



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](#)

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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

WISHING YOU ALL A VERY HAPPY NEW YEAR – 2013

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

1st Prize ₹25,000/- **2nd Prize ₹15,000/-**
3rd 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

What is IT !?

We've all heard of IT and the scores of people who join the IT industry every year in India. Students often make subject and course choices in school aimed at helping obtain that coveted job in IT. But do we understand what IT is? What are the opportunities in this space and how does one develop the skills to be a successful IT professional? In this first article about IT, we offer an overview of the IT sector. We want you as students to understand how different companies are involved in the use and development of IT services or products before diving into the details.

As the human body comprises multiple organs, each with its own function, every organisation has units that perform specific functions such as human resources, finance, strategy, sales and marketing, operations, etc. In this context, Information Technology acts as the organisation's nervous system. IT makes communication and transactions across multiple functions within the organisation and with external customers and partners possible through efficiently conveying information.

IT is present in every industry sector and we use it on a daily basis. For example, your favourite fast food chain relies on the supply of mass produced ingredients reaching its stores on time to be used in making your Pizza. The efficiency of noting down your order, transmitting it to the kitchen and then ordering the right quantities of materials is made possible through the use of information systems. Another example – banks are dependent on information systems to store your money and assets in an electronic form that represents your

wealth. You can buy products online from e-vendors without touching any physical cash – all because of the sophisticated IT systems. Some of the largest and fastest growing companies in the world like Google or Amazon have become successful because of their sophisticated information storage and retrieval mechanisms. Every company, independent of its size or line of business can use IT to improve.

Now that we understand why IT is important to businesses let's look at some of the more prominent types of IT companies and jobs. IT can be a supporting function within a company as described in the retail chain example or it can be the core product or service that a company offers like that of Google. As the support function of IT in organisations is well defined, for example a system which can help manage the accounts of a company is the same for most companies, tried and tested "software packages" are available for these purposes. This brings us to the first category of companies that primarily focuses on the development of these software packages. These companies are known as independent software vendors (ISV) in the business world and have large teams of professionals who develop systems addressing generic corporate needs such as Accounting, HR or Inventory Management systems. Unlike concrete infrastructure, technology infrastructure needs to change often to accommodate rapidly changing economic conditions and business practices – ISVs focus on building and updating systems that meet these needs.

The second most common type of IT companies are the ones you see and hear about most often in India, the System Integrators (SI). These companies bridge the gap between ISVs and their customers in various industries. SIs focus on understanding customer requirements and matching those customer needs with existing software

packages developed by ISVs. An SI may help a retail food chain pick the appropriate supply chain software to use and then continue the engagement through customising it for the needs of the company.

The world of IT is large and permeates through every aspect of the business world. Having a clear understanding of where a company fits into the larger IT ecosystem and then relating your interests to that company is essential in trying to understand if this is a field you want to pursue a career in. Stay tuned for our next article which covers the career possibilities and skills required to be successful within the IT field.

Source: 31 December, 2012/ [Hindu](#)

NEWS

India's education-for-all dream comes to a halt as cash-strapped government slashes RTE budget

The government's attempt at nursing the Indian economy back to health could temporarily hurt UPA's initiative to make education a justiciable right.

Concerned over the country's fiscal health, the finance ministry is set to shave Rs.2,000 crore off the allocated budget for Sarva Shiksha Abhiyan (SSA) run by the department of school education under the ministry of human resource development (HRD).

For the uninitiated, SSA is the primary vehicle for delivering the Right to Education (RTE) Act.

This year RTE Act had received Rs.25,555 crore allocation, an increase of 21.7 per cent compared to the previous budget year.

According to HRD officials, this budget cut was informally communicated to the HRD ministry during the meeting of revised estimates held in the third week of November.

The finance ministry has informed the HRD ministry of Rs.1900 crore deduction from the higher education budget and Rs.3,200 crore from school education budget of which Rs.2,000 crore will go from the SSA kitty.

"The finance ministry had initially threatened to cut the allocation of those ministries which haven't been utilising their funds. Three out of 80 government departments were completely on track as far as meeting the half-yearly expenditure target was concerned and the department of school education was among the three.

Despite that our budget allocation has been reduced,"said a senior HRD official, who did not wish to be identified.

The department of school education had apparently met the target of utilising 60 per cent of its budget allocation till September. Although the cut on SSA comes to roughly two to three per cent of the total RTE Act budget (including states share) for 2012-13, HRD officials do admit that the deduction is still substantive and it will affect the implementation of the legislation.

This is because RTE's effective roll-out has anyway been plagued with fund shortfalls with budgetary provision in the last two years being only half of what was estimated.

The HRD ministry received Rs.21,000 crore in 2011-12 against its demand of Rs.40,500 crore and this year the allocation went up marginally to Rs.25,555 crore instead of the ministry's estimated Rs.48,000 crore.

The HRD ministry received a sum of Rs.25,555 crore against its demand of Rs.48,000 crore.

Source: 17 December, 2012/[Indiatoday](#)

Anglo-Indians demand reservation in higher education

A delegation of Anglo-Indian leaders from across the country has submitted a memorandum to President Pranab Mukherjee demanding reservation of seats for deserving students of the community in different fields of higher education.

Their other demands include establishment of an Anglo-Indian Desk in the Ministry of Minority Affairs to deal with issues concerning the community and establishment of National Cultural Centres for Anglo-Indians in New Delhi and Bangalore, a delegate Geoffery Bonjour told reporters here today.

Bonjure is also the Vice-Chairman of the Minority Department of the Jharkhand Pradesh Congress Committee.

The delegation met the President and submitted its memorandum to him on December 11 in New Delhi, Bonjour, who returned here last night, said.

Source: 18 December, 2012/[PTI/Business Standard](#)

Foreign Universities Institutions in India

The Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010 permits reputed Foreign Educational Institutions (FEI), which have been offering educational services for at least 20 years in the country of origin and are accredited in the home country, to apply to be notified as a

“Foreign Education Provider” (FEP) by the Central Government, based on recommendations of the University Grants Commission (UGC) or any other body which may replace the Commission in future.

The UGC (Promotion and Maintenance of Standards of Academic Collaboration between Indian and Foreign Educational Institutions) Regulations, 2012 has dropped the condition that an FEI has to be ranked in the top 500 institutions in the world to enter into an academic collaboration with an Indian institution. However, under the regulations, no foreign university can set up institutions independently in India.

The Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010 requires FEPs to declare in its prospectus, each component of fees, deposits and other charges payable by students, the percentage of tuition fee and other charges refundable to students, before the commencement of admission to any of its courses or programmes of study. Any FEI which is not an FEP cannot charge any fee or admit students and in case it does so, will be liable to a penalty between ten lakh to fifty lakh rupees in addition to refund of the fee. The prospectus would also contain details of the teaching faculty, their educational qualifications and teaching experience and information on physical and academic infrastructure and other facilities including hostel accommodation, library etc. Failure to adhere to its disclosure in the prospectus would result in withdrawal of recognition as FEP. Moreover, once an FEI is notified as an FEP, it will be subject to the control of the law of the land and regulations of the statutory regulatory body.

There is no proposal that these Universities will be a part of single entrance exams proposed to be conducted for engineering, medical and other post graduate degrees in the Ministry of Human Resource Development. However, the Ministry of Health and Family Welfare has decided to conduct single entrance examinations for admission to various Under Graduate (UG) and Post Graduate (PG) medical courses viz. National Eligibility cum Entrance Test (NEET) w.e.f. academic year 2013-14. NEET is mandatory in respect of medical colleges falling under the ambit of Indian Medical Council (IMC) Act, 1956 as per regulations notified by Medical Council of India (MCI). The Central Board of Secondary Education (CBSE) has been identified as the agency for conducting NEET for UG and National Board of Examinations (NBE) for PG medical courses.

The Department related Parliamentary Standing Committee on Human Resources Development has

presented its report on the Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010. The report is under examination by the Ministry.

Source: 19 December, 2012/[PIB](#)

Inclusion of Classical Music and Dance in School Curriculum

The National Curriculum Framework (NCF)-2005 recommends that Arts Education and Heritage Crafts are to be brought into the domain of the curriculum.

In consonance with the NCF-2005, the new syllabi and textbooks in all subject areas developed by the National Council of Educational Research and Training (NCERT) include the components of Indian Culture and Philosophy in an integrated manner.

The NCERT has also developed syllabi in the areas of Arts, Music and Theatre for classes I to XII, which incorporate various components including classical music.

The Central Board of Secondary Education (CBSE) prescribes the NCERT syllabus in different subjects and the students can offer the main subjects of Music/Dance/Indian Traditional Dance Drama as electives in Senior Secondary level.

Source: 19 December, 2012/[PIB](#)

Revamp of Primary Education

Education reforms are a continuous process and the Government seeks to carry them forward through expansion, inclusion and rapid improvement in quality through institutional and policy reforms and by enhancing public spending.

In the realm of elementary education, the Right of Children to Free and Compulsory Education (RTE) Act, 2009 which has become operative with effect from 1st April, 2010 lays special focus on improving the quality of education. Further, the Government has issued an Advisory to State Governments on the implementation of section 29 of the RTE Act for initiating curriculum reform, including, (i) formulating age-appropriate curricula and syllabi in keeping with the National Curriculum Framework (NCF) -2005, (ii) maintaining subject balance, (iii) initiating textbook content and production reform, (iv) ensuring continuous and comprehensive assessment for learning.

The Central Board of Secondary Education has introduced the scheme of Continuous and Comprehensive Evaluation (CCE) in its schools in a phased manner for the improvement of quality in the schools affiliated to it. The Board has also made the Class X Board Examination optional for the

students studying in Senior Secondary Schools and who do not wish to move out of the CBSE system after Class X.

Source: 19 December, 2012/[PIB](#)

Setting up of IIT Campuses

The new Indian Institutes of Technology (IITs) are Central Government funded autonomous institutions and each of them has taken necessary steps for establishment of their permanent campuses. The role of the State Government is limited to providing requisite land, free from any encumbrances, as also to facilitate approach road, electricity and water supply.

Meetings to discuss issues relating to campus development are held between the Directors of the IITs and the concerned State Government representatives at regular intervals. Recently, on 04.12.2012, a meeting took place at Bhopal regarding the campus development of IIT, Indore, wherein the issues relating to transfer of land, water supply, environmental and forest clearance, etc. were discussed.

While during the four years of the XI Plan, Rs.1196.89 crores only was released to these IITs, during the current financial year 2012-13, a sum of Rs.715.00 crores has been allocated for accelerated infrastructure development of these institutes.

Source: 19 December, 2012/[PIB](#)

Accreditation of all higher education institutes to be made mandatory from 2013

Accreditation for all higher educational institutions will be made mandatory from next year. With the National Accreditation Regulatory Authority (NARA) bill hanging fire for the last two years, the human resource development (HRD) ministry is planning to make accreditation mandatory for public and private institutions through executive order to continue with the reform process.

Accreditation of educational institutions will help students assess the quality of programmes and courses, physical infrastructure and faculty. At present, only a fraction -- about 15% institutions -- are accredited.

HRD minister M M Pallam Raju said both Universities Grants Commission (UGC) and All India Council for Technical Education (AICTE) have been tasked with preparing benchmarks for the accreditation process. In fact, the ministry will be writing to state governments to establish accreditation agencies that will inspect institutions on these regulatory benchmarks.

AICTE has also been asked to set up another accreditation agency "Indian Board of Accreditation that will assist the existing National Board of Accreditation in inspections of institutions. "There was need felt for a new accreditation body and AICTE will set up the IBA by February," Raju said.

AICTE has under it 3,800 technical institutions, 3,700 management institutions, 3,500 polytechnics, 240 hotel management institutions and 60 applied art institutions. These institutions approach AICTE every year for either renewal of their accreditation or for introduction of new disciplines or other expansion plans. There are 60,000 programmes that are accredited under AICTE at present.

"There is a long pendency already and once the process is made mandatory, the waiting period will only increase. We have to build our capacity before that," AICTE chairman Prof S S Mantha said.

Under the NARA bill, existing universities will be given six years to complete the accreditation process while new universities will be allowed to complete teaching two batches of students. However, it remains unclear how the government will succeed in enforcing the accreditation process through rules.

HRD ministry officials said that under the UGC Act, the commission was empowered to shut down a department if there was non-compliance. However, that has not been done so far.

Times view

The fact that the government is taking steps to regulate technical and vocational education more rigorously is welcome. Education is a sector that serves a very vital need and families spend huge sums of money in getting their children a decent education. Often, they borrow to put them through a professional course.

It is, therefore, absolutely essential that they have some assurance of the quality of education they can expect to get. The real test of the proposed accreditation system, however, will lie in its implementation. It must not be allowed to become just another way for corrupt officials to make money, in the process jeopardizing the future of millions.

Source: 22 December, 2012/[Times of India](#)

AICTE to frame guidelines for technical education through distance mode

The human resource development (HRD) ministry has tasked the All India Council of Technical Education (AICTE) to create a regulatory framework

for technical education offered through the distance mode. AICTE is expected to firm up the guidelines by March 2013.

At present, private technical universities run distance programmes without approval. "The AICTE will prepare norms for distance education by March 2013," HRD minister MM Pallam Raju said.

AICTE chairman S S Mantha added, "We are creating processes and based on that we would be coming up with the regulatory framework for the benefit of students."

Under the new set of guidelines, the first year degree or diploma will have to be pursued through formal learning and the rest through the distance mode. The laboratory classes have to be taken face-to-face, Mantha said.

The move would stop institutes from duping students with false claims about their programmes and institutes, he said. The new accreditation body will also accredit the distance education.

Meanwhile, in a related development, the ministry has decided to once again empower UGC to regulate distance education system and determine its standards.

The Distance Education Council under IGNOU can no more regulate others and its "powers will be put back to its original regulator which is UGC", Ashok Thakur, higher education secretary, said.

The move has received the nod of DEC and IGNOU, he said, adding the IGNOU Act will be amended accordingly.

The development comes in wake of several petitions filed in courts challenging the IGNOU Act on the grounds that how can IGNOU award affiliation to other institutes when it itself was one of them.

Source: 22 December, 2012/[Times of India](http://www.timesofindia.com)

Citizens' charter on Right to Education Act: Reach out to underprivileged

A citizens' charter on how to properly implement the Right to Education Act (RTE) was released on Tuesday. The charter, 'Shiksha ka Adhikar: Chaupal ke Bahas Mein', stressed the need to make the benefits of the Act available to the children of weaker and neglected sections and opening primary schools within one kilometre radius of the tolas (habitations) where mostly the underprivileged people live.

The charter, prepared under a project for citizens' intervention in proper application of RTE, is based on local surveys, people's debates, and workshops

organized jointly by the Association for Promotion of Creative Learning and Action in different parts of the state.

It stressed on fast implementation of the Act's provisions with a pragmatic approach to identify the children of the weakest section of the society for their benefits, and not for those getting the benefits of 25% reservation in admission to private schools. Income of the parents should be the basis for giving the benefits under the RTE Act, the charter states.

It also expressed concern at keeping madrassas and Vedic pathshalas out of the purview of RTE Act. The government should work out a plan to give financial assistance to these schools for their qualitative development.

Principal secretary, planning and development, Vijoy Prakash gave a PowerPoint presentation on the subject. He emphasized on sensitizing the schoolteachers for promoting girls' education and to do a gender audit in this regard. The charter suggested providing medical facilities to and constructing ramps for the children with disabilities.

There are altogether 6,419 schools without their own buildings and two lakh more classrooms are needed. The charter stressed the need for constructing school buildings and providing handpumps in all schools.

The charter was released by chairperson of Children's Rights Protection Commission, Nisha Jha. former director, A N Sinha Institute of Social Studies, M N Karn, psychologist and former vice-chancellor of Magadh University, Prof Shamshad Hussain, regional manager, Actionaid, Vijay Ohdar, and APCL executive director, Mridula Prakash, who was also the convener of this project, were present on the occasion.

Source: 27 December, 2012/[Times of India](http://www.timesofindia.com)

Govt. urged to allot more funds to social sciences in 12th Plan

The Union Government should allot more funds to social sciences including economics in the Twelfth Plan, as severe resource crunch is crippling both teaching and research in universities, opine economists.

They expressed the opinion at a recent three-day annual conference of the Indian Economic Association.

Indian Economic Association President Sukhadeo Thorat said that for several years, there was a ban on recruitment of university teachers in States and in such a scenario, both teaching and research would be adversely affected.

Economists would be able to contribute more to the planning and development process, if the right atmosphere for teaching and research was created in universities.

Vijay Kelkar said there were many areas of economics either ignored or neglected by economists in the country and there were hardly any intellectual inputs available to the planners or policy-makers. Economists in the country should not merely focus on a few areas such as agriculture or development economics but take up research in emerging areas.

Vocational education and reservations in the private sector were some of the other issues which engaged the attention of the speakers. At a session on vocational education, Nawal Kishore Chaudhary of Patna University said obsession with vocational education may jeopardise the education system.

Education should also enable the individual to better his or her social life and not just economic life. Education should help people understand the society better and get a perspective on social equity and justice, he added.

Explaining the efforts of the State Government in skill development of persons from poor families, economist K.C. Reddy said that the Government was able to get a large number of youth from backward sections of society employed in the private sector.

In the fast growing economy, there are job opportunities being created in the private sector and the youth should shed their inhibitions about employment there.

“The role of the Government is shrinking and it cannot create jobs for all the educated unemployed youth. The Government of AP has taken up a mission to make the unemployed employable by giving them market suited skills. In line with its commitment to the welfare of the poorest of the poor, more candidates from the Scheduled Castes, the Scheduled Tribes, the BCs and the minorities are given preference in the training programmes.

Thorat said the Government should definitely take steps to ensure that the private sector also implements the reservation policy.

“However, I am not saying that quality should be compromised in the bargain. Skill development programmes should be taken up and the young students should be moulded to suit the requirements of the industry and the private sector should play its part in the process,” he explained.

Source: 30 December, 2012/[Hindu Business line](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE

Racial divide is higher education's 'dirty secret'

Race is higher education's "dirty little secret" and more should be done to tackle the issue, a debate has heard.

Mark Crawley, dean of students at the University of the Arts London (UAL), told the Race in the Creative Process event that the sector needed more discussion about the discrepancy in attainment between black and minority ethnic students.

“Higher education has a dirty little secret: white students get more firsts and 2:1s than black students – and no one even talks about it,” he said.

Detailed analysis of the figures made it clear that this applied even when differences in social class had been taken into account, he added.

“We don't know why this is,” admitted Mr Crawley, “but we should certainly talk and disagree about it.”

The debate, which took place at the Chelsea College of Art and Design on 12 December, was organised by UAL's Shades of Noir project, which aims to raise awareness of race issues in the art, design and communication industries.

Panellists were asked about how they dealt with their own unconscious biases, which parts of the “creative education process” should be “devoid of any race connections” and whether they saw a place for “positive discrimination”.

Fairooz Aniq, students' union cultural and diversity officer at UAL, put the case for trying out blind marking, to see if that had an impact on results.

She also argued that there was a role for positive discrimination in arts education as “the only way to break the nepotistic nature of the creative industries”.

Sculptor and artist Hew Locke noted that “teaching should be about encouraging people rather than making allowances for their backgrounds”.

However, he said he recognised, and often knew personally, all the black British artists listed on Wikipedia. He looked forward to the day when there were so many that a large proportion would be unfamiliar to him.

Source: 16 December, 2012/[Times Higher Education](#)

Need for a new higher education focus on innovation and creativity

Scientific research is one of the key driving factors for a diversified, strong economy in any country.

Under the former regime in Libya, research and higher education suffered from negligence, corruption and lack of political commitment and reform.

Higher education in the country faces major challenges. These include increasing demands for improvements, and raising the quality of graduates and their career prospects.

There are also problems with accreditation and the quality of education institutions and programmes, not to mention the financing and governance of institutions. Another major challenge to Libya's education sector is the lack of effective IT infrastructure, and the lack of scholarly activities and research throughout the sector.

Libya's ability to build a strong and diversified economy will depend on its commitment to innovation, creativity and commercialisation within the higher education and research sector.

Higher education characteristics

The status of this sector in Libya could be characterised as follows:

First, scientific research and development funding is very scarce, standing at less than 0.05% of gross domestic product or US\$120 million – that is just US\$20 spent on scientific research and development per person in Libya, according to government data.

Furthermore, there is no real commitment to research in Libyan universities and the country does not benefit from generous international grants in the fields of scientific and social research because of the absence of any cohesive vision for the sector.

Elsewhere, the private sector usually plays an integral role in higher education and research sector through partnerships, funding and collaborative projects. However, Libya has no effective, responsible private sector able and willing to do this.

Second, human resources in the field of research and development are insufficient and mismanaged. In addition, the education, higher education and scientific research sectors are negative, traditional learning environments, where creativity and innovation are almost non-existent among staff and students.

The education sector in Libya lost its purpose when the focus on the end product of the education process was lost. That led to the lack of a fully qualified and skillfully equipped university graduate population.

Students were never the focus of the learning process; they have become an increasingly passive element. As a consequence, there is a lack of skilled graduates who possess the knowledge and skills required by the labour market, and this had impacted negatively both on Libya's research base and its industrial competitiveness.

Another negative factor is the lack of commitment to research by qualified researchers despite studying at universities abroad. For example, the research output within the school of medicine at Tripoli University is 1.4 papers per 100 academic staff, according to a study conducted by Benghazi University and Manchester Metropolitan University.

Academic staff in Libyan universities should be offered incentives and have recognition for their research. Also, the teaching load for academics needs to be dramatically reduced. Furthermore, the contractual duties of academics should put emphasis on research and scholarly activities as part of their job description.

According to government data, research and other scholarly activities account for less than 5% of academics' duties at Libyan universities. In developed economies they account for at least 33%.

Third, like most sectors Libya's higher education and research sector suffers from organisational problems. The sector lacks cooperation and communication between its various institutions. In addition, there is a lack of networking mechanisms, such as forums and conferences that could link the community.

Moreover, bureaucratic procedures hinder the enthusiasm of researchers, as does the lack of incentives for individuals who show initiative.

Fourth, the sector lacks the necessary IT infrastructure and resources to produce substantial output. There are no marketing and scientific publication strategies for sharing findings and good practice with the rest of the research community, either regionally or internationally.

Primary and secondary education is compulsory in Libya, which has led to increased interest in attending universities and higher education institutions. According to government data, the number of Libyans attending university went from 33 students in 1956 to 279,150 students in 2008. The number is expected to exceed the half-million mark by 2025.

This rise in demand for university places needs to be met with well-planned strategies for public and private investments in the sector.

The sector requires innovative mechanisms to encourage entrepreneurship to enable graduates and researchers to start their own businesses based on their creative ideas and research.

Ways forward

Libya can meet the challenges in the higher education and scientific research sector.

To do so, a well-planned medium- to long-term strategy is required. Developments need to include strengthening facilities in parallel with human resource development. The infrastructure for e-learning and ICT education will require significant investments in order to develop and help enhance the performance of the sector.

In addition, the sector will require closer collaboration with institutions in other countries to achieve excellent quality assurance systems and accreditation of educational programmes.

Most importantly, there is an urgent need for a commitment from Libya's new leaders towards the sector. Funding needs to increase dramatically. There is also an urgent need for robust measures to tackle corruption and financial waste in the sector.

Academic freedom was non-existent in Libya for decades. Censorship had a disastrous impact on the country's higher education and research sector. Academic freedom for staff and students should be encouraged and protected, along with the sharing of good practices.

Finally, with students' increased awareness and their aspirations for better opportunities, the education sector in Libya is set to be more student-focused so that it can meet the market demand for skilled graduates.

Libya's higher education and research sector needs to be one of creativity and innovation, where students and staff are encouraged to develop in new directions not previously encouraged.

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

India getting more utilitarian, but education, entertainment still most searched on Google

Indian Internet users are now searching more for utilitarian services like banking, shopping and travel compared to entertainment in previous years, Google India on Tuesday said.

While unveiling its annual Zeitgeist list this year, Google India Vice-President and Managing Director (Sales and Operations) Rajan Anandan said, "utilitarian services drove search volumes".

"Google's 2012 Zeitgeist reflects data from 1.2 trillion searches in 146 languages globally. With 137 million users, India is the world's third largest Internet market and is a good barometer of trends in Indian society as a whole," Anandan told reporters New Delhi.

While results in 2011 reflected the emphasis on people and event related searches, Internet users in India are now starting to use the web for their personal needs - shopping, booking tickets and making informed decisions for their offline purchases, he added.

According to the Zeitgeist, IBPS (Institute of Banking Personnel Selection) led the top trending search list, followed by GATE Exams, Sunny Leone, 'Ek Tha Tiger' and 'Rowdy Rathore'.

An analysis of the top searched travel websites showed that while railways, airline tickets, and hotel booking sites were an obvious trend.

A bus booking portal redbus.in featured at number three in the list, marking a new trend in how Indians prefer to travel, Anandan said, adding that a huge chunk of search volumes were coming from mobile phones.

"With growing smartphone adoption, mobile searches continued to grow with over 70 million mobile Internet users.

We expect India's next 150-180 million Internet users will access the Internet through their mobile devices," he added.

This means that the information that these users will look for will need to be more local, he said.

The most searched terms on mobile phones in 2012 included songs, YouTube, ATMs, Cricinfo and IRCTC.

Another trend seen in the Zeitgeist is the shift in the user perception on purchasing gadgets, books, accessories and more online with Flipkart, Homeshop18 and Snapdeal topping the top searched shopping websites list.

Sensex topped the most searched event this year, followed by Vilasrao Deshmukh's death and Hurricane Sandy in the US.

In a separate list by YouTube, Google's video sharing portal, the most searched video was 'Brown Rang' by YoYo Honey Singh beating international topper PSY's Gangnam Style.

Source: 19 December, 2012/[Gadgets NDTV](#)

Qualitative Human Resources

The Government has taken steps to enhance access to education with equity and excellence and has

launched a number of Schemes including the Sarva Shiksha Abhiyan (SSA), the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), the Centrally Sponsored Scheme on Teacher Education, the setting up of 374 Model Degree Colleges, the Technical Education Quality Improvement Programme (TEQIP) and the Sub-Mission on Polytechnics.

Education reforms are a continuous process and the Government seeks to carry them forward through expansion, inclusion and rapid improvement in quality through institutional and policy reforms and by enhancing public spending & creating an enabling environment for private section participation towards imparting quality education. The National Knowledge Commission had recommended a series of initiatives for expansion, excellence and greater access in Higher Education covering regulation, accreditation, governance, curriculum, research, faculty development, financing, asset management, affirmative actions. The Government has already taken various legislative initiatives including making accreditation mandatory for all higher educational institutions to improve quality of higher education.

Government has also opened new institutions of higher learning including- 16 new Central Universities, 7 new Indian Institutes of Management, 8 new Indian Institutes of Technology, and 10 new National Institutes of Technology.

The University Grants Commission (UGC) implements various schemes for improving quality of higher education, such as Universities with Potential for Excellence, Colleges with Potential for Excellence, Special Assistance Programme, Assistance for Strengthening of Infrastructure for Science and Technology, Assistance for Strengthening of Infrastructure for Humanities and Social Sciences, Fellowship Programmes for Research students as well as orientation and refresher programmes for newly appointed and in-service teachers through its Academic Staff Colleges.

The Government has also launched a Centrally Sponsored Scheme namely National Mission on Education through Information and Communication Technology (ICT), to leverage the potential of ICT, in teaching and learning process for the benefit of all the learners in higher education institutions in any time, any where, mode with a budget of Rs. 4612 crores.

Source: 19 December, 2012/[PIB](#)

Indian Education Standard Deteriorating: Amartya Sen

We have to provide scope and ensure quality education, said the economist

“Qualitative development of education in India is not up to the mark,” said Nobel laureate Amartya Sen.

“The standard of education in India is deteriorating day by day. We have to provide scope and ensure quality education. A number of Asian countries cutting across their political ideology have advanced a lot in the education sector,” Sen said, addressing a meeting organised by Pratiche Trust here.

“The political leaders’ attention towards quality education is an important factor. On the other hand the common people must demand for it,” he said.

The Pratiche Trust organised a two-day discussion on ‘Innovation in School Education’ which was attended by school teachers, social workers and education department officials from West Bengal, Tripura, Himachal Pradesh, Odisha and Bangladesh.

Source: 22 December, 2012/[Digital Learning](#)

The price of inequality in higher education

Higher education is now less about gaining knowledge than demonstrating status: It's about the pedigree, not the degree. The cost of attending some universities, like Columbia, is greater than average US household income

Last week, an article began circulating on Facebook about the collapse of higher education.

"The adjunct crisis (of many decades) makes the *New York Times*," tweeted Karen Kelsky, an anthropologist who runs The Professor Is In, a service where graduate students pay for advice on how to game the job market. The article depicts a bleak world of impoverished professors, diminishing career prospects and subpar courses providing "less educational quality to the students who need it most".

It was several days later that everyone realised that the article was from 2007 - and that the situation had changed so little that even experts like Kelsky could not tell the difference.

For the past decade, American higher education has been marked by the explosion of debt and the erosion of opportunity. As college presidents' salaries balloon into the millions of dollars and schools spend record amounts on lavish infrastructure, contingent faculty subsist on poverty wages while students take out massive loans in the pursuit of career stability they rarely find.

In 2012, student debt surpassed \$1tn for the first time. Tuition has skyrocketed to the point that some schools cost more annually than the average household income. Grade inflation is so rampant that more than 43 percent of grades given out at four-year universities are A's. Within the classroom and outside of it, knowledge and ability are devalued over the rote accumulation of accolades - marks and degrees that reveal less about the promise of the individual than the decay of the system.

More than 50 percent of faculty positions in political science departments were filled by graduates from 11 schools.

Critics of American higher education often point to a culture of greed - one that rewards presidents over professors and luxury over learning. But while the system may be structured on greed, it is powered by fear. Professors fear losing their jobs if they protest a crumbling system, while students fear searching for a job without a degree. Seeing no other options, they check the boxes and write the checks.

In recent years, MOOCs - massive online open courses - have been proposed as an alternative. MOOCs make higher education accessible and affordable, proponents argue, eliminating the financial barriers that derail equal access to knowledge. They fail to see that MOOCs have an inherent weakness. Higher education today is less about the accumulation of knowledge than the demonstration of status - a status conferred by pre-existing wealth and connections. It is not about the degree, but the pedigree.

'Access' and class

On December 5, a study was released showing that more than 50 percent of faculty positions in political science departments were filled by graduates from 11 schools, out of the 116 schools that offer doctorates. Most of the 11 schools were located in the most expensive cities in America.

Robert Oprisko, the author of the study, argues that institutional prestige has trumped individual merit. "It's about access. It's about class," he says. "Access" in higher education means the ability to supplement the meagre funding offered on merit with personal resources. For wealthy students, attending a funded programme in an expensive city is easy. For the rest of the population, it means taking on debt - debt that new statistics reveal is disproportionately held by disadvantaged groups.

A new survey released by the National Science Foundation shows that black PhD recipients are

carrying the majority of the graduate debt burden - an average of \$34,055 versus the \$17,138 by white PhD recipients (these figures do not take into account debt from undergraduate education, although that is also disproportionate). 12.6 percent of black PhD recipients owe more than \$90,000 by the time they earn their degree; only 5.2 percent of white students do.

What happens to these students after they graduate? They enter a job market which has collapsed for everyone - 34.5 percent of PhD recipients were unemployed upon graduating in 2011, an increase from 28.4 percent in 2006. But not everyone was unemployed equally. The National Science Foundation found that while 31.8 percent of white PhDs had "no definite commitment for employment or postdoctoral study", this was true for 40.5 percent of black PhDs, 39.6 percent of Asian PhDs, and 39.6 percent of Hispanic PhDs.

As the market tightened after the 2008 economic crash, the hiring gap between minorities and whites widened. The ethnic group most likely to take on massive debt is also the ethnic group least likely to find a job. This is hardly the road to equality that proponents of higher education envisioned.

As I have previously argued, higher education in the United States is no longer a path out of poverty, but a road into it - a fact to which administrators seem oblivious. Speakers at the annual meeting of the Council of Graduate Schools blamed the debt crisis on students not "living cheaply enough", a baffling admonition to adults struggling to afford rent and health care on less than \$20,000 per year, much less cover the entry costs to academia (in some fields, applicants must pay to see job listings).

One could argue that these problems are limited to a small segment of the population. But when a graduate degree is considered mandatory in so many professions that shape society, who can obtain it and how - and at what cost - matters to everyone.

In Washington, one analyst argues, a PhD is a mandatory stepping stone to a career in policy. As higher education becomes unaffordable, the category of people willing and able to earn advanced degrees narrows, and the expectations and priorities of this class disproportionately influence the broader population.

We already see this in the normalisation of unpaid labour and in the unemployment crisis. A system that rewards pre-existing personal wealth produces leaders oblivious to those who do not share their fortune. As Paul Krugman remarked, "Influential people in Washington aren't worried about losing

their jobs; by and large they don't even know anyone who's unemployed."

Reaffirming inequalities

"Many of today's young parents are underemployed and drowning in debt... Will they be able to afford their children's tuition as rates rise exponentially?"

Educators are aware that this system is unfair, but the solutions they propose - like MOOCs - often serve to reaffirm inequalities. The very premise of the MOOC, academic Aaron Bady notes, is flawed:

"'Access' wouldn't even be a problem if we didn't expect mass higher education to still be available," he writes. "Americans only have the kind of reverence for education that we have because the 20th century made it possible for the rising middle class to have what had previously been a mark of elite status, a college education."

The term "status" is critical. MOOCs may spread knowledge and spur insight, but they do not provide the true value of the American university degree - the status it confers upon the recipient.

Unlike in the 20th century, an elite degree is not necessarily a sign of achievement. An elite degree shows that the recipient is of a social class willing and able to pay for it.

"Educational success in the United States maps all too precisely upon wealth," notes one MOOC analyst. "Money is a major factor." Students of MOOCs will not be able to succeed on merit.

Rather, they will face the same disadvantages held by degree-holders from low-ranked schools, who are often shunned in elite professions. For the lower classes, meritocracy in education is dead.

Meritocracy has become the ability to owe and borrow money. Meritocracy is access to credit.

The American higher education system will collapse, but it will not be because of MOOCs. It will be because of time. Right now members of the first generation to take out massive student loans are having children of their own. In the next 10 to 15 years, these children will be the right age for college. But will they go?

Many of today's young parents are underemployed and drowning in debt. They are working in jobs that have no relation to their degrees. They will be paying off their college loans well into old age. Will they be able to afford their children's tuition as rates rise exponentially? Will they advise their children to take out loans and live like they did? Today's young adults know all too well the value of

a college degree. The question is whether they will want their children to pay the same price.

Source: 23 December, 2012/Aljazeera.com

Emotional intelligence key to success

EMOTIONAL intelligence is the latest development in understanding the relation between reasoning and emotion. It is the single most important factor in predicting success, while other important factors include technical skills, specific knowledge, mental abilities, physical fitness and physical appearance, interest in a particular type of work, aspirations and career goals as well as life circumstances that either support or hinder performance.

The term 'emotional intelligence' was first introduced in 1990 by American University professors Dr John Mayer and Dr Peter Salovey who attempted to develop a scientific measure for knowing the difference in people's ability in the areas of emotion. However, the credit for popularising the concept goes to another American psychologist Daniel Goleman (1995) who described emotional intelligence as an ability to appropriately identify, recognise and manage emotions for own well-being as well as people around you.

According to the exponents of emotional intelligence, a person's emotional make-up largely determines his or her professional success. Emotional quotient (EQ) is the most important determinant of professional and personal success in life. It is interesting to note that many people with high IQ fail, whereas those with less intellectual endowment are extremely successful. It is increasingly recognised that IQ may account for only about 20 per cent of a person's success in life, while the remaining depends largely on emotional intelligence.

EQ refers to a person's level of emotional intelligence. Emotional intelligence encompasses social intelligence and emphasises the effect of emotions on our ability to view situations objectively and thus to understand ourselves and other people. It is the ability to sense, understand and effectively apply the power of emotions, appropriately channeled as a source of energy, creativity and influence.

Emotional intelligence refers to emotional awareness and emotional management skills which enable one to balance emotions and reason so as to maximise long-term happiness. It includes qualities such as self-awareness, ability to manage moods, motivation, empathy and social skills like cooperation and leadership. It is also the ability to understand emotions and their causes, the

capability of effectively regulating these emotions in one's self and others; and most importantly, being able to use emotions as a source of information for problem-solving, being creative and dealing with social situations. Emotional intelligence comprises many personality traits such as empathy, motivation, persistence, warmth and social skills.

The question is, if emotional intelligence is so important in life, then how can we develop emotional intelligence among children? It can be either developed or decreased depending upon the type of environmental experiences one gets in day-to-day life. There is a great risk that an unhealthy and non-conducive environment at home or school hampers and mutilates the development of emotional intelligence among children.

Introducing emotional intelligence as part of the syllabi can be a radical change. Lessons in the subjects of language, social studies and life sciences should be embedded with topics, which teach students the sense of emotional maturity, empathy, social skills, etc. They should also focus on personal qualities such as initiation, motivation and self-awareness. Emotional intelligence can also create an enthusiastic work environment, reduce stress levels and resolve emotional issue, improves the well-being of students and improve their relations all around.

Today all efforts are being directed towards the development of cognitive skills, and not on emotional and social skills. Sports and physical activities should be made compulsory right from the primary level to the college level, because sports develop qualities and competencies like tolerance, tension reduction, stress management, sportsman spirit, self-confidence and conflict resolution, etc. Besides sports, many more co-curricular activities should be introduced in schools. School timetable should include classes, where students have the opportunities to utilise their surplus energy and potential into useful productive activities to be socially matured persons.

A wide range of social and emotional learning programmes should be implemented in schools. These programmes can bring about a number of positive changes in students' life for better academics, less aggression and less drug abuse. Adolescence is the most crucial stage for students, as this referred to as the age of stress and strain and changing strategies of life. Learning at this stage is not easy, as the adolescent faces many distractions and hurdles concerning his personal and social adjustment. Therefore, teachers must help students develop skills to manage their

emotions, resolve conflicts non-violently and respect differences. Usually, emotional education of adolescents is left to chance. But if proper training is given to them, human competencies such as self-awareness, self-control, empathy and the art of listening, resolving conflicts and co-operation can be developed in them.

The learning of these basic skills starts in the classroom. Later, students can apply what they have learned in schools to real-life situations through voluntary activities such as group discussion. The school staff should also work together to see that emotional intelligence is developed in the classroom as well as on the playfield. All this is done in an effort to give students practice in making emotionally smart choices. With practice, these skills can be accessed when needed most.

Learning good emotional skills brings about healthy thinking patterns. They help children cope with day-to-day problems, so that they don't develop into full-blown crises. The parents can play an important role in developing emotional intelligence among children. Efforts should be made right from the time of infancy. Parents should not only be emotionally healthy but also be very careful to take their children's feelings quiet seriously. Thus, the emotional development of the child has to be taken care of very cautiously for the development of adequate and judicious emotional intelligence.

Source: 25 December, 2012/[The Tribune](#)

Indian Higher Education; Major developments of 2012, hopes from 2013

2012 was a mixed year for the higher education sector as several positive and negative developments took place throughout the year. Among the highlights, newly created IITs and IIMs started their operations, the University Grants Commission (UGC) decided to give more autonomy to state universities in appointing the Vice Chancellors. To bring transparency, All India Council for Technical Education (AICTE) came up with an email service for people to lodge complaints against institutions. On the other hand, the sector also witnessed several controversies related to various education bodies like UGC, AICTE, imbroglio between teachers and Delhi University, student violence in Osmania University. The second half of the year also saw major change at the policy level with Cabinet reshuffle. Cabinet and State Ministers in the Union Ministry of Human Resource Development were changed.

With 2012 almost nearing to its end, one can only hope for a constructive and fruitful 2013 for higher

education space. The New Year will see 12th Five Year Plan being implemented and a good amount of money has already been earmarked for the sector. Though, as many as 11 higher education bills still pending in the Parliament has been a damp squib in the year gone by but with General Elections slated in 2014, Centre may push to get these Bills see the light of the day.

India Education Review interacted with some of the academic leaders from Higher Education sector to understand what in their opinion, the highlights of 2012 were and their expectations from 2013.

Best and the worst in 2012

Ajit Rangnekar, Dean, ISB Hyderabad opined, "In my opinion I do not think any major development took place this year, it was pretty normal, one big think that is yet to happen is that Shrikant Datar of Harvard went all over the country and many of us participated in discussions related to curriculum development and the requirement of new curriculum. There is a movement now to change the curriculum to make it more appropriate for the fast changing world but nothing has come out. The worst thing to happen is none of the education bills got passed by the parliament which is very crucial for the sector and I think it is crime against the whole education sector."

Prof Pankaj Jalote, Director, Indraprastha Institute of Information Technology (IIIT) Delhi speaking about the various developments of 2012 said, "Overall talk about the need to increase research, and some initiatives from DST, on that front were good. Finally, there is an understanding that research capability is very important for future."

Talking about the disappointments of the year Prof Jalote said, "there are many, no clarity on allowing foreign universities; no loosening of restrictions on government research grants which remain very restrictive and counter to the goals of doing globally competitive research; not much movement on autonomy of universities in general; no real thought on how to reinvigorate the affiliating university-affiliated college model, which exists nowhere by in India (and Nepal, I am told). Funding for research is still very low."

Ashok Mittal, Chancellor, Lovely Professional University (LPU) said, "The most welcome development in the education sector in 2012 was the hike of 21.7 per cent in allocation of funds towards implementing of Right to Education - Sarva Shiksha Abhiyan and 29 per cent for Rashtriya Madhyamik Shiksha Abhiyan. We need to plough heavy funds in our elementary education set up; and it is pleasing to see that government is

committed to strengthen education at grass root level. The proposal to set up a Credit Guarantee Fund is also a reason to cheer. The fund will ensure that lack of money will not come in the way of spreading education at the school level. Furthermore, on a pilot basis PPP schemes for 2,500 schools has been announced; which is a big move in bringing the private players to play their role in reinforcing the strength of Indian education set up. Setting aside RS. 1000 crores for skill development of students is a step forward to incorporate the practical aspect of education, and is a well appreciated initiative.

Speaking about the disappointments, Ashok Mittal said, "There is a need to deregulate the education sector and accord greater autonomy to the players - both government and private. But it is discouraging to see that various steps are being taken by the government that limit autonomy and reinforce regulatory roles of external bodies. Yes, we understand that regulations are needed to clip the wings of arbitrary and non-serious players. But at the same time, we feel that too much of control inhibit the growth and potential of good players. This is a reason to feel disappointed. Secondly, FDI in education is welcome; but it should be preceded with careful planning. Indian education set up is distinctly different from what is practised in other countries. Hence, what is applicable and successful in some foreign country, may not hold equally good in Indian settings."

Prof V S Chand, IIM Ahmadabad said, "The lack of progress on the Foreign Educational Institutions (Regulation of Entry and Operations) Bill is the biggest disappointment for the whole education sector. There is need for immediate progress on it to bring clarity."

Expectations from 2013

Passing of the impending Bills is what Ajit Rangnekar believes should be the first priority of the government in 2013. "For 2013, I am hopeful that all the Bills that are struck in the parliament get passed and become an Act; government has got good ideas and these Acts and the way in which government wants to move are moves in the right direction. If the political parties even do not allow education acts to pass it is very unfortunate and this is very wrong thing against national interest."

While Pankaj Jalote added that increased research funding, more transparency and autonomy in the university system would be required in 2013. "Boost in research funding; regulations to bring in autonomy and transparency of information from colleges/institutes/universities; a sound Indian

system of comparing/evaluating the capabilities of institutions (ranking by magazines do a shoddy job - a much more rigorous setup is needed); allow foreign universities to set up campuses here, provided they have a strong PhD program (i.e. at least 20 per cent of their student population is PhD students) - besides this there should be no other restriction, as this restriction will ensure that they invest heavily, produce the research manpower which is desperately needed, besides doing education at the bachelor level - which is a huge attraction for many foreign universities."

Ashok Mittal spelling out his wishlist for 2013 said, "We hope that the government will come up with policies that will provide a level playing turf for all the players in the sector. There is a need for framing such policies that will help the private players to bloom to the fullest of their potential; and contribute to the development of the nation. It is expected that in coming year, the government will fund R&D works profusely; and will include private universities as beneficiaries also."

"We expect that government will frame more proactive policies that will augment the Vocational training and skill development amongst the students.

We hope that the government will restructure its regulatory framework in such a way that will help in more inclusive growth in literacy, education services at affordable costs and assurance of quality across the spectrum of education providers. It needs to be ensured that sub-standard education services are eliminated from the scene, for once and all," added Mittal.

Meanwhile, Prof V S Chand believes that sharp focus on management of elementary education in Indian districts should be a key challenge that needs immediate attention.

"First, I hope to see a sharp focus on the management of elementary education in the 100 or so problematic districts in the country. Second, a new model of innovation in the public elementary education system which is more grounded in the experiences of teachers of improving quality, and is supported by policy entrepreneurship from the state."

Though 2012 was a mixed year for the sector, 2013 seems to be a promising year which will see a sea of changes taking place in the sector and if the Bills which are pending in the Parliament get passed, they would change the face of the Indian Higher Education sector completely.

Source: 27December, 2012/[India Education Review](#)

Standard of higher education needs to be improved: Pranab Mukherjee

President Pranab Mukherjee on December 28 pitched for improving the standards of higher education by Indian universities and also asked the private players also to contribute their best as there were 'unlimited' demands and 'limited' resources in the sector. "The standards of higher education in India today need improvement. In ancient India, we had universities like Nalanda and Takshashila which had established themselves as international centers of educational excellence where students from all over the world came and studied", Mukherjee said.

In contrast, many Indian students today choose to go abroad for higher studies, Mukherjee said in his Convocation Address at the SRM University here. Observing that India needs universities to provide quality education that met international benchmarks, he said, "We must change the reality of our universities for not figuring in the list of top universities of the world. Indian universities should aim at becoming top educational institutions in the world with global standards of research, teaching and learning."

Noting that there were 'unlimited' demands and 'limited' resources in the field of higher education he said, "it is important that the private sector also contributes its best to the provision of higher education in India". "The private sector has played a key role in higher education in other countries across the world. Many top universities including Harvard, Yale and Stanford are the result of efforts of the private sector. There is no reason why Indian private sector cannot achieve similar results", he said.

Stating that Indian education system was "burdened" with demands of both "quantity" and "quality", he said, "the numbers of students who seek admissions in universities today far exceed the capacity of government educational institutions".

"We need many more universities to be able to address the demands of higher education. And along with quantity, we also need to focus on quality", he said. Defence Research Development Organisation Director General VK Sarasvat and noted physician Pawan Raj Goyal were awarded Doctorates in their field of expertise by Mukherjee on the occasion.

Stating that the shortage of good faculty was a matter of serious concern, Mukherjee said "while the requisite number of good quality teachers cannot be made available overnight, we must tackle the problem by bringing in innovative teaching methodologies".

"Our teacher must be exposed to larger number of refresher courses and seminars so as to be up-to-date with latest concepts in their discipline", he said. Noting that parents and students were "often skeptical" of private universities in India and prefer "old" and "established" public universities, he said, "to build the trust of the people, private universities must constantly prove themselves because they do not have the benefit of age".

"They (private universities) must be able to promise a good future to the students and make sure they fulfill all of their promises", he said.

"Universities must satisfy the citizens that they are taking up the cause of education not for private profit but in public service", he added.

Noting that higher education needs a systematic re-look in India, he said, "as we stand on the threshold of the 12th Five Year plan, challenges continue to exist with respect to quality and provision of relevant education".

"Curricular reforms leading to regular revision and upgrading of curricula, introduction of semester system, choice based credit system and examination reforms are yet to take place in many higher educational institutions across the country", the President said.

Observing that private sector accounts for about four-fifths of enrolment in professional higher education, he said, "the standards of education, however, vary from institute to institute. It is essential that a transparent framework for better service be established in private education".

"The regulatory mechanism should facilitate accreditation of all educational institutions with clarity on incentives and consequences in order to improve quality and to promote excellence in higher education", he said.

Source: 28 December, 2012/PTI/[ibnLive](#)

Bills stuck, govt opts for UGC push to reforms

All colleges may soon have to get accredited, and foreign varsities will be able to offer joint degrees with Indian universities – without the enactment of laws making accreditation mandatory and allowing foreign institutions entry into India.

With 14 bills aimed at a plethora of higher education reforms stuck at different stages of parliamentary approval, the UPA has decided to try and use existing laws to draw up regulations to circumvent the logjam.

The human resource development (HRD) ministry has asked the University Grants Commission (UGC)

to issue regulations that will make it mandatory for all colleges and varsities to get rated by a recognized accreditation firm. The All India Council for Technical Education (AICTE) only last week announced that it was creating a new accreditation agency – to be called the Indian Board of Accreditation (IBA) – in addition to the National Board of Accreditation (NBA), the country’s only technical education rating agency at present. "We are trying to move towards making accreditation mandatory," HRD minister MM Pallam Raju told reporters while announcing the creation of the IBA.

ON THE HOUSE MENU	
■ National Accreditation Regulatory Authority for Higher Educational Institutions Bill	Both the UGC and the AICTE have also recently come out with regulations that create a mechanism that allows foreign universities a foothold in India, allowing them the opportunity for twinning agreements with Indian varsities. Bills to create a National Accreditation Regulatory Authority that will make it mandatory for universities to get rated by licensed accreditation firms – including private ones – and to allow and regulate foreign educational institutions in India are stuck in parliament.
■ Prohibition of Unfair Practices in Technical Educational Institutions Bill	
■ Medical Educational Institutions and University Bill	
■ The Educational Tribunals Bill	
■ National Academic Depository Bill.	
■ Foreign Educational Institutions (Regulation of Entry and Operations) Bill	

Repeated disruptions have derailed the functioning of both the Lok Sabha and the Rajya Sabha in the last two sessions, and the coming budget session is likely to focus on economic legislations. The 2013 budget will be the UPA’s last full budget before the 2014 Lok Sabha polls.

"It is unlikely that it will be possible to devote much effort to getting the education reform bills passed in the budget session," a senior government official said. "And waiting any later is useless both because it will take time for these reforms to show results, and because there is no guarantee that the Lok Sabha polls won't be advanced." But not all major reforms can be carried out without legislation. A bill to create a single overarching higher education regulator instead of the multiple bodies that govern medical, dental, nursing, technical, legal, architectural and general higher education cannot be bypassed.

The UGC Act – despite its many powers – cannot substitute for a landmark bill that aims to punish institutions and officers that cheat and mislead students. And even the moves to allow foreign universities into India and to make accreditation

mandatory will gain more teeth with laws backing them, than with just regulations.

“These regulations are only to stand in for the laws that we hope to pass,” another government official said. “They can be no replacement.”

Source: 30, December, 2012/[Hindustan times](#)

Concern over ‘obsession’ with vocational education

Universities have to gear up to the challenge of integrating vocational education with general education, speakers at a panel discussion on Skill Development and Vocational Education at the 95th Annual Conference of the Indian Economic Association said.

There is a need to integrate work in general education and a path created for students to switch between the two, Director Institute for Human Development Alakh N Sharma said. The challenge is to form a suitable curriculum and building flexibilities within the universities system. The State has to play a major role in supporting vocational education to ensure it is accessible to all, he added. He voiced concern over the proposals in the XII Five Year Plan to allow private institutes of higher education to turn for profit and raise resources through share market.

Obsession with vocational education may jeopardise the education system, Nawal Kishore Choudhary of Patna University said. The purpose of education should also to enable the individual to better her social life and not just economic life. The private sector should have reservations for SCs, STs and other people from poorer sections, Vice-Chancellor Himachal University A.D.N Bajpai said.

Explaining the efforts of the State Government in skill development of persons from poorest of the poor families, Vice-Chairman REECAP and Chairman REEMAP K.C. Reddy said that the Government was able to get a large number of youth from backward sections of society employed in the private sector. There is a need to change the perverted outlook towards physical labour among the people, secretary of the conference and Rajya Sabha member B.L. Mungekar said.

Source: 30, December, 2012/[Hindu](#)

RESOURCE

Inside Higher Ed: Flipping the job search

This is the time of year when new postdoctoral researchers and others on the US job market in the humanities wait anxiously to hear from hiring departments, hoping to line up interviews at the

annual meetings of the Modern Language Association, the American Historical Association and others. Although the market is a bit better than it was in 2009 and 2010, it remains tight.

Benjamin Vogt and Jaclyn Cruikshank Vogt are among those looking, and are among the many with the dual-career challenge of finding positions for a couple in the same geographic area. Tired of sending out applications that don't seem to go anywhere, the Vogts are trying something different: They have posted an ad asking colleges to apply to them.

"Benjamin and Jaclyn Cruikshank Vogt invite applications from colleges for two tenure-track assistant professor positions: one in creative writing (poetry & nonfiction), Native American literature, and environmental literature; the other in twentieth-century American literature specializing in women's and gender studies, ethnic literature, and with an interest in digital humanities," says the advert.

It goes on to list their qualifications - PhDs (his earned, and hers close to being completed), publications, extensive teaching experience as graduate students and adjuncts (40 courses for Benjamin and 16 for Jaclyn). And just as colleges don't hesitate to specify qualities they want, the Vogts provide their list as well.

"Successful colleges will be in the upper Midwest, rural or semi urban, diverse, flexible, creative, and academically rigorous while encouraging multiple perspectives, thinking outside the box, and offering interdisciplinary courses. Preferred qualifications include an integrated study abroad program, collegial faculty, an innovative benefits package, and an ecologically-progressive campus," the advert says.

Colleges that want to apply are asked to send a letter "with department philosophy and mission statement".

The advert was posted on Benjamin Vogt's blog a week ago. It has received some web attention and a write-up by the Education Writers Association, but thus far no colleges have applied.

If enough do apply, Dr Vogt said, the couple might have to rent a hotel room at the MLA and interview the departments there.

If there isn't a response, the Vogts probably won't be at the MLA. He said they have stayed away because "the cost really is astronomical on a part-time employee budget, even if you cut all the corners". He added that he knows "too many people going in debt over conference attendance".

Dr Vogt has been on the job market for two years and has tried the traditional methods while Ms Vogt is on her first search. They continue to apply the regular way but thought it was time to try something new, and they insist that this a legitimate approach. They both have experience teaching at the University of Nebraska at Lincoln, their doctoral institution, and nearby colleges.

Dr Vogt stressed that the advert shouldn't be viewed as just a statement, but as a real (if not yet accepted) way to get a job.

"It's serious," he said. "If something comes from it, that would be great, but if not, that's OK, too." Given how "cut-throat" the job-seeking process is, "why not try something different and take advantage of social media? Maybe we can be the academic Honey Boo Boo or Gangnam Style?" he added.

Source: 17 December, 2012/Times Higher Education

Report: Higher education leads to higher salary

The State Higher Education Executive Officers Association (SHEEO) is releasing a report with the numbers to prove that a college education dramatically increases the chances of a higher salary. The report, *The Economic Benefit of Postsecondary Degrees: A State and National Level Analysis*, was conducted by the State Policy Resource Center (SPRC). Another important finding in the report is that salaristend to rise with each level of education attained.

Institutes	Total Sanctioned Strength	SC	ST	OBC
IITs	5706	64	7	105
IISCs	522	36	14	16
Central Univ	16785	731	520	427

The numbers prove these statements. According to the report, a high school graduate in America will earn an average of \$29,423 per year. A person with an associate's degree can hope to earn a salary of approximately \$38,607. A bachelor's degree can earn the holder about \$50,360, and a graduate degree can bring in a salary of around \$68,064.

The data in the report were gathered over five years, from 2005-2010. Seven college discipline categories are listed so that states can compare information. Some differences exist between degree levels and disciplines in various states. The numbers can provide states with valuable data relating to their economic standings. State-level reports will be available in the near future (personal communication).

This report is important for those interested in a college degree and for education administrators and policymakers throughout the United States. State-level higher education professionals can use the data to make decisions and steer their education organizations. States can also compare information and correct weak areas.

Source: 19 December, 2012/Examiner.com

Strength of SCs/STs and OBCs

The Government has issued instructions to the Indian Institutes of Technology (IITs) requiring implementation of 15%, 7.5% and 27% reservation for SCs, STs and OBC respectively for recruitment to the posts of Assistant Professors and Lecturers in Science and Technology subjects and in all faculty posts for subjects other than Science and Technology. The quota for reservation of 15% & 7.5% is provided for the SCs & STs in the recruitment of faculty viz. Assistant Professor, Associate Professors & Professors. Further, 27% reservation is provided to the OBCs in direct faculty recruitment at the level of Assistant Professor in the Central Universities. The implementation of quotas for SCs/STs/OBCs in faculty recruitment is under consideration in respect of the Indian Institutes of Management (IIMs) and the Indian Institute of Science, Bangalore.

The total sanctioned strength and holding strength of Scs/STs/OBCs in the Indian Institutes of Technology (IITs), the Indian Institutes of Science (IISCs), Bangalore and the Central Universities is as under :

The arising of vacancies and filling up thereof is a continuous administrative activity for which there cannot be any fixed time-frame. All vacancies, including reserved ones, are advertised in local and National Newspapers. Also, special recruitment drives are carried out from time to time to fill up the backlog of reserved vacancies.

Source: 19 December, 2012/PIB

Employment Opportunities to Engineering Students

A total of only 156 out of 1070 eligible Engineering Colleges have participated in a joint survey conducted by the Confederation of Indian Industry (CII) in partnership with the All India Council for Technical Education (AICTE) to map the industry linkages of engineering institutes across six streams of engineering-Civil, Mechanical, Electrical, Electronics & Communication, Chemical and Computer & IT.

The survey found that 30% of the institutes were having a good industry interaction and industry initiatives, 60% are moderately involved in Industry-Institute interaction and 10% of the institutes probably require a lot more interaction.

The AICTE has revised the finishing school programme, which had been renamed as the Employability Enhancement Training Programme (EETP) for students of technical institutions with the objective of enhancing their employability.

Source: 19 December, 2012/[PIB](#)

Learning Outcome of Children

The National Council of Educational Research and Training (NCERT) conducts periodic surveys of learning achievement of children in classes – III, V and VIII. The objectives of these surveys are to study the learning achievement of students in the main subjects; differences with regard to gender, location and social groups; the contribution of institutional factors such as school and teachers on the achievements of students; and to study the effect of home background of students on their achievement levels.

Two rounds of National Learners’ Achievement Surveys have been completed by the NCERT which have revealed improvements in the overall learning levels. A comparative table of the progress in respect of the two rounds of surveys for classes III & V is given below: -

	Class III		Class V	
	Round-I 2003-04	Round – II 2007-08	Round – I 2001-02	Round – II 2005-06
Maths	58.25%	61.89%	46.51%	48.46%
Language	63.12%	67.84%	58.57%	60.31%
Environ- mental Studies EVS	NA	NA	50.30%	52.19%

The NCERT has conducted the third round of class V Achievement Survey in 2010-11, which indicates that there is enhancement in the achievement levels of students in most States.

In order to improve the quality of education and learning levels of children, the Sarva Shiksha Abhiyan(SSA) programme implements several interventions, which inter alia include the sanction of more than 19 lakh teachers to improve the Pupil-Teacher Ratio (PTR), the sanction of 1,94,574 primary school buildings and 1,07,682 upper primary school buildings to improve school infrastructure, annual in-service training for teachers and regular academic support to teachers and schools through the Block and Cluster

Resource Centres respectively, as well as providing free textbooks to children.

Source: 19 December, 2012/[PIB](#)

Survey reveals UK study benefits for Chinese

Chinese students who study in Britain return to their home country more open-minded and tolerant, according to a new study.

A report, undertaken by British and Chinese academics with the aid of the British Council, surveyed the views of 652 students who had returned home from the UK.

According to Michele Schweisfurth, reader in comparative and international education at the University of Birmingham, the "vast majority" had "accepted the diversity of the world and, as a result, had become more flexible and open-minded than they were previously, with increased tolerance for different ideas and behaviour".

Ninety-four per cent of the students were satisfied with the overall study experience in the UK, and 92 per cent were particularly positive about their intellectual development.

Despite their generally positive experiences in the UK, 83 per cent found returning to China a happy experience.

Back in China, the majority said that their UK education was an asset when looking for work.

Qing Gu, an associate professor at the University of Nottingham, said: "For more than half of those involved in our survey, career opportunities in China were a clear pull factor.

"About 72 per cent felt that their academic experience in the UK was particularly valued when they were looking for jobs and was helpful for their ongoing professional development in the longer term."

Just over four out of five of the students said they felt more comfortable working in teams following their university education, while 93 per cent said that "international outlook and awareness" was helpful when working in China.

Almost three out of four said that study in the UK enhanced their appreciation of their own culture.

Source: 23 December, 2012/[Times Higher Education](#)

Year End Review for the Department of higher Education , Ministry of Human Resource Development

Central Universities

· Sixteen Central Universities have been established which include conversion of three State universities in Chattisgarh, Madhya Pradesh and Uttarakhand. All of them have become functional.

Indian Institute of Management



· Established seven Indian Institutes of Management (IIMs) and all of them have become functional.

Indian Institutes of Technology (IITs)

· Eight new IITs in Andhra Pradesh, Bihar, Rajasthan, Orissa, Punjab, Gujarat, Madhya Pradesh and Himachal Pradesh have commenced their academic activities. Land for these IITs has been identified and all, except Gandhinagar and Indore, have taken up construction of their permanent campuses.

Indian Institutes of Information Technology ((IIITs) under (PPP) mode

· 20 IIITs and approximately 1000 polytechnics are proposed to be set up under this mode. 15 State Governments have identified land for setting up of the Institute. In four cases, the State Governments have also identified the industry partners.

National Institutes of Technology (NITs) in each of the larger States/ UTs

· The Government has established 10 new NITs at Arunachal Pradesh, Sikkim, Meghalaya, Nagaland, Manipur, Mizoram, Goa, Delhi, Uttarakhand and Puducherry. As on date, there are approximately 1600 students pursuing undergraduate programmes.

Indian Institutes of Science Education & Research (IISERs)

· Five IISERs, with objective of promoting excellence in science education have been established in Mohali (Punjab), Kolkata (West Bengal), Bhopal (Madhya Pradesh), Thiruvananthapuram (Kerala) and Pune (Maharashtra).

International Collaborations

· During the last 3 years, Education Exchange Programme (EEP)/MOUs have been signed with 12 countries, bringing the total number of such exchanges to 41.

Mahatma Gandhi Institute of Education for Peace & Sustainable Development

· Agreement has been signed with UNESCO for establishment of Mahatma Gandhi Institute of Education for Peace & Sustainable Development This is first Category-I Institute of UNESCO in the entire Asia-Pacific Region established at New Delhi. It will serve as a platform for India to emerge as a global leader in the areas of education for Peace and Sustainable Development.

Establishment of Centre of Excellence for Studies in Classical Kannada and Telugu

· These research centres identify sources of classical Kannada/Telugu languages to promote, propagate and preserve.

Modernization of Indian Institute of Technology, Kharagpur

· On its Diamond Jubilee a one-time special assistance of Rs. 100.00 crore has been released for modernization of IIT-Kharagpur.

New Polytechnics

· Out of 300 un-served/under-served districts, 281 have been provided a partial financial assistance of Rs.1915.99 crores till 12.11.2012.

· A partial financial assistance of Rs.255.50 crores for Strengthening of existing polytechnics has been provided to 500 polytechnics under the Scheme till 31.08.2012.

· Out of 500 existing AICTE approved polytechnic 487 polytechnics have been provided partial financial assistance of Rs.241.60 crore till 31st August, 2012.

· 2.20 lakh persons have availed training under the Community development through polytechnics scheme during financial year 2011-12. An amount of Rs. 127.98 crores has been released under this scheme till 31st August, 2012.

· More than 2.5 Lakh have been given training in four Regional Boards of Apprenticeship/Practical Training (BOATs/BPOT) located at Mumbai, Kolkata, Kanpur and Chennai during last three years.

National Mission on Education through Information and Communication Technology

· A total of 400 Universities and 19069 Colleges have been provided with connectivity under the scheme as on 31.10.2012.

Low Cost Access-cum-Computing Devices (LCAD)

· The Low Cost Access-cum-computing Devices, 'AAKASH-2' has been launched by Hon'ble President of India on 11.11.2012 at Vigyan Bhawan, New Delhi. Aakash-2 is powered by processor running at 1Ghz., has 512 MB RAM, a 7" capacitive touch screen and a battery which works for 3 hours.

N-LIST (National Library and Information Services Infrastructure for Scholarly Content)

· As of now more than 74,000 e-books from 297 publishers and 3700 e-Journals are available to 1,08,729 students associated to 1,512 Institutions. Similarly for University students more than 7,500 e-Journals to students associated to 297 Institutions are available from INFLIBNET & IIT Delhi. Full text e-Thesis numbering 2224 and more is also available on the INFLIBNET network.

Virtual Lab

· On 23rd February 2012 89 Virtual labs were launched for quality enhancement so that the learners in distance education system and remotely located & backward areas can reap the benefit of quality and relevant education, through ICT mode.

Interest subsidy on Educational Loans

· The scheme, based solely on income criteria and not social background, has become effective from academic year 2009-10. An amount exceeding Rs.800 crores has been released by Government for benefiting about 2155831 students till 31st August, 2012.

1. National Book Promotion Policy

· The draft of National Book Promotion Policy has been approved by Central Advisory Board of Education (CABE) in its 58th meeting held on 7th June 2011.

Higher Education for Minorities

· Academies for professional development of Urdu Medium Teachers have been set up in three Central Universities viz (i) Aligarh Muslim University (AMU) (ii) Jamia Milia Islamia (JMI) and (iii) Maulana Azad National Urdu University.

· Rs.61.31 crores has been sanctioned for establishment of 'Residential Coaching Academics for Minorities, Women/SCs/STs'.

· Two new campuses of Aligarh Muslim University (AMU) have become operational at Murshidabad in West Bengal and Malappuram, Kerala.

· University Grants Commission has sanctioned 284 women hostels in colleges in 90 Minority Concentrated Districts/Area during XI Plan.

· 374 Minority concentrated Districts/Areas have been identified for Establishment of Model Degree Colleges. Approval has been granted to 14 model degree colleges.

· An amount of Rs.232.67 crore has been released as initial grants for setting up polytechnics in 46 districts out of 57 districts.

Education of Scheduled Castes /Scheduled Tribes

· Remedial Coaching at UG/PG level

· Coaching Classes to prepare for National Eligibility Test (NET)

· Coaching Classes for Entry in Services

· Establishment of SC/ ST Cells in Universities to safeguard their interest.

· Establishment of Equal Opportunity Cells (EOCs) for sensitizing university/college community on problems faced by SC/ST students in higher education.

· Post-Graduate Scholarships to SCs/STs and Minorities

· Post-Doctoral Fellowships for SCs/STs Measures Initiated by the IITs To Prevent any Form of Caste-Based Discrimination

· Regional Centre of Indira Gandhi National Tribal University, Amarkantak, M.P. has been inaugurated on 9th September, 2009 in Manipur with the launch of M. Phil programme of Political Science.

Education of Women

· Establishment of Day Care Centres in Universities and Colleges.

· Indira Gandhi Scholarship for Single Girl Child for pursuing Higher and Technical Education

· Construction of Women Hostels for Colleges

· Development of Women's Studies in Universities and Colleges

· Capacity Building for Women Managers in Higher Education

· Post-doctoral Fellowships for Women

Source: 26 December, 2012/[PIB](#)

Teens with no internet access educationally disadvantaged': Study

Teens who have no access to internet and cellphones are educationally disadvantaged as the benefits of using such technologies far outweigh any perceived risks, a new Oxford study has claimed.

The findings are based on a large-scale study of more than 1,000 randomly selected households in the UK, coupled with regular face-to-face interviews with more than 200 teenagers and their families between 2008 and 2011.

While the study reflects a high level of parental anxiety about the potential of social networking sites to distract their offspring, and shows that some parents despair at their children's tendency to multitask on mobile devices.

However, the research by Oxford University's Department of Education concludes that there are substantial educational advantages in teenagers being able to access the Internet at home.

"Teenagers who do not have access to the Internet in their home have a strong sense of being 'educationally disadvantaged,'" according to the study.

Researchers found that teenagers felt shut out of their peer group socially and also disadvantaged in their studies as so much of the college or school work set for them to do at home required on-line research or preparation.

"While it's difficult to state a precise figure for teenagers without access to the Internet at home, the fact remains that in the UK, there is something like 300,000 young people who do not – and that's

a significant number,” researcher Rebecca Eynon said.

“Behind the statistics, our qualitative research shows that these disconnected young people are clearly missing out both educationally and socially,” Eynon said in a statement.

The study contradicts claims that others have made about the potential risks of such technologies adversely affecting the ability of teenagers to concentrate on serious study.

Dr Chris Davies and Eynon, found no evidence to support this claim. Furthermore, their study concludes that the Internet has opened up far more opportunities for young people to do their learning at home.

“Parental anxiety about how teenagers might use the very technologies that they have bought their own children at considerable expense is leading some to discourage their children from becoming confident users,” Davies said.

Source: 31 December, 2012/[The Hindu Business Line](#)

Contribute

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

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

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



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