



Announcements

All-India Dr. Stya Paul Essay Competition 2012-13

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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Fellowship opportunities

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

Workshops/Guest Lectures

Regular workshops and lectures on a variety of subjects.

Scholarships

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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

Indian Education, Foreign Investment and the Search for Change

Far better it is to dare mighty things, to win glorious triumphs even though checkered by failure, than to rank with those poor spirits who neither enjoy nor suffer much because they live in the grey twilight that knows neither victory nor defeat.

- Theodore Roosevelt

Finally, the debate everyone wanted to have, has kicked off: Deloitte, a consultancy, has started this round with a new report, India's Higher Education Sector: Opportunities Unlimited, Growth Aplenty, recently, and called for increased foreign investment in the sector. This reflects a shift of emphasis from 2010, when Grant Thornton, another consultancy, was talking about opportunities in Indian Education (Education in India: Securing the Demographic Dividend) and highlighted vocational training, backed by increased government spending on skills training, as the growth sector. Grant Thornton report was then predicting a 25% CAGR in the vocational training sector, reaching US \$3.6 billion in 2012, which is most likely to be surpassed. Given the high school drop out rates in India, vocational training surely deserves the attention and can potentially.

Discernibly, the government's focus is shifting, perhaps as the urban middle classes, squeezed by inflation, goaded by 24x7 news and frustrated with lack of employment and enterprise opportunities, are revolting, fragmenting India's politics but most importantly taking the streets more often than they used to. To avoid an Indian Spring, if only it is

not too late, it is important for Government Ministers to get serious about urban capacity, urban problems and urban aspirations. The poverty needs to be eradicated, Indian agriculture must improve and we must build the infrastructure to help India's numerous villages, but it is no longer a choice between urban or the rural development: Despite vast improvements in literacy and rural income under its watch, this trade-off thinking has been the greatest folly of the current government, one, admittedly, it is desperately trying to correct now. Higher Education, the catalyst of middle class life, must therefore figure high on the government's agenda.

However, it is not just a quantitative change, more colleges and universities, backed by foreign investors that will solve India's problems. In fact, one could argue that India needs less colleges, not more. The average size of India's colleges is just 500 students, and counting out a few large, mostly state-sponsored institutions, there are numerous, relatively new, education institutions with a few hundred students each. Indeed, such low numbers seriously hamper the ability of these institutions to invest in infrastructure or academic capabilities. Funnily, one reason why the institutions remain small is because India's regulatory agencies dictate how many 'seats' a college can have. There is very little discussion whether this regulatory framework is fit for purpose, which, clearly, it isn't: one clear indication is that one regulatory body, All India Council of Technical Education (AICTE), attempts to publish a list of institutions which it 'does not approve', a list that is longer than the list of approved colleges, contains some of India's more commercially successful colleges. Some of its approved colleges have now 'applied for' de-listing, privately citing the sheer impossibility of attaining economic viability within the regulatory framework.

Slowly but surely, India may be reaching an inflection point: Demography is destiny, and India's young is showing up on the street, impatient with the failure of its political class to move the country forward. There may be a broader debate about the idea of India to be resolved between Hindu nationalists and the idea-of-India camp, but the urgent issue on the table is the opportunity, to lead a productive life and to have access to middle class lifestyle, for the millions of Indians in their twenties and thirties. The grand debates are not irrelevant, and indeed they would shape the nature and the viability of Indian prosperity, but India is at a stage where all traditional polity, all parties, must change of mindset, align with the street aspiration and must deliver.

This change of mindset will not automatically accompany investment, private or public. The rising nature of Indian middle classes is completely missed by its policymakers, in government, business or outside: The private investment in education so far have ranged from money laundering, profiteering or simply recycling political patronage. The moment for the 'Private' solution, wherein the state steps back and let the market decide, may have passed: In fact, it may be downright dangerous for the state to step back now and depend on investment, foreign or otherwise, to create educational capacity. This is because investment is usually blind, and for all the claims of smartness, private investors tend to be enormously naive and capable of oiling the greasy palm. The foreign investment is likely to create more institutions at the already crowded top end of the spectrum, and create more opportunities for the socially endowed who already have all the options in the world. The key challenges of middle India, which is both a metaphorical and geographical concept, are likely to be passed over by the private investors.

Indeed, the government does not necessarily have to step back with private or foreign investment, but this has been the orthodoxy so far, and indeed, such thinking underpins the reports from consultancies: However, for India, the government must try to reform itself and the way it thinks about Higher Education, but should remain firmly involved. For a start, there could be nationwide initiative on Higher Education: This could range from, at one extreme, a constitutional amendment to put the responsibility on the Union list rather than Joint list (a political impossibility, but this may facilitate coherent decision making) to a technocratic solution of creating a National Commission on Higher Education with executive powers, which may have Central, State and

Industry participation, which should work autonomously, be free from political influence (something that may require a constitutional amendment in any case). The National Commission solution is more feasible, if there is political will, which is the problem in India but one would hope that the spectre of a Bastille moment will spur some political activity soon. The organizations such as AICTE should be disbanded and its functions should be integrated into the national, unified body, which may handle accreditation, quality assurance and funding function all within itself. And, indeed, creation of such a body should be accompanied by the government committing a significant allocation of its budgeted expenditure on Higher Education (2% anyone?). [There is a discussion that Indian companies must allocate 2% of their revenue or profits, the debate between the two is still on, to Corporate Social Responsibility fund, which is a form of stealth tax the government wants to impose]

Private and Foreign investment, once such a commitment is made and an overarching framework is established, may be greatly beneficial, but not without an unified strategy and at the cost of a retreating public commitment. However, one must commend the consultancies for creating a ripple: It is time, hopefully, to have a meaningful conversation about how India must move forward.

Source: January, 2013/[Sunday Post](#)

NEWS

Give more emphasis on moral & value education in schools: PMO to HRD Ministry

In the aftermath of the Delhi gang rape, the Prime Minister's Office has directed the human resource development ministry to give emphasis on moral science teaching and value education in schools to help effect a change in social mindset.

Sources close to the development said that the PMO had written to all relevant ministries. "The PMO's list of recommended actions are based on suggestions that it has received over the course of the last two weeks," a senior official said.

For its part, the human resource development ministry plans to write to the NCERT and CBSE suggesting an emphasis on value education and moral science. The ministry is also considering writing to state governments to take similar steps, as a large majority of schools in the country are affiliated to state boards.

The PMO's call for emphasis on value education is expected to speed up efforts by the education establishment to take steps to counter gender insensitivity, corruption and other social ills. Value

education is already an integral part of the National Curriculum Framework. The current approach is to inject value education subtly throughout the syllabus, as against a separate and distinctive subject or chapter. However, there have been demands from several quarters for a more focused approach especially in light of the attitude towards women and crimes against them.

Minister for Women and Child Development Krishna Tirath suggested this at the recent meeting of the Central Advisory Board of Education. She suggested that the value education scheme should be "re-launched on large scale to cater to the needs of the school children to ensure that the children are imparted with right moral values which are important for holistic education." Her suggestions were echoed by Haryana's education minister Geeta Bhukkal, who had suggested that value education be included in syllabus. Many are of the view that the school textbooks do not do much to promote gender sensitivity and inculcate values.

Source: 01 January, 2013/[Economic Times](#)

Govt hopes every child will have access to primary education by 2017

The government was trying to resolve various impediments including shortage of teachers to ensure that every child in the country has access to elementary education by 2017, Union HRD Minister MM Pallam Raju said on Monday.

"We are hoping that by 2017 every child in this country would have access to primary education and every child would be able to go to school," Raju said after laying the foundation of HK Sherwani Centre for Deccan Studies on the campus of Maulana Azad National Urdu University here.

Quality of education would be the focus of the 12th Five Year (2012-17) plan, he said while expressing the need for working collectively towards raising education standards.

"Though shortcomings like acute shortage of teachers in states of Uttar Pradesh, Bihar, West Bengal and Uttarakhand persist, all of us who are in education stream should consciously think about how we can address this crunch of teachers of primary education," the minister said.

Raju said education should become a "viable entity" and not be commercialised.

"We want to discourage people who are treating education as a profit. I think that should not be the approach...We definitely want education to be a viable entity and at the same time we want to

discourage bad practices and hence we are working in unison in this regard," he added.

Raju informed that the University Grants Commission (UGC) is setting up special centres in universities to address capacity building of teachers in higher education and also for overall school education.

"There is a need for strengthening polytechnic and ITI institutes," he said while emphasising on an increase in spending in research and investments in the area of innovation.

UGC Chairman Ved Prakash said the future lies in inclusive education.

"We continue to live in a highly stratified society because we have not been able to make quality education available to all our children.

...And living in a stratified society is neither good from the economic prospective nor the political one and it can be overcome only through education which is only means of human empowerment," Prakash said.

Source: 01 January, 2013/[Ibn Live](#)

Around 7 per cent cut in school education, literacy budge

The government has imposed around seven per cent cut in the Rs 45,000 crore school education and literacy budget to control expenditure in view of the economic slowdown.

The reduction has been about Rs 3240 crore in the Rs 45,969 crore budget earmarked for this fiscal, said sources in the HRD ministry.

However, they were surprised over the move as utilisation of resources by the school education and literacy department during the fiscal was good.

The education sector got a hike of about 18 per cent in the budgetary allocation for the next fiscal with a plan outlay of Rs 61,427 crore in which 22 per cent increase was announced for the Sarva Siksha Abhiyan (SSA).

Now, with the seven per cent reduction, the SSA programme will be hit by about 20 per cent, they said.

The sources said budget for higher education sector has also been reduced by about 13 per cent, which had got Rs 15,458 crore.

On the issue of burden accrued to the states following the cap on subsidised cylinders for the mid-day meal programme, they said the finance ministry has assured to compensate the states in the coming budget.

It has suggested that the increased burden till then could be met through the internal resources.

Minister of State for HRD Shashi Tharoor had earlier informed the Lok Sabha that additional burden on account of withdrawal of subsidy on LPG would be reimbursed to states and Union Territories.

Source: 02 January, 2013/[Times of India](#)

Indian Univ's Must Hit Worldwide Norms-Says Pranab

Addressing the convocation function at SRM University, president Pranab Mukherjee spoke about the quality education that is being provided by the Private educational sectors.

Switching on the private universities in order to play major role in today's Higher education our President Pranab Mukherjee today said here that the private sectors needed to step up its efforts to convince the people that it offered the best quality education compared to the highest international standards.

In other words, it is the prime effort to be made by the Private varsities in order to prove themselves that they are providing the best and quality education when compared to those of International standards. "It is found that parents are always doubtful, when talk about the private universities.

And hence they need to build the trust of the people. Moreover, Private universities must constantly prove themselves because they do not have the benefit of age. They must be able to promise a good future to the students and make sure they fulfill all of their promises", he said.

He said "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 centres of educational excellence where students from all over the world came to India for studies".

He advised the private sectors to get into shape and said "We must change the reality of our universities not figuring in the list of top universities of the world. Indian universities should aim at becoming top educational institutes in the world with global standards of research, teaching and learning".

Pranab Mukherjee stated Indian education system as weighed down or Burdened with the demands of both "Quantity and Quality.

He said "The number of students who seek admissions in universities today far exceed the

capacity of government educational institutes". He further explained that "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".

Source: 04 January, 2013/[Education One India](#)

Kerala submits higher education proposals worth Rs 600 crore for central funding

State government has submitted proposals worth Rs 600 crore to the centre for implementing various development projects in the higher education sector.

The proposals were submitted during the meeting between Union human resource development minister Pallam Raju and state chief minister Oommen Chandy at Kasargod in the presence of minister of state for HRD Shashi Tharoor and other state ministers and varsity officials.

Among the proposals submitted by the state government are projects worth Rs 150 crore submitted by the Calicut University. CU officials have said that it was decided at the meeting that Rs 40 crore would be allotted for setting up the landmark Green Sports Complex project.

The university proposals also include setting up five new departments, setting up of new ladies hostel, enhancing library facilities, academic staff college etc.

CU vice-chancellor Dr M Abdul Salam said that the union HRD minister has assured favourable consideration for the development proposals submitted by the varsity.

Minister of state for external affairs, E Ahmed, education minister P K Abdu Rabb, industries minister P K Kunhalikutty and minister for urban development, Manjalamkuzhi Ali were present during the discussion.

Source: 05 January, 2013/[Times of India](#)

Focus to provide high quality higher education in the country

The focus of the 12th plan would be to provide quality higher education for children, Union HRD minister Pallam Raju said today.

Speaking at a function here, the minister said "in the 12th plan the whole focus will be on quality of education for kids. We need to make quality education", he said.

Colleges and universities will be encouraged to get accredited. 'We are encouraging colleges and universities to get accredited. We even had brought

a bill which will make accreditation compulsory. Unfortunately, because of certain other issues in Parliament, it was not passed', he said.

There was 30 per cent shortage of faculty in higher education and there was need to consolidate these aspects, he said.

"There are standards we will benchmark in terms of quality of faculty, mobility of faculty was another aspect which the government was contemplating ie the faculty going abroad and those from abroad coming here". This would bring in the element of multiple experience.

Pointing that there were several challenges and opportunities for India, he listed the young population of 55 crore kids below the age of 24 as the opportunity India had. These children can make significant difference not only for the country but all over the world. They can also contribute to the growth of the economy, he said.

Technology was playing a very enabling role in education, he said, adding, what was important was how you use the technology for personal and professional growth, he said.

Raju inaugurated the 'Vidyajyothi Educational Encouragement Programme' at the St Teresa's college here under which 250 free tablet PCs were distributed to students from 6 assembly segments in Ernakulam district who had scored 'A plus' in all the subject in the last SSLC examination.

The Right to Education Act makes it compulsory for every child to go to schools. All states and centre are working towards this by 2013. Those in poorer strata we are making it inclusive. Schemes like Mid day meals have been implemented which has led to gross enrolment ratio, especially of girls, going up.

Source: 06 January, 2013/[Times of India](http://timesofindia.com)

Press Note on the 46th meeting of the Council of IITs Presided by HRM

The 46th meeting of Council of IITs took a number of decisions on measures to take IITs to excellence and greater relevance. The meeting, chaired by HRD Minister M. M. PallamRaju, was attended by Chairman of Board of Governors and Directors of all 16 IITs. In his inaugural address, the minister emphasized that IITs should strive for greater industry linkages. ShriPallamRaju said that both the quality and quantity of faculty was key to improving the standards of technical education in the country.

Peer Review of IITs

The Council of IITs decided that the Peer Review of each Institute would be carried out on a periodic basis, once in every five years. The Review Committee would consist of five eminent persons from Industry and Academia. The Committee members would be selected by the Chairman of the Council of IITs from a panel of 10 names given by the Board of Governors of respective Institutes. For the new IITs, similar exercise will be carried out on completion of five years. The Peer Review will be based on similar well-established review systems in world-class institutions and would be rigorous and forward-looking. Besides periodic review of the institution, each IIT will similarly undertake, an in-house, department-wise review before any external Peer Review is carried out.

The process, results and the follow-up on Peer Review would be uploaded on Institute/IIT Council's website as a mechanism to foster a culture of transparency and accountability.

Revision of Fee for UG Students

At present, the Undergraduate students pay an annual tuition fee of Rs. 50,000/-. The fee was last revised from Rs. 25,000/- to Rs. 50,000/- per annum from academic session 2008-09. No tuition fee is charged from the students belonging to Scheduled Castes and Scheduled Tribes. A number of other facilities like free mess, free hostel facility and free book bank facilities are available to SC and ST students. Besides this, 25 percent of total students, whose parental income is less than 4.5 lakh per year, are given 100 percent scholarships.

The Council of IITs approved the recommendation of the Group of Directors of IITs and Empowered Task Force for revision of fee for UG students from the existing Rs. 50,000/- to Rs. 90,000/- per annum from the year, 2013. The revised rates will, however, be applicable for the new entrants to the UG programs and the fee may be revised periodically. Members of Council of IITs stressed that easy loan facility is available to students and no student, who has qualified the JEE, is denied entry into IITs due to financial constraints.

One of the key recommendations of the Kakodkar Committee was that the IITs become financially independent of non-plan (operational) budgetary support to meet their operating expenditure, while the capital, students scholarships, support and infrastructure expenditure continue to be met fully under plan (capital budget support) by the government. The Kakodkar Committee had in fact recommended fee for UG, Masters and Ph.D Programmes to the order of Rs. 2 - 2.5 lacs per

annum, which was revised downwards by Director of IITs and the Empowered Task Force.

Boost to Ph.D. Programs

With a view to increase the number of Ph.D.s from 3000 at present to 10,000 by 2020, the Council of IITs approved the recommendation of the Empowered Task Force headed by Dr. Anil Kakodkar for "strengthening the Ph.D. Programme in the IITs". This provides for relaxed conditions for enrolment into Ph.D. program in IITs. The admission would be given without GATE score to students with CGPA of more than 7.0 at the end of the 3rd year but GATE score would be required for scholarship. However, students from Centrally Financed Technical Institutions (CFTIs) with CGPA of more than 7.0 would be eligible for Ph.D. programs and also assistantship/fellowships without requirement of GATE scores. All others will have to appear for GATE to get into M. Tech. and Ph.D. programs in IITs.

A Ph.D. programme for persons working in industry and teachers in Engineering Colleges will be introduced in all IITs wherein the course requirement would be fulfilled through courses to be delivered remotely using the National Knowledge Network (NKN).

Joint IIT-NIT Trainee Teacher Scheme

The Council of IITs approved the Trainee Teacher Award NIT / IIT Joint Schemewith an aim to enhance the teaching quality and to address the faculty shortage issue. This scheme is open to all graduating candidates who are in top 15% in the Centrally Funded Technical Institutes (CFTIs). All other candidates who are in top 15% from other AICTE/UGC approved institutions / universities (non-CFTIs) and having a valid GATE score would also be eligible. The concerned NITs would identify and implement initial screening criteria for the selection of potential candidates.

They would be engaged as trainee teachers at NITs. While initially they would assist in teaching, they would simultaneously go through part-time M.Tech and PhD programs of IITs to acquire higher academic qualifications, which is a prerequisite for faculty at NITs.

Green Initiatives

The Council of IITs decided that each IIT would establish a Green Office, which would carry out Green Audit and ensure inclusion of green technology related topics/courses in the

curriculum. The Kakodkar Committee Report also emphasizes the need for IITs to be in the forefront of development of technology for sustainable growth. Most of the education and research institutions in Europe and America have adopted Sustainability Agenda and are implementing programs to reduce their Carbon footprint, recycle the resources, adopt energy efficiency measures and include sustainability issues in the teaching programs. As part of this, every student will be required to complete at least one project of technology application relevant to local neighbourhood development relevant to his/her area of expertise/concern.

The Council of IITs also decided to have greater community engagement and transparency in processes for projects and procurement along with exemplary labour practices.

Source: 07 January, 2013/[PIB](#)

AICTE to allow tech education in distance mode from 2013

The All India Council for Technical Education (AICTE) is going to allow students to pursue engineering through distance mode as well.

The decision was announced by human resource development minister MM Pallam Raju after meeting with AICTE chairman, SS Mantha and other officials.

It was decided after the meeting that more technical courses including engineering will be made available through correspondence as long as the laboratory work for these courses is conducted through face-to-face sessions.

"A regulatory frame work is being worked out to allow technical education in distance education mode for the first time in the country.

However, studying engineering through correspondence comes with a clause:

- Not applicable to architecture and pharmacy courses",
- The courses in technical education, however, will not be available to fresher's.
 - (A student or a class XII pass-out seeking his/her first diploma or degree cannot sign up for a B. Tech under this scheme.)
- Only those students who have at least one regular classroom diploma or degree like the polytechnics etc and with some work experience are eligible to apply for these distance technical education degrees.

- This apart, candidates will require a few years of professional experience in their respective fields to apply for the technical courses.

- (A student should have completed a degree or a diploma in the classroom mode and attained a minimum of five years of work experience before they can take up a professional course via the distance learning mode. "This will be a mixed mode of education-while practical training will take place face-to-face, theory can be conducted using ICT," AICTE chairman S S Mantha said.)

- A national-level test will be conducted for enrolment,

- every candidate will have to sit for an exit or a licentiate examination, termed as the National Eligibility Test, at the end of the course before the degree is awarded.)

- "Essentially, there will be an entrance test and an exit exam that all students signing up for a course under the distance education mode will have to take. We have to preserve the quality of students at both stages," Mantha added.

The AICTE is currently drawing up rules and the approval process for colleges wanting to offer courses through the virtual medium. *Interested colleges can apply from March 1.*

Source: 08 January, 2013/ [Deccan Herald/Daily Bhaskar/Economic Times](#)

NIT students can complete final year from IITs

Students of Maulana Azad National Institute of Technology (MANIT) along with other NITs in the country may soon have the opportunity to complete their final year in Indian Institute of Technology (IIT) after its board of directors decided to permit NIT students to complete their final year in the IITs.

However, the degree would be awarded by the NIT the students hail from.

The proposal has been placed before the meeting of the standing committee headed by HRD minister M M Pallam Raju on Monday.

When contacted, MANIT's director, Dr K K Appu Kuttan said, "It is a good move which would help students. After clearance of the proposal, students in MANIT studying in the 7th and 8th semester can opt to study in any IIT. It will be a big opportunity to the bright students."

"Students will be selected on the basis of their academic performance in the past three years. This

will be on the basis of recommendations from the teachers who will evaluate their research potential and understating of the discipline besides academic excellence," Kuttan said.

Once identified, the students will be admitted to an IIT and will complete their B Tech degree. Students of all branches will have the benefit from the move, he said.

The suggestion to allow final year students of NITs to undertake studies at the IITs was made by the Anil Kakodkar committee in its April 2011 report titled 'Taking IITs to Excellence and Greater Relevance'. Kakodkar had suggested that while intense efforts had been made to attract IIT graduates into the PhD programme, it was also necessary to attract students from other top engineering schools.

"The NITs, along with some of the better engineering education institutions, should become important feeders of quality graduates into post-graduate and research programmes, including at the IITs," the report stated.

The Kakodkar report recommends that the IITs should aim to take in 2,500 doctorate-seekers every year. The bigger idea is to scale up the count of PhD students from less than 1,000 per year now to 10,000 by 2020-'25.

Welcoming the move, students of MANIT said it will be a big opportunity for the bright students.

Source: 08 January, 2013/ [Times of India](#)

Value Systems as Important for Youth as Education and skill sets

Union Minister for Human Resource Development Sh M. M. Pallam Raju has emphasized on the need to inculcate values in the youth. Releasing a Ministry of Human Resource Development (MHRD) Desk Calendar in New Delhi today, to commemorate the 150th Birth Anniversary of Swami Vivekananda (1863-1902), he said it is good but not enough to give only education and skill sets to the modern youth. Instilling a sound value system is equally crucial to a person's rounded development. He said the recent incidents of violence against young women is a pointer to the decline in values, and only reiterates the need to strengthen the ethical foundations of society. Sh Pallam Raju said, Swami Vivekananda, whose 150th Birth Centenary is being celebrated this year, epitomized everything noble and character-building.

The Minister also released NBT's Wall Calendar 2013 on the theme 'Indigenous Voices of India'. The Calendar is a celebration of India's unity in diversity.

It presents a collage of 12 vignettes representing tribal life, synchronizing the theme 'Indigenous Voices: Mapping India's Folk and Tribal Literature' of the New Delhi World Book Fair 2013 (4-10th Feb). The collection features the works of some celebrated photographers like Prafulla Chandra Dhir, Raghu Rai, Sanjay Austa, Ashok Dilwali, M. C. Shekhar and Prasanta Biswas.

Sh A Sethumadhavan, Chairman, NBT said National Book Trust would be bringing out books this year, based on Swami Vivekananda's teachings and philosophy. Sh M A Sikandar, Director NBT, explained the aesthetics and content of the Calendars. The calendars have been conceptualized and designed by National Book Trust.

Source: 09 January, 2013/[PIB](#)

Bihar considers major changes in higher education

With nearly 58% population below the age of 25 years and out-migration of students for higher education to other states still significantly high, the department of education has embarked on developing a higher education roadmap (2012-2022) on the lines of its agriculture roadmap.

The focus is on expansion with thrust on excellence and equity, besides zero tolerance for corruption and mediocrity.

According to sources, the government has already started working on it, shortlisting 15 constituent colleges to develop them into centres of excellence and also starting community colleges in association with top national institutions for quality vocational training.

To overcome shortage of faculty in colleges for traditional courses, the department is seriously contemplating to work out a transparent mechanism to ensure quality intake. ▲

"But the greater concern is regarding a plethora of professional courses without any quality check of competent faculty members. As a result, employability is extremely poor," said a senior official.

To address the key issue, the department plans to give preference to NET and CSIR qualified candidates in recruitment as assistant lecturers both in regular courses as well as vocational courses.

The UGC guidelines also give 20 marks weightage to NET and CSIR qualified. With no recruitment in Bihar in the last one decade, and hundreds of candidates clearing the two eligibility tests every

year, Bihar expects to have more than enough to recruit from the available lot.

But the bigger question is the mode of appointment. Who will conduct the interviews? At present, the power is vested in the seven member committee in every university, as per the provisions in the two acts governing the universities.

But with the VCs not enjoying the government's confidence, this seems unlikely. Instead, the government wants to get recruitments done through the Bihar Public Service Commission (BPSC), for which it would require amendments to the existing acts.

Sources said, a new bill may be brought in the next session of the state legislature for appointment of lecturers.

Bihar has over 3,493 vacancies in its universities even after rationalization. Before rationalization, the number was calculated at over 5000.

A case regarding this is also in the Patna high court. Principal secretary, higher education, Amarjeet Sinha said the government was seriously contemplating to fill up the vacancies in the best possible manner, strictly as per the UGC guidelines.

"We are also serious about NAAC accreditation. We will give all possible help to accredited institutions," he added. He said, it was important to shed the old mindset at a time when the country is moving towards innovation and vocationalisation.

"In Bihar, we still face huge shortage of competent faculty members for vocational and technical courses, while 78% of the faculty positions are occupied by those teaching traditional courses. In states like Tamil Nadu and Kerala, the scenario is reverse.

"We need to get the balance right with NET qualified faculty members for vocational and technical courses, which have greater employability. We will also encourage colleges to go in for tie ups with institutions like TISS, NUEPA, IIMs or any other," he added.

Source: 12 January, 2013/[Hindustan Times](#)

State picks 255 centers for skill-based education

Education department to focus on short-term courses, internships- In a bid to bridge the gap between industry requirements and university and colleges products, the state Education Department has identified 255 "rururban centres" (term coined by Chief Minister Narendra Modi) that will come up on the lines of community colleges abroad with

focus on associate degrees and soft skills. Also, the department will be introducing general knowledge as a compulsory subject in undergraduate courses from July 2013.

These were announced by the Commissioner Higher Education Dr Jayanti Ravi during a seminar on higher education and employability organised as a part of Vibrant Gujarat summit in Gandhinagar on Saturday.

Around a dozen of Memorandum of Understanding (MoU) were also signed and exchanged between industries, national and international universities and institutes in the presence of experts and Modi who visited for around 10 minutes during exchange of MoUs in between the seminar.

“Apart from introducing choice based credit system in colleges, the department has also signed an MoU with Alliance Francaise that will offer French to the students. Another MoU is between Education Department’s Society for Creation of Opportunity through Proficiency in English (SCOPE) and Cambridge University,” said Dr Jayanti Ravi.

Another initiative of Mission Mode Implementation (MMI) and Administrative Academic Audit (AAA) of assessment of colleges has been taken off by the department in some colleges.

Renu Karnad, managing director of HDFC while deliberating on problem of manpower faced by the housing sector, said, “In spite of a large pool of talent which is 18 million graduating from colleges each year, only 15 per cent are employable. In another five years, around five million undergraduates will come out of colleges in Gujarat. Thus, it is very important to have charter of colleges to know what it takes to be in a profession.”

While, Hari Shankaran, CEO, ILFS stressed on self-confidence, Smit Soni, a third year B Com student of Gujarat Commerce College shared that the students need internships and practical training and industry exposure.

Source: 13 January, 2013/ [Times of India](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE

Education should be customized to meet students’ needs

America has become the great nation it is because of its traditions, its values and its constitutional foundations. It is also great because, though the Constitution does not specifically mention it, the

people decided at one point to make a priority out of giving every child access to education.

For a nation built of immigrants, this was an important, even seminal, decision. Each generation, whether born in the United States or brought here by ship, plane or train, must learn (in addition to reading, writing and arithmetic) what it means to be an American.

This imperative has helped homogenize our culture for the good, creating a uniform understanding of U.S. citizenship. Unfortunately, the system of free public education tasked with that responsibility has its antecedents in the 19th century and is not sufficient to meet the needs of a 21st-century nation firmly integrated into the global economy. To put it simply, one size no longer fits all. In the age of charter schools, education choice, distance learning and the Internet, it doesn’t need to.

It is possible to customize learning programs in ways that were unthinkable even 20 years ago. Nevertheless, the educational establishment remains wedded to the current system and is unwilling to think outside the box when looking for reforms and improvements. Charter schools — primary or secondary schools that receive public money but are not subject to the same rules, regulations and statutes that apply to other public schools — are a particularly intriguing choice. Operated by teachers, parents, nonprofit groups, universities or corporations and often offering a specialized field of instruction, they provide an alternative to the rigidity of the current K-12 educational structure.

They also typically provide a better education, which is why the competition for enrollment is so intense. Many communities in which they operate are forced to hold lotteries to determine who may attend. More parents than there are available spaces see them as opportunities for their children to receive a quality education of the kind not available in the normal course of affairs.

In Chester, Pa., a formerly thriving manufacturing community just outside Philadelphia, the Chester Community Charter School, which started with fewer than 100 students in 1998, has more than 3,000 spread across nine buildings. It has a consistently higher success rate than that attained by the area’s public schools, which generally are considered to be among the worst in the state.

Creating what it calls a “Private, Public School” culture, the school offers a 10-1 student-teacher ratio as well as academic programs created in partnership with nearby colleges and universities,

which the regular public schools, by contrast, simply cannot match.

Dependent on public funds, the school is as vulnerable to economic realities as any other school. Yet, as its CEO, David E. Clark Jr., wrote in a recent op-ed column, despite 50 percent of the school's funding being withheld, forcing drastic cuts in student services, its students "outperformed the rest of the Chester Upland School District in the Pennsylvania System of School Assessments in reading and math by 20 percent."

The specialization offered by charter schools can be of great benefit not only to regular students, but to those with special needs. "Even skeptics who question the value and significance of charter schools will welcome the news they are making important strides in serving children with special needs," says the University of Washington's Center on Reinventing Public Education.

In "Unique Schools Serving Unique Students," the center found the different approaches to education available at public charter schools meant students with special needs had a greater chance to achieve academic success.

Through in-depth analysis of six charter schools around the country, the center identified several important lessons for educators and policy leaders coming out of parent surveys and six case studies, including:

School choice is important to parents of children with special needs.

Effective inclusion for students with less severe needs is a particular strength of many charter schools.

Charter schools are revealing practices that may contribute to strong instructional programs for students with disabilities in all schools.

A new age requires new approaches, grounded in traditional values. This certainly is true in the field of education, where charter schools are showing the way forward.

Source: 01 January, 2013/[Washington Post](#)

Needs Improvement': Despite Progress, India's Primary Education System Has a Ways to Go

A strong education system is the cornerstone of any country's growth and prosperity. Over the last decade, India has made great strides in strengthening its primary education system. The District Information System for Education (DISE)

reported in 2012 that 95% of India's rural populations are within one kilometer of primary schools. The 2011 Annual Status of Education Report (ASER), which tracks trends in rural education, indicated that enrollment rates among primary-school-aged children were about 93%, with little difference by gender.

However, behind the veil of such promising statistics, the learning outcomes of India's children show little progress. The country ranked 63 out of 64 in the latest Program for International Student Assessment (PISA) study, with some of its best schools ranked about average among those surveyed. The 2011 ASER stated that only 48.2% of students in the fifth grade can read at the second grade level. The number of students completing their primary education with inadequate numeracy and literacy skills is startling. To see this manifest in an economic sense, one may attribute India's productivity growth -- lagging behind that of East Asian economies -- to a lack of progress in the foundational elements of countrywide, high-quality education.

India's private-schooled, English-speaking urban elite may attract global attention, but they are in the minority. The vast majority of Indian children attend government-run primary schools in rural areas. In 2008-2009, rural India accounted for more than 88% of India's primary-school students, of whom over 87% were enrolled in government-run schools. This is where we see some of the nation's toughest challenges.

A Diverse Set of Problems

India's education system has not achieved strong learning outcomes for reasons that are as diverse and nuanced as the country itself. Key among these reasons is poor teaching quality, which results from a multitude of factors.

Inadequate Teacher Qualification and Support: Teachers working in primary schools across rural India have a difficult job. Dhir Jhingran, a senior civil servant in the Indian Administrative Service, with more than two decades of experience in rural primary education, explained the multiple challenges they face: "Teachers have to teach multiple grades, textbooks are pitched far above the comprehension level of students, and each classroom has children with different levels of learning achievements." Anurag Behar, CEO of the Azim Premji Foundation, an education non-profit, noted that "the average school teacher in India does not get adequate pre-service or in-service education, nor does she get the support to overcome these problems." Compounding this is the

relatively low educational qualifications of many teachers themselves. In 2008-2009, on average, 45% of these teachers had not studied beyond the 12th grade.

Low Teacher Motivation and High Absenteeism: A key factor affecting the quality of primary education appears to be low levels of teacher motivation. In 2002-2003, 25% of primary-school teachers in rural India were absent on any given day. The impact of absenteeism is exacerbated by the fact that the average primary school in India has a workforce of no more than three teachers. At a school for girls in rural Rajasthan, we observed this problem first hand: Of the eight teachers assigned, only five were present. The three who were actually teaching were juggling eight different grades.

The obvious reason -- remuneration -- does not appear to be a driver. In fact, both education experts and ordinary citizens argue that government-employed school teachers are paid relatively well. UNESCO surveys from as early as 2004 indicated that the annual statutory salary of primary school teachers in India with 15 years' experience was more than \$14,000, adjusted for purchasing power. This was significantly higher than the then-statutory salaries of \$3,000 in China and Indonesia, and the Indian GDP per capita in 2004, which was \$3,100.

Indian primary-school teachers may not be underpaid, but some argue that they may be overworked. For Vivekanand Upadhyay, a seasoned educator and language professor at a leading national University, one reason for the lack of motivation is that "primary school teachers employed by the government, particularly in rural India, are required to perform a wide range of duties completely unrelated to imparting education." These duties -- including administering government programs such as immunization clinics, assisting with data-collection for the national census, and staffing polling stations during elections -- in addition to their teaching responsibilities, place significant demands on teachers' time.

Another disheartening factor has been a highly bureaucratic administrative system that discourages bold decision making and makes implementation difficult. For example, as Jhingran observed, "it is difficult to test new practices on a small scale before rolling them out: If a new program has been developed, the philosophy is that every school must have it." Such indiscriminate application often means that teachers are implementing programs without

understanding their key principles and ultimate goals.

Flawed Teaching Methodology: In India, rote learning has been institutionalized as a teaching methodology. "Primary school teachers in rural India often try to educate students by making them repeat sections of text over and over again," said Jhingran. Often they do not explain the meaning of the text, which results in stunted reading comprehension skills over the course of the children's education. For example, many students in grades two and three in one particular school struggle to read individual words, but can neatly copy entire paragraphs from their textbooks into their notebooks as though they were drawing pictures.

Linguistic Diversity: Finally, India's linguistic diversity creates unique challenges for the nation's education system. The country's 22 official languages and hundreds of spoken dialects often differ considerably from the official language of the state or region. Jhingran commented that "the teacher not only has to account for varying learning abilities within the classroom, but also dialectic nuances which affect students' comprehension of the subject matter."

Government-school-educated children from rural India struggle to speak even basic sentences in English. "Students with rural primary schooling are at a significant disadvantage as they transition to higher education, because India's best universities teach exclusively in English," said Upadhyay. Part of the problem is that there is no one to teach them. As Chandrakanta Khatwar, an experienced middle school teacher in a rural government-run school in Rajasthan, asked: "When teachers themselves know little English, especially spoken English, how will students learn?"

A Parallel, Non-governmental Education Universe

Since the late 1980s, government efforts to augment rural primary education have been supplemented by the emergence of an intervention-based non-governmental system that spans multiple institutional types.

While private schools have emerged as a parallel system over the last two decades, their impact is limited because they serve less than 13% of India's rural primary-school children. However, do private schools really make a difference? Some studies have found a small, but statistically significant, "private school advantage" in rural India.

Behar was skeptical about the superiority of private rural schools over their government-run

counterparts, noting, "Once we control for a child's socioeconomic background, private schools add little-to-no value. In many ways, private schools are in much worse shape." However, according to Khatwar, "more and more parents in small towns are choosing to send their children to private schools if they can afford it" -- perhaps with good reason, because, on average, the number of students in each classroom in private schools is often smaller and school heads exert greater control over teachers.

Some organizations are attempting to innovate with new formats and systems of education. Avasara Academy, a new school for girls, is a private institution whose mission is to mold leaders from among the best and brightest girls in India, regardless of their background. While admission is merit-based, the school intends to draw half its students from disadvantaged rural and urban backgrounds, awarding them full scholarships. In addition, it is developing a special curriculum that encourages excellence beyond academics. "Avasara seeks to identify high potential young women and guide them along a powerful journey of leadership development. We expect that our graduates will form a network of leaders who will collaborate to drive positive change across the country," explained Mangala Nanda, humanities department chair for Avasara. While still in the early stages of its development, Avasara's successful implementation would provide a viable model for high-quality, accessible education and integration across socioeconomic boundaries.

Governmental Efforts

The Indian government at every level recognizes the need for educational reform and has made a conscientious effort to achieve it.

The midday-meal plan, for example, is a highly publicized nationwide program through which government school children across India are provided with a midday meal every day of the school week. The program is largely considered a success. A study in 2011 by Rajshri Jayaraman and Dora Simroth found that grade one enrollment increased by 20.8% simply if a midday meal was offered.

According to Behar, "The Indian government has worked very hard to provide rural schools with adequate infrastructure, something that was critically lacking a few decades ago." For instance, DISE reported in 2012 that more than 91% of primary schools have drinking-water facilities and 86% of schools built in the last 10 years have a school building. However, there is still a long way

to go: Only 52% of primary schools have a girls' toilet, and just 32% are connected to the electricity grid.

In 2012, the Central Government enacted the Right to Education (RTE) Act, under which every child between the ages of six and 14 receives a free and compulsory education. In addition to regulating access to education, the act contains certain provisions that could positively impact the quality of education. According to Jhingran, one of its major achievements has been "the dramatic reduction of non-teaching duties assigned to government school teachers, freeing up valuable time and lowering absenteeism."

Partnering with the Government

Over the past few decades, many organizations have begun working with government schools and teachers to improve learning outcomes.

Pratham, a joint venture between UNICEF and the Municipal Corporation of Mumbai, runs multiple programs to supplement school education, such as learning support classes, libraries and additional learning resources. A hallmark of these initiatives is that Pratham engages volunteers from local communities and trains them to run these programs. Another important initiative that has resulted from Pratham is the annual ASER, an assessment that measures reading and arithmetic abilities by surveying more than 600,000 children across 16,000 villages in India. This remarkable exercise in data-gathering constitutes the foundation for informed decision-making and benchmarking.

Other initiatives address teaching quality by placing specially trained teachers in government schools. Teach for India, modeled after the Teach for America program, was introduced in 2006. Young, motivated Indian college graduates and professionals apply for two-year fellowships to teach at government-run and low-income private schools that lack sufficient resources. An important distinction of Teach for India is that instruction is, by design, always in English. As Mohit Arora, fellowship recruitment manager for Teach for India, noted, the organization's philosophy on this point is that "learning English is essential to future success, as English in today's world is more than just a language. It is a skill set." Students who do not speak English may have some difficulty initially, but the organization has made learning at these schools experiential and therefore engaging. The dynamics of one particular grade 3 Teach for India classroom were in stark contrast to other classrooms at the same school -- students were listening intently,

contributing in class, answering questions beyond the textbook and demonstrating a strong command over English. The challenge is scaling this model to rural India.

Still other organizations focus on capacity development of teachers in government schools, such as the Azim Premji Foundation. As CEO, Behar is categorical in his view that the foundation "works in partnership with the government," and that it "does not believe in supplanting the government school system." The foundation has established scores of institutes at the district level that provide in-service education and also empower teachers to learn from each other. For example, Behar described a voluntary teacher forum in a district of Rajasthan, initially organized by the Azim Premji Foundation, but now being run increasingly independently by teachers in the district.

The Future of Primary Education in India

Education in India has improved dramatically over the last three decades. Schools are accessible to most children, both student enrollment and attendance are at their highest level, and teachers are adequately remunerated. The RTE Act guarantees a quality education to a wider range of students than ever before. However, challenges in implementing and monitoring high standards in teaching and learning outcomes across regional, cultural and socioeconomic subsets prevent India from fully achieving this goal. In addition, teacher support and scalability of high-performing teaching professionals in disparate areas, funding allocation for schools in remote districts and limited use of technology in the classroom remain barriers to reforming primary education.

India's growth story remains one of the most anticipated global economic trends, and its fulfillment relies on a well-educated and skilled workforce. Improving education is a critical area of investment and focus if the country wants to sustain economic growth and harness its young workforce. A weak foundation in primary education can derail the lives, careers and productivity of tens of millions of its citizens. Already, a significant proportion of the adult workforce in India is severely under-equipped to perform skilled and semi-skilled jobs. As Rajesh Sawhney, former president of Reliance Entertainment and founder of GSF Superangels, noted, "No one is unemployed in India; there are just a lot of people who are unemployable."

Furthermore, in order to develop India as a consumer market of global standards, it is imperative that all of its children reap the full

benefits of a high-quality education. Otherwise, large segments of the population in rural India will continue to have low purchasing power, find themselves in highly leveraged scenarios and, more often than not, continue to make a living through agricultural means. While some of this can be attributed to deficiencies in secondary and tertiary education, the root of these issues lies in low-quality primary education.

Source: 02 January, 2013/[Wharton](#)

Make sex education compulsory in schools

Teaching them young It may be difficult to put a total stop to incidents of rape immediately. But it is certainly possible to educate people on how to counter sexual harassment and domestic violence. Education is an important tool that can help to work towards eradicating this evil.

The fact is that many of us are scared to raise our voices against sexual harassment because of what people will think about us. And perverts take advantage of this. We must start to change this, through education in our schools. The government must introduce sex education in the school curriculum and all political parties should support such an initiative.

We are attracted to many things in the West, and imitate quite a few things that are foreign. In the US, sex education is today an integral part of the school syllabus. Most states have this as a subject and the content is updated every year. The importance given to the programme is such that officials of the Minnesota Public School are continuously working on improving the way in which this subject is dealt with in schools.

When are we going to wake up?

Sex education in our schools is the need of the hour. For, even today, most schoolgirls cannot differentiate between a 'good touch' and a 'bad touch'. Concerned about the increasing number of child sex abuse cases in the state, the Parent Teacher Association United Forum has reiterated its demand for sex education in schools, placing the issue before the government at a meeting with the chief minister. This effort should not go in vain.

This is not to say that the state has not bothered at all. It did try to prepare a sex education programme for schools some years ago. But most of it was copied from course material in the West. It did not approach the problem as it exists here and never got off.

Experts point out that, unfortunately, most people equate sex education with sexual relations and this

is completely wrong. The education programme aims to help children understand and deal with basic life skills and gender issues. They learn self-respect and respect for the opposite gender, which is very important.

At the children's remand home in Dongri, there are 85 girls (in the 13-15 age group) who were sexually abused by people known to them, relatives and friends. Parents habitually leave children in the charge of neighbours and friends they trust. Sadly, some of these children have become victims of sexual abuse and they are taken to remand homes for rehabilitation.

It has been the case that we wake up to the problem only after such unfortunate incidents happen. Thankfully, today people are again talking about the need to introduce sex education in schools. Hopefully, it will not require another Delhi-like attack to make us act.

Source: 03 January, 2013/[DNA India](#)

Global Free Higher Education

It is possible to have free higher education (with many other improvements in the civic enterprise). We do not have to suffer under the current system of institutions (universities/colleges), governments (federal/state or province) and unions (national/local) that is itself not sustainable - certainly not reproducible on a scale required by developing regions like India and China.

If the aim of the RDF is to promote reason and science, then the best way to achieve this is through education, as the religious do, of the young. I recommend philosophy be taught to grade school children, but at the other end higher education be made universally free.

Distinct from its current institutional provision, higher education is the source of reason and science, coupled with a near universally accepted connection to social mobility. If access and quality could be improved on a global scale then civilization could benefit from more thorough spread of rationalism, humanism, reason and scientific principles.

This can be achieved - with dramatic effects - by abandoning or not adopting the current triad of functionaries (including its universities and colleges) and instead adopting either of the following equally viable alternatives: 1) the professional or 2) the cooperative service paradigms.

I have argued that adoption of the professional or cooperative paradigm would reduce the total cost

of higher education (not merely the advertised tuition) by at least 75% - among other substantial improvements. Nations that have ratified the International Covenant on Economic, Social and Cultural Rights and the United Nations International Declaration of Human Rights could honour the higher education rights they explicitly enshrine (Articles 13 and 26, respectively) -including free higher education.

To my knowledge there is no higher education enterprise run as the medical, legal and engineering professions, but I maintain one could and should. As an example of higher education provided under the cooperative model look to the University of Mondragon in Spain or the New University Cooperative in Canada.

Either alternative service paradigm can provide us free higher education (of much better quality and accessibility). The RDF should seriously consider advocating replacement of the current unsustainable paradigm in favour of one that can further its and humanities objectives.

Source: 03 January, 2013/[Richarddawkin](#)

State is neglecting higher education. Here's proof

Average spend 0.5% of gross state domestic product; Maharashtra contribution 0.14%.

Maharashtra spends only 0.14 per cent of gross state domestic product (GSDP) on higher education, much less than the dismal 0.5 per cent all states spend average, claims the draft of a proposed funding scheme for universities and colleges.

Accordingly, draft recommendations of National Higher Education Mission or Rashtriya Uchchar Shiksha Abhiyan (RUSA) focus on result-oriented funding.

The draft, prepared by the ministry of human resource development and Tata Institute of Social Sciences, is up for public consultation.

It says Uttar Pradesh, Jharkhand, and West Bengal have very low gross enrollment ratios (GERs). Their spend on higher education is also very low.

“States such as Maharashtra and Tamil Nadu (TN), which have higher institutional density but whose spend on higher education is low or average, most likely have high degree of private participation. This again creates distortions in state higher education systems.”

The draft says Goa, TN, Andhra Pradesh, Kerala, Tripura and Mizoram have shown high per capita

expenditure on higher education with reasonable GERs compared to the national average.

“This may also be because these states have a history of positive intervention in higher education. New Delhi and Puducherry have a high GER, while states such as Maharashtra have a good GER, but their spend on higher education is low,” it says.

The report says state institutions lack “absorptive capacity” and the funds transfer and use process is cumbersome. As a result, of the Rs 22,891 crore allotted in the 11th plan to improve state universities only Rs 7,652 crore was spent.

While six per cent of students are enrolled in centrally funded public institutions, state-controlled public institutions cater to the remaining.

However, most grants go to central institutions. In the 11th plan, the allocation to state universities was Rs 832 crore and central universities Rs 1,975 crore. The planning commission has now proposed a new way of funding state higher education institutions through RUSA. “While state universities cater to a large number of students, their funding is a fraction of what central institutions get. RUSA will have a completely new approach. It will fund higher education in state universities based on performance and give incentives to institutions doing well,” the report says.

However, there will be prerequisites, including creation of a state higher education council, accreditation agencies, preparation of state perspective plans, commitment of certain stipulated share of funds, academic, sectoral and institutional governance reforms and hiring faculty.

Source: 11 January, 2013/[Indian Express](#)

ICAI: Experts warn against marketing of higher education

As the pre-Vibrant Gujarat International Conference of Academic Institutions (ICAI) got underway Tuesday, some of the world’s top education experts disagreed with a few objectives of the two-day event, including the state government’s push for private-public partnerships (PPP) in higher education via an industry-academia link and signing of MoUs.

The experts — from the World Bank and Canadian, British, American and Indian institutions of higher learning — warned against emphasis on marketing (including MoU signing), private funding, too much stress on physical infrastructure and heavy reliance on foreign partners, especially for faculty.

Instead, they underlined the need for bringing in an ecosystem that is complex and accepting, not

just on campus, but in the cities and towns that house such campuses. They also called for a greater international footfall.

“The degree of internationalisation of a university is inversely proportional to the number of MoUs signed,” said Francisco Marmolejo, the World Bank’s Tertiary Education Coordinator. He outlined some “common mistakes” of those trying to set up so-called “world-class universities”, including a focus on physical infrastructure, supporting only capital costs and not operating costs of an institution, and heavy reliance on foreign partners. A foremost focus of ICAI is, in fact, “faculty exchange”.

Meanwhile, the chief executive of the UK’s Higher Education Academy, Craig Mahoney, pointed out that only two of his country’s 126 universities are private ones.

On how the UK “got to where we are”, Mahoney said that roughly 17% of that country’s 2.5 million university students come from abroad, a point that the University of Toronto’s vice-president Judith Wolfson also made in her speech when she said the Canadian city is home to a huge population not born in that country.

IIMA’s Shailendra Mehta, who spent a year studying the governance structures of the US universities, said his findings make a strong case towards public funding of universities as well as the handing over of trusteeship of these universities to alumni — most of the top 20 US universities’ boards were dominated, some even 100%, by alumni.

Source: 10 January, 2013/[Indian Express](#)

Sexual Violence in India - Education Is the Only Solution

The world was shocked following the tragic gang rape and murder of a 23 year old women in Delhi last month. This horrific attack has put the spotlight on India's ongoing struggle to embed equality into society and ensure women are treated with respect.

The number of reported rapes in India has increased drastically from 2,487 in 1971 to 24,206 in 2011, and this is only the official numbers. Cultural stigma means many attacks are not reported to authorities due to fear of bringing shame on the victim's family. Many Indians still believe that women who have been raped have brought the attack on themselves and are the ones to blame, not the attacker. This sort of ignorance is what is at the centre of the growing epidemic of sexual violence against women in India.

The attitude to girls and women within India is one of contradictions. This is a country that is one of the

fastest growing economies in the world and whilst it has had a female prime minister in Indira Gandhi, its citizens have aborted a reported 50,000 female fetuses every month, provoked by a traditional preference for sons and supported by medical staff who are bribed into revealing the sex of a child. A country with such global economic influence cannot continue to let such atrocities occur and must make change.

The root of the problem is the lack of education on social equality at a local level. Until local community leaders are engaged and women's rights are really taught and recognised within communities, no real change will occur. There have been calls in India's Parliament for reform and the authorities have promised tougher laws against sexual violence, however cultural problems are harder to change and it is only education that will trigger true transformation.

Many people have suggested that this type of sexual violence is a class issue, and it is true that within rural and lower class communities in India women's rights are at their worst, however there is also a lot of evidence that women are not considered equal in middle and upper-classes. It is not a class issue, but an education issue throughout Indian society.

Time needs to be spent addressing the cultural issue causing the problem. Teaching respect and equality is the first step in solving such a long standing issue. It is now important to call on the Indian government and local authorities to take real action and quickly. The ongoing protests throughout India following this tragic murder illustrate that there is a demand for justice and change, and this can only be achieved through education to all generations. Teaching men and boys about women's rights and equality is the only way to trigger this much needed change.

Source: 10 January, 2013/[Huffington Post](#)

Higher Education: The Revolution That Really Matters

Amid all the talk about online learning and a revolution in higher education, we risk losing sight of a much more important revolution, one that depends on the traditional college experience. That is the revolution that will once again place the American Dream of individual achievement back in the hands of every citizen.

Our society is increasingly becoming divided into the haves and the have-nots. Among developed countries, the United States has the largest share of workers earning low wages; about one out of

every four workers, according to research from John Schmitt of the Center for Economic Policy Research.

That inequity is sapping the very life out of our economy and the promise out of the American Dream. The most effective remedy is to preserve higher education, the only means our society has to level the playing field and lead individuals out of the cycle of poverty.

The problem is that higher education is becoming less accessible just when more people need it. It must be made more affordable, to be sure; but also, colleges and universities must shake off the shackles of tradition -- in an industry built on tradition -- so that higher education better prepares graduates to compete in an increasingly global society.

The promise of online learning is already beginning to show holes, only a year or two after it was held up as the panacea that will make higher education available to all. The problem is money. Colleges that have leaped into offering free courses over the Internet, charging fees only to students who want college credit, are finding that it simply is not a sustainable business model. In January, *The Wall Street Journal* busted open the myth that Massive Open Online Courses, or MOOCs, would represent a boon for the colleges that embrace them by asking a simple question: How will they generate revenues?

The problem for colleges is that they can't make money from MOOCs, at least in their present form. The challenge for students is even larger: Online learning cannot replace the nurturing and social environment of a traditional college. "Despite the rapid growth of MOOCs, these high-level, five- to 16-week online courses don't appeal to many 18- to 21-year-old students who want the campus life that comes with college," *The Kansas City Star* reported in a recent story.

College is more than the content of its courses. An online app that delivers that content on an iPad is not going to replace the campus experience, including the personal attention students receive from faculty and staff. "The idea that [students] can have better education and more access at lower cost through massive online courses is just preposterous," said Trinity Washington University president Patricia McGuire in a recent *Chronicle of Higher Education* article. In the realm of disruptive innovation, she added, "the real disruption is the changing demographics of this country."

The trends of rising costs and decreasing access to education must be reversed. Money is not the only problem. An eye-opening National Public Radio

report revealed how even such elite institutions as Harvard and Stanford cannot boost enrollment of talented, low-income students even though they are offering the equivalents of free Ivy League educations to the right candidates. The problem is not a lack of promising, disadvantaged students; the problem is that those students are not getting the message. They don't know that these educations are available. And they are not applying.

It will take years to absorb and realize the best effects of education over the Internet. In the meantime, our eyes must be on a much larger prize. The revolution we need is the one that connects the best and brightest students from every level of our society to the immersive, nurturing environment of college campuses.

It is time to stop talking about replacing the traditional college experience with online learning, and to start talking about making that experience available to every enterprising individual. That means more than making it more affordable. It means making higher education relevant, connected, and engaged with the changes that are sweeping our society.

Most of higher education is waiting for something to happen, for someone else to effect change. Instead of being entrepreneurial, pursuing new opportunities, they are caretakers, trying to preserve the resources they already have. It is the tenure mentality, in which the threat of loss has been eliminated. A job guarantee for life, coupled with working eight months out of the year, is a disincentive to change.

Change is not easy, as I have experienced here at Becker College. It requires pushing people out of their positions of comfort and toward the unknown. That is not to say people do not recognize the need for change. What they do not recognize is the need to change themselves.

Online learning will surely becoming one aspect of a new paradigm for higher education, but it will not and cannot replace campus life. It is up to colleges and universities to challenge every assumed tradition and practice. Why does college have to be a four-year process? What are we doing to find the best students? How are we preparing graduates to function in an increasingly global society?

The 250 colleges ranked as the best by the *US News & World Report* educate only about 25 percent of the nation's students, according to a report in the UK newspaper *The Guardian*. The other 75 percent are being taught by smaller institutions with more modest resources. Those are

the colleges that must embrace change now. That will be the real revolution.

Source: 12 January, 2013/[Huffington Post](#)

OPINION: India's Underperforming Higher Education Sector

With the exception of a handful of universities, institutes, and research centers, India's higher education institutions are of poor quality.

With the exception of a handful of universities, institutes, and research centers, India's higher education institutions are of poor quality.

Each year, Quacquarelli Symonds (QS) World University Rankings, Times Higher Education rankings, and the Academic Ranking of World Universities (ARWU) by Shanghai Jiao Tong University remind Indians that their universities do not belong at the top. For a country that aspires to be great power, the near-absence of its institutions in world rankings is a clear indication that it has a lot of catching up to do if it is to further enhance both its 'hard' and 'soft' power.

The 'great Indian absence' on the world stage of higher education has elicited three broad set of responses from India's policy-makers, higher education experts and the media – dismay, denial and diversion, and resignation. Most responses are, of course, some mix of two or more of the three but nevertheless, these are the most identifiable ways in which India and Indians have reacted to the poor quality of their universities.

The first and perhaps the most predictable response is that of expressing dismay. Each year, newspapers report on world rankings and this is followed by op-eds and editorials lamenting the Indian absence in world rankings and bemoaning the poor quality of higher education. Political leaders – including the Prime Minister and the President – join others in expressing their disappointment. For example, when hearing of the results of the 2012 QS World University Rankings, President Pranab Mukherjee raised the obvious question: "Why are we, a 'rising economic superpower,' not able to promote our standards to be rated, indisputably, among the top 10 or even top 50 or 100?"

The second response is one of denial and diversion. Of course, no one really denies the facts – that not one Indian university ranks in the world's top 200 institutions. However, when the media exaggerates the achievements of the all-too-few world-class Indian Institutes of Technology (IITs), the Indian Institutes of Management (IIMs), and a few other institutions, it serves to divert attention from the fact that for a country of a billion plus, where

millions enter college-going age each year and where thousands head West (and increasingly East as well) for higher education, there are all-too-few good quality higher education institutions.

Curiously, the achievements of individuals graduating from these institutions – whether in terms of starting salaries or their current station in business, academia, or other areas, whether in India or elsewhere – seem to be celebrated even more, almost as a compensation for the nation's failure in producing world-ranked institutions.

Denial and diversion take other forms as well. Some question the methodology used to rank universities. This would be a worthwhile exercise if one was to debate why South Korea's X University is ranked 101st and India's Y University ranked 118th but not when talking about universities that are off the charts.

Others argue that the world rankings are not fair because the criteria used favors comprehensive higher education institutions and not specialized institutions such as the IITs (which are primarily for study and research in engineering) or the IIMs (dedicated to business and management studies). However, there is nothing to stop the IITs or IIMs – which are located on hundreds of acres of land and are relatively well-funded and reasonably well-administered – from expanding to become comprehensive institutions with schools of arts, humanities, sciences, and medicine. Such reasoning also sidelines the fact that India does have hundreds of comprehensive institutions – including central universities that are directly funded by the federal government – that do not make the cut.

Finally, some argue that what matters is whether India's universities serve other goals – that of providing access to higher education, especially for the lower castes who constitute a majority of the population. Affirmative action or reservations for lower castes at India's universities has provided them greater access to higher education but this has come about at the expense of compromising the quality of education for all. According to André Béteille, one of India's most eminent sociologists, the stated concern for social justice for lower castes – which is driven overwhelmingly by political considerations – has undermined the central goal of universities, the creation and dissemination of new knowledge. Similarly, reservations in faculty appointments – once again, to ostensibly further social inclusion and representation – have deepened the already-severe shortage of qualified faculty.

As Philip Altbach and Jamil Salmi argue in their book *The Road to Academic Excellence*, the quality of faculty is crucial in the making of a successful university. Not only are India's universities unable to attract sufficient numbers of world-class faculty, the academic culture, poor salaries and working conditions, and excessive politicization have convinced Indian parents – who play a key role in deciding what their children do in life – that their children should not opt for a career in teaching and research. This has effectively led to the 'exit' of the most meritorious students from a career in teaching and research.

I recently noticed a third kind of response – that of resignation. The reasoning goes something like this – rich countries have world-class universities and poor countries have low quality institutions. Poor countries are condemned to low quality education until they become rich. This response, like that of denial, saves everyone from blame and/or taking the trouble to 'fix' India's higher education.

While expressions of dismay are mostly harmless, denial in its various forms is not helpful in the least. How can India expect to improve its quality of higher education by diverting attention from the fact that there is a serious problem? Finally, expressions of resignation are rooted in old ideas about progress and development and are therefore misleading.

It is certainly true that 21st century India is still a low-income country. At the same time, India is not just another poor country. It is true that in many parts of the country, literacy, infant mortality, and malnutrition rates are worse than that in poor South Asian and African countries. However, at the same time, India has witnessed high rates of economic growth for over three decades so that it now counts among the largest economies in the world. At least some of that growth has occurred due to the country's ability to tap into the global knowledge economy. Improving the quality of education at all levels – including higher education – is essential in this regard.

Countries like China and India belong to a different category of nations not just because they are growing economies but because they are large and populous. They are rich and poor, developed and under-developed, modern and traditional, and everything else in between in different ways. They are countries that have arrived as global players or will do so in the coming future. Clearly, they are quite different from other low- and middle-income countries. It makes little sense to discuss higher education in India within the framework of 'rich' and 'poor' countries.

Given this context, the higher education sector has immense relevance for India's 'hard' and 'soft' power. International relations theorists define hard power in terms of a country's wealth, military strength, or other tangible attributes that can be measured with a degree of accuracy. There are limits to the uses and effectiveness of hard power in an increasingly inter-dependent world though it is still extremely relevant for countries like India which has border disputes with Pakistan and China.

Of equal importance, however, is a nation's soft power, famously described by Joseph Nye as "the ability to get what you want through attraction rather than through coercion." The sources of soft power lie in intangibles such as culture, values, education, and diplomacy so that, as Singapore's first prime minister, Lee Kuan Yew, put it, "Other nations admire and want to emulate aspects of that nation's civilization." While a nation's hard power helps to enhance its soft power, as Nye argues, soft power too affects hard power.

India's government officials take great pride in those elements of soft power that they have – such as Bollywood movies, the growing popularity of Indian cuisine, and the achievements of individuals of Indian origin in different parts of the world, especially in the West, and they ignore or downplay others that they don't – honesty in public life, caste- and gender-based discrimination, lack of high-quality educational institutions, poor performance in sports on the world stage – to their disadvantage.

India's underperforming higher education sector has adverse effects on both its hard and soft power. Substantial upgrading of the higher education sector – especially the production of new knowledge in which the country performs poorly as evident in terms of the number of patents filed and overall research output – is a *sine qua non* for India's continued economic growth and further development. It is only with a solid higher education base that India will be able to design and develop more of its own technologies and prioritize invention and innovation to move forward. At the same time, production of new knowledge, not as much by Indians as by India's educational institutions, will not only enhance the country's soft power appreciably but also help to demolish unflattering older images of itself.

Source: 14 January, 2013/[Asian Scientist](#)

Promoting Gender Equality through Education in India

Protests continue in India, weeks after the horrific gang-rape of a 23-year old university student on

December 16th and her subsequent death two weeks later – and rightly so, the incident itself was beyond the pale. A young couple in Delhi boarded a private bus after seeing a movie and instead of discussing character development and plot turns on the way home, the bus doors locked and they were subject to brutal attacks by the other passengers and driver as the bus drove around the city for over two hours. Witnesses driving by did nothing and the victims were eventually dumped out of the bus under an underpass.

But the awful details of this crime are not the main reason for the protests. Instead it is the deep and pervasive gender inequality in India of which this heinous act is a symbol. Girls and women are attacked every day and Indians across the country, particularly young people, are sick of it. Enough is enough they say. There are real reasons why half of all the girls in India don't want to be girls, and it's time to change.

If there is any silver lining to this tragedy, it is that the issue of gender equality is on everyone's lips. Urvashi Sahni, an alumna of our girl's education Global Scholars Program, is tracking this issue from India and writes that for one of the first times the debate on gender equality is "engaging voices from all sectors of society including students, civil society, academia, political parties, the police, the judiciary and the government." Now the question remains: what will India do to improve the status of girls and women?

Much of the public discussion focuses on short and long-term solutions such as reforming the law enforcement systems, updating the legal code, supporting the women's movement, developing new systems of accountability and, of course, having "greater dialogue about India's patriarchal norms." All of these things are important but it is the last that is perhaps the most difficult for policymakers and bureaucrats to tackle. Even if it is the most difficult, upending gender norms is perhaps the most fundamental thing needed for long-term sustainable change. Without transforming, in the deepest sense, how girls and women are valued in India, important interventions around such things as legal reforms and police training will end up in the problematic category of "necessary but not sufficient" for developing gender equality in society.

If done right, education can play an important role in redefining gender norms in India. Around the world, there have been numerous excellent examples of education changing people's way of viewing the world and leading to new forms of behavior, ways of relating with others and ultimately social norms. Indeed, there have been decades of

academic research on this topic, so much so that entire subfields of education theory and practice have developed (see for example Jack Mezirow and the field of transformative learning and Paulo Freire and the field of critical pedagogy).

India itself has good examples of education changing social norms towards gender equality. An interesting case of girls' education programs run in the province of Uttar Pradesh demonstrates that schooling, if done right, can help change gender norms, even in the most marginalized societies. Founded by Urvashi Sahni, the Study Hall Foundation has demonstrated that at the same or lower cost per student as the government schools, their schools can educate girls in a way that enables them to both excel academically, but more importantly emerge as empowered young women. In one of their schools, Prerna, girls outperform their peers both within the province and across India. Ninety percent of Prerna girls complete their education to year 10, compared to below 30 percent nationally, and they do so while outperforming in virtually all subjects (in math and science the Prerna girls perform about 20 percentage points higher on exams than the national average). But most importantly, these girls are changing the gender norms in their communities. They are beginning to fight back when they or their peers are planned to be married off at too early an age. Through street protests and cajoling discussions, they have convinced their parents to keep them in school instead. They initiate community-wide discussions on violence against women. They apply for higher education scholarships and convince their families to let them go once they receive them (an incredibly 88 percent of the girls go on to higher education).

The success of this program is not because the students come from well-to-do families, they don't (the average family income of students is \$108 and 60 percent of their mothers and 40 percent of their fathers have never been to school). It is also not because teachers have higher qualifications or are better paid than government teachers. Rather, according to Mrs. Sahni, it's because every day the girls' talk about their worth, value and the issues they face around gender equality. "Gender equality needs to be taught, like math, science, and any other subject" says Sahni, who describes how in Prerna gender equality classes are regularly taught alongside a government curriculum. Then, she is quick to point out, teachers need to be encouraged and supported to fulfill their role as social change agents.

Now this is an idea that the Indian government would do well to listen to. It very well may be a center piece for transforming India's "patriarchal norms".

Source: 15 January, 2013/[brookings](#)

Fillip to higher education under new scheme

Each state government must set up a higher education council and create agencies for accrediting higher educational institutions under them in order to receive funds under the proposed Rashtriya Uchchatar Shiksha Abhiyan (RUSA), a flagship scheme of the Centre, likely to be launched this year.

Filling of faculty vacancies in state universities and academic as well as institutional governance reforms are other prerequisites to avail the benefits of the proposed scheme.

The Centre will provide seed money to the states to equip themselves, according to the draft of the scheme prepared by the Human Resource Development Ministry.

The autonomous state education councils will be responsible for planned and coordinated development of higher education in the region and for fostering the sharing of resources among universities. Each council will comprise 12 to 25 members. An eminent academician or intellectual will be appointed to head the council.

The RUSA seeks to provide financial assistance to state governments to enable them improve the access and quality of higher educational institutions. It proposes to provide funds in the (Centre-State) ratio of 65:35.

The ratio of funding will be 90:10 for the North-Eastern states and Jammu and Kashmir. For other special category states, including Sikkim, Himachal Pradesh and Uttarakhand, the ratio will be 75:25.

"Funding will be available to private and government-aided institutions also, subject to their meeting certain pre-conditions for permitted activities based on laid down norms and parameters," a HRD Ministry official said.

The implementation of the scheme will be spread over two Five Year Plan periods, starting with 12th Plan. The scheme aims at covering 316 public universities and 13,024 colleges across the country, he added

The funding to states will be on the basis of "critical appraisal" of their plans for higher education, including their strategy to address issues of equity, access and excellence in higher education.

“All funding under the RUSA would be norm-based and future grants would be outcome dependent. Certain academic, administrative and governance reforms will be a precondition for receiving funding under RUSA,” the HRD Ministry official said.

A RUSA Mission Authority will be set up at the Centre to monitor the scheme, delineate overall policy and planning, and providing guidance and direction to maximise gains. The HRD Minister will be the chairman of the Authority, with chairpersons of UGC and AICTE as members, among others.

Source: 15 January, 2013/[Deccan Herald](#)

RESOURCE

Review for the Dept. of School Edu & Literacy, MHRD

Sarva Shiksha Abhiyan

- All States/ UTs have notified the RTE Rules
- 2,14,561 Primary and 1,76,361 Upper Primary schools have been sanctioned under SSA till date , of which 96% are operational. The rest likely to be operational by the end of the financial year.
- Improvement of school infrastructure and facilities-

Items	Cumulative sanctions till 2012-13	Cumulative completed & in-progress till 31.09.2012	Percentage
Construction of PS	194938	178972	91.8%
Construction of UPS	109174	105060	96.2%
Additional Classrooms	1800986	1642867	91.2%
Drinking Water	229281	217820	95%
Toilets	739363	618089	83.5%
Teachers	1976502	1234016	62.4%

- Residential hostel buildings for children in habitations un-served by regular schools and also for children without adult protection. 479 residential schools/ hostels to cater to 66,181 children have been sanctioned under SSA out of which 432 are functional. KGBVs (Kasturba Gandhi Balika Vidyalayas) for Upper primary girls-3609 sanctioned, 3501 operational with enrolment of 3.2 lakhs girls.
- Recruitment of additional teachers- 19,76,502 teacher posts have been sanctioned under SSA, 12,34,016 have been recruited. It has improved the PTR

	Primary	Upper-Primary
2005-06	38	31
2011-12	31	29

- Provision of text-books to children- 9.94 crore children were supplied free text books in 2012-13
- Uniforms to all girls, SC, ST and BPL children, have been provided for 504.83 lakh children.
- Special training for Out-of- School children for age appropriate admission in regular schools has been provided for 27.89 lakh children in 2012-13 amounting to outlay of Rs 1559 crores.

Mid Day Meal Scheme

Mid day Meal Scheme (MDMS) covers children studying in classes I-VIII in Government, Local Body, Government aided and National Child Labour Project schools and the centres run under Education Guarantee Scheme (EGS) /Alternative & Innovative Education (AIE) centres including Madarasas/Maktabs supported under Sarva Shiksha Abhiyan (SSA).

During the year 2011-12, 10.54 crore children studying in 12.31 lakh institutions have availed of the Mid Day Meal.

The Working Group on Elementary Education & Literacy for the 12th Plan has recommended coverage of private unaided schools located in the SC, ST and minority concentration districts, under the MDMS, in a phased manner, during the 12th Plan.

The Government has provided Rs.11937 crores for the Mid Day Meal Scheme (MDMS) scheme in the current year. At present, the MDMS is being implemented in all the 20 States where the National Child Labour Programme is operational.

Rashtriya Madhyamik Shiksha Abhiyan

The RMSA guidelines provide for augmenting secondary school infrastructure through, inter-alia, construction of additional class rooms, laboratories, toilet blocks, drinking water, libraries etc.However due to existing committed liabilities as against sanctions issued upto 2011-12, approvals by the Central Government to States for 2012-13 have been limited to recurring interventions.

The Central Government had received proposals from the States of Jammu & Kashmir, Karnataka, Madhya Pradesh and Nagaland for setting up of 1176 secondary schools under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in 2012-13. However, due to existing committed liabilities against proposals sanctioned upto 2011-12, no



fresh proposals for setting up of secondary schools were taken up for consideration and approval by the Government of India in 2012-13.

The Centrally Sponsored Scheme of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has prescribed norms that are same for all the States /Union Territories (UTs) in the country. The funds are provided to States/ UTs under RMSA based on the Annual Work Plan & Budget proposals submitted by States/UTs and appraised for their eligibility as per Scheme norms by Government of India. State/UT proposals vary depending on state specific requirements.

Against the budget allocation of Rs.550 crore, Rs.1500 crore and Rs. 2512.45 core during 2009-10, 2010-11 and 2011-12 for RMSA respectively, Rs. 547.83 crore, Rs.1481.95 crore and Rs. 2495. (d) & (e) Grant-in-aid schools are assisted under RMSA only for in-service training of teachers. Extension of RMSA components to such schools will be subject to amendment of the scheme and availability of funds.

National Literacy Mission

Since the launch of Saakshar Bharat, the new variant of the National Literacy Mission, in September 2009, the Mission has been sanctioned in 372 districts and its functioning is reviewed periodically. As per the recent review held in November 2012, the functioning of the programme in Haryana, Jammu & Kashmir, Madhya Pradesh, Punjab, Odisha and Uttar Pradesh has been found to be below par.

The Planning Commission has recommended that the mandate of existing programme structures, including the National Literacy Mission Authority at the apex level, the State Literacy Mission Authorities at the State level and the Lok Shiksha Samitis at the District, Block and the Gram Panchayat levels, as well as the resource support bodies, would be remodeled, strengthened and aligned to lifelong learning and literacy. In addition, the active involvement of public authorities at all administrative levels, civil society, the private sector, community and adult learners' organisations in the development, implementation & evaluation of adult learning & education programmes would be obtained.

The time by which 100 percent literacy is likely to be achieved is not fixed.

Setting up of model schools

The centrally sponsored scheme to set up 6,000 model schools at the rate of one school per block was launched in November 2008. Out of these,

3,500 schools are to be set up in educationally backward blocks (EBBs) through State/UT Governments and the remaining 2,500 schools are to be set up under the Public-Private Partnership (PPP) mode in blocks which are not educationally backward.

Under the State sector component of the scheme, proposals to set up model schools in 2,973 blocks have been received from 24 States/UTs till 30.11.2012. Out of these, model schools in 2,266 blocks covering 22 States have been approved. Financial sanctions amounting to Rs. 2,110.80 crore have been accorded for setting up 1,880 model schools in 21 States. 473 model schools have so far become functional in 8 States. Implementation of the PPP component of the Model School Scheme has been initiated from 2012-13 and proposals have since been received in response to the Request for Qualification(RFQ) to pre-qualify the private entities for this purpose .

Kasturba Gandhi Balika Vidyalayas

The Kasturba Gandhi Balika Vidyalayas (KGBVs) are sanctioned in Educationally Backward Blocks (EBBs) with rural female literacy below the national average as per Census 2001, provided such residential schools are set up only in those EBBs which do not have a residential school at upper primary level for girls under any other scheme of the Ministry of Social Justice & Empowerment or the Ministry of Tribal Affairs. As on 30-09-2012, 9.18% of the girls enrolled in KGBVs are from the minority community. Socio-economic reasons and reluctance of the community to send girls to residential schools are the main reasons for low enrolment amongst educationally backward minorities. In order to promote elementary education amongst girls interalia, opening of schools in the neighbourhood to make access easier for girls, appointment of additional teachers including women teachers, free textbooks, free uniforms, separate toilets for girls, mid-day meal programme to improve nutrition levels, early childhood care and education centres in/near schools in convergence with ICDS programme, gender sensitization of teachers, gender-sensitive teaching-learning materials and intensive community mobilization efforts to promote girls education, are being undertaken by the Government.

In 2009-10 no new proposals from States/UTs were received for opening of KGBVs. In 2010-11 and 2011-12, 999 and 31 proposals respectively, were received and all were sanctioned by the Government of India. In the current year, of the 34 proposals received, only 09 were sanctioned

because of a backlog of incomplete KGBVs in several states

Adult Education

Saakshar Bharat has been sanctioned in 372 out of 410 targeted eligible districts in 25 states and one Union Territory. Survey has been conducted in about 58% (94,586 GPs) of the sanctioned GPs by the end of the year and 6.8 crore potential adult learners have been identified based on the survey. Around 1, 02,804 Adult Education Centres have been set up by 2012. About 15.7 lakh literacy learning centres are functioning in different States of the Country.

Around 144 lakh beneficiaries have been certified as literate by National Institute of Open Schooling, New Delhi.

Jan Shikshan Sansthan provide vocational training to non-literate, neo-literate as well as school dropouts by identifying such skills as would have a market in the region of their establishment. Upto October, 2012, 2,19,864 beneficiaries, out of which 2,02,407 are women, have been covered under the various vocational course.

Secondary Stage Under National-Means-cum-Merit Scholarship Scheme (NMMSS)

Sanction of 84028/- scholarships (Rs. 6000/- per annum) to students of Classes IX to XII belonging to economically weaker sections during nine months of current financial year to arrest their drop out at class VIII and encourage them to continue the study at secondary stage under National-Means-cum-Merit Scholarship Scheme (NMMSS).

Kendriya Vidyalaya Sangathan

Kendriya Vidyalaya Sangathan established its 07 new Regional Offices at the following locations during the year 2012-13 after necessary approval of the Ministry of HRD and Ministry of Finance, Government of India:-

1. Agra (UP)
2. Varanasi (UP)
3. Sirsa (Haryana)
4. Ranchi (Jharkhand)
5. Raipur (Chhattisgarh)
6. Ernakulam (Kerala)
7. Tinsukia (Assam)

Kendriya Vidyalaya Sangathan established its 1 new Zonal Institute of Education and Training (ZIET) i.e. at Bhubaneswar (Odisha) during the

year 2012-13. Besides, the already functioning 04 ZIETs of KVS i.e. at Gwalior (MP), Chandigarh (UT), Mysore (Karnataka), and Mumbai (Maharashtra) have also been equipped with the team of 19 staff members in each ZIETs.

During the year 2012-13, KVS has opened 05 new Kendriya Vidyalayas on the following locations:

Rajiv Gandhi Thermal Power Plant, Khedar, DIstt. Hisar	Haryana	Project (non-functional)
NIT Silchar (Assam), DIstt. Cachar	Assam	IHL
Ghumarwin, DIstt. Bilaspur	HP	Civil
Chaurai, Distt. Chhindwara	MP	Civil
Jaurian Distt. AKhnoor	J & K	Civil

a) Board results – Class XII result was all time high till now in the year 2012 with the pass percentage of 94.15. Pass percentage in class X was 99.36 which again is the highest watermark till now.

b) Opening of 18 new KVs, 07 new Regional Offices and 01 new ZIET at Bhubaneswar.

c) Establishment of 500 e-Classrooms in 50 KVs and In-house development of e-content by KV teachers.

d) Introduction of teaching of German language approximately in 300 schools from classes VI to VIII.

e) 42 students from different KVs were selected for participation in JENESYS Program of Japan Education Foundation who visited Japan.

f) Rewarding of two science teachers per school in collaboration with Department of Science and Technology, Ministry of Science and Technology.

g) Engagement of Doctors and Nurses in KVs to provide emergent medical help to students an

Source: 01 January, 2013/[PIB](#)

99% fail test for school teachers

In an alarming indictment of the quality of training given to prospective school teachers, over 99% aspirants failed to clear the Central Teacher Eligibility Test (CTET) 2012.

The results of the competency test conducted by the Central Board of Secondary Education (CBSE), declared on December 27, 2012, showed that less than 1% of the 7.95 lakh who appeared managed to clear the exam. In fact, since the exam was introduced in 2011, the pass percentage has been consistently declining. Educationists described [the situation](#) as alarming and "a wake up call for the

quality of BEd degree being granted in the country."

The CTET was introduced in 2011 by the human resource development ministry to improve the quality of teaching in schools after the enactment of the Right to Education Act. CTET certification has been made mandatory to become a teacher for classes I to VIII in any central government school, while CBSE-affiliated schools can either recruit teachers based on CTET or the respective test conducted by states. In fact, the Delhi government too decided to adopt CTET for recruitment of teachers for government-run and aided schools. All CTET applicants need to be BEd graduates.

About 9.40 lakh aspirants registered for the test, conducted in November 2012. Some 7.96 lakh finally appeared for the test, of which only 4,849 managed to clear either Paper I or II or both. Clearing Paper I is mandatory for those wishing to teach classes I to V while Paper 2 is for those wishing to teach classes VI to VIII. Aspirants who wish to get certified for classes I to VIII need to clear both the papers.

The papers feature objective questions which test the aspirants' knowledge of English, mathematics and environmental science.

While the first CTET, conducted in 2011, recorded a pass percentage of around 9%, the figure declined to around 7% in the subsequent test, held on January 2012.

POOR RESULT			
Paper	Appeared	Passed	Pass %
I	2.71	2,481	0.91
II	5.24L	2,368	0.45

➤ Paper I is for aspirants wishing to teach Classes 1-5 & Paper II for Classes 6-8

➤ Clearing Central Teacher Eligibility Test must to teach in any central govt school

➤ Delhi govt too uses CTET for recruitment of teachers for govt-run & aided schools

Terming the results as alarming, Anita Rampal, former dean of Delhi University's faculty of education, said: "Assuming that the nature of the questions are good and adequately challenging, then certainly this is a concern. The question is what the students are learning in BEd? And I am not surprised as we know how these degrees (BEd) are being awarded."

Another reason for the poor pass percentage, according to Rampal, "could be that many of our students (of BEd) are from Hindi medium."

In fact after the 2011 dismal show, MHRD has asked CBSE to analyse the results institution wise and provide feedbacks to teacher education institutions so that they can improve on their teaching and training.

Source: 02 January, 2013/[Times of India](#)

India Cuts Higher Education Spending by 13% amidst Quality woes

The cash-strapped central Indian government has cut higher education spending this fiscal year by 13%, as reported by Mint. The finance minister had announced an expenditure outlay of Rs. 15,000 crore for higher education in the 2012-13 budget. The hardest hit will be two key initiatives of the human resource development (HRD) ministry, two officials said.

- One is the National Mission on Education through Information and Communication Technology (NMEICT), which aims to promote quality through technology-enabled learning. The low-cost Aakash computer tablet is a part of this mission. The Aakash project's Rs. 700 crore budget could be cut in half, the official said. The ministry plans to issue a fresh tender for 5 million tablets to help bridge the digital divide as part of NMEICT, also called the ICT mission. Apart from the tablet, the ICT mission aims to establish virtual laboratories, promote the creation of open-source learning material and provide IIT classroom teaching to engineering colleges.
- The second is improving the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs) established in the 11th five-year plan (2007-12), according to the officials. Seven new IITs and six new IIMs were established in the past three years.

Earlier, the government announced that funding for the National Skill Development Corporation will be cut by Rs. 1,000 crore. This will likely affect India's skills-training initiative targeted at bridging the education-employment mismatch.

The government won't focus on expanding higher educational institutes but on improving their quality in the 12th Plan period (2012-17), according to the plan document.

In line with this, junior HRD minister Shashi Tharoor said that the Kerala government's proposal to set up an IIT was "unlikely to materialise" in the 12th Plan period.

He further lamented to *The Indian Express* that spending on education is only 1.22% of GDP, as opposed to 3.1% in the US or 2.4% in South Korea.

1. Education policy 'out of step'

With 621 universities, more than 3,000 business schools, and 33,500 higher education institutes, India has one of the largest networks of higher education institutes across the world. It is second in terms of student enrolment, but the gross enrolment ratio was 18.8% in 2011 – less than the global average of 26%.

“The major problem remains that our national education policy in the past has remained out of step with the time. Whereas countries in the Middle East and China are going out of their way to woo foreign universities to set up campuses in their countries, India turned away many academic suiters who have come calling in recent years,” Tharoor said.

He continued, “Companies are entering the higher education space in the guise of training. Our university system simply is not producing well educated graduates to meet the needs of Indian companies today. We will also work towards putting our reform agenda back on track.”

The Indian Express further reported that “the HRD minister said there will be no need for many Indian students to go abroad to study if good higher education institutes were set up in the country.”

President Pranab Mukherjee said despite achievements, it is widely recognised that the country’s education system is burdened with demands of both quantity and quality, reported The Times of India. Mukherjee said:

He added, “I want to share with you my sense of disappointment on seeing, in recent reports, that not a single Indian university or institute of higher learning figure in the list of top 200 universities in the world. Whether the survey reflects the true position of our universities and institutes is beside the point.”

“In a globalised world, Indian institutions should aim not only at becoming top universities in India but also establish themselves as world class universities with international standards of research, teaching and learning,” he stated.

“To maintain high standards, institutions must constantly upgrade themselves. They must not only invest in infrastructure and use the latest technology in the imparting of education, but also engage outstanding faculty and update their

courses and curriculum constantly with changing times,” he added.

2. Linking education to employment

In early November, Indian Prime Minister Manmohan Singh overhauled leadership of the Education Ministry in a sweeping cabinet reshuffle, but with national elections coming in 2014, experts said the new leadership was likely to stick to existing higher education policies.

M Mallipudi Pallam Raju replaced Kapil Sibal as minister for HRD, which includes education, and there are two new junior ministers of state.

“We have to see how we can accommodate foreign universities. I think it is something that needs a little more debate,” Raju explained, referring to the overall landscape for allowing foreign players to operate in India, not just the related bills currently stuck in parliament.

“Linking education to jobs would be a major priority,” according to Raju.

On the subject of employment, *Silicon India* has reported the following “sunshine sectors” in India that created new job opportunities in 2012, as reported in **The Economic Times** and based on an ASSOCHAM survey:

1. Information Technology;
2. Academics and Education;
3. Insurance;
4. Banking;
5. Automobile;
6. Financial Services;
7. Manufacturing;
8. Engineering;
9. Hospitality;
10. IT Hardware

Source: 08 January, 2013/ Times of India

Eight per cent drop in UK students entering postgraduate study

The number of UK students entering postgraduate study plunged by 8 per cent last year, new figures show.

Almost 16,000 fewer British students started postgraduate courses at UK universities in 2011-12 compared with the previous academic year - falling from 200,875 to 185,120, according to data released today by the Higher Education Statistics Agency.

That fall was largely caused by a collapse in first-year enrolments by UK students wishing to study part time, which fell by 16,965 to 97,520 students in 2011-12, a 15 per cent drop.

First-year enrolments from non-EU postgraduate students also fell - down by 2,045 students to 103,150, a 2 per cent fall.

Overall numbers of postgraduate numbers were also down in 2011-12, the latest figures show.

A total of 568,505 students were in postgraduate education in 2011-12 - more than 20,000 fewer than the 588,720 in 2010-11, which equates to a 3 per cent fall.

The drop was steeper for UK students, whose numbers fell by 4 per cent overall, down from 375,030 in 2010-11 to 358,800 last year.

The confirmation of a decline in postgraduate study follows a letter by nine UK university vice-chancellors to *The Observer* on 6 January calling for the government to address the lack of support for postgraduate students.

Condemning the "policy vacuum" on postgraduate study, the university leaders called for ministers to put in place a funding model for those who may be put off by the high cost of courses.

However, despite the fall in postgraduate study, overall student numbers remained stable in 2011-12 compared with the previous year as a result of a 1 per cent increase in undergraduate numbers.

Almost 2.5 million people, including 302,680 non-EU students, were enrolled in a higher education course in 2011-12, roughly the same level as in 2010-11.

Of these 1,928,140 were undergraduates and 568,505 were postgraduates.

The latest Hesa data also show how UK students continue to gain better degree classifications at UK universities.

In 2011-12, 66 per cent of those gaining a first degree achieved a first or upper second compared with 61 per cent in 2007-08.

Women outperformed men, with 68 per cent of females gaining a first or 2.1 compared with 63 per cent of males in 2011-12.

Source: 10 January, 2013/ [Times Higher Education](#)

Indians Spend Rs 20 Lakh for School Education: Survey

The growing cost of education has become a major cause of worry for parents. Most parents usually spend more than Rs 18 lakh-20 lakh in raising a child by the time they are teenage graduates from high school, reported Himanshi Dhawan for TNN.

Parents spending on a single child's education has increased massively from Rs 35,000 in 2005 to over Rs 94,000 in 2011, said a recent survey. The spending was noted to be integral to the school curriculum like fees, books, transport, uniform,

stationery, building fund, educational trips, extra-curricular activities and extra tuitions.

The cost of private education has always been excessive, but education in government-run institutions has also amplified greatly in the past one month with the HRD ministry increasing the under-graduate fees in IITs by 80 percent.

The decision to increase fees for undergraduate courses from Rs 50,000 to Rs 90,000 yearly was taken at the meeting of the IIT Council. In IIT, the student fees include only 30 percent of the entire operational cost of the institute. This decision is also taken at a time when the leading tech institutes are working to become self-sufficient.

Also, the rising cost of education recently has taken up major part of the household budget. 65 percent of parents spend more than half their take-home salary on their children's education, making it a major burden on their family budget, said an Assocham survey. As per government data, average costs on secondary education in private schools are as high as Rs 893 per month in comparison with just Rs 275 per month in government schools. This is chiefly due to the difference in soaring tuition fees in private institutions.

The cumulative public spending on education in the 11th Plan period is projected at Rs1244, 797 crore for both the Centre and states together. Around 43 percent of the public expenditure on education was noted to have incurred for elementary education, 25 percent for secondary education and the remaining 32 percent for higher education.

It was also noted that around half of the Central government's expenditure had incurred for higher education and the remaining for elementary (39 percent) and secondary (12 percent) education. The number in the state sector was about 75 percent for school education, 44 percent of which is on elementary education and 30 percent on secondary education.

It was seen that public expenditure on secondary education has gone up from 0.78 percent in 2007-2008 to 1.05 percent in 2011-2012.

Source: 10 January, 2013/ [Indolink](#)

Fall in students from India and Pakistan as immigration rules bite

Drop in Indian and Pakistani students of 23.5% and 13.4% partly due to growing perception that Britain is not a welcoming place.

International students make up the majority of numbers in many postgraduate courses and

research teams in science, technology, engineering and mathematics.

The number of students from India and Pakistan coming to study at British universities and higher education colleges has fallen for the first time, adding to concerns that the government's immigration crackdown is deterring applicants.

The number of students from India fell by 23.5% overall, including a 28% drop in postgraduates. The number of students from Pakistan declined by 13.4%, with a 19% drop in postgraduates.

Experts say the fall in student numbers from India and Pakistan is partly due to the growing perception that Britain is not a welcoming place for international students, and partly to the new visa rules that mean students cannot work during or after their studies.

Figures released by the Higher Education Statistics Agency also show the number of non-EU students coming to Britain for postgraduate courses has dropped for the first time in 16 years, raising concern that "the best and brightest" are among those turning their back on the UK.

Jo Beall, British Council's director of education and society, said: "The sector was expecting a decline in growth, but the actual reduction in postgraduate numbers is of real concern."

"International students make up the majority of numbers in many postgraduate courses and research teams in science, technology, engineering and mathematics."

Overall, the number of non-EU students went up by 1.5%, thanks largely to a 16.9% rise in those coming from China. However, Beall described the rise as tiny in a growing market, especially compared with the UK's competitor countries. "This suggests that we are beginning to lose out in an incredibly competitive market," she said.

"Attracting the brightest and most ambitious postgraduate and research students is critical if the UK is to maintain its quality reputation for research and innovation."

Overseas students are estimated to bring £8bn a year into the economy (pdf), a figure projected to rise to £16.8bn by 2025, according to a study by the Department for Business, Innovation and Skills.

Universities get 10% of their total income and a third of their tuition fee revenue from non-EU students. Earlier this week Nicola Dandridge, chief executive of Universities UK, said the government's tough rhetoric on immigration was threatening to

undermine the multibillion-pound market in foreign students.

Her comments followed an announcement by home secretary Theresa May last month that consular staff would interview more than 100,000 prospective students in an attempt to prevent bogus applicants entering the country. May's comments followed the introduction of new limitations on students' right to work during and after their studies.

Dandridge said the latest figures were a "real cause for concern" and called for a "period of stability on immigration policy", adding it was essential ministers did not create "inappropriate barriers for international students".

"We must make sure that both government and universities promote a compelling case internationally for the quality of our universities, and make explicit that the UK welcomes international students."

Tim Westlake, director of student experience at Manchester University, said students whose families relied on them to work in Britain after their studies to gain experience and repay fees were looking elsewhere. "Since 2004, the university has had significant growth in Indian students, but in the past two years there has been a 32% fall in Indian master's enrolments. Master's applications from India are down again by 33% this year."

Beall said: "Playing to a British audience [on immigration] has a huge impact on countries like India and Pakistan which have historical relationships with us, large middle classes that are English speaking and a free, English speaking press. So when these things are said here they get reported over there and it has a very damaging impact on how we are perceived by potential students."

Immigration minister Mark Harper said: "The student visa regime we inherited was open to widespread abuse. It neither controlled immigration nor protected legitimate students from poor quality sponsors."

"Our reforms have tackled abuse head on while favouring universities, to ensure we remain open to the brightest and the best. That's why it's no surprise that these figures, and our own visa statistics, show a continued increase in the number of foreign students coming to study at our world class universities."

"It's clear that our immigration changes are working with overall net migration to the UK falling by a quarter in the past year."

Source: 11 January, 2013/ [guardian uk](http://guardian.uk)

Number of Indian students in higher education down 25%

A fall of a quarter in the number of Indian students in higher education in the UK is a "real cause for concern", universities said, as the Government's immigration crackdowns began to bite.

Universities and colleges saw the numbers of international students from India, Pakistan, Ireland and Poland all fall last year, the Higher Education Statistics Agency (HESA) said.

But the number of Chinese students soared by almost a fifth as the country now accounts for more than a quarter of all university and higher education college students from outside the EU.

The numbers of overseas students coming to study in the UK is under scrutiny as universities have claimed the Government's crackdown on bogus students is deterring genuine applicants and risks damaging the UK's economy.

Across all higher education institutions, the number of international students from outside the EU rose by 1.5% last year to 302,680 – despite significant falls for the first time in the numbers from India and Pakistan.

Nicola Dandridge, chief executive of Universities UK, said the fall in the number of Indian students from almost 40,000 to fewer than 30,000 last year was "a real cause for concern".

John Mountford, international director of the Association of Colleges, said the falls were the result of new visa restrictions and a clampdown on post-study work visas.

Numbers from Pakistan were also down, falling 13.4% from more than 10,000 to under 9,000, the figures showed.

But India still accounts for 10% of all higher education students from outside the EU who study in the UK, making the country second only behind China whose 78,715 students, up almost a fifth on the previous year, account for more than a quarter.

Mark Harper, the Immigration Minister, said: "Our reforms have tackled abuse head on while favouring universities, to ensure we remain open to the brightest and the best.

"That's why it's no surprise that these figures, and our own visa statistics, show a continued increase

in the number of foreign students coming to study at our world class universities."

Source: 11 January, 2013/ telegraph.co.uk

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

Please email your contributions to aserf@apeejay.edu



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