs and better lives.

Podcast moderator Femi Oke discussed the report's findings and the dynamics around gender and skills development with Director of the Education for All Global Monitoring Report Pauline Rose.

*Unemployment, poverty – and inequality*

The number of young people in the world has never been higher. In 2010, the population of those between the ages of 15 and 24 reached one billion. Many of these youth are not learning the necessary skills to become functional adults in their societies.

According to Ms. Rose, one in eight young people is without work. "Perhaps of even greater concern is that there are around one in four young people who are working for wages below the poverty line. And we identify that young women are much more likely to be in this situation, and that includes young women who have actually had some education," she said.

Ms. Rose said that, while programmes such as BRAC in Bangladesh and COMFORT in parts of Africa are addressing the needs of young women in the direst circumstances by providing basic skills training and assistance in setting up profitable businesses, these efforts are not enough. "These programmes are very important, but they are reaching too few young women and men who need the support of these programmes. They need to be radically scaled up by governments with the support of aid donors."

Developing skills, and economic growth

Evidence shows that investing in young people's skills development leads to economic growth and brings positive transformation. Ms. Rose highlighted two cases: "The Republic of Korea is a striking example of a country that invested in skills development and linked that with the country's overall macroeconomic policy and strategy to make sure that young people were being provided with the skills that they need for the work place…[I]t went from being a low-income country 30 years ago to now being a high-income country, with a massive increase in economic growth…"

"…We contrast this with Ghana, which started out 30 years ago with a similar level of education and a similar level of economic growth to actually being stagnating both in education and growth."

The report calls on governments to address the need to give young people who lack basic literacy and numeracy skills a second chance in education. It also calls on donors to allocate their funds to reach those who are most in need.

"We're also working with young people to make sure that they are also able to put the word out

there, to the ministries of education. Because, at the end of the day, it's experiences of the young people who really matter and who actually can express the need and the importance of these issues far better than we can," concluded Ms. Rose.

**Source:** 30 November, 2012/UNICEF

### International Students to India on the Rise

It's no more just Indian students traveling abroad for higher education, but there are international students who are now opting for India for various courses. What attracts these international students to India?

It is observed that this trend of international students coming to India is growing and began way back in the 1950s with schemes like the ICCR scholarships, etc. The scheme offered 20-30 international students a chance to pursue higher studies at public universities at Pune, Delhi and Mysore, reports Merril Dinniz for Rediff.com. This number is now noted to have increased to about 3,000. Many private universities have international students on their campuses.

There are ample reasons why India is the chosen study destination. The international students feel at home as these universities celebrate diversity. On October 1 this year, a special day for Nigerian students, two institutes observed Nigeria's 52nd year of independence. Dr Anil Sarin, Professor & Dean, Faculty of International Programmes, MRIU was quoted by rediff.com "The Nigerian students appreciated the gesture, and after that there was significant warmth in the behaviour of Nigerian students towards the Indian students, and teachers in particular."

Further in VIT University they celebrated the Chinese New Year for the benefit of Chinese students on campus, who make one of the large sections of international students at VIT.

**Source:** 30 November, 2012/Indo Link

## 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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