



Announcements

ASERF has instituted **Dr Stya Paul Young** Educationist Award' for honouring Young Educationists who have demonstrated their potential by making an impact on Indian education. Applications from the eligible scholars are invited for the Award of the year 2013. [Click here](#) to download the prescribed format along with the terms and conditions.

Apeejay Stya University announces admission for the session 2013

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

Apeejay Stya University announces Founder's Scholarship

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

Please visit our website for more: [click here](#)

Get Involved

Fellowship opportunities

Fellowships for six months to two years in various disciplines.

Workshops/Guest Lectures

Regular workshops and lectures on a variety of subjects.

Scholarships

Need-based financial aid to deserving student

Faculty Sponsorships

By seeding a named faculty seat or fellowship

Internships/Mentoring

Internships can be in diverse areas from services, government and nonprofit. [See Details](#)

Please visit our website for more: [click here](#)

Also discover the Apeejay Edge: [click here](#)

Partnership

Dear Partners,

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

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

Editor

[Dr. Mithilesh Kumar Singh](#)

CONTENT

Aspect

Why girls in India are still missing out on the education they need

News

1. Expert stresses need for change in India's education system
2. UGC makes accreditation a must

Analysis/Opinion/Innovative Practice

1. We aim to be leading tech-enabled education services company
2. India can help educate the world, says Indian-American online tutoring pioneer
3. Promote personalised learning in schools
4. Will Increased Spending Improve India's Higher Education Sector?
5. District schools keep out right to education, say experts
6. Education in India: Time for a Bold New Experiment
7. Finding the 'complete' picture in higher education funding

Resources

1. Times Higher Education ranks top-10 institutions in India
2. Why only IISc and IITb ???
3. Indian families spending less on health, education



ASPECT**Why girls in India are still missing out on the education they need**

India is no longer considered a poor country and yet many children do not receive a good education.

Meena (not her real name) didn't tell her parents when the older boys started harassing her on the hour-long walk to school from her home in Madanpur Khadar, south Delhi – grabbing her hand and shouting "kiss me" – because she knew she would get the blame, as if she had somehow encouraged them. She was right: when her family found out, they banned her from going back to school, worried about the effect on their "honour" if she was sexually assaulted. The plan now is to get her married. She is 16.

Gulafsha is luckier: her mother is determined she will become a doctor. But there are 70 pupils in a class at her school, and the teachers often simply don't turn up. The drinking water tanks are so filthy the pupils bring their own water. "I have never gone to a toilet at school in all these years, they are so bad," the 14-year-old says. She doesn't know how, but somehow her mother saves 900 rupees a month to pay for private tuition in three subjects.

Sumen, 35, is battling for her child's future, too. Her nine-year-old son has learning disabilities and she has tried and failed to get him into school every year since he was old enough. Finally, the authorities have agreed he should get some education, but it's only for one day a week. Sumen, a domestic help who never went to school herself, wonders if she should have tried to teach him at home: "But if I haven't studied, how much could I do for him?"

Four years ago, the World Bank upgraded India from a "poor" country to a middle-income one. As commentators were at pains to point out in November, when the UK announced it would end aid to India from 2015, the country has a space programme, 48 billionaires and its own aid budget. Under its Right to Education (RTE) Act, passed in 2009, a free and compulsory education is guaranteed for all children aged between six and 14, and the most recent figures for primary school enrolment stand at an impressive-sounding 98%.

But going to school, as those monitoring progress on the millennium development goal of achieving universal primary education have increasingly realised, is one thing: the quality of the education you get is another. Within government schools pupils face numerous challenges, says Oxfam India's Anjela Taneja. Overcrowded classrooms,

absent teachers and unsanitary conditions are common complaints, and can lead parents to decide it is not worth their child going to school.

A 2010 report by the National Council for Teacher Education estimated that an additional 1.2 million teachers were needed to fulfil the RTE Act requirements, and last year the RTE Forum, a civil society collective of around 10,000 non-governmental organisations (NGOs), found that only 5% of government schools complied with all the basic standards for infrastructure set by the act. Some 40% of primaries had more than 30 students per classroom, and 60% didn't have electricity. The RTE Forum also reported official figures showing that 21% of teachers weren't professionally trained.

Earlier this year, the independent Annual Status of Education Report into rural schools found declining levels of achievement, with more than half of children in standard five – aged around 10 – unable to read a standard two-level text. "If you want to end child labour, you have to fix the education system," Taneja says. "People are aware of what education is and what it is not."

Nor do enrolment figures necessarily reflect who is actually attending school, she says. The number of primary age children not in school in India was put at 2.3 million in 2008, but other estimates suggest it could be as high as 8 million. According to an Indian government report, the primary drop-out rate in 2009 was 25%.

It is girls, and marginalised groups such as the very poor and the disabled, who are often left behind. While girls attend primary school in roughly equal numbers to boys, the gap widens as they get older and more are forced to drop out to help with work at home or get married.

Of the out-of-school children in 2008, 62% were girls; they make up two-thirds of illiterate 15- to 24-year-olds. And two-thirds of those not in school were from those lowest in the caste system, tribal groups and Muslim communities, despite those historically oppressed groups making up only 43% of India's children. Meanwhile, neighbourhood "low-budget" private schools serving low-income families desperate – like Gulafsha's mother – to provide their children with a "quality" education have mushroomed. But they are unregulated, and can lack trained teachers and proper infrastructure, says Taneja.

Madanpur Khadar, a "resettlement colony" begun in 2000 to house families moved on from newly cleared slums, has 145,000 residents. But the number of plots given out for homes is only really enough to accommodate around 60,000 to 70,000 people, explains Alok Thakur of Efrac

(Empowerment for Rehabilitation, Academic & Health), a grassroots organisation working to promote socio-economic development in some of Delhi's poorest areas.

The buildings are made of brick, but 90% of households have no toilets, Thakur says. The sewers running along the edges of the bumpy, often unmade streets are only partially covered. Here and there great piles of glistening, treacle-dark sludge have apparently been dredged out. Animals root through heaps of rotting rubbish, and one large open space has become a shallow lake of foul-smelling filth. Pigs snuffle at the detritus littering its margins.

Kamlesh's hands quiver as she reads her testimony, the microphone bouncing her words off the surrounding buildings. Efraim has organised a "jan sunvai", or public hearing, giving residents the chance to air their grievances about the colony to a panel of experts, and the 35-year-old mother is speaking on education. At the area's three primary schools, the students number 2,176, 1,148 and 1,311, her submission says. They have 33, 14 and 20 teachers respectively. The quality and quantity of teaching is insufficient.

Inside one of the schools, some of the gloomy, bare-walled classrooms have low benches and desks. In others, the little girls sit on the floor, books in their laps. In several, no teacher is present; one man appears to be responsible for three of the small rooms. When the heavy metal gates at the entrance are opened at the end of the school day, an incredible crush of children pours into the squelchy mud of the lane outside.

Back at the hearing, the kind of street harassment suffered by Meena – sometimes referred to as "Eve-teasing" – and its effect on girls' education is another major concern. The brutal gang rape and murder of a Delhi student in December sparked protests across the country calling for changes in cultural attitudes and policing, but young women here say they feel scared by the way some men behave. "We complain to the police and [they] stand where they are and watch the girls being teased," Meenakshi, 18, tells the audience.

A series of measures have been brought in since the December attack aimed at making women safer, but despite these, there has been a spate of attacks on women in Delhi since the beginning of March, including four reported assaults on girls under 18. Only a fraction of such attacks are reported.

The Global Campaign for Education (GCE), a coalition of 26 NGOs and teaching unions, wants all nations to allocate at least 6% of GDP to

education. India has been promising that since 1968, Taneja says, but the figure has never topped 4%, and it is currently 3.7%. It is an issue of political will, rather than a lack of cash, she suggests: education is not a vote-winning issue in a system of frequent elections, where pledges need to be deliverable immediately.

Nor do policymakers have a personal stake: the political classes don't tend to send their children to government schools. "It seems to me we can afford everything else," Taneja notes.

As the 2015 deadline for the millennium goal on primary education looms, the experiences of girls and women such as Meena, Gulafsha and Sumen have a particular resonance. On current trends, a Unesco-commissioned report concluded in October, the goal will be missed "by a large margin".

Progress was initially rapid, but has stalled since 2008, and 61 million children remain out of education. But as thoughts turn to replacement goals, attention is focusing not just on how to reach the remaining children, but on those who are now going to school but simply aren't learning, says Save the Children's Will Paxton, who leads on policy for the GCE UK. "The scale of the issue is pretty enormous," he says. "Not least because if they don't learn anything they disengage and drop out."

Targets to tackle inequality in who gets to go to school, and to push nations to help the most marginalised young people in education, will be another GCE focus. "Our argument is that the existing MDG doesn't really do enough to provide a strong incentive to worry about the hard-to-reach groups," Paxton says.

Meena, who comes from a Dalit family – the caste formerly known as "untouchables" – had imagined herself working for the police, or becoming a teacher. "My parents are looking for a boy for me," she says. "They say I can get married and then I can study. But I know that once I get married, it will become very difficult. My dream will never come true."

Source: 11 March, 2013/ [Guardian](#)

NEWS

Expert stresses need for change in India's education system

There is a need for a drastic change in the education system, according to an educationist.

S. Chandrashekhhar Shetty, former vice-chancellor of Rajiv Gandhi University of Health Sciences said this while delivering the National Science Day lecture organised by Manipal University on Thursday.

He said the Indian education system encourages rote learning. "The examination system for pre-university course which used to be good, is now nothing but factories producing students to appear in entrance exams in various parts of this country," he said.

Students memorise some 5,000 to 10,000 questions and appear for these entrance exams. After the exams are over, they tend to forget 50 per cent of what they memorised. Such a system does not encourage students with a scientific bent of mind and innovative aptitude and research. It is some sort of a factory where quantity is there but the quality of the graduates is really suspect, Shetty said.

Stressing the need for drastic changes at all levels in the education system, he made a reference to education in developed countries where a lot of emphasis is given to science and research.

Innovative Mind Needed

He said teachers need to have an innovative mind. Unless they have that, one cannot expect the students to develop an interest in science and research, he said.

K. Ramanarayan, Vice-Chancellor of Manipal University, spoke on the occasion.

Source: 1 March, 2013/ [The Hindu Business Line](#)

UGC makes accreditation a must

Accreditation has been made mandatory within six months for higher education institutions in the general stream to qualify for grants from the Centre.

The University Grants Commission (UGC) today notified the new regulation that changes the nature of accreditation, which till now was voluntary. The mandatory rule will cover every general-stream institute that has either completed six years or has provided education to two batches of students, whichever is earlier.

According to the Mandatory Assessment and Accreditation of Higher Educational Institutions Regulations, 2012, any institution of higher learning, other than those in technical and medical streams, will have to compulsorily take accreditation from an accrediting agency within six months from now if they fulfil certain conditions.

The notification said no university or college would be eligible for grants from the central government unless accredited. If any unaccredited institution is getting grants, the UGC will issue notices and stop the allocation.

The country now has over 500 universities and about 30,000 general colleges. Till March 31, 2011,

only 161 of 504 universities and 4,371 of 28,000 colleges were accredited by the National Assessment and Accreditation Council (NAAC).

The UGC issued the new regulation under instructions from the Union human resource development ministry, headed by M.M. Pallam Raju.

The ministry had already introduced in Parliament the National Accreditation Regulatory Authority for Higher Educational Institutions Bill which provides for mandatory accreditation for all institutions. However, the bill is hanging fire in Parliament.

The ministry has, of late, decided to implement its reforms agenda through the executive route, sources said.

Raju has also asked the technical education regulator, the All India Council of Technical Education (AICTE), to formulate separate regulations for mandatory accreditation for technical institutions.

The ministry is of the view that mandatory accreditation will ensure quality. The higher education system in India is expanding with huge disparities among the institutions and vast differences in infrastructure facilities exist between public and private institutions.

Against this backdrop, it is appropriate to have a mechanism that will set benchmarks to judge the credentials of an institution, officials said. This will raise the overall quality of higher education, they added.

Accreditation is an international practice for quality assurance. In the US, a federal panel of 18 members — the National Advisory Committee on Institutional Quality and Integrity — is the advisory body to the secretary of education on setting standards of accreditation, recognition of specific accrediting agencies and the certification process of higher educational institutions.

In India, the concept of mandatory accreditation stems from recommendations of two higher education panels. The National Knowledge Commission, headed by Sam Pitroda, had in 2007-08 recommended the establishment of an independent regulatory authority for higher education with multiple accreditation agencies to assess quality and provide department-wise rating in addition to institutional ratings.

In 2009, another committee under Yashpal suggested that a national commission for higher education and research be set up. The proposed commission was supposed to create norms and procedures for accreditation of universities and institutions of higher learning.

Source: 5 March, 2013/ [Telegraph India](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE

We aim to be leading tech-enabled education services company

With British publishing and education conglomerate Pearson Plc completing the acquisition of TutorVista, it has appointed Srikanth B Iyer as the new chief executive officer. This consolidation and investment seem to show Pearson's keenness in the Indian education market. The company says this move forms part of a wider strategy of building significant education services businesses in fast-growing emerging markets. Iyer tells Praveen Bose how Pearson aims to establish itself.

What will be the immediate focus of Pearson after completion of the acquisition of TutorVista?

Our immediate focus after completion of the acquisition process would be to consolidate our investments and ensure their growth by investing more in our core areas of direct delivery and educational products and services. We have been working towards creating customised technological innovations in the areas of school management services, online tutoring, ICT (information and communication technology) solutions, technology-aided coaching classes and test preparation services. We aim to establish ourselves as the leading technology-enabled education services company in India, offering global standards of learning to Indian students at affordable prices.

You will not have the guidance of a reputed entrepreneur like K Ganesh, who has built up the business over the past many years. How do you plan to fill the vacuum?

I have worked very closely with Meena and Krishnan Ganesh for the past six years and it is indeed very difficult to find a replacement for entrepreneurs like them. They were excellent leaders with incredible vision and their presence will definitely be missed.

I believe our business has traversed three phases in the past 13 years. The first phase was conceived when I co-founded Edurite Technologies, an e-learning company which provided content to students through CD-ROMs. The company went on to enjoy high institutional sales in India and abroad, and branched out to the retail and tutorial segments.

The second phase of our journey began when Edurite was acquired by the global online tutoring company, TutorVista. TutorVista's phenomenal growth story, expansion into various segments of the educational space and subsequent acquisition by Pearson was a propitious sign of our future. We are entering the third phase of the business now as

we align ourselves with the global Pearson goals and strategies and focus on achieving aligned objectives rather than entrepreneurial objectives. Being an information technology entrepreneur for the past 20 years, I have been at the helm of all these phases and the inspiring success story of our business. We are further aided by the fantastic leadership we have at Pearson International and the guidance and support of their senior management.

What are the expansion plans in India through TutorVista?

The focus areas for Pearson in India will be, direct delivery and offering a suite of products and services. We currently manage and run 35 schools across India and plan to grow this at a rapid pace. We also are a dominant player in the business of offering technology-enabled products and services to schools and will continue to be active in this segment.

As part of your India focus, will you partner more government schools and agencies to expand your base in the country?

In India, the government is the largest spender on education. We would definitely see a lot of benefit in government schools using our regional language multimedia content and related services. So we will be very keen to ensure that our products especially in regional mediums of instruction reach as many government schools as possible.

Are you planning to diversify into online certification, professional coaching and other e-learning models?

Pearson worldwide is a leader in online certification and assessment and I would be very keen on bringing these best practices and services to India.

As the education sector in the country is growing at a rapid pace, will you be looking more at inorganic route to growth?

Pearson is very clear about the potential of the Indian education system. But it will be premature to comment on anything related to inorganic growth.

Will the TutorVista brand be retained?

TutorVista has achieved significant popularity in the US markets, which we definitely want to capitalise on. So yes, it will be retained.

Source: 2 March, 2013/ [Business-Standard](#)

India can help educate the world, says Indian-American online tutoring pioneer

An Indian-American pioneer in online tutoring believes that with its best talent and technology India can create educational material for the rest of the world, raising standards and creating jobs.

Harry Aurora, CEO of iTutor Inc, will present his ideas on the future of online education at a panel discussion Sunday on 'Developing India's Silicon Valley' at the Harvard India Conference presented by the Harvard Business School and Harvard Kennedy School in Boston.

Professor Sunil Gupta, Professor of Business Administration and Head of the Marketing Department, Harvard Business School will moderate the panel discussion at the March 9-10 conference on the theme of 'India vs India: Local Strength or Global Growth'.

"India can boast the best talent and technology and can create educational material for the rest of the world, raising standards and creating jobs," said New York based Aurora said.

"A prestigious platform like Harvard will spread the news all over and create awareness about the importance of improving academics of every individual," he said.

India-born Aurora last month merged the ETutor Inc that he founded with iTutor Inc, thus combining iTutor's decade of online tutoring experience with the premier online interactive whiteboard technology of TheETutor.com.

"The new iTutor.com will shape history and play a pivotal role in the future framework of distance learning," he said.

"With the right tools and experience iTutor.com will help students from anywhere in the world increase their grades, test scores, and spring them into the next phase of the educational experience, all while preparing them for the job market of the future," Aurora said.

At the new iTutor.com, students can sign-up for free using the 'join now' form on the company's homepage. After which students are immersed in an online resource library that provides complete academic support in all subjects taught in a traditional K-12 classroom.

From the students' user interface they have the ability to schedule live tutoring sessions with certified and highly experienced educators and or playback their pre-recorded tutoring sessions for continued support.

Source: 9 March, 2013/ [Times of India](#)

Promote personalised learning in schools

Focus should be on the development of different skills that foster creativity and enable students to come up with unique solutions to problems

WHAT do Leon Uris, Richard Branson, Bill Gates, Sean Connery, Russell Crowe, Ronald Reagan and

Wright Brothers have in common? The answer — they all have been high school dropouts. Clearly, there is something wrong with the traditional schooling system if it couldn't sustain the interest of people who rose in life to become prominent writers, entrepreneurs, politicians, actors and inventors. While this is not an argument for abolishing schools, it does show that the way education has been imparted to children until now needs a drastic relook, especially in our country.

The Indian education sector is currently booming, with new schools opening every other day. However, the problem is that most of them are offering even more of the same — the same old teaching methods and the same old way of working with the same old results. There has hardly been any change in the way students have been taught in the last 100 years. The schooling system has become fossilised. As a result, the children remain disengaged from the learning process and schooling fails to inspire or motivate them.

In the era of information technology, there is a flood of new knowledge that children have to imbibe. In fact, we humans now create about four terabytes of new information in one single year, which is more than that created in the previous 5,000 years of human history! Simultaneously, the world is shrinking and becoming smaller. International barriers are coming down. The global economy is getting closely integrated. Our universe has become more dynamic and diverse, with a fast-growing economic, social and cultural work space. All this poses a big challenge to the traditional educational system to keep pace with the times.

Though many schools have responded to the rapidly evolving environment by introducing latest technology, such as computers and the Internet, others have invested in trendy architecture. A few have adopted international curricula and declared themselves innovative and unique. But these are all superficial elements. What is most critical in the educational field is innovation in the methodology of teaching and learning. This is the anvil on which the new generation would be forged to face the challenges of the future.

There is indeed a dire need to innovate because traditional methods are no longer sufficient to cope with the complexities of the modern world. An obsession with academic grades to the exclusion of everything else makes education lopsided. It may not produce students with a well-rounded personality and thus may not result in the development of individual skills. There are schools that have become simply too big to establish an effective relationship with students. On the other hand, the schooling system in many countries has

come up with more efficient and effective methods of learning. In India, schools in metro cities are doing everything possible to upgrade the teaching techniques by providing better infrastructure, teaching trainings, digital equipments, etc. This could eventually make the final products more aware, ready for global challenges but may not realise their interest areas and their actual potential.

The gap which requires to be filled is probably a pattern which focuses on individual development at a customised pace that could help in self-actualisation. Education, especially in the primary segment, should be more learning-oriented built upon innovative solutions to ensure personalised, connected and active learning among students.

Staff morale in the teaching profession is paramount. Teachers will be able to give their best to students only if they take pride in what they are doing. They have to constantly evaluate if the teaching techniques are working rather than treating them as default. For example, some good questions to ask are: Is homework over-rated? Will it be better to reduce it and emphasise on more problem-solving projects in the class where the teacher would be available to assist students? Should the subjects be divided into step courses and themes? How can schools leverage digital technology? Should lessons be available online? How to turn teachers into learners, too, so that they stay abreast of the latest developments in their field? How to make education as personalised as possible for students? How to ensure continuous personal development of the child?

India requires a new "glocal" approach to education that prepares students to become world citizens. The best educational practices from around the globe have to be integrated and given a local flavour. This would help bring about systemic changes in the way children are taught. Also, the national standards of schooling need drastic improvement. Much thought has to go into the ideal size of a class, how long each lesson should be, how to make the curriculum more exciting and how to nurture the individual passions of each child.

The way ahead lies through personalisation of learning in schools, not through imparting education in an assembly line fashion with the assumption that the same size would fit all. The focus has to be on the development of different skills that foster creativity and enable students to come up with unique solutions to problems and meet workplace challenges on growing up. This is possible only in an environment that encourages learning and exploration, and acknowledges that

each child is unique with a mind that has the capacity to achieve great things.

Source: 12 March, 2013/ [The Tribune](#)

Will Increased Spending Improve India's Higher Education Sector?

Will a substantially increase in higher education spending revive India's higher education sector?

The 1980s and the 1990s qualify as the lost decades in India's higher education. The central government not only neglected higher education in terms of funding but nudged it on a path of decline. Since the 2000s, however, the government has devoted greater attention to the much-needed expansion of the higher education sector and improving its quality. Higher education spending increased substantially during the 11th Five Year Plan (2007-2012) and this has continued for the 12th Plan (2012-2017).

This year, even though the country is in the middle of an economic slowdown, the 2013-2014 budget increased spending by 17 percent in higher education and by 20 percent in science and technology, as well as setting aside generous sums for innovations that benefit common people.

Even for the humanities and social sciences, which were literally buried for an even longer period, there have been positive developments. For example, the Indian Council for Social Science Research (ICSSR) is inviting research proposals for grants in the range of US\$30,000-150,000 under the 12th Five Year Plan.

Other than substantially increase spending on higher education, the government has over the past few months unveiled a series of new initiatives and reforms. Under the framework of the Rashtriya Uchchar Shiksha Abhiyan (National Higher Education Campaign - RUSA), the government plans to change the process by which it funds state universities. Unlike the past, new guidelines will require state governments to fulfill specific prerequisites which are designed to reward well-performing institutions.

The National Assessment and Accreditation Council (NAAC), an autonomous body responsible for grading higher education institutions, has been given more teeth. The central government has decided to make accreditation mandatory from February 2013 and only those institutions which receive at least a B grade will be permitted to avail funds under the "Colleges with Potential Excellence" scheme. Interestingly, a legislation to approve the National Accreditation Regulatory Authority for

Higher Educational Institutions Bill has languished in parliament since 2010.

The larger goal of these measures is to revive higher education in the country and improve its overall quality. According to a study conducted by the NAAC in 2010, over 90 percent of colleges and 62 percent of universities were average or below average.

The bigger question of course is: Will these initiatives work? How effective will they be in improving the overall quality of higher education, especially at the state level? Can the government succeed in pushing the higher education sector in a direction that will allow it to overcome what some critics label as “a culture of mediocrity”?

A majority of India’s students are registered with universities and colleges run by state governments. Given the country’s federal system, the national government has limited control over these institutions. Most states give little priority to education at any level. Not surprisingly, the quality of education at state colleges and universities tends to be poor. Neither do these institutions have the feel of educational institutions in terms of basic infrastructure. A visit to most of them only confirms the worst – spider webs in classrooms, broken furniture, empty laboratories, and stinking toilets.

The revival of higher education in India will depend as much on the content and direction of new reform initiatives as on the ability and willingness of state governments to implement them. Further, the exigencies of coalition politics – with no political party being able to secure a majority at the national level for more than a decade – have meant that the central government is unwilling to push the buttons in states where its coalition allies are in power. It is also pertinent to point out that more than a dozen higher education bills are pending in parliament for at least a couple of years.

Given the widely-acknowledged importance of higher education to a nation’s prosperity and future prospects, there is surprisingly little academic research on India’s higher education. While there are several edited volumes, multiple thick and thin policy reports and scores of journal articles and op-eds, I have come across only a handful of full-length studies, many of them dating to India’s pre-liberalization era. Developments in the higher education sector since 1991 (or even the earlier period) have not received the kind of serious academic attention that it deserves.

At a time when the Indian government is seeking to reform, revive, build, and re-build higher

education institutions, it is curious that so little academic attention has gone into a proper understanding of why a majority of India’s institutions are sites of mediocrity in the first place. Do policy-makers really know all that they need to know in order to not make the same mistakes again so that they could be least bothered? Do they have access to sufficient number of studies on why India’s higher education institutions have failed at teaching and/or research or are the answers far too obvious?

At least some of the problems in India’s higher education have to do with the under-funding of the sector. However, spending more money alone will not bring about anything more than moderate gains. Higher education experts like Pawan Agarwal, Adviser (Education), Planning Commission, who has also written extensively on the subject, recognize that higher spending can hardly be a magic pill.

Other than the need to spend in competing priority areas, given that corruption in higher education is as pervasive as in other areas, there are predictable widespread doubts over how much money will actually be used to fix classrooms, laboratories or toilets, whether new faculty and staff will be hired on the basis of merit and whether libraries will actually buy books or subscribe to journals.

In a broad sense, there appears to be a consensus – among journalists, educationists, public policy experts, and lay people – that politics is the cause of the degraded state of higher education. Surprisingly, however, there is very little comprehensive in-depth research on how politics and/or other factors have contributed to the dismal state of higher education. For example, even Pawan Agarwal’s Indian Higher Education: Envisioning the Future, while an excellent handbook with a wealth of information and competent analyses of a variety of issues, sidesteps any substantial discussion on the political challenges in reforming India’s higher education.

The roots of higher education failures are as much political and administrative as financial in nature. While much is made of financial and administrative problems, the political causes – though perhaps well-understood by those in the know – tend to be ignored. The political causes are rooted in India’s federal system and in the nature of competing political parties. They have to do with the changing role of the state and the market in the economy and across a variety of social sectors (including health and education). At the same time, Indians value education greatly so it is curious why it has not become an issue for political parties to take up as a priority in order to reap electoral benefits. These are

all themes which one hopes will be taken up by some of the recipients of ICSSR research projects.

Meanwhile, the gaps in the scholarship on India's higher education is somewhat compensated by incisive and fairly detailed commentaries by academics and public intellectuals – Philip Altbach, Andre Beteille, Devesh Kapur, N. Jayaram, Pratap Bhanu Mehta and others – who have not been hesitant in emphasizing the primacy of political factors in their critiques of higher education in India. Their writings are indispensable to an understanding of the rights and wrongs in India's higher education sector today.

Many of the ongoing and planned higher education reforms are steps in the right direction. While not all of them are well-conceived or planned, there are still some signs of hope. However, the outcome of these reforms will remain uncertain unless the government is able to overcome the political obstacles that it faces.

Source: 13 March, 2013/ [Asian Scientist](#)

District schools keep out right to education, say experts

Parents recount harrowing experience faced in schools at RTE meet

Two schoolteachers in Ramakunja, Puttur, told a teenaged student to write answers to a question 1,321 times as "punishment". After that, the student stopped watching TV and playing, claimed Bhanuchandra Krishnapura, parent of the student. There was no response to the complaint he filed against the two teachers. He said that physical punishment was in some sense "ok" but mental torturing by meting out such punishments was worse.

He was speaking of the rights of a child in school at a public discourse on the Right to Education (RTE) Act, organised by the South India Cell for Human Rights Education and Monitoring (SICHREM), PADI, a non-governmental organisation, Dakshina Kannada Human Rights Education and Protection Committee, and Child Labour Protection Committee, Karnataka, in the city on Tuesday.

Other parents and block education officers (BEOs) spoke of how children's rights were being flouted in the district. One parent described how students in a private school in the district were asked to pay Rs.150 each for breaking a bulb. After paying the amount, each child was asked to lift his hands and ask for forgiveness for breaking the bulb. One student, who happened to be Dalit, said he would not ask for pardon because he had not broken any bulb and had, anyway, paid for the bulb. He was

abused and called out by his caste name. After that, the student never returned to school, he alleged.

A BEO from Pallipady, Bantwal, said that a school had displayed a board claiming it was English medium when it was not so. He said all the students went there despite English classes and other measures taken by the government school to attract and retain students. The latter school's strength has reduced from 350 to 75, he alleged.

Alwyn D'Souza, parent of a child with autism, said that he had a harrowing time while admitting his son into a school. The student was labelled by teachers and not allowed to write exams accompanied by his mother, he alleged.

SDMCs are not aware of RTE and children of migrant workers studying in Dakshina Kannada schools go on leave and never return and the government does not track them, said two other speakers.

Source: 13 March, 2013/ [The Hindu](#)

Education in India: Time for a Bold New Experiment

Public and private schools are failing to give children in India a good education—we need an alternative approach.

It rained hard last night in Delhi, and the narrow street in one of the city's slum colonies—home to no less than four private schools—is ankle deep in mud. In one school at the far end of the street, I am helping nine-year-old Divesh Patel with his English class. The classroom is small and dingy—I count more than forty children crammed together on scruffy wooden benches. His young teacher is blessed with a cheery spirit that sparkles in contrast to her surroundings, but she has no teaching qualifications and a limited grasp of English.

Divesh comes from a poor family and wants to do well in English; he dreams of becoming an engineer. His father earns just 4,500 rupees (about \$83) a month working as a cook in an affluent household in Delhi. Yet the Patels choose to spend more than a quarter of their income on private education for Divesh and his brother. They hope this education will give their sons opportunities and prosperity that their parents could only dream of. But will this school really give Divesh a route out of poverty?

Voting with their feet: the growth of the private sector

Progress in the education system in India could be regarded as miraculous. The number of children enrolled in primary school rose from 19 million in 1950 to 131 million in 2005. Unfortunately that miracle fades on learning that Indian students

ranked 72 of 73 countries surveyed by the Organization for Economic Co-operation and Development (OECD). The quality of public schools in India has led parents to vote with their feet; believing that the state has failed, they are turning in their millions to private education.

Data presented in the Sarva Shiksha Abhiyan joint review in 2013 showed that government school enrollment has decreased by 2.5 percent since 2007, while private school enrollment has increased by more than 50 percent. Even though the perceived superior quality of fee-paying schools is not conclusively evidenced—particularly when socio-economic variables are controlled—parents continue to pay. In fact, 40 percent of Indian families make some use of private education, believing that it is a quick route to prosperity—a heartbreaking trend when you consider that a high proportion of very meager incomes spent on schooling may not deliver better learning. Divesh's parents are making big sacrifices to pay for his education, but the value of their investment is highly questionable.

The kindling of a bold new experiment

What Divesh's parents do not know is that a clause now exists in Indian education policy that entitles them to free private education. The Right to Education Clause 12 has made it compulsory for every fee-paying school in India to admit at least 25 percent of its pupils from poor and low-income families, with the state government reimbursing schools for the fee. Clause 12 is a controversial policy. Some observers call it an open acknowledgement that the public system has failed and that the challenge of providing quality education is too great for the state to tackle alone. More fundamentally, Clause 12 begs the question: is this a well-intentioned experiment or a flawed policy that could enroll millions of children in low-quality, fee-paying schools?

Clause 12 alone is unlikely to solve the education crisis. Until transparent data that demonstrates the quality of provision by private schools is available, and as long as the perception that private schools are better continues, children could move from high-performing government schools into low-performing private schools.

But Clause 12 could also signal a first step towards a bold new experiment: a middle ground that merges the best of public and private education. Elsewhere in the world, schools that are privately managed, but state-financed and quality-assured, have shown promise. They enjoy greater scope for bottom-up innovation, and have autonomy over teacher hiring and management. In other words,

they have freedom to experiment with initiatives to improve teacher performance and children's learning outcomes.

We should be cautious of the notion that this is India's panacea: the challenges are great, and the tale of privately-managed education is mixed. But evidence, including from ARK's own experience in the UK, is encouraging. The greater autonomy and improved efficiencies arising from privately delivered models, when paired with rigorous quality assurance and accountability measures, can deliver better learning outcomes more cost-effectively than the top-down state system. Such an arrangement in India, offered to exceptional operators, could be a powerful vehicle for change.

Back in that dingy school in Delhi, the teacher tells the class to repeat words back to her: Tiger! Elephant! Goat! They chant. Her energy may be encouraging, but her pupils have yet to master basic literacy and numeracy. It is heart-wrenching that Divesh's parents are paying so much for so little.

India's children are India's future. Something needs to change, and this experiment could help Divesh achieve his dream of becoming an engineer. The status quo is failing India's children. Now is the time to be bold.

Source: 13 March, 2013/ [SSI Review](#)

Finding the 'complete' picture in higher education funding

Ohio is taking bold steps to re-engineer the state's public higher education funding model and reignite the historical mission of higher education to ensure its commitment to the public trust.

Through the centuries, completion always has been the key to the promise of higher education. More recently, it also has been the center of a national debate about the future direction of public higher education funding. Today, the state of Ohio is at the helm of this important conversation, thanks to the work of the Ohio Higher Education Funding Commission – whose leadership is providing sound solutions and, potentially, a new national direction for higher education funding. Comprised of presidents of public universities and community colleges across the state of Ohio, the commission was charged with developing a funding formula that ties state funds to measurable outcomes. While many colleges and universities around the nation focused their efforts on performance, the Ohio Higher Education Funding Commission chose degree completion as its central metric – with dollars being awarded on the basis of degrees completed, rather than headcount. If implemented, the resulting

completion-based funding model could revolutionize the way higher education does business.

Strong graduation rates bolster the state of Ohio in a number of ways. For students, degree completion ensures preparedness in an increasingly competitive and interconnected world. For state businesses, the creation of a highly-trained work force fuels Ohio's ongoing economic recovery.

And if the new funding model is approved by the General Assembly and signed into law, Ohio's public institutions of higher education will soon have financial incentives to promote degree completion. In short, the proposed funding formula aligns the interests of public universities and community colleges with the interests of students and employers.

While this market-responsive funding formula holds financial uncertainty for colleges and universities, it was voted for unanimously by the presidents of all public universities and community colleges in Ohio. By giving clear priority to student success, it demonstrates our collective commitment to students — their complete educational experience and their future success.

Student success is indeed the cornerstone upon which Ohio's public higher education system has been built, and we believe the new funding formula will strengthen that commitment.

As attention turns from head counts to degree completion, each public university and community college will be motivated to capitalize on its own strengths to the benefit of future graduates. And through the renewal of the state economy, students may choose to live and work in Ohio far beyond their college years.

Collectively, academia and state government are taking bold measures to address Ohio's outdated funding formula for public higher education. These historic measures represent a shift in the way Ohio views higher education. It also affirms the unwavering allegiance of state universities and community colleges to the citizens and students of Ohio. It is my fervent hope that creating a culture of completion in Ohio will lead to more competitive colleges and universities and, in turn, a more competitive state.

Source: 14 March, 2013/ [Chilli Cothe Gazetteill](#)

RESOURCE

Times Higher Education ranks top-10 institutions in India

In its latest World Reputation Rankings for 2013, Times Higher Education magazine, (THE) UK, for

the first time, has released an India top-10 list. According to THE India Reputation Rankings, Indian Institute of Science (IISc), Bangalore, is in the first position, followed by IIT Bombay, All India Institute of Medical Sciences (AIIMS), IIT Kanpur and IIT Delhi respectively. The University of Delhi takes the sixth place — the first full-fledged university on the list.

The reputation rankings, a spin-off of the annual THE World University Rankings, are based on subjective, but expert judgement of senior, published academics.

As to why an India-specific ranking, Phil Baty, editor, THE Rankings, in an exclusive interview to The Times of India, says that the world of higher education is interested in the country's development, and its huge potential, and there is a strong demand from within India for data, which helps people to map the rapidly changing higher education landscape. IIT Madras (7), IIT Kharagpur (8), Aligarh Muslim University (9) and University of Hyderabad (10) are the other names, which feature in the list.

However, globally, not a single Indian institution has made it to the top 100 of the 'World Reputation Rankings 2013.' While Harvard University tops the list, it is followed by Massachusetts Institute of Technology (MIT), University of Cambridge, University of Oxford, University of California, Berkeley and Stanford University.

THE revealed that if the rankings were to list more than top-100, IISc Bangalore would be 130th, IIT Bombay in the 192nd place, with all other Indian institutions falling outside the global top-200.

How is India faring vis-a-vis the global education market? Baty points out that India needs to improve research capacity in universities, with better co-ordination of university research and industrial research, besides addressing the issue of low spending per student.

For the full rankings, visit

www.timeshighereducation.co.uk/world-university-rankings

Source: 5 March, 2013/ [Times of India](#)

Why only IISc and IITb ???

The 'Times Higher Education' World Reputation Rankings listed the world's top 100 universities based on their academic prestige. The 2013 edition, published on 4th March 2013, is based on the results of a wide survey. But unfortunately of the so-called "BRIC" countries with rapidly expanding economies (Brazil, Russia, India and China), India is

the only nation lacking a single representative in the overall world top 100.

Though the ranking is very bad for India and a larger group of academicians believe that this is really a matter of concern and we need to improve in the areas like research and innovation to earn a place in top league. Other groups of people are of the view we should not bother about ranking systems.

Rank	Top institution
1.	Indian Institute of Science, Bangalore (IISc)
2.	Indian Institute of Technology Bombay (IIT Bombay; IITB)
3.	All India Institute of Medical Sciences (AIIMS)
4.	Indian Institute of Technology Kanpur (IIT Kanpur; IITK)
5.	Indian Institute of Technology Delhi (IIT Delhi; IITD)
6.	University of Delhi (DU)
7.	Indian Institute of Technology Madras (IIT Madras)
8.	Indian Institute of Technology Kharagpur (IIT Kharagpur; IIT KGP)
9.	Allgarh Muslim University (AMU)
10.	University of Hyderabad (UoH)

But in a little relief Times Higher Education revealed that if the THE World Reputation Rankings were to list more than just the top 100, India's top-ranked institution, IISc Bangalore, would be 130th. IIT Bombay would sit in 192nd place, but all other Indian institutions would fall outside a global top 200.

It is not first incident when our so called institutes of higher studies are out of the game. In 2012 Global Employability Survey, released exclusively in the International Herald Tribune, characterized the ideal young candidate on the basis of skills, personal qualities and the schools they attended. The only Indian institute in the list both in 2011 and 2012, the Indian Institute of Science in Bangalore, was at 35th Rank. This survey was conducted by a French Human Resource Consultancy based in Paris. All our other colleges were missing from the list.

According to the 'Times Higher Education' officials "But outside IISc Bangalore and IIT Bombay, India's higher education institutions seem to be a long way off in terms of global prestige."

Now the question arises, where should we strike to get our Institutes listed in these rankings. With number of education bills stuck in Parliament, unions and people with vested interest block reforms in the country. We need to re-define the needs of students and teachers.

Affirmative as it is, the present system through which these rankings are done are most suited to the western countries and US. They give 25 per cent weight-age to noble laureates and 75 per cent to research while we focus on employability. But is

it going to solve our problem. I think we need first rate tangible assets like buildings, books, facilities, etc; In terms of human resources we need great teachers, students, administrative staff, and University culture. The culture of a university should be a culture of truth seeking, precision and discipline.

If we have to reach the international standards and go in the top 100 universities, we should not do what we are doing now. We only debate and discuss, make policies on education. We keep reminding ourselves on importance and significance of access to education, equity in education, quality and equality in education, as well as its relevance in life. Fortunately, we have made good policies but we failed in their implementation. It is also important to remember that our education system is different, the western universities and other countries are investing in education since long. We started it only few decades back. And therefore there is educationally huge gap between Indian and western universities.

According to experts, primary reasons for under-performance of Indian institutions are lack of funding, lack of research, insufficient number of teachers. While somewhere there is lack of consensus on these rankings and their credibility but there is agreement that Indian Universities as well as the policy makers need to look beyond just giving degrees and have to focus on the research and innovation to get entry ticket for the top rank universities. The Government of India also needs to bring a change in its outlook towards the education system and should invest money in state universities as they are the ones catering to the larger group of population.

Source: 7 March, 2013/ [Simply decoded](#)

Indian families spending less on health, education

Indian households are allocating less of their spending to education and healthcare and more to travel and eating out than they did in the past, the latest GDP data reveals. Expenses towards education and medical care have, in fact, been declining since 2008-09, according to the data, along with a decline in spending on food.

Expenditure towards medical care and health services has declined from 3.9% of the total private consumption expenditure in 2010-11 to 3.7% in 2011-12. In 2004-05, the sector constituted 5% of total expenditure.

Similarly, educational expense has remained constant in 2011-12 and 2010-11 at 1.3%, down from 1.4% in 2009-10. In 2004-05, expenses

towards education stood at 1.7% of total consumption expenditure. In food, the percentage expenditure fell from 30.1% in 2010-11 to 29% in 2011-12. Sectors such as clothing and footwear showed a decline in overall consumption expenditure for the first time in a decade.

Private consumption expenditure in sectors such as transport and communication, [hotels](#) and restaurants, however, have registered an increase. Contribution of hotels and restaurants towards overall consumption expenses increased from 2.3% in 2010-11 to 2.6% in 2011-12. Expenditure towards purchase of transport services too increased from 8.1% to 8.3% in 2011-12.

For most experts, a decline in spending towards these sectors has come as a surprise, even as a fall in spending towards food was expected. "It is a puzzle. Expenses towards health and education tends to go up, although not as fast as in sectors such as durables," said Pronab Sen, chairman of [the National](#) Statistical Commission.

While there has been a significant increase in public sector education schemes such as the Sarva Shiksha Abhiyan, this should not have been a reason for a decline in expenses towards private education, he added.

Increased spending towards discretionary items is another factor which has led to a consequential decline in the proportion spent towards necessities, analysts said. While overall consumer expenses have increased, the rise in expense towards education and health sectors has not been parallel.

"Both of these (education and health) should have gone up. It is very odd. But the overarching trend has been that spending towards necessities is going down. People are able to exercise more choice now," said D K Joshi, chief economist at [Crisil](#).

Analysts said expenses towards education and medical care and health services as a percentage of the total consumption expenditure will only continue to decline. "In health, in rural areas and tier I and tier II towns, a lot of cases are not reported and a large part of the sector is unorganized. Spending in education too is unlikely to grow faster than overall expenses. Despite a rise in cost of education, only a small section of the people are shifting from moderate level to high level of education," said Madan Sabnavis, chief economist, CARE ratings.

Source: 9 March, 2013/ [Times of India](#)

Disclaimer:

Data included in this newsletter is only for educational purpose and wider dissemination. All liabilities and rights belong to respective writers & authors.

Contribute

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



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

Please email your contributions to aserf@apeejay.edu

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



Apeejay Stya Education Research Foundation

Apeejay Stya House
14 Commercial Complex, Masjid Moth, Greater Kailash, Part - II
New Delhi 110048
Tel. No. (91 – 11) 29228296 / 97 / 98 **Email: aserf@apeejay.edu**
Fax No. (91 – 11) 29223326 **Website: <http://aserf.org.in>**

