



Announcements

All-India Dr. Stya Paul Essay Competition 2012

On the occasion of its Silver Jubilee Year, Apeejay School, Saket announces "All-India Dr. Stya Paul Essay Competition 2012" on the theme **"The importance of Liberal Arts Education in the 21st Century"**

[Click here to Participate](#)

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 2013. [Click here](#) to download the prescribed format along with the terms and conditions.

Apeejay Stya University announces admission for the session 2013

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. [See Details](#)

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](#)

All-India Dr. Stya Paul Essay Competition 2012

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Apeejay School, Saket on the occasion of its Silver Jubilee Year announces



All-India Dr. Stya Paul Essay Competition 2012

on the theme

"The importance of Liberal Arts Education in the 21st Century"

Open to students of Class XI and XII across India

1 st Prize ₹25,000/-	2 nd Prize ₹15,000/-
3 rd Prize ₹10,000/-	10 Special Prizes ₹2,000/-

All prizes will carry citation

Deadline for essay submission:
February 28, 2013

Announcement of Winners: April 30, 2013
(Results will be displayed on Apeejay School Saket's website and shall also be intimated to winners by mail)

[Click here to participate...](#)

ASPECT

Affordability in Higher Education is Achievable

In today's world, it is incumbent for universities and colleges to become more creative and avoid complacency while considering affordability for today's student population.

As tuition of private educational institutions have outpaced inflation and the cost of living, one of the most encouraging developments is the emphasis placed on controlling the costs of education, often in novel ways overlooked in the past.

Right now, student loans rank just behind mortgages in household debt.

Studies conducted by the College Board Advocacy & Policy Center found that for students enrolled in private four-year colleges and universities and living on campus in 2012-2013, the average yearly budget was \$43,298 including tuition and fees, room and board, books and supplies, and additional expenses.

Some private colleges and universities have taken these numbers to heart and have implemented tuition freezes or reductions, which has generated favorable reaction from current and prospective students, parents and communities at large, as the move greatly assists students burdened by the cost of education.

Institutes of higher learning are focusing on tuition freezes and reductions as a way to maintain the price of education due to most other factors involved in rising educational expenses are beyond their control. Over the last five years, 43 of the 50 states have cut financial aid funding to students, and some grants to benefit scholars have vanished.

At the same time, due to stiffer regulations in place by financial groups following defaults during the recession, some incoming, current and even graduated students are finding it more difficult to secure educational loans.

Given these factors, colleges and universities have proactively reviewed their operating expenses and often discovered waste and duplication of services, which, when eliminated, can produce measurable reductions. Institutions can pass those savings onto their students in the form of frozen or lowered tuition.

One of the most effective ways that colleges and universities can decrease their day-to-day expenses is by addressing changes through an environmental approach that produces savings in a variety of ways. By recycling materials and becoming more energy efficient, a campus will discover significant reductions in its utilities bills. The green initiative extends beyond recycling, as universities can witness an increase in savings by installing low-flow showerheads or replacing old toilets with modern models that use half the amount of water and remain just as efficient.

At William Peace University, we continue to find inventive ways to be environmentally conscious, which is why the decision was made to install a cistern to collect rainwater.

This project is projected to supply the campus with 90 percent of the irrigation water needed to tend to our grasses and vegetation and cut our utility bill considerably in the process. The alteration played a part in allowing us to reduce our tuition for the 2012-13 academic year.

Similar cost-saving approaches have led us to be able to freeze tuition for fall 2013, following our reduction last year.

Internal processes are another key component of making schools affordable:

College and university leaders are investigating and reviewing revamps needed to reduce money through realizing operational economies of scale. This holistic review of all components of university operations and services is contributing substantially to the tuition freeze and drops at colleges and universities.

As leaders are prioritizing scholarship as their primary service, they are evaluating what programs and activities on their campuses can be modified or eliminated to continue providing the best educational courses for future graduates.

Additionally, there is an understanding among higher education institutions that providing savings through tuition freezes and reductions will inevitably produce more alumni with money available to contribute to their communities and their alma mater instead of toward paying back student loan debt. This change in the flow of money will produce a positive impact on our economy.

The demand for affordability in colleges and universities will continue to increase over the next few years. More students will expect to see a visible return on investment for the amount of money invested in their education.

By actively demonstrating to students that major steps are being made to hold the line on the cost of education, as well as continuing to show overwhelming evidence that the degrees students earn will increase their revenue in the future, institutes of higher learning are showing they are concerned and are being proactive about controlling costs to make education affordable.

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

NEWS

Draft Bill proposes affiliation to private engineering colleges

The draft Bill of the proposed Kerala Technological University (KTU) has recommended granting affiliation to self-financing engineering colleges aimed at stepping up the quality of technical education in the State.

A detailed project report on KTU, prepared by the Directorate of Technical Education last year, had not brought self-financing colleges under the ambit of the proposed university initially.

The Bill, likely to be taken up for detailed discussion soon, laid out the roadmap to catapult the quality of technical education through effective application of information technology, internet connectivity, and advanced information systems in education and research, sources said.

DE-AFFILIATION

Experts associated with the formulation of the Bill told The Hindu that the university would not be able to achieve its objectives, if self-financing engineering colleges were not given affiliation. It could be reliably learnt that the Bill will include provisions to de-affiliating self-financing colleges with a poor academic record.

The academic performance of the colleges will be reviewed. The draft Bill will also prescribe rules and regulations to improve the quality of engineering colleges affiliated to the KTU.

Establishment of KTU was part of the 100-day programme of the United Democratic Front (UDF) government. Unlike traditional universities, KTU will function on a sophisticated broadband network platform.

BETTER STANDARDS

The university's structure was expected to improve academic standards of colleges as these institutions will need to adapt innovative administrative and academic practices. The headquarters of the university shall be at the College of Engineering, Thiruvananthapuram.

Complete academic freedom will be provided to constituent colleges and they will function with the necessary freedom to design the curriculum, frame syllabus, and conduct the examinations. Initially, all government engineering colleges in the State will be included as the constituent colleges.

Centres of research in thrust areas of technology will be established to foster postgraduate education and research. Cooperation and funding from national and international agencies will be sought to establish the centres.

These centres will act as the hub of research in frontier areas of technology and will have interaction with industry. The university will also have incubation centres, technology transfer centres, and intellectual property bureaus in the constituent colleges.

Source: 01 December, 2012/[The Hindu](#)

BKC against setting up of private varsities

Former minister for primary and secondary education, B K Chandrashekar, on Friday said privatization of universities is not a good idea.

Speaking at the inaugural of an international conference on 'Higher education, cultures and

literatures: Canada and India' organized by University of Mysore, he said: "Privatization of varsities will not contribute to higher education and it won't help in the development of higher education. Companies will start dictating the universities and researches will be based on their ideas."

"Karnataka Knowledge Commission has to discuss the issue of privatization of universities with experts. It has neither contacted Higher Education Council nor Inter-University Council" he said.

Speaking about the culture of Canada, he said: "In Canada, aboriginals, tribes, minorities and women get equal opportunity and are respected, unlike in India. Canada has announced Multi-Culturist Act as its official ideology."

Though Canada is neighbouring USA, youths there know little about the country. But in terms of culture and education, Canada is better than USA, he added. "It is disheartening that India stands last in a survey made by G-20 countries about the Best Countries to Stay In for Women. Inequality, infanticide, child marriage, dowry harassment, domestic violence and harassment at working place are the reasons for it," he said. Indian Association for Canadian Studies president Om Juneja said around 7,000 academicians talk about Canadian studies. "Canada is the only country which spends money to get review from foreigners," Om added.

On the occasion, Chandrashekar took a dig at researcher M Chidananda Murthy for making derogatory statements on Tipu Sultan. "His statements might disturb the harmony in society," he said.

Source: 01 December, 2012/[Times of India](#)

Revamp Indian education

Prominent academic Shomie Das called for change in the pattern of the education system followed in India, saying that the country needs the next generation of thinkers and leaders who can contribute to the society and the world.

Inaugurating the fifth campus of his international school in Greater Mohali, Shomie Das said, "Learning begins from school and it is necessary to provide children-centric knowledge. This will enable the next generation to keep up with the goings-on around them and they would be able to keep track of day-to-day changes in better way."

Source: 01 December, 2012/[Times of India](#)

Give more education loans, Chidambaram tells banks

The banks had Rs 27,000 c outstanding on education loans as of March 2009, Rs 35,850 cr as

of March 2010 and Rs 41,340 cr such loans as of March 2011.

Around 24 lakh students took loans for education with banks having an outstanding amount of Rs 52,000 crore, Union Finance Minister P Chidambaram said today, as he asked banks to lend more money for this purpose. Chidambaram also asserted that his ministry was committed to the education loan programme of the banks.

"24 lakh students in India have borrowed loan for education and the outstanding amount with the banks is to the tune of Rs 52,000 crore," he said.

Chidambaram was speaking at a function after formally inaugurating the Indian School of Business (ISB) campus here.

The banks had Rs 27,000 crore outstanding on education loans as of March 2009, Rs 35,850 crore as of March 2010 and Rs 41,340 crore such loans as of March 2011, as per the data from the Reserve Bank.

Urging the young talent to contribute in building India, Chidambaram asked those who have spent some years abroad to return and help meet challenges faced by their own country.

"After 11, 12 months your (students) temptation is to migrate to USA or elsewhere in the world...It is a legitimate desire...Indian human resources will find opportunities all over the world...Seize these opportunities...Spend few years...But please remember that there is no other place in the world which can challenge you (students) like India."

"Spend a few years wherever you feel whether in USA, Europe, Latin America, East Asia or Africa, but please remember it is only India and no other place that can challenge you (students)," he said.

He asked the young talent to ask themselves a few questions as to in which other country of the world does one need to add 1,00,000 MW of power, construct thousands of kms of roads, bring drinking water and sanitation to over 700 million of people.

"The greatest challenge is to build India," he said referring to the brain drain.

"At some stage or the other return back and help build India...Challenge is not only in business but elsewhere too," he said.

He also expressed concern over "limited world class institutions" in the country.

"We have one institution of world class in Science, a couple in engineering and technology, one in Mathematics and one in international studies," he said, adding that the country need to build world class institutions.

Source: 02 December, 2012/ [Business Standard](#)

Employability in focus as IIM-A Confluence ends

The final day of Confluence 2012, the annual business summit of Indian Institute of Management, Ahmedabad (IIM-A), saw leaders from the education space discuss opportunities for increasing employability of youth in India.

A round-table conference was organized by the institute in association with Federation of Indian Chambers of Commerce and Industry (FICCI) with panelists like state commissioner of higher education Jayanti Ravi, vice-chancellor of Gujarat Technological University Akshai Aggarwal, IIM-A professor M R Dixit, Infibeam founder Vishal Mehta and founder curator World Economic Forum Sunil Parekh.

Ravi emphasized that education should not lead to people trying to fit everything into a known pattern as they move up, but should be about equality and fraternity. Aggarwal highlighted the commercialization of the education system, which has led to its downfall. He spoke about the benefits of collaboration of institutes with the small and medium industries as it would lead not just to learning but to implementation of ideas as well.

The speaker sessions were based on the theme of inspiration, where the first speaker Param Vir Chakra Naib Subedar Yogendra Singh Yadav recounted the story of his phenomenal courage and bravery in helping India recapture Tiger Hill during the Kargil War of 1999. Yadav told the management students that they have the power to take the country in any direction and that they should make good use of this opportunity while keeping the spirit of patriotism burning bright in their hearts.

Former Indian hockey captain Viren Rasquinha, who is currently the CEO of the Olympic Gold Quest, gave the future leaders of the country a few management tips based on his sporting story.

The third day also saw the culmination of various events from the various spheres of management.

Synergy, a first-of-its-kind event, was aimed at providing a platform for budding entrepreneurs in technology-based industries.

The participant teams had to present their technical idea and business plan to the jury that consisted eminent people from academia and industry.

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

ISB opens campus in Mohali

The 70-acre Mohali campus of the Hyderabad-based Indian School of Business was inaugurated

by the Finance Minister, P. Chidambaram, on Sunday.

On the occasion, Chidambaram called upon students to serve India. An ISB release quoted Chidambaram as saying:

"There will be a temptation to take a job in another part of the world. Seize the opportunity -- but please remember, there's no other place in the world that can challenge you like India.

The greatest challenge is building India." In a lighter vein, he said:

"I would love to have the chance to audit a lecture at ISB. And if you invite me to teach, I can teach you how to make mistakes."

The Punjab Chief Minister, Parkash Singh Badal, said: "ISB has been one of the most successful models of public-private partnerships in Punjab. I hope that ISB would be the new trendsetter and continues to invest its human resource to become a school at par with the best of global business schools."

Adi Godrej, Chairman, ISB, who was present on the occasion, said: "Our expansion into Mohali, allowing for a greater geographic outreach apart, has given us an opportunity to foray into important new areas – manufacturing, healthcare, infrastructure and public policy."

Among the others who attended the inaugural function were the founding board members of ISB's Mohali campus, Analjit Singh, Rakesh Bharti Mittal, Sunil Kant Munjal and Atul Punj.

Savita Mahajan, Deputy Dean, ISB Mohali, said, "We are committed to ensuring that both our campuses (Hyderabad and Mohali) are well integrated and students have the same ISB experience across both campuses.... We also follow an integrated admissions and placements process for our students."

The Mohali campus will further ISB's focus on strengthening research and has four institutes focusing on critical areas - Bharti Institute of Public Policy, Max Institute of Healthcare Management, Munjal Global Manufacturing Institute and Punj Lloyd Institute of Physical Infrastructure Management.

The school has also established academic associations with MIT Sloan School of Management to support the institutes in Manufacturing Excellence and Physical Infrastructure Management and The Fletcher School at Tufts University for Public Policy.

Meanwhile, The Wharton School has extended its support for the institute in Healthcare Management, the ISB release added.

Source: 03 December, 2012/[The Hindu Business Lines](#)

Centre approve for setting up of 20 IIITS Under PPP Mode

The Central Government has approved a Scheme for setting up of 20 Indian Institutes of Information Technology (IIITs) in Public-Private-Partnership (PPP) mode with an overall outlay of Rs. 2808.71 crores.

While the land for the purpose would be made available free of cost by the concerned State Governments, an IIIT would be established at a capital cost of Rs. 128 crores each, to be contributed in the ratio of 50:35:15 (57.5:35:7.5 in North-Eastern States) by the Central Government, the State Government, and the Industry partner, respectively. It has been envisaged that the IIITs may initially be registered as Societies under the Societies Registration Act, 1860 and a tripartite Memorandum of Understanding (MoU), spelling out the role and responsibilities of all the partners, be put in place.

So far, the Central Government has conveyed 'in-principle' approval for setting up of IIITs in the States of Assam, Tripura, Rajasthan, Madhya Pradesh and Tamil Nadu.

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

Source: 06 December, 2012/[India Education Diary](#)

The details of the report are at www.thetimeshighereducation.co.uk there are several entities undertaking ranking of world universities as per their own criteria. Some of the better known global systems of rankings are the Quacquarelli Symonds (QS) system, the Times Higher Education (THE), World University Rankings and the Academic Ranking of World Universities (ARWU) published by Shanghai Jiao Tong University.

These different international ranking systems use different values, indices and parameters to rank higher educational institutions. These criteria are neither universally accepted nor recognized and are therefore sometimes subjected to criticism in academic circles. Some of these parameters may not be relevant for Indian higher educational institutions and therefore, these rankings cannot constitute the basis for benchmarking of Indian institutions.

Improvement of quality of higher education is a continuous process. The Government is continuously striving to improve the quality of higher education in the country by legislative initiatives as well as schemes and programmes. The National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010, which

aims to make accreditation mandatory for all higher educational institutions in order to ensure independent quality assurance mechanism, has been introduced in Parliament on 3rd May, 2010.

To facilitate dedicated Universities as hubs for research ecosystems to develop as clusters of education, research and innovation and to promote innovation in learning and design, development and delivery of solutions, the Universities for Research and Innovation Bill, 2012 has been introduced in the Lok Sabha on 21st May, 2012.

The University Grants Commission (UGC) has reported that it implements various schemes for providing support to higher education institutions for improving quality of higher education, such as Universities with Potential for Excellence (UPE), Colleges with Potential for Excellence (CPE), Special Assistance Programme (SAP), Assistance for Strengthening of Infrastructure for Science and Technology (ASIST), "Assistance for Strengthening of Infrastructure for Humanities and Social Sciences" (ASIHSS), Basic Scientific Research (BSR) etc. The Department of Science and Technology, through its programme "Promotion of University Research and Scientific Excellence" (PURSE), Innovation in Science Pursuit for Inspired Research (INSPIRE), Fund for Improvement of S&T Infrastructure in Higher Educational Institutions (FIST) etc. provides support to universities essentially for research man-power cost, augmentation of equipment and computational facilities, research consumables and maintenance of the facilities etc.

Source: 07 December, 2012/[PIB](#)

India, US must work together more in science and technology: Nancy Powell

Calling for greater India-US collaboration in science and technology, American ambassador to India Nancy Powell on Friday said sustained educational exchanges were a key to developing human capital in the two countries.

"India and the US have much to do to collaborate in future in the field of science and technology. Although India's science and technology establishment has made enormous progress in the last few decades, further collaboration is needed," Powell said in her speech at the PANIIT Global Conference, 2012.

Stressing on joint ventures between Indian and US companies, she said "Indian companies have huge human capital and our products are technologically innovative."

The envoy said both the nations have focused on skill development.

"India has recognised a need for such training and without it the huge youth dividend could go unrealized" and is planning to work with the American community college system to establish a similar system here to meet the huge, unmet demand of Indian students for higher education that will allow them to succeed in India's growing economy," she said.

Pointing out that US was "enthusiastically" supportive of India's interest in exploring the community college model, she iterated Washington's pledge to work with India in creating partnerships between the private sector, educational institutions, and the state governments.

She said India and US could share their strengths in information technology which is beginning to radically change the field of education.

Referring to China, she said it was producing one million graduates very year in science, technology, and mathematics. "While India graduates about half that number, the US fewer than half. Both the United States and India need to do a better job."

"This is why the IITs are so important, and why the US government is eager to promote cooperation between Indian and US institutions of higher education."

Talking of the need to foster global skills and international experiences in young people, she said the US warmly welcomes Indian students into its colleges and universities.

"During the 2011-2012 academic year, over 100,000 Indian students studied in the US. India is second only to China in terms of international student population at US higher education institutions," she said.

"We are actively encouraging more American students to study and explore India through a new initiative called 'Passport to India'. India and the United States both recognize that sustained educational exchanges are key, and that's why we have placed such an emphasis on the US-India Higher Education Dialogue," she added.

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

Bringing world class education to the heart of India

With India being a nation that matters to the world, Delhi, the capital city, has stood to gain a lot, especially in the education sector. The changing face of Delhi has been very pleasant; the city, hence, is considered to be a very important destination for world class education.

A hub where global business houses are flocking by the dozen, where super-malls are springing up at

the rate of almost one a day, Delhi is the place to be at if you are looking at a truly global career.

This is the reason why it is here that top B- schools and coaching institutes are setting up shops, with thousands of enthusiastic students turning the city into a knowledge supermall too! With various options under one roof for students, parents, teachers and academicians, Times Education Expo is the most preferred destination for educational institutions and students alike.

TEE focuses on international and Indian be employed at the same time, have the privilege to meet distance learning centers, industrial training institutes, institutes of technical education, open universities, management training centers, language centers and specialised schools of arts.

Business schools for aspiring students looking at business management studies and education equipment and accessories for every single education institute looking to source great equipment for educational infrastructure are special features at TEE 2012.

You can also witness international institutes, which have their campuses in India at the fair. New College Nottingham, UK (ncn) in collaboration with The Batra Group will be one of them, which will bring to you, [NILA](#)- New College Nottingham International Lifestyles Academy.

NILA offers courses in hospitality, fashion, retail and interactive media. Notably, students must be prudent enough to judge the best colleges for them.

Times Edu-Schools, universities and institutes offering courses on Medicine, IT, Economics, International Management, Engineering Technology, Architecture, Designing, Fashion, Music, Law, Aviation, Accountancy, Media etc. It also features human resource consultancy firms, placement firms and call centers for those aspiring for a great career, banks, student loans, immigration and visa experts to aid students who aspire to study abroad.

And for these professionals who desire to pursue further studies and cation Expo 2012 will be held in Delhi on December 15 and 16 at Pragati Maidan. Students can register on the spot and visit this most awaited education and career fair of India.

With quality institutes, universities and colleges participating, this event in the field of education has been the most renowned fair on India's education calendar and it aims to be the greatest fair ever held in Delhi, catering to a community of students who are destined to be the future of a bright enterprising India. Be there as this is one class students cannot afford to bunk!

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

National Bio-Design Alliance

A National Bio-Design Alliance has been established by the Department of Bio-Technology, with various partners such as the Indian Institute of Technology (IIT), New Delhi, IIT-Madras, All India Institute of Medical Sciences (AIIMS), New Delhi, Regional Centre for Bio-Technology (RCB), Faridabad, Translational Health Science & Technology Institute (THSTI), Faridabad, International Centre for Genetic Engineering & Bio-Technology (ICGEB), Delhi, Indian Institutes of Science (IISc), Bangalore and Christian Medical College (CMC), Vellore, to coordinate with each other on the Bio-Design programmes in the country.

A Memorandum of Association has been signed amongst the partners for twinning engineering and medical schools to promote innovation through a multi-disciplinary approach. The partner institutions are sharing ideas, facilities and resources and contributing to the training programme for Fellows / Interns and young innovators. Currently, various research programmes with focus on the development of affordable technologies in the areas of implants, devices, and in-vitro diagnostics have been undertaken`.

Source: 13 December, 2012/[PIB](#)

Priorities in Higher Education Sector

The Draft Twelfth Five Year Plan builds on the momentum generated during the Eleventh Plan and continues the focus on the 'Three Es'— expansion, equity and excellence. The Twelfth Plan adopts a holistic approach to the issues of expansion, equity and excellence so that expansion is not just about accommodating ever larger number of students, but is also about providing wider choices of subjects, levels and institutions while ensuring a minimum standard of academic quality and providing the opportunity to pursue higher education to all sections of society, particularly the disadvantaged.

The total Plan allocation of the Department of Higher Education for the Twelfth Five Year Plan is Rs.1, 10,700 crore. In the first year of the Twelfth Plan i.e. Annual Plan 2012-13, an allocation of Rs.15,458 crore has been made for the Department of Higher Education, of which an amount of Rs.7974 crore has been spent so far.

Source: 13 December, 2012/[PIB](#)

Meta Universities

The main purpose of the Meta University is to share learning resources with different Universities by using the latest technologies available in order to enable the students to benefit from the learning

resources available in different institutions. The University Grants Commission (UGC) as the apex regulatory body for universities, has decided to come out with detailed guidelines on Meta Universities.

The participating institutions/universities share their learning resources to provide students with a more holistic learning experience. Hence such programmes are joint degree programmes, as clarified by UGC to Delhi University.

The Central Government has written letters to the University of Calcutta, Jadavpur University Calcutta, the Indian Institute of Management, Calcutta, the University of Hyderabad, the Indian School of Business, Hyderabad, the English and Foreign Languages University, Hyderabad and the Indian Institute of Technology Hyderabad to launch this kind of model. The University of Calcutta, the English and Foreign Languages University, Hyderabad and the Indian Institute of Management, Calcutta have expressed their interest in Meta Universities.

Higher Educational Institutions being fully autonomous entities, it is now left to them to collaborate and identify the courses/programmes to be offered in the Meta Universities. One such Meta University has already been started in Delhi.

Source: 13 December, 2012/[PIB](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE**African Higher Education Challenges: Economics and Research**

Much of Africa is at the early stage of massification of higher education. Sub-Saharan Africa, with a few exceptions, enrolls under 10 percent of a rapidly growing age cohort. This means that in the coming decades Africa will expand enrollments rapidly. Massification is an "iron law" of 21st-century higher education everywhere, and it cannot be stopped. Countries must cater to increased demand for access. At the same time, the global knowledge economy demands at least some universities in each country that have research capacity and the ability to work with the top universities worldwide.

Thus, Africa faces significant challenges at the top and at the bottom of the academic system. Key to finding solutions is effective funding mechanisms to support higher education in a rapidly changing environment. Understanding both possibilities and realities are necessary first steps in finding constructive solutions. Looking carefully and critically at the experience of a range of African examples is probably more useful than taking

lessons from the international literature or from other parts of the world.

Financing African Higher Education

Without a stable funding base, neither access nor excellence can be achieved. One thing is clear—the common African patterns of full state funding to a small number of universities no longer works—if in fact it ever did. Free tuition and free or highly subsidized accommodation are simply unsustainable. Alternative funding mechanisms must be found.

Clearly, charging tuition is a necessity for all of African higher education. It would be best if loan and grant programs can be established so that students who need financial assistance can obtain it. African universities can also be more active in obtaining funds from local institutions and searching for philanthropic support—although the chances are modest at least in the short run.

As elsewhere, private higher education is expanding in Africa. In fact, private higher education is the fastest-growing segment of higher education worldwide. The private sector may be necessary, but it presents serious problems in many countries—low standards, lack of transparency, and a financial strategy that places institutional profits above quality or standards. Of course, not all private institutions exhibit these characteristics but many do. Harnessing the private sector for the public interest is a key necessity.

Research on Higher Education

If one looks around the world, the region perhaps least served by relevant research and analysis of higher education is sub-Saharan Africa. Much more research is needed. The small group of dedicated African higher education researchers needs to be enlarged, and the necessary accompaniments of a research infrastructure—a good journal, appropriate websites, research centers, and institutes—need to be established. Universities need their own institutional research capacity, particularly the ability to generate data on aspects of university management, student issues, and other key topics to guide planning and management. Governments need data and analysis to help them shape effective higher education policies.

Knowledge, based on good research, is necessary if policies are to be thoughtfully planned and implemented. Africa's higher education challenges can only be addressed with the benefit of locally-focused research and analysis—only then can sound, viable strategy be devised.

Source: 03 December, 2012/[Inside Higher Education](#)

Many universities are teaching shops: Chidambaram

Stressing the need to build world-class educational institutions in the country, Union Finance Minister P. Chidambaram Sunday regretted that many universities in the country were just teaching shops.

Addressing students and faculty members after inaugurating the Mohali campus of the Indian School of Business (ISB) here Sunday, Chidambaram said: "My deepest regret is that many of our universities are teaching shops, with poor infrastructure, outdated textbooks, poor pedagogy and methodology, and untrained teachers. What we need is world-class institutions. ISB is one of a handful of such institutions in India."

The ISB campus is on 70 acres of land given by the Punjab government. The Mohali ISB is the second campus of ISB-Hyderabad, a leading private business school ranked among the Top-20 B-schools in the world. The first session of ISB-Mohali commenced April this year.

Chidambaram told students not to be swayed by greener pastures abroad after completing their courses at ISB, as there was no dearth of challenges in the country.

He said: "What is it that you want to be after you leave this campus? There will be a temptation to take a job in another part of the world. Seize the opportunity. But please remember, there is no other place in the world that can challenge you like India. The greatest challenge is building India."

The finance minister said he had been asking bankers to provide education loans to students liberally. He said that till now, only about 24 lakh students had taken education loans worth Rs.52,000 crore.

Punjab Chief Minister Parkash Singh Badal said Punjab would soon become an educational hub with a number of leading institutions like ISB and Indian Institute of Science Education and Research (IISER) being set up here. He said two more institutes, National Food Bio-Technology and National Institute of Nano-Technology, were coming up soon.

Source: 03 December, 2012/IANS/[The Hindu](#)

Make education accessible to all: N. Ram

‘India's diverse and pluralistic society is a great strength and must be preserved’

“Striking a balance between the pursuit of quality and excellence, and the imperative need to make education accessible at all levels in a progressive, modern sense is the biggest challenge Indian education is facing today,” said N. Ram, former

Editor-in-Chief of The Hindu and Director of Kasturi and Sons Ltd.

Quality and accessibility, excellence and affordability, aiming high and throwing the doors wide open should not be seen as contradictory and conflicting even if it is easier to reconcile these goals in principle than in practice, he said, participating in the 10 anniversary celebrations of Sreenidhi International School here, on Sunday.

Recalling Nobel Laureate Amartya Sen's attention to the gaps, inequalities and imbalances in Indian education and the huge social, economic and moral costs involved over the last three decades, Mr. Ram said that the great economist had indicted educational progress for being 'incredibly slow and unbelievably unequal'. This was despite dazzling success in software development and developing excellent capabilities in frontier fields like biotechnology.

Drawing attention to value-based education, Mr. Ram said that India's diverse and pluralistic society was a great strength and must be preserved. "Diversity and plurality are derived from our history as a wonderful, ancient civilisation. Any attempt to ride roughshod over these works against the fabric of nationhood and national integration should be prevented."

Mr. Ram termed 'secularism' as a value in itself as well as an instrumentality for holding India together, uniting its people and concentrating on developmental challenges. Arguing in favour of practising secularism, he said it was deeply rooted in the ethos of the Indian freedom struggle and in the Constitution. So practising the idea of 'majoritarianism' was totally unacceptable, he said, and asked youngsters to be wary of exploitation of religion for political benefits.

Mr. Ram also appreciated the scientific and social values being inculcated among the Sreenidhi students and referred to the donation of solar panels to a government school by students. Pleased with the presentation of a dance ballet by the students, based on Rabindranath Tagore's writings, Mr. Ram also recalled Tagore's ideas of science and technology in relation to humanity.

Sreenidhi Principal, V. Srinivasan, explained that the school emphasised on producing 'rounded individuals'. The academic atmosphere is such that there is no fear of education among children.

Sreenidhi chairman K.T. Mahi said the school believed in the fact that holistic education doesn't exist only in books but in the overall development of the child. Ssariththa Katikaneni, Executive Director also spoke on the occasion. Earlier, Mr. Ram released a poster of the school's upcoming

festival. Later, students presented cultural programmes based on Rabindranath Tagore's works.

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

New Curriculum

With fresh industry demands and new age career options, a holistic academic approach is imperative to create futureready professionals. Education Times reports.

With the world changing radically, classroom learning is also undergoing significant transformation. Gone are the days when a rigid disciplinary approach was the focus. Instead, education today is all about a wide range of choice, which has also consequently brought about a change in traditional career perceptions.

As Sachin Pilot, minister of state, ministry of corporate affairs, pointed out, "Earlier, students could only think of a few career options, which included doctors, engineers or lawyers." However, today, he added, the scenario has changed. Students are opting for offbeat careers and making the most of every opportunity. To cater to these needs, institutions and schools need to provide more study options and equip themselves to teach students from all walks of life.

Pilot was talking at a conclave organised by The Times of India. Titled, Handshake '12, the conclave, held in the Capital on November 27, aimed to discuss and deliberate upon issues related to changing trends in HR and the world of education. An interactive dialogue between academia and industry on issues of improving employability, the event saw the participation of academics, industry leaders and various other stakeholders.

Understanding the Indian higher education landscape, transforming higher education in India, role of placement teams, using holistic education to create future-ready professionals and what could be the starting point of innovation were some of the issues that were explored during the day-long conference.

Referring to the times, Arun Mohan Sherry, director, Institute of Management Technology Centre for Distance Learning (IMT CDL), Ghaziabad, said that a management institute nowadays is not expected to focus only on the basics of management, but also on new and different ways of communication. He added, "It is not only important that students learn to manage a team in a management institute, but also, considering the times we are living in, students should be prepared and taught in such a way that they manage teams across countries."

Several speakers at the conclave emphasised that academic institutions, corporates and professionals

should work in tandem. In fact, they reiterated that academic institutions will have to deliver education that creates industry-ready professionals. On the other hand, industry needs to keep institutions informed of the skills it is looking for in potential employees. Finally, students, when they become part of the workforce, need to tell their alma mater what needs to be included in the curriculum.

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

Can India become like Finland in its Education Outcomes

Finland is near the top of the International league tables of countries that do well by their children in educating them, while India lags close to the bottom. While the Finnish system, rather different from the education systems that typically exist around the world, it is also situated in a unique part of the world. The egalitarianism that this country and its neighbours demonstrate has been hard fought over the past few decades. And that attitude shows in their education system too.

While we in India focus on marks and performance in examinations, the system in Finland has no examinations at all for the first few years, the first main exam being at the age of sixteen. Children are then able to learn without having to limit themselves to a syllabus, though of course standards are delineated. In India too we are trying a system with no examinations for the first eight years of schooling. But the differences are huge. Each class has a teacher and a teaching assistant, and there is extra support easily available for the weak students. Teachers are recruited from the top of the class, and while their starting incomes are less than that of their peer group, the incomes rise faster than average. So most teachers earn more than the average income as they get better and more experienced. All of this is very good news for the student who is inspired by those who have seen academic success, and are genuinely competent.

Indian teachers are not always of the highest calibre. While teacher pay has improved in recent years to very respectable levels for government schools, many low income private schools still pay a pittance. Teacher training suffers from the usual problem of a few good schools and thousands of mediocre places for training teachers. Teachers in India rarely get any support after they start working, and often the in-career training is not taken seriously. Teachers have to manage classes of forty students, on average, and they do it alone. Without assistance, with minimal planning and with no recourse to specialist help for the students who are falling behind. For many teachers, this means

that they are unable to focus on the bottom half of the class. For the students lagging behind, there is little respite from feeling a failure, and from feeling overburdened by greater expectations each year even as they realise they have not mastered the previous. And this is at the core of the flaws in building citizens for the future.

Finland's success comes both from structures and society. There is a genuine belief that people must strive to make society more equal. Even traffic fines depend on income, with millionaires being charged tens of thousands of Euros for the same crime for which students pay a hundred Euros. Schools work the same way - the weakest are allowed to work their way up at their own pace. At the same time, teachers too work hard to ensure that each and every child gets the care needed. Can India ever build such care into its teaching? We have to - else much of our investment in teaching is wasted. We have the chance with the RTE to prove that we have the heart as well as the tools to deliver quality education to the child who needs it most. If 25% of children in each school are going to come from the weakest sections of society, then they are going to need the support - Finland style, outside class. This requires resources - and so far there has been little talk about how this will be delivered.

The children left behind are not just from different economic classes but also those who are less able physically than others. Their academic confidence is fragile, but the competence is clearly waiting to be discovered. With health and nutrition support, there is evidence to prove that achievement levels can match those of more privileged children.

Can India become like Finland in its education outcomes? India has many hurdles to cross. The first is scale, which almost makes competition a tool for survival. The resources and opportunities are a hard battle to circumvent. The range of learning to be designed is vast - across regions we cannot seek and cultivate homogenisation like they have. The most crucial is the teachers - unless we have the best teachers, who put in their best, with the care they give their own children - there can be little hope for the weak. The duty of care is the first ask of a teacher.

Source: 04 December, 2012/[Times of India](#)

Union Minister Dr Shashi Tharoor stresses on need for Gender equality in education

Union Minister of State for Human Resource Development Dr Shashi Tharoor today stressed on need for Gender equality in education. Dr Shashi Tharoor said this while delivering speech at the 18TH Justice Sunanda Bhandare Memorial Lecture on 'Educating Women—The Quest for Equality'.

Dr Tharoor said that, "The Government of India is not merely content with increasing the access to education for women. Our ambition is not merely to ensure that women participate in greater numbers as consumers of our education system, but that they also occupy pride of place as producers and disseminators of knowledge and serve as effective administrators of our education system at all levels. The overall goal is to facilitate the rise of women faculty, administrators and staff to increase the participation of women in higher education management for better general balance, to sensitize the higher education system through policies and procedures which recognize women's equity and diversity and to involve the women capable of becoming administrators in the qualitative development of higher education. To achieve this objective during the XI Plan, three approaches have been adopted. First, to offer training programmes focused on increasing sensitivity to issues concerning women becoming education managers, second, to make it a women's movement in terms of content and ownership, and third, to actively involve Vice-Chancellors of the Universities or Principals of the concerned colleges for the sustained development and nurturing of the program. To complement the earlier mentioned efforts on the academic side, on the administrative side too, the government is making serious efforts to promote gender equality in the management of our institutions of higher learning. In order to make colleges and universities more responsive to the needs and constraints of disadvantaged social groups, the UGC has financed institutions to establish Equal Opportunity Cells in colleges and Universities to oversee the effective implementation of policies and programmes for disadvantaged groups and to provide guidance and counselling in academic, financial, social and other matters."

He further added that "Gender equality in education is not merely a practical necessity or a vital precondition for prosperity. It is all that and much more. It is a fulfilment of our moral and constitutional obligation to treat our citizens equally. All our claims to be the world's largest democracy will ring hollow in the face of persistent gender discrimination with regard to access to education and in particular to top quality education. The continuing difference between our enrolment ratio for boys and girls at most levels of our education system is no less a national shame than the appalling sex ratio caused by the reprehensible practice of sex selection and female foeticide. "

Full Text of the speech delivered by Dr Shashi Tharoor, Minister of State for Human Resource Development on "Educating Women—The Quest for Equality" at the 18TH Justice Sunanda Bhandare Memorial Lecture

The Hon'ble Chief Justice of India, Justice Altamas Kabir, His Excellency the Governor of Odisha Shri Muralidhar Bhandare, Hon'ble Chief Justice of the Delhi High Court, Justice Damar Murugesan, Trustees of the Justice Sunanda Bhandare Foundation, distinguished guests, ladies and gentlemen -It is a matter of great privilege for me to have been invited to deliver the 18th Justice Sunanda Bhandare Memorial Lecture. I have met her a couple of times in the company of her illustrious husband, my friend Murali, but sadly did not have the opportunity to know her well before her untimely demise due to cancer in 1994. I am however aware that the Foundation set up in her name has done exemplary work in promoting the causes that Justice Bhandare worked for so tirelessly and selflessly, during her distinguished career both as a lawyer and then as a Judge of the Delhi High Court in the 1980s and 1990s. I come to this podium to deliver this lecture in the footsteps of many stalwarts from all walks of our public life, including former presidents late Shri KR Narayanan and Dr APJ Abdul Kalam, national leaders such as Smt Sonia Gandhi, legal luminaries such as Justice VR Krishna Iyer and Justice MN Venkatachaliah, eminent professors such as Prof. Amartya Sen and Prof. MS Swaminathan and spiritual leaders such as His Holiness the Dalai Lama. This distinguished lineage of speakers has not only cherished the memory of Justice Bhandare and paid homage to her work, but they have also enriched our public discourse on one of the most significant issues facing India in the 21st century, the cause closest to the heart of Justice Sunanda Bhandare, namely, gender equality.

One of the more difficult questions I find myself being asked through my years as a public official, both abroad and in India, especially when I have been addressing a generalist audience, is: "what is the single most important thing that can be done to improve the world?" It's the kind of question that tends to bring out the bureaucrat in the most direct of communicators, as one feels obliged to explain how complex are the challenges confronting humanity; how no one task alone can be singled out over other goals; how the struggle for peace, the fight against poverty, the battle to eradicate disease, must all be waged side-by-side — and so mind-numbingly on. But of late I have cast my caution to the winds and ventured an answer to this most impossible of questions. If I had to pick the

one thing we must do above all else, I now offer a two-word mantra, a mantra that would have found instant resonance with the eminent jurist whose memory we honour today: "educate girls".

It really is that simple. There is no action proven to do more for the human race than the education of the female child. Scholarly studies and research projects have established what common sense might already have told us: that if you educate a boy, you educate a person, but if you educate a girl, you educate a family and benefit an entire community. The evidence is striking. Increased schooling of mothers has a measureable impact on the health of their children, on the future schooling of the child, and on the child's adult productivity. The children of educated mothers consistently out-perform children with educated fathers and illiterate mothers. Given that they spend most of their time with their mothers, this is hardly surprising.

A girl who has had more than six years of education is better equipped to seek and use medical and health care advice, to immunise her children, to be aware of sanitary practices from boiling water to the importance of washing hands. A World Bank project in Africa established that the children of women with just five years of school had a 40 per cent better survival rate than the children of women who had less than five years in class. A Yale University study showed that the heights and weights for newborn children of women with a basic education were consistently higher than those of babies born to uneducated women. A UNESCO project demonstrated that giving women just a primary school education decreases child mortality by five per cent to 10 per cent.

The health advantages of education extend beyond childbirth. The dreaded disease AIDS spreads twice as fast, a Zambian study shows, among uneducated girls than among those who have been to school. Educated girls marry later, and are less susceptible to abuse by older men. And educated women tend to have fewer children, space them more wisely and so look after them better; women with seven years' education, according to one study, had two or three fewer children than women with no schooling. The World Bank, with the mathematical precision for which they are so famous, has estimated that for every four years of education, fertility is reduced by about one birth per mother. The reason Kerala's fertility rate is 1.7 per couple while Bihar's is over four is that Kerala's women are educated and, unfortunately, most of Bihar's are not.

The more girls go to secondary school, the Bank adds, the higher the country's per capita income growth. And when girls work in the fields, as so many have to do across the developing world, their schooling translates directly to increased agricultural productivity. One marvellous thing about women is that they like to learn from other women, so the success of educated women is usually quickly emulated by their uneducated sisters. And women spend increased income on their families, which men do not necessarily do (rural toddy shops in India, after all, thrive on the self-indulgent spending habits of men). In many studies, the education of girls has been shown to lead to more productive farming and in turn to a decline in malnutrition. Educate a girl, and you benefit a community.

I learned many of these details from my former UN colleague Catherine Bertini, a World Food Prize laureate for her tireless and effective work as head of the United Nations' World Food Programme. As she put it in her acceptance speech for that prestigious prize: "If someone told you that, with just 12 years of investment of about \$1 billion a year, you could, across the developing world, increase economic growth, decrease infant mortality, increase agricultural yields, improve maternal health, improve children's health and nutrition, increase the numbers of children — girls and boys — in school, slow down population growth, increase the number of men and women who can read and write, decrease the spread of AIDS, add new people to the work force and be able to improve their wages without pushing others out of the work force — what would you say? Such a deal! What is it? How can I sign up?"

Sadly, the world is not yet rushing to "sign up" to the challenge of educating girls, who lag consistently behind boys in access to education throughout the developing world. Some 65 million girls around the world never see the inside of a classroom. And yet not educating them, costs the world much more than putting them through school. As another one of my distinguished former colleagues at the UN, the UNICEF's then head, the energetic Carol Bellamy, while releasing her flagship report called State of the World's Children in 2004, said bluntly: "the failure to invest in girls' education puts in jeopardy more development goals than any other single action."

The cause so eagerly embraced around the world and the cause so dear to Justice Bhandare's heart ought to be the abiding passion of every right thinking citizen of our country. It is certainly an unambiguous policy objective of the Government of India. Our National Education Policy document,

adopted in 1986 and amended in 1992, states: "Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge of in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. This will be an act of faith and social engineering." Justice Bhandare couldn't have worded it better.

Despite our clear priorities, it is clear that in our own country, we have a long way to go to fulfil this particular tryst with destiny. Although since Independence, the country has made significant strides in improving the overall literacy rates for women and, across the board, enrolment rates for women right from the primary level to college have been going up, yet much more needs to be done. According to the figures available with the HRD Ministry, in 1951, the country had a literacy rate of 18.3%, a mere 27.2% for men and an abysmal 8.9% for women. Since then, in 2011 this rate has moved up to a healthy 82.1% for men and stands at a more acceptable 65.5% for women. Without going into the quality and reliability of our literacy related statistics, I am sure this august gathering would agree that it is a matter of deep national concern that even today nearly one out of every three women in our country is illiterate.

To elaborate further, as per the MHRD's provisional statistics for the year 2009-10, while 17.1% of all eligible males had enrolled for higher education, merely 12.7% of all eligible young women were able to avail of the same opportunity. This figure hides within itself, a shocking and unacceptable rural-urban divide. While around 30% of all urban women enrol for some form of higher education, a little over 8% of all rural young women are able to enrol for a higher degree. Similarly at the higher secondary level, while 38.3% of eligible boys are enrolled at this level, only 33.3% of girls are able to avail of educational opportunities at this level. Our experience suggests that while at the primary level the enrolment rates for girls and boys are roughly identical, sustaining the girl child through the education system remains a challenge.

As the figures mentioned earlier amply illustrate, our national experience in this critical area has been extremely uneven across the country and remains a major cause for concern for the Government of India. The correlation between educating women and other development indicators is very strong in most Indian states, with the possible exception of Punjab and Haryana. For its part, the Government of India has launched many ambitious programmes for improving the overall enrolment ratio and to address the gender

bias. The Right to Education Act, the Sarva Shiksha Abhiyan, the Kasturba Gandhi Balika Vidyalaya scheme, the Mid Day Meal Scheme, the Mahila Samakhya Scheme, provision of free textbooks, provision of separate toilets for girls are some of the schemes and measures that address the challenges of educating the girl child at the primary level. At the secondary level, under the flagship Rashtriya Madhyamik Shiksha Abhiyan, specially targeted schemes such as the Girls' Hostel Scheme, and the National Incentive to Girls for Secondary Education Scheme, where a sum of Rs 3,000 is placed in a fixed deposit of eligible school going girls under the age of 16, who are entitled to withdraw it along with interest upon passing their class x exam and reaching 18 years of age, aim to ensure that those girls who enrol at the primary level are given some support to continue their education to the secondary level and beyond.

At the University level too, the Government of India has adopted a multi pronged strategy to ensure greater participation of women at all levels of higher education. Due to widespread concerns about the safety and dignity of unaccompanied young women living away from home, the Government of India has devised a special scheme administered by the UGC for construction of women-only hostels for colleges in order to provide dedicated and secure residential spaces for the women students/researchers/teachers and other staff. This is absolutely vital if we are to encourage our young women to take up academic pursuits at the highest levels without any fear whatsoever of facing harassment and inconvenience.

The Government realizes that merely increasing participation and providing infrastructure to women in education is not enough. These efforts must be complemented by the development of Women's Studies departments in our universities and colleges. Ultimately, with the right kind of content, we should be able to stimulate knowledge and awareness about women's education and other gender equality related issues through a well integrated process of teaching, research and documentation. The Development of Women's Studies in Universities and Colleges scheme envisages assistance to Universities for setting up women study centres as well as to strengthen and sustain the university women study centres set up till the conclusion of the X Plan. This would be done by establishing them as statutory departments in the university system and by facilitating their capacity to network with other stakeholders so that they end up creating a sub-culture that promotes areas of research of special relevance and interest to women.

The Government of India is not merely content with increasing the access to education for women. Our ambition is not merely to ensure that women participate in greater numbers as consumers of our education system, but that they also occupy pride of place as producers and disseminators of knowledge and serve as effective administrators of our education system at all levels. The overall goal is to facilitate the rise of women faculty, administrators and staff to increase the participation of women in higher education management for better general balance, to sensitize the higher education system through policies and procedures which recognize women's equity and diversity and to involve the women capable of becoming administrators in the qualitative development of higher education. To achieve this objective during the XI Plan, three approaches have been adopted. First, to offer training programmes focused on increasing sensitivity to issues concerning women becoming education managers, second, to make it a women's movement in terms of content and ownership, and third, to actively involve Vice-Chancellors of the Universities or Principals of the concerned colleges for the sustained development and nurturing of the program. To complement the earlier mentioned efforts on the academic side, on the administrative side too, the government is making serious efforts to promote gender equality in the management of our institutions of higher learning. In order to make colleges and universities more responsive to the needs and constraints of disadvantaged social groups, the UGC has financed institutions to establish Equal Opportunity Cells in colleges and Universities to oversee the effective implementation of policies and programmes for disadvantaged groups and to provide guidance and counselling in academic, financial, social and other matters.

Gender equality in education is not merely a practical necessity or a vital precondition for prosperity. It is all that and much more. It is a fulfilment of our moral and constitutional obligation to treat our citizens equally. All our claims to be the world's largest democracy will ring hollow in the face of persistent gender discrimination with regard to access to education and in particular to top quality education. The continuing difference between our enrolment ratio for boys and girls at most levels of our education system is no less a national shame than the appalling sex ratio caused by the reprehensible practice of sex selection and female foeticide.

At this point, in the presence of two of the most respected jurists of our country, the Hon'ble Chief

Justice of India and the Hon'ble Chief Justice of the Delhi High Court, I must also acknowledge with all humility and gratitude the exemplary role played by our judiciary in advancing the wider cause of literacy and the more specific cause of gender equality through better access to education, through their interventions from time to time. Your judgements have filled in crucial gaps in our policy with the force of law, in a manner that would have appealed to the activist in Justice Bhandare. By doing so you have often provided us with a crucial moral compass to take corrective measures and set course in the right direction. The Mid-day Meal Scheme, the Sarva Shiksha Abhiyan, the provision of toilets for girls in schools, and the Right to Education Act are some of the landmark measures that have emerged out of this constant churning of our public life between politics, policy-making and judicial pronouncements. While some try to portray it as a tussle for power between two separate wings of our constitutional order, it should be seen in a more positive light. The authority of law, whether it comes through legislation or whether it comes through judicial verdicts, is an absolutely essential instrument of affecting social change. The cause of universal literacy and gender equality would both be that much poorer in the absence of the clarity of purpose and direction that you and your distinguished colleagues on the bench have provided us from time to time. Justice Bhandare would indeed be proud of the contribution her colleagues have made towards advancing the cause that was closest to her heart. In any case, social awareness by itself will not suffice in helping us attain the goal of gender equality in access to education. Our society is too diverse, too traditional and still too much in thrall to regressive social practices to change by good intentions alone. The law, as passed by the legislature and as elaborated and interpreted by our higher judiciary can and must play its part in attaining our national and constitutional objective of equality.

We in India today, stand at the cusp of an unprecedented opportunity. On the one hand we are about to reap the biggest demographic dividend in world history of a young, working age population at a time when all the other economies of the world will be aging. And yet, on the other hand, we are yet to realize that this dividend would be another wasted opportunity unless it is harnessed to the energy and ability that only a well integrated system of education, based on the principles of quality and equality of access to all citizens, can provide. For its part the Government of India is committed to doing its utmost to provide the necessary resources, and the legal and

administrative framework, to facilitate the spread of education and the harnessing of this demographic dividend. The efforts of all well-meaning voluntary organizations such as the Justice Bhandare Foundation are a welcome addition to this national commitment.

In conclusion, I am truly grateful to the Justice Bhandare Foundation and this august gathering for giving me this opportunity to pay my tribute to this wonderful champion of gender equality. Her passion for women's education is the passion of every patriotic Indian. Certainly, there is no better answer to the myriad challenges facing India today. As the former U.N. Secretary-General Kofi Annan put it simply: "No other policy is as likely to raise economic productivity, lower infant and maternal mortality, improve nutrition, promote health, including the prevention of HIV/AIDS, and increase the chances of education for the next generation. Let us invest in women and girls."

Source: 05 December, 2012/[India Education Diary](#)

On a train called Knowledge, travel opens eyes and minds

Gandhi is the inspiration for a rail-based college. Joanna Sugden reports from New Delhi

Distance learning and student mobility are key phrases in higher education, but in India such ideas are taking on a different meaning in a university project that will use the country's famous railways to its advantage.

The plans by the University of Delhi to set up a mobile college on a train are inspired by Mahatma Gandhi's railway journeys around India and South Africa, where as a young man in 1893 he was expelled from a whites-only compartment.

"It's a huge process of education travelling in a train," said Dinesh Singh, Delhi's vice-chancellor. "Gandhi understood that very well and discovered his calling in life on a train journey."

Learning in India used to be based in practice and experience, Professor Singh told *Times Higher Education*. "At some point down the track we have lost that; our education is now largely blackboard orientated."

Equipped with science labs, classrooms, libraries and dormitories the train - known as the *Dawn of Knowledge College*- will also have wi-fi and 200 laptops for video-conferencing so students can keep up with lectures and classes taking place on the campus in Delhi.

"Students will do experiments to figure out the speed of the train, investigate the cultures that they pass through, the agriculture, the rivers they

cross, examine the design of the toilets on board," Professor Singh said.

"There will also be the business of learning to get along with a large group of people as they undertake a journey of discovery." India's railway network is one of the largest in the world: it covers about 40,000 miles and has more than 7,000 stations.

Journeys will last a semester, and students will be selected from among the university's 200,000 undergraduates based on a written proposal for a project to be undertaken during the cross-country venture.

The train will carry about 1,000 students and 150 faculty members as well as staff from the Indian Railway Catering and Tourism Corporation, who will be in charge of its operation. Delhi hopes that the *Dawn of Knowledge College*, which it expects to cost about £6.7 million to purchase and modify, will set out in October 2013. Students will be involved in the design of the carriages.

Professor Singh said that the Delhi government had promised funding for the venture, whose cost would also be subsidised by about 100 students the university hopes to attract from the US.

Earlier this year, the university ran two short residential railway journeys for its students, few of whom had ever been on a train.

Parminder Sehgal, chief coordinator of the trips, said a longer journey would allow students to become more involved with the communities they visit. "They could be living with villagers and seeing their problems and then trying to solve that problem for them," Dr Sehgal said.

Professor Singh said that he also harboured aspirations to open a college aboard a ship, which would sail students around the coast of India.

"Education must be in action, that way ideas will come to you," he added.

Source: 06 December, 2012/ [Times Higher Education](#)

Emphasis on school education: No child to sit on floor

With the allocation of Rs 475 crore to the education sector out of a total expenditure outlay of Rs 1,947 crore, municipal schools in east Delhi may see better days the next financial year.

Unveiling budget proposals for 2013-14, East Delhi Municipal Corporation commissioner S S Yadav announced a number of ambitious projects for improving school education.

Apart from constructing new schools and adding more classrooms to the existing ones, the civic body

has proposed to provide computer labs in all schools.

All class 4 and 5 students in municipal schools will get a computer tablets. The special annual allowance for girl will be hiked.

“Under the Smart Kids project, every school will be provided with one computer lab comprising 20 computers and a trainer for imparting computer education to students,” said Yadav.

“Earlier, we used to give new bags to all students of class 1 every academic season. From the next financial year, we propose to give new bags to students of all classes every year,” he said.

The corporation has decided to increase the annual motivational amount of Rs 200 to Rs 1,000 for girls. The civic body has also earmarked Rs 300 crore for procuring modern furniture for schools.

“The aim is to ensure that not a single child sits on the floor by the end of the next financial year,” said Yadav.

School adoption scheme

The civic agency has introduced a School Adoption Scheme in which big corporate houses will be invited to adopt schools, as part of their corporate social responsibility.

Officials said the civic agency is already negotiating with some private players who are likely to associate themselves with the corporation.

“There are several models of adoption. Corporates can adopt the entire school, provide funds for school expenditure or develop infrastructure,” said Yadav.

“We are exploring all the models.”

Source: 06 December, 2012/ [Deccan Herald](#)

Debate on potential to host several higher education hubs

With Singapore, South Korea, Malaysia and, more recently, Sri Lanka and Bhutan aspiring to become global education hubs in Asia, India’s potential to host several hubs – and the challenges it would face in doing this – has become a point of recent debate.

With more than 600 universities and 31,000 colleges, and the third largest student enrolment after China and the United States, India has what it takes to become a global education hub, argue experts.

But lack of a comprehensive national policy, bureaucratic red tape and the slow pace of higher education reform may prevent India from achieving this.

Defining a country strategy

India has several cities that have been tagged as potential higher education hubs, including Bangalore, Pune, Noida and Chandigarh – not because of planned expansion but by default, as they are locations of higher education and research institutions.

Bangalore, for example, is home to the Indian Institute of Science (IISc), Indian Institute of Management and several research hubs supported by the corporate sector.

Recently, the government of Karnataka allotted 5,666 hectares (14,000 acres) of land in Chitradurga district, 200 kilometres north of Bangalore, to the country’s four leading R&D institutions: the IISc, Indian Space Research Organisation, Bhabha Atomic Research Centre and Defence Research Development Organisation.

Vidya Yeravdekar, executive director of Symbiosis Centre for International Education, feels that these are individual initiatives taken by the respective institutions.

Referring to Professor Jane Knight’s Discourse on education hubs, Yeravedkar said the purpose of setting up education hubs should be defined clearly.

“India needs a national vision and a strategy that will enable it to become an education hub. What should be the purpose of an education hub? Is it to build an international profile and increase global competitiveness, attract foreign investment or educate and train our workforce?” she asked.

Yeravdekar said India was the natural choice for students from South and South East Asia, the Middle East and African countries since it had the potential to provide quality education at comparatively low cost.

RCM Reddy, managing director of IL&FS Education and Technology Services Ltd, said setting up education hubs could not take off without active involvement of the government, both at the centre and in states.

“How does anyone set up an education hub? Will it be a for-profit model or not-for-profit? Who will provide land, which is becoming a premium commodity?” asked Reddy.

Identifying suitable locations across the country and partnering with the government to develop these into education hubs around themes such as skill development, or research hubs or teaching hubs, could be a way forward, he told University World News.

Role of foreign universities

While most countries have invited foreign universities to set up branch campuses to internationalise education hubs, in India a bill to

allow foreign universities to set up campuses has faced obstacles from opposition parties, members of the current ruling coalition, academics and educationists, who have called it an elite move that would serve only those who can afford to pay the fees. The bill has been pending in parliament for over a year now.

But passing a law may not help get foreign universities to come to India, said Megan Clifford, a doctoral fellow at Pardee RAND Graduate School in California.

“Attracting and retaining foreign faculty has been one of the biggest challenges for American universities that have set up foreign campuses. Limited academic freedom and lack of research opportunities means that teachers prefer to stay in the home university rather than go to a branch campus,” Clifford said.

She argued that the feasibility of a branch campus must be studied carefully before developing education hubs that rely mostly on foreign players.

“A mismatch between a parent institution’s programmes and the requirements of the host country is a problem. India needs to be clear on what it wants and whether the foreign institutions willing to come will be able to fulfil that requirement,” Clifford said.

Home-grown education hubs

While the challenges of inviting foreign players into the country are many, experts felt that India, with its large higher education system, could develop education hubs by encouraging domestic institutions to expand and improve quality.

Several private institutions in India are opening branches and need to be encouraged in a planned manner.

“Unplanned growth means each institution is spending money on resources that can be shared in an education hub, such as land, roads, auditoriums, gymnasiums, playgrounds, guest houses and recreational centres,” said Bhavin Shah, senior vice-president in the infrastructure division at Bharat Forge Limited.

Shah is involved in the planning and establishment of an education hub in Khed City, spread over 40 square kilometres on the outskirts of Pune.

“Domestic institutions should be given incentives such as land with clear titles, roads and drainage systems, and housing in a planned manner. These facilities will not only attract private players but also help in getting quality faculty and students,” said Shah.

Apart from incentives, government also needs to move quickly in implementing education reform.

While Indian higher education and research institutions have several international collaborations, and student and faculty exchange programmes, these are often limited to a handful of top institutions and do not cover the majority of universities and colleges.

“There are big differences in curriculum and pedagogy between Indian and international institutions. Most institutions do not follow semester and credit-based systems so exchange of students becomes a cumbersome process. Evaluation methods also differ a lot,” said Yeravdekar.

For domestic higher education institutions to partner or compete with global counterparts, these systemic changes were needed as soon as possible, she said.

Equitable access

According to a 2012 report, Indian Higher Education: The Twelfth Plan and beyond, even an 11% increase in student enrolment in higher education and 9% growth in the number of institutions in the past decade have not helped to improve India’s higher education scenario.

Nearly 26 million students are enrolled in various degree and diploma institutions in India but that constitutes only 18% of the population eligible to enter higher education, says the report, prepared by the Planning Commission, the Federation of Indian Chambers of Commerce and Industry and professional services firm Ernst & Young.

“India needs to educate a large number of students and this should be kept in mind while designing education hubs,” said Rachel Davis, dean of the Delhi School of Business.

“You don’t want Ivy League colleges with unaffordable education. You want teaching colleges. You also want vocational training institutions to give skills training to a large section of youth.” Davis said that choosing the right partners could be key to creating successful and equitable education hubs in India.

Source: 09 December, 2012/ [University World News](http://www.universityworldnews.com)

President stresses on improving India's higher education

Haridwar (U'khand): Despite its achievements in education sector, India lags behind countries like China and the US when it comes to research and innovation and there is a need to upgrade the standard of the higher education in the country, President Pranab Mukherjee said on Sunday.

"Our country is fast becoming a great economic power. In terms of purchasing power parity (PPP), we are the third largest economy in the world. The growth rate that our country enjoys is second only to China among the major economies.

In six out of the last nine years, we managed a growth rate in excess of eight per cent," Mukherjee said here while addressing the convocation ceremony of the Dev Sanskriti Vishwa Vidyalyaya here.

"Though the growth rate had slightly contracted since 2010-11 in the face of global economic meltdown, India has been able to withstand the crisis and has shown a remarkable resilience. It is the growth of education in India that is one of the key factors responsible for India's resilience," he added.

The President, however, added that notwithstanding the achievements, the country needs to upgrade the standard of higher education.

"The country lacks behind in terms of research and innovation. The total number of patent applications filed by Indians in 2010 was close to only 6,000, which pales in comparison to over 3 lakh applications filed by Chinese, around 1.7 lakh filed by German, 4.64 lakh filed by Japanese, and 4.2 lakh filed by Americans. The number of applications for patent filed by Indians comprised only 0.30 per cent of the total applications filed in the world," he said.

Research is a finer product of education leading to innovation, technological advancement and process perfection, which are responsible for shifting the production frontiers and creating greater capacity for future growth, he said.

Mukherjee said flexible education models such as Open and Distance Learning should receive more encouragement to increase the reach of education in the country.

He said that though enrolment in such programmes has increased from around 27 lakh in 2006-07 to 42 lakh in 2011-12, a lot needs to be done in this area.

"Use of information technology and innovative methodology can usher in new vistas and provide increased coverage through opportunities that distance learning affords to those requiring flexible learning options," Mukherjee said.

It is indisputable fact that education through which we build intellectual capital is of singular importance to any individual, society or nation, he said.

He said that in the field of higher education, India has 659 degree awarding institutions and 33,023

colleges. At the end of the 11th Five Year Plan period, there were a total of 152 Central Institutions that award higher degrees.

"The number of such Institutions has increased by 65 during the 11th Plan period of 2007 to 2012. This has indeed contributed towards increasing productivity of our work force," Mukherjee said.

"The IITs and the IIMs have created benchmark in technical and management education in the country and are held in high esteem abroad. It is, thus, heartening to note the number of IITs has increased from seven in 2006-07 to 15 in 2011-12, and the number of IIMs has increased from six to 13 over this period," he added.

Mukherjee said the total number of degree awarding institutions -- central, state and private -- has increased by 272 during the 11th Plan period.

Evidently, the enrolment to higher education institutions in the country has also increased, from 1.39 crore in 2006-07 to 2.18 crore in 2011-12, he added.

In his speech, Mukherjee also stressed on the need for value-based education. Education adds value to a person, and value-based education equips us to our society, he said.

Source: 09 December, 2012/ PTI/ [Zee News](#)

India, US must build educational partnerships: Indian envoy

Indian and American educational systems must develop "strategic linkages" to develop trained and skilled human resources to meet the emerging needs of the coming decades. Indian Ambassador Nirupama Rao has said.

"The challenges before us demand an integration of our efforts at home with the partnerships we are developing abroad, and seeking a mutually reinforcing synergy between the two," she said in a keynote Address Monday at the American Council on Education's Leadership Network on International Education.

"As both India and United States work towards becoming truly knowledge economies, there are immense opportunities for forging dynamic linkages between our two countries in the areas of education, research, innovation and skill development," Rao said.

Education, she said, has clearly emerged as a priority area of the two countries' bilateral engagement with the Singh-Obama Initiative launched in 2009 amply highlighting their shared emphasis on education and knowledge in their strategic partnership.

Today, the US remains a preferred destination for Indian students to pursue their advanced degrees, Rao said. Nearly 100,000 students from India, around 32 per cent of whom are women, are enrolled in US universities.

Noting that the US government is also taking several initiatives to promote India as an educational destination for American students, she said: "We would definitely like to see more and more American students come to India in the years to come."

An international conference on community colleges is scheduled to take place in New Delhi early next year, she said as India was looking at the US model of Community Colleges as an important ingredient of its strategy to build capacity for vocational education and skills development.

"Our goal is to build strategic linkages between the educational systems of India and the United States, with the optimism and confidence that this would be for our mutual benefit and the benefit of the whole world, as we join hands to develop trained and skilled human resources capable of meeting the challenges that exist in a globalized world of the 21st century."

Noting that there is tremendous interest in US and Indian universities and colleges to forge links and partnerships with each other, Rao said: "There is a great opportunity for partnership unfolding ahead of us, which we must seize."

Source: 09 December, 2012/ IANS/Indiandailynews

Employers don't find Indian grads fit for jobs

While Indian educational institutions think they are equipping graduates for the job market, employers hardly agree, according to a report by McKinsey and Company released on Monday. The report surveyed stakeholders in nine countries — India, Morocco, Brazil, Saudi Arabia, UK, Germany, Turkey,

USA and Mexico — and re-emphasised the education-employment gap.

While 83% of Indian institutions said they thought students were prepared for entry-level positions in their field of study, only 51% of Indian employers thought so. "The skills the youth bring in do not match what the employers are looking for," said Ramya Venkataraman, leader of McKinsey and Company's education practice in India. "Employers find the largest gap when it comes to problem-solving and communication."

About 82% of employers said they would pay more for the right talent, the second highest after the US (86%). In total, 100 employers, 524 people

between 15 and 29 years and 304 institutions were surveyed from India this year.

Source: 09 December, 2012/ [Hindustan Times](http://HindustanTimes)

Indian exchange programmes should start at home

Following global trends or fashion, many Indian institutes have set up study-abroad exchange programmes. Far fewer have succeeded in attracting significant numbers of overseas students through similar initiatives. This means that one of the aims of exchange – greater diversity – has not been attained at Indian universities.

Student exchange programmes in India have tended to mean exchange at the international level.

Despite the tremendous language, cultural and social diversity that various Indian states and regions enjoy, both at the interstate and intrastate levels, India has not considered whether there could be more effective, more affordable and more popular national-level student exchange programmes between institutions within the country, particularly in areas such as business studies or other applied academic programmes.

India has more than 30,000 higher education institutes, some 600 universities and more than 3,000 business schools. These institutions are distributed across metropolitan cities, and in second-tier towns and cities as well as in smaller towns, and many even have campuses outside the city in areas that border rural settings.

It is difficult to believe that an MBA student studying in Assam would not benefit from the cultural diversity and sharing of local history, culture and traditions that could come through an exchange programme with an MBA student in Tamil Nadu or with a student from a business school in Gujarat.

The other key objectives of exchange programmes – increased subject knowledge, employability and analytical skills and a greater ability to think independently – depend on the quality of courses offered and the quality of teaching staff.

It could be argued that most Indian institutes offer more or less the same quality of teaching, a standard that places them in the bottom percentile in terms of global rankings.

The important question therefore is how many overseas institutions with links to Indian institutions rank among the global 500 or so, how many Indian students visited quality campuses compared with the number of students who participated in student exchange programmes and what both these figures look like when set against the total number of Indian students in higher education.

National exchange potential

It is true that there are not many social, cultural and historical differences to absorb when a student from a big Indian city like Delhi visits a university in another big city like Mumbai. Although each city has its own culture, globalisation has made almost all large cities similar.

Even languages in Indian metropolitan cities are likely to be similar, as most students are fluent in English and are multilingual.

However, if a student from one of these universities took up an exchange in another, more rurally based institute, a lot of learning could be gained. Rural marketing, rural consumption and many other subjects relevant to India's economy are better understood in such surroundings.

Many students at business schools in India have never travelled beyond their own state. I know of many MBA students who have not been much beyond the Saurashtra-Kutch parts of Gujarat or interacted with other students or faculties in Ahmedabad. And yet there are Indian students who have travelled to other countries, or visited NASA.

The world, for the first group of students, means not even Gujarat, but the area surrounded by Saurashtra-Kutch, where Rajkot is the central hub. Many of these students come from families with a background in farming or small-time trading. They represent a world within Gujarat that differs significantly from the world of Ahmedabad, Baroda or Surat.

Such diversity within many other states of India is not uncommon. Sociologists know that there are many states in India where one part of the state seems to be another nation compared to other parts of that state.

The urban-rural divide, languages, social beliefs, customs and dialects all present more than an international experience within a single Indian nation-state, and this experience can be had at a cost that Indian students can easily afford.

The vast majority of Indian students pursuing a business management degree cannot easily afford the thousands of dollars needed for an overseas exchange programme. Even after graduation most of them do not command the fat salaries that students from the very few top-ranking Indian institutes can.

If The Wall Street Journal is right, barely 29% get a job, and the average salary of such jobs is no more than Rs250,000 (US\$5,000) a year. For them, an overseas exchange experience is nothing but a pipe dream.

In the current age, when marketing gimmicks and shortcuts to success are rife, many institutions claim international student exchange programmes to be unique selling points. But knowing that quality is at a premium and how much such programmes cost, the vast majority of students are not tempted by them.

If we Indian academics believe that a homegrown solution to the exchange programme can exist within India, we can collaborate and ensure our students get the flavour of different courses, pedagogy and lecturers along with a different sense of history, culture and local practices at a fraction of the cost of an international programme by leveraging Indian diversity.

This could be truly enriching for students who do not come from elite educational backgrounds or families.

In North America, there is a National Student Exchange programme. However, the diversity it offers might not be as socially, culturally or economically great as what different states in India offer. The government could support students who may not be able to fund such national-level exchange programmes within India.

There are also huge benefits to be obtained from faculty exchange programmes within India, if teaching staff from premier engineering or management schools would teach in second-tier institutes for a semester or so. Similarly, when teaching staff from 'ordinary' institutes visit better quality institutions, the practices and processes they encounter could help improve their own institutes.

Need to think out of the box

The Indian educational landscape offers much scope for coming up with out-of-the-box solutions; however, our mentality is to put the blinkers on.

The best practices of the West may not work in a country like India due to the huge socio-economic differences.

In a nation where enough internal opportunities exist, only providing international exchange programmes with institute X from a developed nation, rather than exploring similar opportunities within India, shows our tremendous inability to find effective homegrown solutions.

Various educational scandals in the UK (London Metropolitan University) and in the US (Tri Valley University) highlight our love for the West. It is probably the same sentiments that many Indian institutes try to exploit when they promote exchange programmes with less than top-class overseas institutes.

Yes, the Western world offers lots of economic opportunities, but student exchange programmes are not about such economic opportunities alone, as students have to return to their home country. Exchange programmes have educational value and associated social, cultural value.

Whatever the student exchange programme offers, it can all be done better by Indian institutes coming together and joining hands, while maintaining international exchange programmes with good quality institutes overseas for those students who can afford it.

Of course, a national-level exchange programme is not supposed to be a substitute for international exchange programmes, but could supplement them and be effectively used by a much larger number of students.

As of now, our policy-makers or market forces have only looked at the minority of students' needs with regard to exchange programmes, seeing them more as a unique selling point, or even as a marketing gimmick, denoting a measure of quality.

Adopting national exchange programmes would not only make exchange accessible to hundreds of thousands more students, but could also help the institutions involved gain a much better and closer understanding of one another.

As most institutes in India operate with single-digit faculty numbers or at best in lower double-digit faculty numbers, such exchange programmes can expose students to different teaching staff, and therefore to different types of pedagogy.

Yes, these teaching staff may not be as good as those at globally ranked institutions, but exposing students to a greater variety of teachers and teaching methods would be a starting point. And to make the programme more effective still, India could also include its neighbours like Nepal, Bhutan, Bangladesh, Sri Lanka and Pakistan.

It is surely an idea worth exploring.

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

How China's Elite Universities Will Have to Change

Chinese universities are undergoing rapid transformation as they strive to conform to international norms in response to a government campaign to develop world-class educational institutions. By some measures, the effort seems to be working: On the recently released Global Employability Survey, a list of universities that employers said produced the best graduates, Peking University went from ranking 129th in 2011 to 11th this year—not far behind Harvard, Yale, and Oxford, among other elite institutions. Four

universities in mainland China made the top 100 for the first time.

Those are impressive gains, but if China's universities are to fully join the ranks of world-class institutions, they must embrace a culture of academic peer review that is only beginning to develop there.

It is an important issue because China's higher-education reforms will affect not only China's future but also the future of the rest of the world, as China's economic and cultural influences continue to expand globally.

Today in China, academic committees are in charge of most forms of evaluations, from tenure to grants and fellowships. These committees typically include the president of the university (appointed by the government) and department chairs, as well as full professors and one or more of the department's Communist Party representatives. Increasingly, these are regular faculty members with additional political appointments within the party, rather than full-time party administrators who are not scholars.

But authority is gradually shifting from administrators and politicians to scholars. Last year, Xu Xianming, president of Shandong University, one of China's largest elite universities, took himself off an evaluation committee to avoid interfering with "academic authority." He was hailed by many people as an exemplary representative of a new generation of Chinese academic leaders, and published reports indicated that the government accepted and promoted his decision.

Before the reform efforts, politics—both party-based and personal—were often the determining factor in faculty-performance reviews. Now there is a turn toward measuring productivity quantitatively, to deflect politics and biases. But that is not without problems, because an increased publication output is not necessarily indicative of scholarly excellence. And tenure reviews still often do not require external letters but are based on the input of the local department and university. That encourages scholars to focus on their relationships with immediate colleagues instead of engaging nationally or internationally with peers.

The same localism permeates the training of graduate students, who typically apply to study with a specific mentor who holds the title of supervisor of doctoral students. That system encourages students to be good apprentices rather than to ready themselves for dialogues with other experts in their fields. Conforming to international norms would certainly require more-universal modes of evaluation.

The strengthening of peer review in China does not necessarily mean importing American peer-review practices, which are a distinctly American product that integrates research and higher education. But it is with the American system in mind that we should be asking a number of questions about the challenges of strengthening peer review in China:

1. Given the importance of local ties for attaining academic power and prestige, how can universities weaken those ties and strengthen the use of more-universal criteria of evaluation?

2. Higher-education policies will be more effective if they explicitly avoid party politics. How can that be accomplished given party influence in Chinese education?

3. Numerous sources of financing for research in the public, private, and nonprofit sectors are crucial for academic excellence. How can these be made more available in China?

4. It will be important to make and enforce rules of ethics concerning self-promotion, conflict of interests, and abstention. How can those norms be established in graduate programs and through professional associations? This is going to be particularly important in a system that traditionally values apprenticeship and intellectual genealogies.

5. The criteria of evaluation that matter most—originality and social and intellectual significance—may be defined differently at different institutions. How can the Chinese develop a consensus on those criteria?

6. In a rapidly growing higher-education system, with more than 2,300 universities, how can an effective, coordinated system of peer review take root?

The emergence of world-class universities creates the potential for China to become a vastly influential part of the higher-education landscape. We should all care whether the academic work being done there meets a standard that scholars in the United States—and around the world—can trust and build upon.

Source: 10 December, 2012/ [Chronicle](#)

Higher education: Par panel questions viability of NCHER

Fearing "undesired results", a Parliamentary panel has expressed its objections and questioned the viability of a proposed over-arching body in higher education subsuming regulators like UGC and AICTE.

"Proposal cannot be considered a viable mechanism to deal with ever increasing categories of higher education as well as massive expansion of higher education in the country," the panel,

examining the Higher Education and Research Bill 2011 for creation of National Commission for Higher Education and Research (NCHER), said.

In its report tabled in Parliament today, the panel said it is "virtually not possible" for the over-arching body to undertake the function of regulating all the specialised fields in a vast country like India.

The panel suggested to form an over-arching commission which would work as a coordinator with the specialised bodies like UGC, AICTE and NCTE, as a workable formula under the overall supervision of the Commission.

The time and attention to be devoted to each aspect of higher education sector are too demanding and these cannot be effectively handled by a single body, the panel said.

"The creation of an over-arching body is also not considered a wise move as it is against the principles of management," the panel, headed by Congress MP Oscar Fernandes, said in its report.

Before bringing forth the legislation, it suggested that a study of the problems and areas of weaknesses in the existing regulatory bodies needs to be made.

On the issue of inclusion of medical research under the body which had created a stir, the panel suggested bringing the academic aspect only under it and leaving the medical research under the National Commission for Human Resources in the Health Bill.

Source: 14 December, 2012/ [Indian Express](#)

Revolutionising trends in Indian system of education

The coming decade will see a 'phenomenal evolution in the school education landscape', say experts. While some opine that higher education needs to be defined by quality, others say that technology will further percolate into classrooms.

Syed Sultan Ahmed, Managing Director of Edumedia India Pvt. Ltd, said, "One clear area of evolution I see for schools will be a shift of focus from 'marks based' academic curriculum to 'life based' overall development. Schools talk a lot about it these days but do very little. In the coming years, colleges and universities will start enrolling students on the basis of their overall development and not just grades. This will change the obsession of schools towards exams and marks".

Ahmed opined that, schools in general care very little about standards and quality. "In the coming years, with increasing competition and expectations from parents, they will be forced to deliver better quality education at competitive fees," he added.

Ahmed also observed that, at present there is a huge disconnect between what children study and what the industry and the world require from them. "In the future, there will be a larger say of the industry in the curriculum that schools teach. Several skill based learning modules will be introduced by schools, making education a lot more relevant to the world. Creativity and innovation will be one of the most prized qualities in the future, and schools will have to gear up to create thinking individuals with a capacity to make sense of the abundant information that they are exposed to," he said.

The biggest educational challenge in India, is the failure of the government to provide good quality primary and secondary education through government schools, he said. "Privatization of government schools through a Public Private Partnership (PPP) model, seems like a possibility in the coming years. India's dream of becoming a developed nation, depends a lot on its school education," he said.

He added that another trend that seems like a real possibility, is personalised distance learning, enabled by technology and home schooling.

According to K S Badarinarayan, principal of MVJ College of Engineering, the education sector is something that is constantly evolving. By 2020, education will be more or less virtual in nature. "What we have right now, is a classroom culture. But, the growing presence of internet means that students in Bangalore will be able to choose subjects and courses from across the world. Imagine being able to take one course from America and another from Europe," he said.

However, the decline of classroom culture can also have its set of disadvantages. Nevertheless, if employed the right way, expertise from across the world can be mobilised. "I also think that, the future will have students being more competitive and creative. The education sector should also ensure that students are industry ready. Right now, only 25% of all students graduating from engineering colleges are really employable. What happens to the rest? By 2020, hopefully colleges will be able to provide multi-skill development for its students, like technical skills and soft skills put together," he said.

Anitha Kurup, a professor at School of Social Sciences and anchor of the education programme at the National Institute of Advanced Studies (NIAS), felt that the primary education in the country has grown tremendously in the past decade, which means the higher education has to grow to meet the needs of the primary education.

"What the higher education needs to do in the next few years, is to define itself by quality. We need to look at the kind of skills that need to be developed, and the kind of courses you provide to the students. We also need to learn from other countries that have expanded their higher education and gain lessons from their experiences," she said.

There is a need for giving importance to basic sciences, social science and humanities. In her opinion, the reason these fields are suffering right now as opposed to engineering and professional courses, is because these courses are not linked to the kind of job options people are looking for. "Ultimately, private players will have a big role in the growth of higher education.

We need to work out models that are feasible. The government should find a way to engage with the private players, without completely withdrawing, to realise the kind of growth we are looking for," she added.

Source: 14 December, 2012/ [DNAIndian](#)

RESOURCE

Companies, universities must collaborate on skills gap: study

Companies should get more involved with university courses to close a skills gap and ease graduates' path to employment, according to a report on Wednesday.

Fewer than half of young people and employers believed that new graduates were well prepared for work, the study of data in a diverse group of countries found, a problem that may contribute to soaring levels of youth unemployment.

Higher education institutions, however, believed that nearly three-quarters of their leavers were ready for the workplace.

"Employers, education providers, and youth live in parallel universes," the McKinsey report found.

"They have fundamentally different understandings of the same situation."

The consultancy analyzed education-to-employment initiatives from 25 countries and surveyed youth, education providers and employers in Brazil, Germany, India, Mexico, Morocco, Saudi Arabia, Turkey, Britain and the United States.

Total unemployment among young people has risen to 75 million, according to the International Labor Organization, as the global economy has slowed and the debt crisis in Europe worsened.

Policymakers in several countries have debated how the shortage of skills has contributed to the figures. A study from the Chicago Federal Reserve Bank in

June said there was little evidence the jobless rate was being kept high by a skills gap.

But nearly 40 percent of employers surveyed by McKinsey between August and September said it was a leading reason for entry-level vacancies.

The report split employers into three groups, based on their degree of involvement in the process of recruiting.

"Only one of them, accounting for less than a third of the cohort, is successful in getting the talent it requires," it said.

"What distinguishes these employers is that they reach out regularly to education providers and youth, offering them time, skills and money."

It said bosses, educators and students rarely communicated. This meant that universities found it hard to predict job-placement rates for their graduates, and young people did not know which subjects were linked to employment and good pay.

Moreover, only half of young people believed that paying for higher education would improve their chances of finding a job.

McKinsey said countries needed to review their education systems to see if employers in a particular industry seeking certain skills could work more closely with educators.

It said limited financial or staff resources, lack of hands-on training opportunities and employers' reluctance to fund training unless it is very specialised could all be barriers to better cooperation.

But these could be addressed by better use of the Internet for practice situations and to ensure consistency at a low cost and by introducing an improved standard curriculum that would be complemented by top-up training with employers.

Source: 04 December, 2012/ Reuters/[Chicago tribune](#)

More FDI Needed in India's Higher Education Sector

According to Deloitte, a global consultancy firm's report, India which ranks third after China and the United States in terms of higher education enrollment requires more FDI in this sector in order to meet its target of doubling its GER or Gross Enrollment Ratio by 2020.

Foreign Investment in education is not entirely a new concept. For many years, American Universities have gone ahead to establish educational programme centres in European countries and have also been awarding their degrees. Be it Singapore or China, these countries have permitted foreign investment in the education sector and that too in a big way.

In a recent report, "Indian Higher Education Sector: Opportunities aplenty, Growth unlimited", Deloitte Touche Tohmatsu India was quoted as saying that, "The private sector's role in the higher education sector has been growing at a rapid pace over the last decade and needs to further expand at an accelerated rate in order to achieve the GER target."

The government on the other hand has set up a target of achieving 30% GER in higher education sector by 2020 from its existing level of 15%.

If projections are to be believed, this sector is expected to register a Compound Annual Growth Rate (CAGR) of 12% from 2008 and reach \$31.47 billion.

According to estimates made by the National University of Educational Planning and Administration (NUPEA), if such a target has to be achieved then around \$190 billion of additional investment that includes operating expenditure and capital expenditure needs to be made and that too in the next 8 years itself.

The report also talks about another factor which seems to slow this process which is the limited support that the government can offer in this sector and for this private sector will have to jump in and play a much larger role.

The report also states that the higher education system and universities comprise of 33,023 colleges and 610 universities. It is also mentioned that in the academic year 2010-2011 the total number of students who had enrolled in colleges and universities was reported to be 16 million. However, this figure doesn't include the enrolment of students in higher education through Open and Distance Learning.

While it is clear that there is a need for greater investments to be made in higher education. The question that arises is whether it is absolutely necessary to allow FDI in higher education sector or we can survive a bit longer on only private and public funding.

This report comes at a time when both the houses of the Parliament are set to vote on FDI in the retail sector. Time will only tell what the outcome of such a situation will be.

However, what we would like to ask the Government is that will they adopt a FDI policy wherein even the higher education system will benefit?

Source: 05 December, 2012/[Learn Today](#)

Half of potential dropouts cite finance problems

Not having enough money to pay rent and utility bills is a regular worry for half of students, and

more than a third have seriously considered leaving their course as a result, the National Union of Students has found in a major survey.

Of those undergraduates who had considered quitting, 49 per cent said that financial difficulty was their main reason for doing so, according to the NUS' report, *The Pound in Your Pocket*, published on 5 December, which canvassed 14,404 students in higher and further education settings.

Ability to draw on family support had a significant bearing on students' decision to progress to further or higher education, with 38 per cent of the respondents who received no family backing indicating that financial concerns had factored "to a great extent" in their decision about whether or not to stay in education. Among those receiving such support, the figure was only 26 per cent.

While 44 per cent of students who receive financial support from their family said they were regularly worried about paying basic living expenses, the figure jumped to 57 per cent among those who did not receive money from relatives.

Among supported students, 34 per cent said they did not feel able to concentrate on studies without worrying about finances, compared with 44 per cent of those who were self-financed.

The report also found that students from poorer socio-economic backgrounds were more likely to take on paid work in addition to their studies. Some 30 per cent of university students said they undertook paid work during term time, with one in five full-time undergraduates reporting that they worked in excess of 16 hours a week.

Those from areas where participation in university was low were more likely to work more than 16 hours a week than those from areas of high participation, at 36 per cent and 30 per cent respectively.

Liam Burns, national president of the NUS, said although some of the report's findings might sound obvious, its data provided evidence to back up these assumptions.

"There is very little research out there about some of our commonly held assertions that if you're from a poorer background you're likely to work more hours, and that if you don't have as much funding you're more likely to drop out," he said. "We all presume this is true, but finally we've got some evidence that says that actually there is a strong correlation."

Bank account overdrafts were the most common type of commercial debt incurred by undergraduates, with 55 per cent saying they had

used one (rising to 61 per cent among those aged 21-24 on entry).

Just under 30 per cent of undergraduates said they had accepted a loan from family or friends. The number of students across all groups taking up high-risk debt, such as short-term, high-interest "payday" loans, was low overall. However, those from areas of low participation in higher education were three times more likely to take on high-risk debt than students from areas perceived to be better off.

"The debate around funding higher education will continue, and unfortunately too little has been said about how we fund further education, but nothing has been said about how we fund students' [living costs]," Mr Burns said.

Source: 06 December, 2012/ [Times Higher Education](#)

Virtual rise shrinks value of campus in US minds

The value of a traditional, campus-based degree is being eroded by rising confidence in online courses, a US survey has revealed.

According to findings based on the responses of 1,300 people in the US, a generational divide is emerging on how online courses are perceived, with 61 per cent of those aged between 18 and 30 saying they believe that a virtual degree provides a similar quality of learning to those offered in traditional settings. The average across all ages was just under 50 per cent.

The survey, conducted by Northeastern University in Massachusetts, also showed that 68 per cent of younger adults believe online degrees will be as recognised and accepted by employers as traditional degrees in the next five to seven years, while the figure across all respondents was 53 per cent.

However, 84 per cent of those in the 18-to-30 age group concede that online degrees supplemented with classroom teaching offer a better education than a course delivered solely over the internet.

The survey also found that an estimated four out of five Americans believe that the US higher education system must adapt to remain internationally competitive, with that figure rising to nine out of 10 among the younger age group.

Joseph Aoun, president of Northeastern, said that Americans were proud of their higher education system but were also concerned about the future. "In overwhelming numbers, they're telling us that the system of today will not meet the challenges of tomorrow," he said, describing the findings as "a wake-up call".

Elsewhere, the survey revealed that Americans are divided on whether a university education offers

good value for money, with many saying cost prevented people from entering higher education.

Just 39 per cent say that the university system provided "excellent" or "good" value, while 60 per cent rate it as "fair" or "poor".

Eighty-six per cent say cost is a substantial barrier that is increasingly putting higher education beyond the reach of the middle class, with half those surveyed (rising to 64 per cent of those between the ages of 18 and 30) saying that concerns about college costs had caused someone they knew to postpone attending college or shelve the idea.

Source: 06 December, 2012/ [Times Higher Education](#)

International ranking systems cannot constitute the basis for benchmarking of Indian institutions

International ranking systems cannot constitute the basis for benchmarking of Indian institutions. This information was given by the Minister of State for Human Resource Development, Dr. Shashi Tharoor in Rajya Sabha today.

Minister Tharoor said that there are several entities undertaking ranking of world universities as per their own criteria. Some of the better known global systems of rankings are the Quacquarelli Symonds (QS) system, the Times Higher Education (THE), World University Rankings and the Academic Ranking of World Universities (ARWU) published by Shanghai Jiao Tong University.

He further added that these different international ranking systems use different values, indices and parameters to rank higher educational institutions. These criteria are neither universally accepted nor recognized and are therefore sometimes subjected to criticism in academic circles. Some of these parameters may not be relevant for Indian higher educational institutions and therefore, these rankings cannot constitute the basis for benchmarking of Indian institutions.

Improvement of quality of higher education is a continuous process. The Government is continuously striving to improve the quality of higher education in the country by legislative initiatives as well as schemes and programmes. The National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010, which aims to make accreditation mandatory for all higher educational institutions in order to ensure independent quality assurance mechanism, has been introduced in Parliament on 3rd May, 2010.

To facilitate dedicated Universities as hubs for research ecosystems to develop as clusters of education, research and innovation and to promote

innovation in learning and design, development and delivery of solutions, the Universities for Research and Innovation Bill, 2012 has been introduced in the Lok Sabha on 21st May, 2012.

The University Grants Commission (UGC) has reported that it implements various schemes for providing support to higher education institutions for improving quality of higher education, such as Universities with Potential for Excellence (UPE), Colleges with Potential for Excellence (CPE), Special Assistance Programme (SAP), Assistance for Strengthening of Infrastructure for Science and Technology (ASIST), "Assistance for Strengthening of Infrastructure for Humanities and Social Sciences" (ASIHSS), Basic Scientific Research (BSR) etc. The Department of Science and Technology, through its programme "Promotion of University Research and Scientific Excellence" (PURSE), Innovation in Science Pursuit for Inspired Research (INSPIRE), Fund for Improvement of S&T Infrastructure in Higher Educational Institutions (FIST) etc. provides support to universities essentially for research man-power cost, augmentation of equipment and computational facilities, research consumables and maintenance of the facilities etc.

Source: 07 December, 2012/ [India Education Diary](#)

Student-Teacher Ratio

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 has become operative with effect from 1st April, 2010, and the Sarva Shiksha Abhiyan (SSA) norms have been revised to conform to the Student-Teacher Ratio (STR) prescribed in the Schedule to the RTE Act. The revised norms are as under:

For classes I to V:

- (i) Two teachers for up to sixty admitted children
- (ii) Three teachers for 61-90 children
- (iii) Four teachers for 91-120 children
- (iv) Five teachers for 121-200 children
- (v) One Head Teacher, other than the five teachers, if the number of admitted children exceeds 150; and the STR (excluding Head Teacher) shall not exceed forty if the number of admitted children is above 200.

For Classes VI to VIII:

- (i) At least one teacher per class so that there will be at least one teacher each for (a) Science and Mathematics; (b) Social Studies; and (c) Languages.
- (ii) At least one teacher for every 35 children;
- (iii) Where admission of children is above 100, there will be (a) a full time head-teacher and (b) part

time instructors for Art Education, Health & Physical Education and Work Education.

To improve the STR, 19.82 lakh teacher posts have been sanctioned up to 2012-13, against which 12.48 lakh teachers have been recruited till 30.09.2012 by the States/UTs. The States/UTs have been advised to fill up these teacher posts along with teacher vacancies under the State sector. They have also been advised to rationalize the deployment of teachers in order to make the schools RTE compliant.

Source: 07 December, 2012/ [PIB](#)

Enrolment of Children in School

An independent sample survey conducted in 2009 revealed that an estimated 81.50 lakh children were out of school, which much less than the estimated 1.34 crore when a similar survey was carried out in 2005.

The government has brought in the Right of Children to Free and Compulsory Education (RTE) Act, 2009 which under Section 10 provides that it is the duty of every parent or guardian to admit his child to a neighbourhood school and under Section 6 for the State to provide a neighbourhood school to facilitate the education of children in the age group of 6-14 years.

The Sarva Siksha Abhiyan (SSA) which is the programme to meet the objectives of the RTE Act has sanctioned 3.84 lakh schools, 16.02 lakh additional classrooms, 5.84 lakh toilets and 2.21 lakh drinking water facilities and 19.65 lakh posts of teachers across the country, so far, towards meeting the objective of universal elementary education.

Source: 07 December, 2012/ [PIB](#)

Universal pre-school education leads to greater educational equality, study claims

The UK's school system would rank higher in international league tables if the universal entitlement to free nursery places had been set up in the 1990s, new research suggests.

The Institute of Education concludes that universal pre-school education raises standards and leads to greater equality in how well children do at school.

The study also concludes that while all social groups benefit from pre-school provision, children from the poorest families gain the most from universal provision.

They say that this is because in the UK, and most other countries, it is the poorest children and those from immigrant backgrounds, who have traditionally been less likely to receive free pre-school education.

The research will lend force to the argument that universal access to free early education places for three-and four-year-olds must be preserved in the face of cost-cutting pressures.

Ofsted has recently called for funding to be [targeted](#) at the poorest children and claimed that the current system of universal access to free nursery places is not working in closing the attainment gap.

Researchers analysed the test scores of more than 12,000 pupils in England, Scotland, Wales and Northern Ireland who took part in the 2009 PISA reading assessment. The test was conducted by the OECD and was taken by pupils in 482 UK schools.

Just over half of pupils in the bottom socio-economic group had attended pre-school education, compared with 73 per cent in the most advantaged group.

The researchers also predict that the plan to increase the free entitlement to early education to 130,000 disadvantaged two-year-olds from September 2013 - and a further 130,000 the following year - will have a knock-on effect in raising children's literacy scores at the age of 15, as well as reducing educational inequalities between children from different social backgrounds.

The study's authors Dr Tarek Mostafa and Professor Andy Green said, 'We expect that this rise in free provision for the most disadvantaged two-year-olds will increase their literacy attainments at age 15 and will reduce inequalities in educational performance scores between children from different social backgrounds.'

'It will help to develop children's cognitive skills at the formation stage before they become resistant to change.'

The authors also compared the scores of English pupils with those of their Swedish counterparts and found that effects of universal pre-school provision had a very similar impact.

The researchers say this finding is significant because it shows that the more children access pre-school education the greater educational equality.

They also calculated that in both England and Sweden the gaps in literacy scores between different social classes could have been minimised if all children (except the 30 per cent of the most advantaged) had been offered high-quality pre-school provision, although they acknowledge that such a strategy would be socially divisive.

Universal provision would help maintain solidarity between all social groups and be a fairer system, with cost the only disadvantage.

'We decided to compare two countries which are supposed to be very different in terms of their

approach to education to see whether the effects of universal pre-school education would be similar,' the researchers said.

'Surprisingly, they are – both in terms of raising national averages and in helping to equalise educational outcomes. The latter finding is, in a sense, especially significant as it has not been clear until now that high participation rates lead to more equal educational outcomes. This study confirms that they do.'

The authors also point out that a more equal distribution of skills and qualifications is linked to more equal incomes, leading to wider social benefits, such as better public health and lower crime rates.

Source: 10 December, 2012/ [India Education Diary](#)

Growing Gap between What Business Needs and What Education Provides

There are all sorts of reasons to get an education. It gives you perspective on the world, it makes you a complete person, and of course most importantly of all, it helps you build a career.

Unfortunately this link between education and jobs seems to be breaking down.

McKinsey just published a groundbreaking study of the impact of education on employment ("Education to Employment"), and it demonstrates the challenging mismatch between our educational system and the job skills employers need.

It demonstrates the tremendous need for skills in the workforce, and points out many gaps in the educational system's ability to drive these skills.

(Makes me wonder if we need to rethink the purpose of education in general, frankly.)

Let me highlight a few of the key findings.

1. The paradox of high unemployment and a war for talent continues.

We don't have a jobs crisis in the world, we have a *skills crisis*. Some clear evidence from this report.

- 45% of US employers say lack of skills is the "main reason" for entry-level vacancies
- Only 42% of worldwide employers believe new graduates are adequately prepared for work.

This data echoes the data we hear regularly from clients. Companies need to invest heavily in internal development programs to stay competitive. Our research shows that the training industry grew by 12% this year, the highest level in 9 years.

This research also shows that employers would be willing to pay new workers 22% higher salaries if

they did have the skills they need. Employers want "ready made" employees.

2. Worldwide educational institutions are out of sync with employer needs.

While 42% of employers believe newly educated workers are ready for work, 72% of educational institutions do. This is an enormous mis-match. Primary and secondary educational institutions are not keeping in touch with corporate recruiters and the needs of business.

Again our research validates this completely. Most of our clients are investing heavily in new corporate universities, onboarding programs, and what we call "continuous learning" programs. In fact the L&D industry is in the middle of a renaissance, as companies try to reinvent all types of training around new internet technologies.

3. Students don't perceive that traditional education methods drive job skills.

The #1 cited way (60%) students believe they learn skills is through "on the job training." (Our research shows that 72% of business managers say the same thing.) 58% cite that "hands-on learning" is best.

Lectures are the lowest rated learning method (30%) tied with "traditional online learning" (30%).

Unfortunately most colleges still rely heavily on lectures and the "for-profit" distance learning institutions rely heavily on "traditional online learning." (Only 24% of academic program graduates say that they use hands-on learning in their program.)

Again our research validates this completely. Corporate L&D managers blend lectures with a wide variety of informal learning techniques, and today corporations spend less than 60% of all their training budgets on instructor led training.

4. While vocational education appears to be a good solution, it has low or lesser perceived value among students.

This was a fascinating finding, which I think gets to the ultimate point. The research compared student "perceptions of value" between traditional education and vocational education and apprentice programs. In the research every country values traditional education over vocational education except for Germany, where 49% of respondents say academic education is more valuable.

Germany, of course, is a country filled with apprentice-based programs and has among the lowest unemployment rate in Europe.

Unfortunately, vocational programs are not always the answer either. 23% of students who attended vocational programs felt they attended the wrong

institution and 42% are unsure they took the right program.

5. Students have a weak understanding of the skills and degrees which will best help them find a job.

The study also points out that most students are not sure "what educational program" will help them find a good job. In fact the study finds a whole segment of students who have "given up" on their ability to leverage education to find a job.

In my own case, my children had very little coaching from their colleges about possible career opportunities and how to assess their aptitude for different potential careers.

To me this is a systemic problem with the educational system – students need information and tools to help them see the pathway from education to employment.

Bottom Line: Skills Matter, and it's Hard to Get Them

This study which points out many important issues we talk with employers about every day.

1. Investments in training pay off big-time. Both for you as an individual and for you as an organization. So when you take a job, look for a place you can learn something. Early in your career the learning is worth far more than the salary.

2. Young workers should seek out employers and managers who believe in training people. Most of us enter the workforce with lots of book knowledge but very few working skills. Join a company that will invest in you – some will and some won't.

3. Educational institutions around the world are not keeping up with teaching styles and general skill needs of the 21st century workforce. This is a very complex problem to fix, but at least the issues are on the table. Education providers and leaders have to visit corporate recruiters and learn about the needs of business.

4. Corporate L&D and HR managers must heed this message. If you don't take the time, spend the money, or learn how to build world-class development programs, you will not be able to compete. There is no real "war for talent," there is a "war for skills" – and what better way to win the war than to build your arsenal internally.

5. The education industry itself must rethink its model. The coming technical disruptors (EdX, Udacity, and other online education providers) are experimenting with new business models. There are many reasons to get a good education, but ultimately it must provide a pathway to a promising and successful career.

Source: 10 December, 2012/ [Forbes](#)

Admission in Higher Education

The Twelfth five year Plan document on Higher education, prepared by the Planning Commission, under the sub-chapter "Enrolment Projections and Targets", estimates the Gross Enrolment Ratio (GER) in higher education to increase from 20.2% in 2011-12 to 30.80% during the XIIth Plan period.

The document further sets the target for total enrolment to increase from the present 200 lakh in 2011-12 to 300 lakh by the end of XII plan period.

A total of Rs.1,10,700 crores has been proposed by the Planning Commission for allocation to the higher education sector during the XIIth Plan.

Source: 12 December, 2012/ [PIB](#)

Education to All

Consequent upon the requirements arising for the implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, the Government has approved an outlay of Rs 2,31,233 crore for the implementation of the combined Sarva Shiksha Abhiyan (SSA)-RTE programme for a five year period from 2010-11 to 2014-15, both for the Central and State Governments.

Of this, Rs 1,83,641 crore (79%) is recurring and Rs 47,592 crore (21%) is non recurring.

This outlay of Rs 2,31,233 crore is supported by a Grant-in-Aid of Rs 24,068 crore, recommended by the 13th Finance Commission to the States during the next 5 years.

The balance requirement of Rs 2,07,165 crore would be shared between the Centre and States in the ratio of 65:35 for all States/UTs.

The Working Group on Secondary and Vocational Education has estimated the requirement of Rs 3,18,394 crore for the Rashtriya Madhyamik Shiksha Abhiyan and other centrally sponsored programmes for the 12th Five Year Plan, out of which the Central Government's share is estimated as Rs. 2,57,533 crore.

The bulk of public spending on education is incurred by the State Governments. The aggregate public spending on education during the Eleventh Plan period is estimated at Rs.12,44,797 crore for both the Centre and the States taken together.

About 43 per cent of the public expenditure on education was incurred for elementary education and 25 per cent for secondary education. The assistance of external funding agencies is being sought for the implementation of the Sarva Shiksha Abhiyan and the Rashtriya Madhyamik Shiksha Abhiyan, which helps in filling the gap in investment to some extent.

Source: 12 December, 2012/ [PIB](#)

Indian Students Abroad

The specific information regarding the number of Indian students studying in foreign countries and the foreign exchange paid by them as fees every month is not maintained by the Ministry of Human Resource Development. The actual amount of tuition fees involved depends on the country, course and the University. However, as per information publicly available, the number of Indian students studying in the United States of America and Australia in 2012 is 100270 and 36326 respectively.

There has been a marginal decline of 3.5% (103895 in 2010-11 to 100270 in 2011-12) in the enrolment of Indian students studying in United States of America.

There is no authentic comparative study available to show that Indian universities are low in quality or employment potential. While it is a fact that Indian Universities do not figure in the top 200 universities in the world as announced by some of the International Ranking Systems, the reasons for this are that these systems use different parameters to rank universities, some of which are not relevant in the Indian context and therefore, cannot constitute the basis for the benchmarking of Indian universities vis-à-vis other universities in the world.

The Government has launched a Centrally Sponsored Scheme (CSS) to establish one model Degree College in each of the 374 identified Educationally Backward Districts (EBD) in the country with GER below the national average. Under this CSS, the States may, if they so choose, identify private not-for-profit participants in Public Private Partnership (PPP) mode. The Government has also decided to set up 20 Indian Institutes of Information Technology (IIITs) under the Public Private Partnership mode.

No comparative details of the Indian and foreign universities are available in relation to the average of provision of employment and amenities.

Source: 13 December, 2012/ [PIB](#)

Out of School Children

An independent sample survey conducted in 2005 revealed an estimated 1.34 crore children as being out of school, a figure which was reduced to an estimated 81.50 lakh when a similar survey was repeated in 2009.

The principal reasons children remain out of school a figure are poverty, child labour, domestic work and sibling care especially for girls, disability, migration of families and unrest in areas of civil strife.

The Government has brought in the Right of Children to Free and Compulsory Education (RTE) Act, 2009 which under Section 10 provides that it is the duty of every parent or guardian to admit his child to a neighbourhood school and under section 6 for the State to provide a neighbourhood school to facilitate the education of children in the age group of 6-14 years. The Sarva Shiksha Abhiyan (SSA), which is the programme to meet the objectives of the RTE Act, has sanctioned 3.84 lakh schools, 16.02 lakh additional classrooms, 5.84 lakh toilets and 2.21 lakh drinking water facilities and 19.65 lakh posts of teachers across the country so far, towards meeting the objective of universal elementary education.

Source: 13 December, 2012/ [PIB](#)

Attendance of Students

As per the National Sample Survey Report, "Education in India: 2007-08, Participation and Expenditure", the Net Attendance Ratio (NAR), which is the percentage of the total number of persons in the official age-group attending a particular class-group, is 8% and 21% in higher education for rural and urban areas respectively. The reason for this difference is not available in the report.

As per the annual publication "Statistics of Higher and Technical Education" of the Ministry of Human Resource Development, the Gross Enrolment Ratio (GER) of students enrolled in higher education in the country as a percentage of the population in the age group of 18-23 years during 2009-10 (Provisional) is 15%. As per the Global Education Digest published by UNESCO Institute for Statistics, the GER for World Average is 29% during the same period.

The Indian higher education system faces many complex challenges, the most formidable of which are those of access and equity.

There are places in the country where institutional density is very low on account of hilly and inaccessible areas inhabited by tribals. Some of the students opt out of the system due to reasons of financial constraints. Many of these challenges are specific to India and therefore, any comparison with global GER must take these complexities into account.

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

Source: 13 December, 2012/ [PIB](#)

Enrolment of SC/ST/OBC Students

As per the annual publication "Statistics of Higher and Technical Education" of the Ministry of Human

Resource Development, the Gross Enrolment Ratio (GER) of Female (All Categories), SC students and ST students enrolled in higher education as a percentage of the respective population in the age group of 18-23 years in the country during 2008-09 and 2009-10 (Provisional) is given below.

Year/Category	2008-09	2009-10
Female	11.4	12.7
SC	10.5	11.1
ST	9.2	10.3

The GER of female students in the country is estimated to be 16.5 in 2010-11, as per the provisional report on the All India Survey on Higher Education based on data collected up to 31st July, 2012. Data on OBC students in higher education is not available till 2009-10.

However, in the All India Survey on Higher Education, provision has been made for the collection of data on the enrolment of OBC students from 2010-11 onwards. The GER of SC, ST and OBC students is not available for 2010-11(Provisional).

Source: 13 December, 2012/ [PIB](#)

Report highlights access benefit for children of graduates

State school students in England with university-educated parents are five times more likely to reach higher education than those from "disadvantaged backgrounds", and are also more likely to go to an elite institution.

That is the finding of new research by academics at the Institute of Education, University of London, demonstrating the part played by family background in determining which state-educated pupils go on to university.

The findings have emerged from an analysis of university entry data for four English-speaking countries - England, Canada, Australia and the United States.

The research was conducted by John Jerrim, lecturer in economics and social science, and Anna Vignoles, visiting professor in the Institute's department of quantitative social science.

It shows that the association between family background and university entry is notably stronger in England and Canada than in Australia and the United States.

However, in all four countries, young people with university-educated parents are significantly more likely to go on to higher education and attend an elite institution.

Dr Jerrim and Professor Vignoles write: "Previous research has found that qualifications from elite institutions offer economic rewards above and beyond those from a 'typical' bachelor's degree.

"Hence it is a concern that young people from advantaged homes are the main beneficiaries of this labour-market premium."

The pair say that although improving the school achievement of less advantaged pupils should be the priority, universities could also be encouraged to use contextual data, including on family background, when considering student applications.

"This is a topical (and controversial) issue in England, where the social mobility tsar, Alan Milburn, recently stated that he would 'like to see universities as a whole grasp the nettle of contextual data'," they write.

Dr Jerrim and Professor Vignoles also suggest that some governments might want to encourage universities to use contextual data by adapting England's policy of allowing institutions to boost their tuition fee revenue by accepting unlimited numbers of very able students (those achieving at least AAB at A level).

The threshold could be altered for students from low-income families, providing elite institutions with an incentive to recruit a greater number of able children from disadvantaged backgrounds, they suggest.

Source: 14 December, 2012/ [Times Higher Education](#)

Students in Professional Courses

The total number of students enrolled is not available separately for professional courses. However, as per the annual publication "Statistics of Higher and Technical Education" of the Ministry of Human Resource Development, the number of students enrolled in universities and colleges in the country during 2009-10 (Provisional) is 1,93,33,334, out of which the number of students enrolled at the post graduate and the undergraduate level is given below.

Level/Stream	Engineering/Technology/Architecture/Design	Medicine	Agriculture & Allied	Management/Hotel/Travel/Tourism	Education/Teacher Training
PG	76565	35596	11783	207969	26892
UG	1928998	318588	78714	153041	518185

The number of students enrolled in universities and colleges in the country is estimated to be 2,34,87,127 in 2010-11, as per the provisional report of the All India Survey on Higher Education based on data collected up to 31st July, 2012. The

data on the number of students enrolled for self-financing institutions and the number of students who passed is not available for the years 2009, 2010 and 2011.

Source: 14 December, 2012/ [PIB](#)

Enrolment in Primary and Middle Schools

Enrolment in primary schools has decreased in Goa, Haryana, Himachal Pradesh, Kerala, Madhya Pradesh, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura and West Bengal, Andaman & Nicobar Islands Daman & Diu, Delhi, Lakshadweep and Puducherry during the year 2010-11 as compared to 2009-10.

Decline in birth rates in some parts of the country as well as steps taken by the State Governments to check duplicate enrolments, sometimes lead to a fall in enrolment data.

The Government has been making consistent progress in meeting the goal of Universal Elementary Education through implementation of the Sarva Shiksha Abhiyan (SSA).

The Right of Children to Free and Compulsory Education (RTE) Act 2009, which became operational with effect from 1st April, 2010, provides that every child in the 6 to 14 age-group shall have a right to free and compulsory education till the completion of elementary education.

The SSA Framework of Implementation has been revised to correspond with the provisions of the RTE Act 2009 and the SSA is being implemented in accordance with the norms and standards of the RTE Act to enhance enrolment and retention of children. The Mid Day Meal Scheme is also being implemented with a view to enhance the enrolment and retention of children in school.

The details of funds allocated to schools in rural areas is not maintained. However, the actual expenditure incurred by Education Departments of Centre & States/UTs during the year 2008-09 Revised Estimate (RE) for the year 2009-10 and Budget Estimate (BE) for the year 2010-11 under various schemes in Elementary Education and Secondary Education is given below: in crores

Source: 14 December, 2012/ [PIB](#)

Report highlights huge growth in overseas student numbers

International students make up 12 per cent of the total student population at UK universities, a sharp rise from 8 per cent eight years earlier.

That is one of the findings in a Universities UK report, *Patterns and trends in UK higher education*, published yesterday.

Paul O'Prey, vice-chancellor of Roehampton University and chair of UUK's Longer Term Strategy Network, says in his foreword to the report: "Since 2001 the number of students gaining a first degree has risen by 17 per cent, while the number achieving a postgraduate qualification has risen by 27 per cent.

"Much of this growth can be attributed to the sector's ability to attract students from around the world to study in the UK."

And he adds: "If current trends continue, universities are on track to generate £17 billion of annual export earnings by 2025. Achieving this growth potential will require the university sector and the government to work together to ensure that recruitment activities and migration policies are mutually supportive."

The report notes that: "In 2002-03 non-EU students made up just 8 per cent of the total student population; by 2010-11 this had risen to around 12 per cent."

It adds that the most significant growth has been in international students taking master's courses, with the number more than doubling since 2002-03.

In terms of countries sending students to the UK, the report says: "The most noticeable increases are from Asia and the Middle East, which together have experienced more than an 80 per cent rise in the number of students that they send to the UK [since 2002-03]."

Among other statistics, the report finds that at first degree level, 55 per cent of students at UK universities are female. "At postgraduate research level, however, the proportion of women is around 47 per cent," it adds.

On subject choice, the report says: "Enrolments on engineering courses at the beginning of the 2000s were relatively static but by 2006-07 an upturn was evident and there has been a subsequent increase of around 23 per cent. Mathematical sciences and biological sciences have seen the largest percentage increases since 2002-03."

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

2008-09 (Actual Expenditure)			2009-10 (RE)			2010-11 (BE)		
Plan	NonPlan	Total	Plan	NonPlan	Total	Plan	NonPlan	Total
Elementary Education								
28188.48	50812.37	79000.85	32518.06	65981.94	98500	39533.97	71057.6	110591.57
Secondary Education								
4995.81	40508.27	45504.08	7620.74	54610.42	62231.16	10506.31	59268.49	69774.8



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