



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

India needs to redefine education strategy

News

1. Hyderabad-based Indian School of Business to host global business conference
2. Gems Education to open 50 schools in India in 5yrs
3. India to set up educational institutions in Africa
4. Big boost to school, college education
5. Philanthropy in higher education must'
6. First private accreditation body for varsities set up
7. Vocational skill certification mechanism to roll out soon
8. Partnering event for educational institutions in India

Analysis/Opinion/Innovative Practice

1. Educated youth will push economic growth
2. Marxism in Education – The Infiltration of Our School Systems by the Common Core Standards
3. Public-private sector partnership essential in education
4. India needs to redefine education strategy
5. Economic architecture for higher education
6. A 360 degree education
7. Quality of school education needs a serious relook
8. Students 'need more say in running universities'
9. The Indian School of Design and Innovation (ISDI) will provide a new educational model
10. Undergraduates 'should be taught entrepreneurship'
11. Act now for social inclusion in higher education
12. Roadmap for technical education
13. Shattering Education Myths
14. What Are You Doing to Fix India's Broken Education System?
15. UGC should be realistic in tie-ups

Resources

1. Manifesto for Change' for women in higher education
2. Unaided institutes constitute 92% of technical education
3. Women and Girls Still Missing from Career and Technical Education in High Paying Fields, Some States Showing Progress
4. Guide to financing your education

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ASPECT

India needs to redefine education strategy

The time has come to "redefine" the way education is imparted in India as it is "simply unacceptable" that no Indian university finds a place amongst top global institutions, President Pranab Mukherjee said today.

Addressing the 90th Convocation of Delhi University, Mukherjee also stressed on the need for enhancing enrolments and improvising modules that can enable better learning and bringing higher education closer to remote corners of the country to remove imbalances.

"The education sector is today confronted by problems relating to both quantity and quality...If we are to redefine the way education is imparted by our educational institutions, the time is now," Mukherjee said.

According to an international ranking of universities, he said, no Indian varsity finds a place amongst the global top 200.

"This you would agree, is simply unacceptable. We must develop our universities into global leaders, and for that, the best practices in other countries should be carefully studied and adopted with necessary changes to suit our conditions," he said.

There is now at least one Central University in every state but the question that one should ask is whether we are satisfied with the progress that we are making in the educational sector.

"An honest answer would reveal that we have miles and miles to go before we can say that we have arrived," he said.

Noting that the education sector is confronted by problems relating to both quantity and quality, he said it is "disheartening" that many places in the country do not have a higher educational institution that are within the practical reach of aspiring students.

On the brain-drain issue, Mukherjee was of the view that our systems were not "conducive to retaining talents", and hence, lose many of them to organisations within and outside the country.

In the convocation, 400 students were awarded doctoral, 6,500 post graduate and 65,000 graduate degrees.

Mukherjee said there should be a "system of incentivisation" to discourage outflow of intellectual capital and at the same time encourage Indian scholars working abroad to return to the country for determined periods of time.

"Such a policy could yield higher results in the form of transmission of ideas and new methods of teaching and research," he said.

Touching upon shortage of faculty and low standards of instruction, which is at the "core of our concerns", he said close to 51 per cent of posts of professor are lying vacant in Central universities.

While urgent steps are to be taken to fill the vacancies, he said new ways of employing technology-based learning and collaborative information and communication sharing should also be evolved.

Mukherjee suggested that lectures by eminent professors could be transmitted to educational institutions situated away from the main towns and cities. Refresher courses for teachers conducted by academic staff colleges can also be similarly transmitted.

Flagging concerns on enrolment issue, he said India has the second largest higher education system in the world but the gross enrolment in the country in 2010 was only about 19 per cent, which is much below the world average of 29 per cent.

"Adding to the woes is the low enrolment rate of the disadvantaged sections which is much below the national average...We must remove the imbalances in the reach of higher education across states, regions and sections of society," he said.

The president said Open and Distance Learning can aid in enhancing the reach of higher education and enrolment in such programmes has increased from 27 lakh to 42 lakh during the 11th Plan period.

"The time is now ripe to deploy innovative technologies for greater coverage and for improvising modules that can enable better learning," he said.

Mukherjee said "inclusivity" in higher education should be based on "affordability" as well and various student aid programmes such as scholarships, education loans and self-help schemes should be appropriately structured into the academic system.

Noting that innovation holds the key to future progress, he said the thrust on research and innovation in our higher educational institutions is lacking.

"Out of the 260 lakh students who were enrolled at the under graduate level and above in 2011-12, only one lakh or 0.4 per cent had registered for PhD. Therefore, innovation has to be aggressively promoted by our institutes of higher learning, apart from research and development centres.

"We must set up industry incubation parks, increase the number of research fellowships, promote inter-

disciplinary research through inter-university and intra-university collaboration, and adequately empower our centres of excellence," he said.

Quoting Nelson Mandela's remarks that education is the most powerful weapon which you can use to change the world, he said he was delighted to learn about the initiative of the Delhi University to use the challenges faced by the country as a core theme in creating new syllabi.

Source: 19 March, 2013/ [Economic Times](#)

NEWS

Hyderabad-based Indian School of Business to host global business conference

Students from the world's top business schools will share best management practices and discuss a host of other issues at a five-day conference scheduled to be held here from March 19.

City-based Indian School of Business (ISB) will host 30th edition of the Graduate Business Conference (GBC), a global network of current and former students from the world's top management programmes.

Ajit Rangnekar, dean of ISB, said Union minister of state for human resource development Shashi Tharoor and chief operating officer of Unilever, Harish Manwani, will be among the speakers at the five-day event.

Global B-schools such as Carnegie Mellon University, Georgia Institute of Technology and Chinese University of Hong Kong, besides ISB, are the host institutes.

The conference's goal is to bring together students from the world's top business schools to share best practices, discuss solutions to common issues, engage in leadership development activities and promote a strong network among the participating MBA students, while enriching their educational experience, Rangnekar said.

He said the theme for this year is "leadership for a new age' and top B-schools from over 30 countries are expected to participate in the event.

Source: 16 March, 2013/ [Times of India](#)

Gems Education to open 50 schools in India in 5yrs

Betting big on the private education market in India, city-based Gems Education plans to start 50 schools over the next five years, and is setting up an exclusive education fund for the country.

"India is a very important market for us. We have plans to launch about 50 schools over the next five years," Gems Education Group Chief Operating

Officer and board member Dino Varkey, who hails from Kerala, told PTI at the Global Education and Skills Forum here.

The three-day conference on education started here on Friday and is being attended by around 500 delegates from 50 countries.

Most of the planned schools are expected to come up in small cities and towns and will be managed and operated by Gems Education, Varkey said, adding, "We are re-invigorating our strategy for India, which will also be the focus for our going forward.

"The Indian market offers immense opportunities as far as the private education segment is concerned. So, we are also exploring if we can provide schooling with yearly fee as low as Rs 8,000-12,000," Varkey said.

The global school chain at present has 1.3 lakh students enrolled in its schools, spanning 11 geographies, including India. It also claims to have been providing the largest number of Indian-origin English teachers away from home.

Varkey said the company is in the process of setting up an exclusive education fund for India to finance its projects.

"We are in talks with all stakeholders -- the real estate companies, bankers and others. We are quite hopeful that funds would be in place by September," he said, without disclosing the investment the company intends to make.

"Globally, we have plans to deploy USD 650 million to fuel our growth in other markets over the next 2-3 years."

The group has set a target of 5 million enrollments by 2024.

Advocating a larger private sector participation in the education sector, Varkey said Gems Education is currently working with five to seven governments, including US, Britain, Kenya and the Philippines.

"We believe in the PPP model as it allows the private sector to invest in teachers and leadership development," Varkey said.

Source: 17 March, 2013/ [Economic Times](#)

India to set up educational institutions in Africa

India is working closely with Africa to enhance cooperation and will set up educational institutions in the continent, commerce and industry minister Anand Sharma said on Sunday.

"We are committed to build Indian Institute of Foreign Trade campus in Uganda, and India Africa institute of information technology in Ghana ...

India and Africa have identified priority sector," Sharma said while addressing the CII-EXIM Bank conclave on India-Africa partnership here.

He said more than 50,000 African students are studying in India, of which 15,000 are getting Indian scholarship.

"India and Africa are engaged in different manner today than when they were few years ago. India is building 70 institutions in Africa together," Sharma said.

India and Africa together account for a huge market of 2.2 billion people with a combined GDP of more than US dollar 3 trillion.

Over the years, the bilateral cooperation has diversified across several sectors such as agriculture, education, health, skill building and infrastructure.

India is Africa's fourth largest trading partner and a significant investor across the continent. Bilateral trade touched US dollar 57 billion in 2011, and is targeted to reach US dollar 90 billion by 2015.

Source: 17 March, 2013/ [Times of India](#)

Big boost to school, college education

Schools and higher education got a massive allocation of Rs.20,456 crore in the budget 2013-14 keeping with the priority accorded to the sector by the government.

This is about Rs. 2,700 crore more than that of revised estimates of Rs.17,772 crore for 2012-13. The initial budget estimates for last year were over Rs.18,000 crore.

While Primary Education got a provision of Rs.8,729.23 crore, Secondary Education was allocated Rs.7,629 crore and the Higher Education sector, Rs.2,726 crore.

In line with efforts to ensure quality and free education to children in the age group of 5 to 18 years, the Mid Day Meal scheme is being implemented up to Class X benefiting over 70 lakh children in primary and high schools across the State. Kitchen sheds will be constructed during the year across all schools.

Of the proposed 2,100 school buildings under Rastriya Medhyamik Siksha Abhiyan scheme at a cost of Rs.670 crore, 1,853 school buildings were completed and 9,569 School Assistant posts were created in the existing secondary schools in the State.

In the educationally backward blocks in the State, the construction of 355 Model Schools were under way as also 355 attached girls' hostel buildings.

Under Rajiv Vidya Mission, over 22,000 additional classrooms were sanctioned and 3,073 were completed.

The State achieved a higher Gross Enrolment Ratio of 21.6 per cent in higher education compared to the national average of 18.8 per cent thanks to the establishment of new universities, colleges and starting new courses including an exclusive Women's Degree College at Jogipet in Medak district.

To improve access to engineering education, new engineering colleges under JNTU were sanctioned at Manthani in Karimnagar, Singur in Medak, Kalkiri in Chittoor and five new polytechnics in Vizianagaram, Anantapur, Mahbubnagar, Warangal and Medak districts.

The department also established 25 skill development centres in 23 districts on a self sustaining basis.

Source: 19 March, 2013/ [The Hindu](#)

Philanthropy in higher education must'

"Indian higher education faces a huge threat from alternative models of education delivery developed by universities in Western nations," said University Grants Commission (UGC) chairman Ved Prakash on Sunday.

Delivering his address at the 6th National Assessment and Accreditation Council (NAAC) awards ceremony held here, Prof Prakash said the country's higher education set up must respond to Western models, where mark sheets and degree certificates are losing prominence.

"With massive open online courses (MOOC), we face the question of how we can address this challenge posed by the West. How do we respond to models of Stanford, Harvard, Berkeley and Pennsylvania universities? In future models of higher education, people will care more for skills," Prof Prakash said.

Lauding the private sector for its contributions to higher education, Prof Prakash warned against "business orientation" in higher education. "We have 145 private universities and 95 per cent of the deemed universities are from private sector. Commercialisation of higher education in private sector is unacceptable, which could lead to institutions becoming real estates," he said, adding that private philanthropy in higher education must be revived. He said Indian higher education faces crises in identity, resources and governance.

'Unskilled Workforce'

"We are growing at 10.65 per cent in terms of institutions and 6.82 per cent in terms of enrollment, annually. At this rate, we will have 900

universities and 31 million enrolments by 2017. But we have never thought of what kind of workforce we need," he said, lamenting that institutions are churning out unskilled workforce.

"It is only reflective of the work we are doing," Prakash added. "We should hang our heads in shame," he continued, "Participation from Muslim minority in higher education is very low. Even the SC/ST participation has been decreasing."

Nine universities, including Tumkur and Hampi, and 632 colleges, received accreditation certificates.

Source: 25 March, 2013/ [New Indian Express](#)

First private accreditation body for varsities set up

Even as the National Accreditation Regulatory Authority Bill for higher education remains to be passed by Parliament, the country's first private accreditation body came into being on Friday.

Registered as a non-profit council, the Indian Centre for Assessment and Accreditation (ICAA), with Manipal University head T V Mohandas Pai as chairman and former University Grants Commission (UGC) chairman Arun Nigavekar as chief advisor, aims at monitoring and assessing universities on a set of criteria that would keep in mind the domestic realities and international expectations.

At a press conference here, Mohandas Pai said universities would be ranked based on access, equity and quality. "Within nine months, a complete set of procedures will be in place," he said.

There are two government accreditation agencies in the country - the National Assessment and Accreditation Council and the National Board of Accreditation. "In 19 years, these agencies have accredited only 28% of universities and 14% of colleges," said S P Thyagarajan, former vice-chancellor of the University of Madras. "With grading of colleges gaining recognition, it's time we had a private body that will ensure transparency while assessing universities and colleges."

Some of the ICAA members stressed the decline in global ranking of Indian varsities over the years. While in 2009 and 2010 some Indian Institutes of Technology were within the top 200, no Indian university featured in the top 200 in 2012, according to 2011 rating of UK-based Quacquarelli Symonds (QS), which specializes in education and study abroad. In 2012, Chinese varsities made it to the top 50 and a few Middle East institutions to the top 100, the council said.

Private agencies will be allowed to rate institutions to "create a healthy competitive environment", according to the National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010.

ICAA, which has partnered QS, will include agricultural scientist M S Swaminathan, scientist V Ponraj, VIT chancellor G Viswanathan and National University of Singapore vice-president Prof Seeram Ramakrishna as its council members. It will function under the human resource development ministry.

Source: 30 March, 2013/ [Times of India](#)

Vocational skill certification mechanism to roll out soon

After many squabbles and turf wars, the government has finally decided to have a national qualification framework for skill certification of those seeking jobs in 32 sectors, including automobile and retail.


An inter-ministerial committee constituted by cabinet secretary this week decided to have a common certification mechanism by merging the frameworks of the HRD ministry and the labour ministry.

The HRD ministry a year ago had notified national vocational education qualifications framework for eight sectors and was expected to issue operational guidelines soon.

The labour ministry, on the other hand, refused to accept the HRD ministry's formulation and circulated its own national vocational qualifications framework for approval, forcing the Prime Minister's Office to intervene.

"Both the ministries have now agreed to come out with a consensus document," a senior government official told HT.

KEY ELEMENTS OF THE FRAMEWORK



- National principles leading to international equivalency
- Multiple entry and exit during vocational education, general education and job
- Easy transfer between vocational and general education through credit accumulation and transfer mechanism
- Partnership with industry through sector skill councils

■ An automobile factory FILE

He admitted that it had taken almost two years to bring the two warring ministries on board for skill development initiative identified by Prime Minister

Manmohan Singh as key for harnessing India's economic potential through demographic dividend.

According to official sources, the national framework will have qualification parameters similar to one in the international level to ensure employability of those getting trained at centers set up with the help of private employers. And, the framework would be implemented by the National Skill Development Authority to be set up soon.

The framework will also define the role and responsibilities of sector skill councils to be regulated by the authority approved by a Group of Ministers last week.

The councils set up in collaboration with the private sector would be mandated to determine curriculum, develop training manuals and provide certification at different levels depending on the training.

A government official said a person with basic training would get a secondary level certificate and would be able to upgrade his training for graduation level certification.

"There would be credit accumulation and transfer based on total learning hours at each level, credits and competency based assessment," the broad outline of the national framework says.

It will also push for modular courses aimed at virtual progression and horizontal transfer throughout the skill development system, it added.

The new framework will also recognize prior learning of a particular skill and education through on-line and distance education mode.

The National Open School and Indira Gandhi National Open University will have an important role in implementing the new framework, officials said

The government has realised that the qualifications framework will not work without active participation of the private sector in course determination and skill certification.

The sector skill councils have private participation but the new framework aims to give them a bigger role in running of over 2,000 vocational education and training courses.

Source: 31 March, 2013/ [Hindustan Times](#)

Partnering event for educational institutions in India

The UK Trade and Investment in association with the British Deputy High commission in Mumbai are holding a partnering event for Indian and educational institutions from United Kingdom(UK) between April 1 and 5 in the city, a statement

issued by the British Deputy High Commission has said.

The India-UK educational institutions partnership forum will bring together leading Indian educational institutions from Pune and other cities of Western India, and about 15 British universities and educational institutes who have an interest in developing educational partnerships will participate.

The event will take place on at the Westin Hotel, Koregaon Park starting from 9.30 am. Delegates from Nagpur, Nashik, Aurangabad as well as Pune will be attending the event. UK delegates will travel to these centres from April 2 to 5.

The Forum is a sequel to the India partnering event held in the UK (London and York) in October 2011, and the India-UK partnership event held in India in April 2012. Both these events were very successful and have resulted in over 12 agreements being signed between UK universities and Indian colleges, with several more under discussion, the statement added.

Development of off-shore campuses or faculty development in India, provision of internships or work placement opportunities for students, licensing or franchising curriculum, identifying opportunities for student and staff exchanges, employability skill development will be explored during this event.

Source: 31 March, 2013/ [Times of India](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE

Educated youth will push economic growth

Prime Minister Manmohan Singh Saturday here stressed on the need to impart skills and world class education to the youth for a faster economic growth of the country.

"To fulfil the demands of our fast growing economy, we have to make our youths educated and skilled. The hard fact is that without proper skilled manpower, we cannot sustain the fast pace of economic growth for long," Singh said in Malda district, over 300 km from West Bengal's capital Kolkata.

The prime minister was speaking at the foundation laying ceremony of the Ghani Khan Choudhury Institute of Engineering and Technology in Narayanpur in Malda district.

Singh said the Congress-led United Progressive Alliance (UPA) government understood the demands of the people well and had laid special stress on the education sector.

"We have increased government expenditure to four percent of GDP from 3.3 percent of GDP. In higher education we have set up a large number of

engineering institutes, including 16 central universities, seven Indian Institute of Management, eight Indian Institute of Technology, 10 National Institutes of Technology and five Indian Institute of Science, Education and Research."

He said the central government has started the National Skill Development programme which aims to make 52 crore people skilled by the end of the 12th five-year plan.

"In higher education, we are laying greater focus on quality. We want the youths not only to make full use of the scope of the higher education, but also to get world class education. We want our scientists and engineers to acquire worldwide fame," the prime minister said.

The Ghani Khan Choudhury Institute of Engineering and Technology (GKCIET) is named after late Congress leader and union minister A.B.A. Ghani Khan Choudhury, who is often called the architect of Malda for the development work he initiated in the district.

Source: 16 March, 2013/ [Times of India](#)

Marxism in Education – The Infiltration of Our School Systems by the Common Core Standards

Right Side News has been reporting on progressive education reformers and the Common Core Standards being implemented in our public schools across the nation. Here is an excellent article with videos detailing how the Obama Administration is requiring the public schools in your county through grants (bribes) to adopt Common Core Standards.

Bottom line: the Obama Administration is using your tax money to indoctrinate your children to a Marxist mindset. You can make a difference, as explained below the videos by downloading an OPT-OUT form and submitting that to your local school district.

I caught Glenn Beck on The Blaze and his excellent showcasing of Obama's Common Core Standards that are now in 45 states, including my state of Idaho. Common Core is Marxism for children. It is state run propaganda and is meant to dumb down and control our little ones. It is evil and it has been a long time coming. Obama pushed it through slyly and quickly after coming into office, but I can tell you, this has been brewing since at least the 1990s.

A little background... When my children were in school in the 1990s, my husband and I requested to see the school curriculum for their school in Las Vegas, Nevada. We were refused and basically told we were too dumb to understand what the

teachers were instructing our son and daughter in. The last straw came when they wanted to put my daughter in the second grade on Ritalin instead of disciplining her. I was pulled in front of four teachers and accused of not raising my daughter correctly, as well as basically being an abusive and stupid parent.

I promptly told these teachers that they could pound sand and pulled our children (our son was in third grade at the time) out of school that very same day. I left the Fortune 500 and home schooled both of them till high school and in retrospect, should have kept them out even then. My children could not do the simplest of math or read when we pulled them out. I tested them and started them all over again with the ABEKA home schooling system, which at the time, cost a great deal of money.

The children were tested by the state within a week of being pulled out and because they could not read or do math, the state threatened to remove our children, even though it was their damn lack of teaching that had produced this. Well, we knuckled down and by the end of the following year, both kids were excellent readers and were caught up in math. I never heard from the state again. My son went on to be a gifted software developer and although my daughter is still trying to find her way in the world, she is a talented artist and a survivor. Now on to the present matter at hand.

My friend and fellow blogger Michelle Malkin has done a set of four in-depth articles on reporting on the Common Core Standards as well as additional pieces providing more information. Her work is very well done. Before her write-ups, I would wager most parents had never heard of Common Core. There are now many teachers who are quitting and/or standing up against this Progressive travesty that is intent on corrupting our schools and students. Here are some videos explaining the Common Core Standards:

Source: 16 March, 2013/ [Right Side News](#)

Public-private sector partnership essential in education

Lack of access to education and the shortage of supply of talent can be addressed by Public-Private-Partnerships for Education (PPPE) as evidenced in several countries, education experts said yesterday (Saturday) during the Global Education and Skills Forum at the Atlantis, The Palm.

Shaikh Majid Bin Mohammad Bin Rashid Al Maktoum, Chairman of the Dubai Culture and Arts Authority, attended the forum along with around 500 delegates from 50 countries. The forum is the first major event following the United Nation's

Global Education First Initiative launched in September last year in New York which aims to uphold education as a basic right of every child.

“In the last 20 years, we have seen significant changes in education scenarios in every country and at the same time talent is in a short supply,” Dr Mohan Kaul, Co-Chairman of the Commonwealth Business Council, said.

This reality and the fact that around 67 million children do not have access to primary school education and another 72 million children miss out on secondary school education should not be dealt with by governments alone.

Source: 16 March, 2013/ [Gulf News](#)

Saving data

Will cyber security as a subject help college students?

Students of technical courses at the undergraduate and postgraduate level will now be studying a new subject: cyber security and information security. The University Grants Commission (UGC), taking note of the growing use of computer and information technology in various aspects of daily life, has issued a notification to colleges to introduce this subject.

The letter states that the decision has been taken as per the recommendations of the task force on national security system. “UGC and AICTE would ensure that cyber security/ information security is introduced as a subject in the universities/technical institutions at the undergraduate and postgraduate levels.”

Here, a few students share their thoughts on this issue.

Nowadays, we deal with billions of pages of information on the Internet. We have online banking and money transfers, online shopping, social networking, emails, credit card numbers, passwords and so on. With all this sensitive data just roaming around on the Internet, it is very easy for a hacker to get hold of this information and use it for unlawful purposes.

Cyber security is to ensure that all the data in the network is secure. Today, even teens use the Internet extensively, without knowing the dangers they might face. I believe that cyber security is an important subject for engineers. It teaches them how unsecure data on the Internet can be, it teaches them the requirement of security, what harm the data they upload on the Internet is likely to face and how to tackle it. Once people are aware of the dangers of the Internet they can themselves secure the data they upload. They can look forward

to a career in cyber security helping others prevent such attacks and even join cyber security centres across the world, securing the data online. Cyber security is one of the most important domains of networking in the world today.

The addition of new subjects is always a touchy subject amongst most college students. Considering I’m from the same demographic, thinking of such a change objectively becomes easier when the change does not affect me anymore.

The first year in most colleges is wasted learning generic subjects which have no bearing whatsoever on the future of the student. Cyber security may sound a very exciting prospect. However, going by the general trend of things, the reality of it will be mugging up theory with absolutely no emphasis on the practical aspect of the subject.

Instead of grading students on what will surely be a letdown of an avenue to an otherwise exciting field, workshops should be conducted instructing students on how to adhere to safe practices and deal with common problems which most people don’t know how to tackle, instead of forcing more theory onto their already full plates.

I think cyber security as a subject is needed in engineering because it would help us to decide to take it as a career or not, and also it is very important to protect information about ourselves and people related to us. These days, computers form an important part of life and hold a lot of information about a person and hence keeping it safe from people who would misuse it is important. Cyber security also includes ethical hacking which when known or studied or practised helps us to know how to protect ourselves from attacks and breaches in the security of our systems. So, I would like to have cyber security as a subject in engineering.

As technology progresses, there is a constant need to protect this technology as wherever there is good there is bound to be bad. This is why cyber security attacks occur. These attacks range from viruses to major issues like cyber espionage or national security breaches. In the engineering syllabus, computer science and information science courses have parts of cyber security like ethical hacking in the early semesters, but not cyber security as a separate subject.

If we do have it as a separate subject it will be beneficial in some ways and not so in some ways. The advantage of having detailed knowledge of protecting your accounts, personal information, passwords, confidential data, etc., will be appreciated and learnt by all students and hence will make people more aware of the importance of

cyber security and the dangers involved in hacking, cyber attacks and manipulating another person's data.

On the other hand, it is not necessary for everyone to learn it as a separate subject as parts of it have already been taught. This means students have a basic knowledge of cyber security. A detailed knowledge might be unnecessary for students except for the ones who plan to specialise in the subject.

The new millennium signalled the dawn of a new era for people: to interact, transact and live in the ".com" domain. This meant leaving our footprint in cyber space whatever we do. And hackers are waiting to scour every trace of our activity online. Individuals aren't alone targeted, organisations are put to test every day. No matter how vigilant we are, our attempts to protect ourselves on the Internet would seem frivolous and many of us fall prey to identity theft, phishing scams, etc. So, people must live by efficient means to protect themselves. I feel that the current curriculum lacks the subjects which deal with these issues. One cannot stress how important cyber security is; reforms must be made to push subjects like cyber security in the curriculum, so that engineers/developers can work on providing security measures and protection to the public and to various enterprises/organisations.

In my opinion, cyber security must be included in the curriculum of VTU. With an exponential increase in the rate of people having easy access to the numerous social networking sites available today, providing adequate information and security is an inevitable necessity. However, there is a lack of knowledge and resources for such immense security. Engineers today have unnecessary and outdated theoretical knowledge about technology advancements. Cyber security has a lot of scope in other countries. By providing knowledge about the subject at undergraduate levels, we can maximise the security and minimise cyber-related crimes. Cyber security must be given the priority it deserves.

Source: 17 March, 2013/ [Hindu](#)

India needs to redefine education strategy

The time has come to "redefine" the way education is imparted in India as it is "simply unacceptable" that no Indian university finds a place amongst top global institutions, President Pranab Mukherjee said today.

Addressing the 90th Convocation of Delhi University, Mukherjee also stressed on the need for enhancing enrolments and improvising modules

that can enable better learning and bringing higher education closer to remote corners of the country to remove imbalances.

"The education sector is today confronted by problems relating to both quantity and quality...If we are to redefine the way education is imparted by our educational institutions, the time is now," Mukherjee said.

According to an international ranking of universities, he said, no Indian varsity finds a place amongst the global top 200.

"This you would agree, is simply unacceptable. We must develop our universities into global leaders, and for that, the best practices in other countries should be carefully studied and adopted with necessary changes to suit our conditions," he said.

There is now at least one Central University in every state but the question that one should ask is whether we are satisfied with the progress that we are making in the educational sector.

"An honest answer would reveal that we have miles and miles to go before we can say that we have arrived," he said.

Noting that the education sector is confronted by problems relating to both quantity and quality, he said it is "disheartening" that many places in the country do not have a higher educational institution that are within the practical reach of aspiring students.

On the brain-drain issue, Mukherjee was of the view that our systems were not "conducive to retaining talents", and hence, lose many of them to organisations within and outside the country.

In the convocation, 400 students were awarded doctoral, 6,500 post graduate and 65,000 graduate degrees.

Mukherjee said there should be a "system of incentivisation" to discourage outflow of intellectual capital and at the same time encourage Indian scholars working abroad to return to the country for determined periods of time.

"Such a policy could yield higher results in the form of transmission of ideas and new methods of teaching and research," he said.

Touching upon shortage of faculty and low standards of instruction, which is at the "core of our concerns", he said close to 51 per cent of posts of professor are lying vacant in Central universities.

While urgent steps are to be taken to fill the vacancies, he said new ways of employing technology-based learning and collaborative information and communication sharing should also be evolved.

Mukherjee suggested that lectures by eminent professors could be transmitted to educational institutions situated away from the main towns and cities. Refresher courses for teachers conducted by academic staff colleges can also be similarly transmitted.

Flagging concerns on enrolment issue, he said India has the second largest higher education system in the world but the gross enrolment in the country in 2010 was only about 19 per cent, which is much below the world average of 29 per cent.

"Adding to the woes is the low enrolment rate of the disadvantaged sections which is much below the national average...We must remove the imbalances in the reach of higher education across states, regions and sections of society," he said.

The president said Open and Distance Learning can aid in enhancing the reach of higher education and enrolment in such programmes has increased from 27 lakh to 42 lakh during the 11th Plan period.

"The time is now ripe to deploy innovative technologies for greater coverage and for improvising modules that can enable better learning," he said.

Mukherjee said "inclusivity" in higher education should be based on "affordability" as well and various student aid programmes such as scholarships, education loans and self-help schemes should be appropriately structured into the academic system.

Noting that innovation holds the key to future progress, he said the thrust on research and innovation in our higher educational institutions is lacking.

"Out of the 260 lakh students who were enrolled at the under graduate level and above in 2011-12, only one lakh or 0.4 per cent had registered for PhD. Therefore, innovation has to be aggressively promoted by our institutes of higher learning, apart from research and development centres.

"We must set up industry incubation parks, increase the number of research fellowships, promote inter-disciplinary research through inter-university and intra-university collaboration, and adequately empower our centres of excellence," he said.

Quoting Nelson Mandela's remarks that education is the most powerful weapon which you can use to change the world, he said he was delighted to learn about the initiative of the Delhi University to use the challenges faced by the country as a core theme in creating new syllabi.

Source: 19 March, 2013/ [Economic Times](#)

Economic architecture for higher education

Education is a vital and critical soft infrastructure in knowledge-linked economy. Today Indian higher education system is showing the signs of breaking, mainly under the pressure of enhanced access and reduced finances. The system that is predominantly 'public' finds itself orphaned by the State, which is not willing to evolve a long-term policy for co-existence of education as a 'merit good' and 'non-merit good'. The simple truth is that we need more educational institutions that give relevant and quality education to take full advantage of opportunities that are emerging globally. This requires larger investments. Who is going to put in money? The government has budgetary limitations. The experiment of 'self-financing' professional teaching programmes in affiliating university system while expanding access has promoted unhealthy academic and financial practices. The underprivileged and financially weak are at loss. They are in 'no man's land' as neither the government assures them access to education, nor is the self-financing education within their reach. What India needs is an entirely new economic architecture for education.

Few core decisions need to be taken. At present, providing education is treated as a non-profit activity. This approach, which was essential immediately after independence, is not the only solution now, as the government has limited resources to meet the ever-increasing demands. The creation of self-financing affiliating institutions has done more harm than good. We should accept education can exist as dual entity; 'merit good' activity to be done predominantly by the government and 'non-merit good' activity to be done by the corporate sector. For the past six decades, the government has been supporting higher education and our access ratio is around 16. Let us now bring education also under Companies Act allowing one to establish a company that is run professionally with a principle of 'fair profit'. Companies Act does have few defects and it is also true that all is not well with the way companies are run and hence adopting it in totality may not be advisable. 'Educational Companies Act' needs to be formulated that incorporates good principles of Companies Act and facilitates establishment of educational companies that work only in the domain of education. Such an approach is needed because 'education' is a different type of business; one produces value added intelligent and skilled humans. Here students are 'customers' and look for 'product' that is relevant in a given time space and that of quality. One can think of adding special set

of rules in the existing Companies Act to take care of these aspects.

We also need to take a bold decision that getting educated need not always be through charity. Higher education cannot be fully subsidised. Students must also be made aware of the full cost of higher education. There are standard ways for estimating the full cost per student by considering capital, running and future expansion expenses. We need to work out full cost for every degree programme for a full time student. Partial cost, the knowledge commission recommends not less than 20 per cent and the MHRD says not more than 20 per cent, could be recovered from students in the form of fees. The aided institutions could charge 20 per cent of full cost as fees (and even 20 per cent could be waived for socially and economically backward communities), while the government could subsidise the rest. Indeed, the government should abandon the present method of funding to aided institutions and switch over to grant-in-aid worked out on the basis of 'unit cost for full time active students in an institution. The institutions created by educational companies could charge fees worked on the principle of recovering full cost of education. These high fees structures, as is happening at present for professional disciplines, may become hindrance for meritorious but socially and economically weak students. Fee waiver concept, in percentile form that is linked with merit of student and social and economic status of parents, could become an integral part of such educational institutions. In addition, we should create an appropriate mechanism for awarding scholarships and soft loans to deserving students through a special instrument funded both by government and private sector. The right approach would be to create higher education finance corporation (HEFC), an independent financial institution, to support higher education on a long-term basis. This concept has been discussed for several decades, but no government has ever implemented its creation. HEFC should be a professionally managed financial entity. The government only needs to make a bulk investment initially, introduce investor friendly opportunities for private sector and create a continuous flow of revenue by introducing employment tax for employers. Each employer (private and public) should be levied a tax equivalent to the first month's salary for addition of every new employee. There could be many other ways to expand the flow of money to HEFC coffer. HEFC should make provisions for giving soft loans to students (3 per cent interest rate) and institutions (30 per cent lower than the commercial loan rate) for

development of academic and other infrastructure. This could maintain the balance between accessibility for students, social equity, competitive quality education, and the governments' responsibility of retaining education as a public good identity.

The participation of the private sector, with fair returns for investors in for-profit institutions, will only enhance growth and competitiveness in higher education sector. The Indian education system would only gain by a dual identity as both 'public' and 'private' good. Consequently, there is need to address issues related to the new economics of education, which demand a clear approach for raising and deploying finances. We need to come out of the non-responding rigid 'educational cocoon' that we have woven for past six decades and start thinking positively.

Source: 19 March, 2013/ [Mt Digital Fc](#)

A 360 degree education

A recent announcement from the HRD minister to the effect that the National Cadet Corps will be made an elective course is welcome. I remember my college days of 1962-65, when the NCC was compulsory for all students. I served in the NCC Corps of Signals for the first year, Infantry for the second, and Engineers for the third. That was immediately after the conflict with China, and hence all of us had to serve in the NCC. Even though it was compulsory, we enjoyed the weekly parades and the milk and snack supplements afterwards. We also enjoyed the yearly week-long camps. It added spice to our college life and we grew up as conscientious citizens, with some familiarity with military life and national security. I was sad when I heard that one of the IITs had scrapped the NCC.

The Indian education system in general, and the higher education system in particular, has evolved from an egalitarian system to a competitive one. In the process, education has shrunk from 360 degrees to 120. Unitary systems like the IITs, IIMs, IISERs and IIITs are most sought after as students and parents consider these places where one gets not simply degrees but an assurance of better jobs and careers. Unfortunately, knowledge is not unidimensional. Besides formal education inside the classroom, which is only 120 degrees, there are two important elements. First, the development of personality through activities like sport, culture and schemes like the NCC and the National Social Service. Second, the development of communication skills and social involvement through the activities of hostels, gymkhanas, festivals, clubs etc.

India, as a society, is passing through a period of stress. Economic prosperity has brought social and familial ambitions to the fore. Young boys and girls are subjected to a rigorous coaching culture when they should be developing capabilities as per their aptitudes. The stress of a career is taking its toll on families as well as young individuals. What matters is the total marks in PCM. It is difficult to understand why only physics, chemistry and mathematics should matter. Such a skewed value system has produced many maladies in our higher education.

While arguing about the NCC's importance, one would like to point out some other issues as well. Whenever a new NCC commanding officer came to IIT, I used to invite him for a cup of tea. The discussions were always cordial. However, I tried to emphasise that, with the times, the NCC needed to change its approach to training. The brute-force training imparted to cadets creates lot of dissatisfaction. College authorities have to sometimes arm-twist students to enrol. That should not happen. What is needed is a platform for educationists, NCC officers and students to debate such issues and evolve a new model of training. The NCC has some unique attractions even today. The para-gliding event attracts a lot of students and even nearby residents. The treks in the Himalayas are a big draw. The rock-climbing training is very popular. So much so that one IIT has built a wall for rock-climbing. Students are hungry for learning life skills and the NCC is a suitable platform for imparting such skills. It should, however, be done with a modern approach.

Academic boards of universities and institutes need to take note of the concept of 360-degree education. Unless importance is given to sports, culture, values and societal awareness, technical education alone will not equip students sufficiently. Credits must be given for such activities. In case one does not want to put it on the academic grade sheet, such activities can appear on an additional grade sheet. I am sure prospective recruiters will look at this other grade card very carefully. There should be quality norms for providing credits for these activities. It is also recommended that quality teachers be made available. It is essential that better infrastructure be available on campus for such activities. When a university in western India decided to refurbish its two tennis courts, it became front-page news in local dailies. That it happens so rarely is a tragedy, not news.

Source: 21 March, 2013/ [Indian Express](#)

Quality of school education needs a serious relook

Although elementary education has achieved expansion in the country, excellence and employability needs focus.

Minister of state for human resource development (HRD) Shashi Tharoor on Wednesday said the quality of school education in the country needs a serious overhaul.

Terming the elementary education segment a paradox, Tharoor said that though the budget for the segment has doubled in last few years, outcomes need to catch up with expectations.

"Britishers left India (in 1947) with 17% literacy rate and we have reached 74%. We have largely achieved expansion and equity part in (elementary education). But excellence and employability needs focus," Tharoor said.

Speaking on the sidelines of an event in the national capital, Tharoor said the HRD ministry is now working on outcome-focused decision-making, adding that even the 12th Five-Year Plan has laid a clear outline on education outcomes.

Tharoor said that state funding of education has a direct bearing on improving the quality of education and it shows in various reports and government assessments.

According to a report on whether schools get their share of funding and how they spend it, India's education budget has increased more than twofold from Rs.68,853 crore in 2007 to Rs.147,059 crore in 2012-13. But expenditure has not kept pace with the outlay. And only 2% of the expenditure was towards ensuring better quality of schools.

Source: 21 March, 2013/ [Live Mint.com](#)

Students 'need more say in running universities'

Students and academics need to be much more involved in the management and improvement of universities if the future of higher education is to be safeguarded.

That was the view of speakers at the latest event held by the Council for the Defence of British Universities, entitled After the Election: Alternatives in Higher Education policy.

In a nod to the title of the government's 2010 higher education White Paper, *Students at the Heart of the System*, Rachel Wenstone, vice-president (higher education) at the National Union of Students, told the event on 20 March that "students are not the heart, but the hands of higher education".

She said the current system was "concerned with trends towards the marketisation and privatisation

of universities” and that she did not believe “this marketised model of higher education serves the best interest of students”.

Ms Wenstone said students should be seen as partners rather than consumers, and added that the “idea of student consumer power exists more in rhetoric than in reality”.

She went on to argue that “the student whose views are welcomed, who is actively encouraged to contribute and who feels a sense of responsibility... that student is truly a partner”. If universities were to produce more students like this, “the world would be a better place for it”, she said.

Meanwhile, Andrew McGettigan, a writer and researcher on higher education, focused more on the role of academics within institutions.

He encouraged universities to follow the Oxbridge model where “academics are members, not just employees” and have a proper democratic say in the running of the institutions.

Dr McGettigan argued that the “key long-term battle” in improving the management of UK higher education was “revivifying democratic accountability within universities”.

Source: 22 March, 2013/[Times Higher Education](#)

The Indian School of Design and Innovation (ISDI) will provide a new educational model

The Indian School of Design and Innovation (ISDI) which opens its doors in July 2013, will provide a new educational model inspired by the idea of design and innovation as transformational forces in society.

ISDI recognizes the economic, social and cultural potential of design, and has made this knowledge the guiding principle of its educational approach and teaching methodology. Creativity, innovation and sustainability are core to ISDI’s philosophy.

Located in the dynamic coastal city of Mumbai, ISDI will offer Undergraduate Diploma Programmes (UGDP), a four year intensive programme (foundation year plus three year specialisation) for students across the disciplines of fashion, interior, product and communication design. Opportunities to engage in design education for graduates and young professionals start in September 2013, with the launch of ISDI’s one year Post Graduate Certificate Programme.

All educational programmes are built upon the foundation of a forward-thinking and innovative curriculum, industry sponsored projects, national and international collaborations and a deep sense of social and environmental responsibility.

In the development of these programmes, ISDI has formed a strategic partnership with Parsons The New School for Design, a global leader in design education, which will enable ISDI to benefit from Parsons’ rigorous curriculum, prominent visiting faculty, well established student exchanges and global relationships.

Parsons The New School for Design is one of the most prestigious schools of art and design in the world, championing new movements and teaching methods that have shaped generations of artists, designers, scholars, entrepreneurs and community leaders. Among its famous alumni are the renowned artists Jasper Johns and Roy Lichtenstein; fashion designers Marc Jacobs, Donna Karan and Tom Ford; and graphic designer Paul Rand.

Source: 23 March, 2013/[India Education Diary](#)

Undergraduates ‘should be taught entrepreneurship’

Lord Young of Graffham told a conference that higher education had to “instil the very concept of enterprise” into young people.

“Every undergraduate during the course of their degree - and I know exactly how little people do during their undergraduate degree...should have a short course on setting up [their] own company,” he told the Student and Graduate Entrepreneurship in Colleges and Universities conference in London on 20 March.

“The world in which they [graduates] are going to go and inhabit and work in is going to be a self-employment world, it’s going to be a small firms world,” he argued.

Graduates “may have to be more self reliant...they have to embrace the concept of working for themselves”, and universities had to prepare them for this, he said.

His comments come amid debate over the extent to which universities should prepare students for work.

Writing in *Times Higher Education* on 21 March, Steve Sarson, a senior lecturer in the department of history and classics at Swansea University, objected to having to teach students how to write a curriculum vitae as part of a module on historical research.

“When academic study is entirely cast out of the classroom, what message does that send about its value?” he asked.

But Lord Young emphasised that he did not mean to “denigrate” the value of higher education and that teaching students to start companies should be an “addition” to, rather than a replacement of, their course content.

He also stressed that the courses would be optional, although “we should encourage as many people to take it [as possible]”.

Asked whether the government should give universities extra money to carry out such courses, he said: “I don’t think the funding [would be] that much, actually, as we’re talking about three or four lectures.”

Lord Young was re-appointed as an advisor for enterprise in October 2011 after quitting the role in 2010. He stepped down after being criticised for claiming that people in the UK “have never had it so good ever since this recession — this so-called recession — started”.

Source: 23 March, 2013/[Times Higher Education](#)

Act now for social inclusion in higher education

The European Union’s (EU) so-called Social Dimension is one of the crucial points of the Bologna process from a student perspective. But what does the concept mean?

According to a ministerial conference held in London in 2007, the Social Dimension fosters social inclusion, reduces inequalities and raises aspirations and the level of knowledge, skills and competence in society.

It also covers social diversity with regard to participation in and completion of higher education at all levels.

This not only sounds like an ambitious plan, but a highly complex and perhaps rather unfocused one. However, it is easy to understand why it is called a dimension. Nearly all decisions made in higher education have a social impact.

This loose definition has pros and cons. On the one hand, it provides the opportunity for people to interpret the Social Dimension according to their own regional needs or circumstances. On the other hand, it can be a barrier since the expected measurable operational steps are rather unclear.

From a student perspective, the Social Dimension represents the underlying process that allows for social diversity from admission to graduation and entry into the labour market.

From 7-11 March, various aspects of the Social Dimension were discussed at the European Students’ Convention in Ireland’s capital Dublin. Several questions about the disadvantages and future developments of the concept were raised at the convention.

Who is society?

The Social Dimension influences everyone in society. But who is society? Whose responsibility is implementation of the Social Dimension?

Perhaps it is the responsibility of regional and national governments. However, education is also a pan-European concern and therefore the role of the EU needs clarification. Currently, Europe has no decision-making powers regarding education, but it has to fund the results of a lack of social integration across the continent.

It is clear that there is an educational component of the current financial crisis and that it has major implications for students in Europe. Not only could the crisis stop the further development of the Social Dimension process, but it could also reverse the effects of the process in future.

The postcode effect

Access to higher education is still a social problem. In countries like the UK, Ireland and The Netherlands it is easy to predict a person’s future simply by looking at his or her postcode. It is a clear indicator of existing social segregation.

There is no universal solution to how to improve access to higher education, simply because different under-represented groups need different solutions. But the socio-economic background of people is the biggest factor hindering access to higher education.

The EU’s solution to that problem is to provide loans to students, while forgetting that students need to pay back their debts. The financing of education is a big part of the Social Dimension and we need some strong actions.

Events like the European Access Network’s world congress in October 2013 are important platforms for addressing these issues.

Preventing early dropouts

Many students have already dropped out of the education system before they have the chance to enter higher education. Therefore it is important to develop inclusion schemes at the early stages of education. Starting at secondary level is too late.

In many countries, like Germany and Austria, the academic selection process starts much earlier. It is possible to intervene early through initiatives such as the Science in Society activities or Children’s Universities – for example, SIS Catalyst.

These activities do not guarantee that the target groups enter higher education, but they help future students to know about the options.

Preparing the future

Also under discussion is whether the Social Dimension should just ensure that everyone has the same opportunities for education or if it should

address individual needs. In the latter case, the Social Dimension would not only be a source of equality but also a source of justice.

Whatever the outcome of such debate, we need action. We need to plan for the future today and governments need to recognise the value of long-term investments. Excuses about why it is not possible to work on the Social Dimension have been tolerated for far too long.

The Irish presidency of the EU has an important chance to push for a stronger focus on the Social Dimension and for the commitment of member states. This could be a chance to increase equality and to provide hope to the younger generation in our society.

Source: 23 March, 2013/[University World News](#)

Roadmap for technical education

The emerging job markets demand a broad-based curriculum, standardised evaluation and excellent faculty.

The 12th Annual Meeting of the AICTE, held in April 1959, the Chairman, Prof Humayun Kabir, observed: "Our institutions are lavishly planned regarding buildings and sometimes also in the matter of equipment, while teaching posts remain unfilled or inadequately filled for long periods. Let the improvement of the quality of teachers be one of the highest priorities for our Third Five Year Plan."

Accordingly, the Government initiated a Technical Teachers Training Programme (TTTP) in 1959 – 60, through which brilliant graduates were recruited and trained over a three-year period in select centres. This illustrates how carefully the initial phase of expansion of technical education in this country was planned and executed.

One cannot help comparing this with the unplanned and unbridled 'sudden expansion' which the field has witnessed since the 1980's – 337 institutions and 68,600 intake capacity in 1990 to 3148 institutions and 10,45,691 intake in 2011.

NO COMPROMISE

No wonder there is an acute shortage of qualified and experienced teachers, and the quality of education has taken a severe drubbing. The average pass rate in most states is below 40 per cent and in many colleges; it is less than 10 per cent.

The compulsion to fill up the seats at any cost, has inevitably increased pressures to lower admission qualifications. All this is done with the sole aim of

making the colleges profitable because most of them have been started as business propositions.

A highly respected academician like Prof Anandkrishnan, former Chairman of Tamil Nadu Higher Education Council, and Chairman, BOG, IIT Kanpur, had commented that "a large number of promoters who came forward to start private colleges in the 1980s and 90s were not qualified or competent to do so.

A plethora of powerful former politicians and promoters with political connections and money power began running business enterprises in the guise of engineering colleges. Therefore, it became very difficult for AICTE to impose regulatory mechanisms to control growth and quality and even professionals heading AICTE found it impossible to manage the political pressure which assumed monstrous proportions."

UNREGULATED

Tests conducted at all-India levels indicate that the employability of engineering graduates in the country averages around 20 per cent. One of their interesting findings is that "The employability per cent decreases with an increase in the number of engineering colleges in a particular state, clearly establishing that opening more engineering colleges will not solve the problem of quality."

All the expert committees have unanimously advocated curbs on the unbridled expansion of the field of technical education, but every year we hear new colleges being sanctioned.

The AICTE says that the States are responsible for giving NOCs to new institutions. The States complain that they are helpless, and that the AICTE bypasses them.

The universities do not discharge their lawful responsibility in ensuring quality in the affiliated colleges. There is a general air of laissez faire, with the market and money power deciding matters of crucial importance.

TALENT POOL

This is where we are now, at a crossroads. If we want to go the right way, there is no doubt that we should begin with a moratorium on new colleges, and then a ruthless culling of the existing institutions, eliminating all those who are not dedicated to imparting quality education. Admission standards should not be lowered at any cost. Instead, the aspirants should be guided to other areas of study, for which they have the taste and talent. Finally, a new Technical Teachers Training Programme aimed at attracting some of the best and brightest of our graduates into teaching and research should be launched at the national level.

The recent move, making a master's degree compulsory at the entry point, is a retrograde step, in this context. As distinct from sciences or humanities, the best graduates in engineering may not choose to go for higher studies, because they have so many more attractive options. So, there has to be campus recruitment at final year B.Tech level, if we want to attract the best of them into teaching and research. Then they can be deputed for M Tech and PhD, on the basis of a bond to serve as a teacher for a fixed period.

Finally, both the curriculum and pedagogy need to be revised drastically. Most of our universities still follow the age old rigid and formal system. True, the syllabus may be modernised periodically, but that is not enough. Continuous and comprehensive evaluation, as well as choice based credit system have to be introduced in a meaningful way.

The curriculum has to be broad-based and flexible to meet the challenges of the new emerging job markets, and the student should have a greater role in choosing what he / she should specialise in. This will definitely pose a much greater challenge to the faculty and management, to meet which, they will have to be enriched and empowered.

Source: 23 March, 2013/[The Hindu](#)

Shattering Education Myths

In a controversial book called *Education Myths: What Special Interest Groups Want You to Believe About Our Schools—And Why It Isn't So* published in 2005 by Rowman & Littlefield, Jay P. Greene took on the whole education establishment, from administration to the unions. Every teacher, administrator, school board member, and graduate student in education needs to read it. He got blasted, but people could not refute the truth of what he told. I just read the book last month; I wish I had heard about it when it came out.

He refuted the 18 most common education myths—with documented proof. The myths have major ramifications for Indian schools. It's amazing how we believe these things, even though they are not true. They were:

Schools perform poorly because they need more money.

Special education programs burden public schools, hindering their academic performance.

Social problems like poverty cause students to fail; schools are helpless to prevent it.

Schools should reduce class sizes; small classes would produce big improvements.

Certified or more experienced teachers are substantially more effective.

Teachers are badly underpaid.

Schools are performing much worse than they used to.

Nearly all students graduate from high school.

Nonacademic barriers prevent a lot of minority students from attending college.

The results of high-stakes tests are not credible because they're distorted by cheating and teaching to the test.

Exit exams cause more students to drop out of high school.

Accountability systems impose large financial burdens on schools.

The evidence on the effectiveness of vouchers is mixed and inconclusive.

Private schools have higher test scores because they have more money and recruit high-performing students while expelling low-performing students.

School choice harms public schools.

Private schools won't serve disabled students.

Private schools are less effective at promoting tolerance and civic participation.

Private schools are more racially segregated than public schools.

Half a dozen of these myths are directly applicable to Indian schools, meaning Bureau of Indian Affairs schools, contract schools, schools on or near reservations, and public schools off reservation with large Indian enrollments. The last category includes Oklahoma City, Seattle, San Francisco, Albuquerque, Phoenix, Los Angeles, San Diego, Tucson, Gallup, Rapid City, the Twin Cities, and Chicago.

I recently got an appeal from a group, I think in Washington, D.C., which was asking for more money for Indian schools. As Greene proved, Indian schools already have adequate money. In fact, they have one-third more money than private schools. But private schools beat public schools in the academic race, even with less money. Their academic outcomes are much higher than public schools—even with less money.

Greene does not point this out, but with half the private school students being Catholic, they get by because they pay nuns and brothers less money than public school teachers. But these underpaid

teachers demand and get homework, challenging academics, discipline, and order in the classrooms.

In the 39 Exemplary Programs in Indian Education we have identified since 1988, discipline and challenge have ruled the day. They are not content with hoping students show up for school; if students are not there in the mornings, they go get them. They make sure students go to class, pay attention, work hard, and have a challenging curriculum.

The overpaid teachers in Indian schools, in contrast, cannot be found at school before the bell rings. Ten minutes after school is out, they are all gone. Don't believe me? Go to an Indian school at 4 p.m. and try to find a teacher. I dare you.

Colleges are yelled at because they don't have enough minority students. In fact, over 75 percent of the colleges in the nation have no Indian students at all. Not their fault, Greene says. They actually admit more minority students than the data says are qualified. I think, with no proof yet, that colleges admit more unqualified Indian students than they do for other ethnic groups. Is it any wonder that 80 percent of Indian college students drop out? They can't read, write, or do math.

When I was a senior at Berkeley, Jo Allyn Archambault recruited 33 new Indian students for the winter quarter in 1970. They were mostly from Oklahoma and the upper Midwest, and had graduated from a reservation high school, and then moved to the Bay Area to find work.

The university required them to take a test to determine if they would be placed in regular classes or remedial classes. Out of the 33, some 27 scored too low to go into remedial classes. The university had to develop some pre-remedial classes for them. Only three or four of them ever graduated.

The real problem, Greene says, is that the high schools are not preparing the minority students for college. When he and Greg Forster did their own research, they found that under 25 percent of black and Latino students could pass the three "screens" they used—graduation from high school with a regular diploma, taking an academic curriculum in high school, and passing the National Assessment of Educational Progress at basic or higher level.

Only 32 percent of all students passed all three screens. But only 20 percent of black students and 16 percent of Hispanic students passed all three screens. Some 37 percent of white students passed all three screens. I suspect the percentage of Indian students who pass all three screens is less

than 15 percent. Whose fault is this? It is obviously the high schools that are at fault.

The real test of Indian schools is not lack of money, or lack of anything else that is material. It is lack of leadership that holds our schools back. It also holds our Indian students back.

There are other problems, of course. Chief among them is something that few pay attention to—the high rate of turnover among teachers. It has been particularly frustrating to me as I have worked with schools over the past 35 years. It is not unusual for schools to have 35 percent or even 50 percent new teachers every year. If someone gets a good program going, whether in reading or math or science, if that person leaves, the program is likely to die.

Low teacher qualifications are also a major problem. Albuquerque, as one of the garden spots of the nation, draws people from all over the nation to its schools. So it can pick and choose to a large extent. But if someone can't get hired in Albuquerque, she or he can almost certainly get hired at one of the Indian schools to the north, south, and west. The worst case I have seen was a teacher with a degree in sociology trying to teach chemistry. Naturally, it was a total flop.

In one of the surprises to me, Greene documented that teachers are paid more than accountants. The National Education Association and the other teacher unions have us all brainwashed into thinking teachers need more pay. And we have bought the myth. Almost no one checks the facts to find out what teachers really are paid. It's time we did.

It's true that we have many social problems in Indian country—drug abuse, domestic violence, alcoholism, broken homes, single parent families, welfare families—but it's also true that some of my heroes—like Sig Boloz, Betty Ojaye, Gilbert Sombrero, Reid Riedlinger, Richard DeLorenzo, and Dr. Ben Chavis—have achieved great things in similar environments. When Reid became superintendent at Wellpinit in 1989, the dropout rate was running 70 percent. He cut it to zero within five years. The last year he was there, 1983, he had a zero dropout rate and all the students went on to college—100 percent of them. Betty Ojaye did the same thing at Navajo Prep the next year.

Ben made his school in Oakland the best in the state, period. Sig had his school at Ganado at the very top nationally for several years. Betty did the same at Navajo Prep, and continues to do so. Betty, in my opinion, is the best principal in the United States.

I hope we can find some more leadership for our schools; it's what they need the most.

Source: 23 March, 2013/[India Today](#)

What Are You Doing to Fix India's Broken Education System?

It is now almost four years since I first walked through a series of winding by-lanes in a Mumbai slum toward my new job as a teacher at a low-income school. I was forced to confront India's educational inequities squarely in the eye. Students filed into a dilapidated old school building, and my own musty classroom, crammed with cupboards, barely left any room to move.

What was more jarring than my physical surroundings, however, was the magnitude of my students' achievement gap. Only a handful of my third-grade students could read first-grade books, and almost all struggled with elementary arithmetic. Despite this being an English-language school, few teachers – and fewer students – could speak the language at all. Indeed, most of my students were unable to recognize basic alphabets or perform simple addition.

This was compounded by the sobering fact that families in my slum scrounged to send their kids – boys and girls – to the very best schools they could afford. Why? Because they recognized that education was their only weapon against penury and struggle. They dreamed of their children going on to build livelihoods in a burgeoning economy and pulling them out of the slums.

Courtesy of Rakesh ManiRubina, a fourth grade student at the Umedbhai Patel School in Mumbai, Maharashtra, in this Aug., 2010 photo.

Unfortunately, the poor quality of instruction (and high levels of teacher absenteeism) across the proliferation of shoddy schools ensures that they will hardly be able to compete – whether for university admissions or for jobs – with students who can afford expensive, high-quality schooling. Moreover, according to the National Family Health Survey, India now has the highest rate of child malnourishment on the planet – almost twice that of sub-Saharan Africa.

To be fair, successive governments have attempted to tackle this. The late M.G. Ramachandran, the development-focused chief minister of Tamil Nadu, believed offering free meals at school would not only address malnourishment but encourage more students to attend regularly. Despite initial skepticism from various experts, his school meal program was wildly successful and was gradually expanded nationally. Mr. Ramachandran's effort gave birth to India's landmark Sarva Shiksha

Abhiyan program, which operates a multi-billion-dollar annual budget for establishing new schools and providing students with free textbooks, uniforms and a midday meal.

Channi Anand/Associated Press Children eating a meal served as part of the midday meal program at a government school in Jammu city, Jammu and Kashmir, on Feb. 28.

Indeed, it has helped raise enrollment rates dramatically but has failed in many other respects. First, it has not even dented the issue of child malnourishment. Also, it not been accompanied by an increase in the number of trained teachers, resulting in unwieldy class sizes and low-quality instruction. Although the government raised salaries to attract talented teachers, they have often lacked adequate training and have remained largely unaccountable. Finally, the enrollment rates distract from the fact that dropout rates are alarmingly high. In Mumbai, for example, enrollment rates surpass 95 percent, but only a small fraction of students will graduate.

The situation across the rest of the country is not much different – according to recent figures, 4 percent of Indian children never start school, 57 percent don't complete primary school and almost 90 percent – around 172 million – will not complete secondary school. These numbers should deeply anger Indians and force them to question society's priorities and values.

For several years, important voices have waxed eloquent on the sheer economic potential of India's young population. Around 30 percent of the country – close to 350 million children – is under the age of 15. Given this, statisticians predict that India's labor force will grow by a staggering 100 million over the next decades, over 10 times the corresponding figure in China. By some estimates, over 25 percent of the global workforce will be Indian by 2030.

These numbers make one thing clear: the entire world has a social and economic stake in ensuring that India provides top-quality education to its children. But the harshness of the inequity suggests that the debate ought to be more about what is morally right.

Despite India's dazzling economic growth, the bigger growth story over the last two decades has been that of inequity, which is growing faster today than at any time since independence. Underinvestment and ineffective governance in health and education services have played a key role. The gross domestic product growth figures that many see as a vital barometer of the nation's progress are merely a measure of economic activity, not public benefit. Indians must realize that, despite

the self-congratulatory mood of the elite, economic gains have accrued disproportionately to a privileged few because the vast majority lacks the education and the health to participate in this progress.

Back in 1964, the government's Kothari Commission advised that India spend 6 percent of its G.D.P. on education. However, in the years since, total educational outlays have consistently fallen short of that mark. This year, the Ministry of Human Resource Development has proposed a fresh commission to analyze the state of education in the country. What matters, however, is whether India can summon the political will to dramatically boost education spending.

The write-offs, on just direct taxes, that the government offers corporate India comes close to \$20 billion. Directing even a fraction of this amount away from businesses and toward improving the access and quality of school education would make a monumental difference in the lives of the bottom four quintiles of the population. Otherwise, lopsided growth is bound to worsen India's deepest problems – whether corruption, extreme poverty or religious conflict.

But money alone won't be enough. It will have to be accompanied by prudent policy initiatives to attract more qualified professionals into the education sector, which many avoid because of low pay and prestige. One idea is for the government to introduce an All-India Education Service, much like the other civil services, that seeks to address this. Despite the good work of many private institutions and nongovernmental organizations, it will be impossible to reach all sections of society, in all corners of the country, without a coordinated central government effort.

In just a few more decades, the implications of India's apathy will have profound implications – not just within the country, but around the world as well.

Source: 25 March, 2013/[India Blogs NY Times](#)

UGC should be realistic in tie-ups

The UGC should be more realistic in prescribing conditions for collaboration with foreign institutions, the IIT Kanpur chairman has said. Commenting on the commission's decision to scale up the eligibility criteria for trans-border university tie-ups, the top engineering college's chairman, M Anandkrishnan, said, "About 400 foreign institutions, mostly from UK, USA and Australia, have entered into collaboration with Indian institutions. But most of them were third-rate institutions, worse than some of our third-rate

colleges. These institutions were not getting students in their own country and because of which their income has gone down."

Hence these institutions marketed twinning degree programme in India, Pakistan and Bangladesh, he said. "Literally they are sucking students from here. Most of them are not accredited in their countries. Indian institutions also do not provide students with the true story about these foreign institutions. Only after joining these institutions do students realise that these are worthless degrees," Anandkrishnan rued.

"Unfortunately, in our country not a single agency, including UGC, AICTE, Association of Indian Universities or MHRD, knows how many institutions enter into trans-border tie-ups with Indian institutions, who are they and what are their credentials. There is no penalty also imposed on them," he added.

Anandkrishnan pointed out that the Foreign Universities Bill, which was tabled in Parliament, stipulates that foreign institutions entering into collaboration with Indian institutions should have at least 20 years of accreditation in their own country, they should register with an agency in India and they should provide `50 crore as liabilities deposit.

Source: 25 March, 2013/[New Indian Express](#)

RESOURCE

Manifesto for Change' for women in higher education

Hong Kong: zero. Japan: 2.3. India: three. Kuwait: three. Turkey: seven. UK: 14. Australia: 17. The numbers tell a story. They are the percentages of universities that have women as leaders in a range of jurisdictions around the world.

Knowledge that women are under-represented in the upper echelons of higher education is not new. But after academics from countries in Asia, Europe, the Middle East and North Africa shared experiences and information, they came up with an action plan for change.

On 6 March the "Manifesto for Change" was resoundingly endorsed by participants attending the session "Action for Women in Higher Education Leadership" at the Going Global 2013 conference, the culmination of a year of workshops held by the British Council in Hong Kong, Japan, Kuwait and finally Dubai, supported by new research.

The manifesto calls for actions to hold institutions to account by: including gender equity in ranking and quality indicators; transparency about the representation of women, including their participation in research – usually the stepping

stone to leadership; a commitment to invest in women; and the need for more international data on and research into what is holding women back, and what enables success.

Asian experiences

Obstacles to women reaching leadership positions in East Asia have been explored in research by Louise Morley, director of the Centre of Higher Education and Equity Research at the University of Sussex, UK. Her report was released at the conference.

Before the main event, a workshop for senior women was held. Experiences that had informed the East Asia research were shared with delegates from Egypt, Jordan, Kuwait, Morocco, Pakistan, Palestine and Turkey. They, in turn, provided more evidence on the lesser status of women academics, and joined the call for change.

If women in the Middle East and North Africa felt under-represented, they found they were not alone. Professor Fanny Cheung, pro-vice chancellor of the Chinese University of Hong Kong, told them that she was the first woman to achieve such a senior post in the institution's 50-year history, and that there had been just three women deans.

No woman has yet held the post of vice-chancellor or president of any university in the city. "Women are seen as difficult, different and risky," she said.

Dr Sharifah Hapsah Syed Hasan Shahabudin, vice-chancellor of Universiti Kebangsaan Malaysia, shared her experience from a country that has tried to take action at a policy level to tap women's talent, as part of its national development plan to reach high-income status by 2020. This included legislation that requires women to make up at least 30% of senior positions in the private and public sectors, including higher education.

She has implemented a policy to make sure women are considered for appointment to senior posts, and receive leadership training and support. "You have to push them. You have to call them up," she said.

Sharifah said she now wanted to see equity included in quality indicators and national rankings, and would take this message back to Malaysia's committee of vice-chancellors.

Reasons for lack of women leaders

Delegates from other Organisation of Islamic Cooperation (OIC) countries shared experiences of how women were held back despite often being more represented than men at undergraduate level.

There were multiple reasons: social and institutional expectations that they cannot lead;

the need to put family responsibilities first; career breaks taken for child-raising that coincide with crucial periods for establishing careers in research; and not enjoying the same freedom to travel as men.

There were also religious moves to limit them to women-only universities and positions of subordination. The latter, the participants repeatedly said, was a misrepresentation of Islam, which valued women's education and equal role in society.

Tanveer Naim, consultant to the OIC's Standing Committee on Scientific and Technological Cooperation and a member of the gender advisory board of the United Nations Commission on Science and Technology for Development, said women should be empowered to contribute fully to leading both education and research in OIC countries.

The 57 member states contributed just 2.1% of global research and development in 2011. "Women comprise half the intellectual potential. Countries that harness this will leap forward. Others will be left behind," she said.

She blamed lack of education for growing fundamentalism that was excluding girls and women from basic education in some countries and limiting their opportunities in others. Elite groups, including women, had not done enough to address poverty and unequal opportunities for the majority of women.

Middle East and North Africa

Dr Nadia Zachary, minister of scientific research in Egypt and one of two women ministers in the country, said: "The world needs science and science needs women. We should not distinguish between men and women, Muslim and Christian, but focus on the talent and skills of the person."

But since 2011, fewer women had public and influential voices in Egypt, including in politics, revising the constitution and higher education.

Professor Hala Khyami-Horani, vice-president of the University of Jordan, quoted UNESCO figures showing that women account for about half of undergraduates in Arab states, with variations ranging from less than 30% in Yemen and Mauritania to more than 60% in Saudi Arabia and Kuwait.

But across the board, their participation dropped off progressively in the higher academic ranks.

In Jordan, women accounted for just over half of undergraduates but 21.6% of university staff, she said, quoting 2009 figures. However, the latter still represented progress, up from 13.7% in 2000. At

professor level, women's presence had increased from 1.9% to 5.7%. At lower levels their presence was greater: 33.4% of assistant professors and 51.3% of teaching assistants.

"There is a lack of role models, lack of mentors, lack of leadership training. In some cases, women lack knowledge of their rights. And they are dropping out of their careers at an early stage," Hala said.

Reporting on a recent survey, she said that work pressure was the greatest challenge in the workplace, followed by favouritism, lack of time for scientific work and discrimination. Social obligations were the biggest obstacle outside of work.

For those who were succeeding, key enablers were good time management and being able to separate work and family matters, followed by having "a cooperative husband" and "a maid" to help in the home.

In Palestine, the pattern was similar to other countries in the Middle East and North Africa (MENA): women account for 57% of students but just 2.4% of professors.

Dr Irene Hazou, vice-president for academic affairs at Bethlehem University, said the role of women in Palestinian education had to be seen in the context of the Israeli occupation – conflict could not be ignored as a key cause of women's exclusion.

"It affects all aspects of life. We are not free to move in or out of Palestine, or within Palestine," she said. "Women find it difficult to move through check points. A 10-minute trip takes one hour, sometimes two. This discourages families from sending women to universities, especially with the harassment by Israeli soldiers."

The lack of graduate programmes in Palestine meant that those interested in academic careers had to go abroad to study. "That impacts on how many women can take part," she said. Education was too often regarded merely as "something to do" for women, not a pathway to a career.

Kuwait University, meanwhile, has almost 23,000 students, 16,000 of them women. Women even dominate science subjects such as engineering and dentistry, despite rules that they must have higher grades than male peers to win a place.

But that is where the advantage for women ends, according to Professor Lamya Hayat, a biologist in the faculty of science. Once women were married they were expected to forsake academic careers.

"You are expected to be less educated than your groom. A woman has to take care of the children, everything, including the man. It is a full-time job.

She runs after her job while the other one sits drinking coffee," she said.

Professor Guisun Saglamer, a former rector of Istanbul Technical University, said women fared better in her country due to its secular republican past. There, women account for 28.5% of full professors, more than their representation in the UK, although women led only 12 out of 168 universities.

Access to childcare and supportive family networks made it easier for women to balance work and family life. "But we are facing difficulties because of the revival of Islam," she said.

Ways forward

However, there are initiatives to raise the glass ceiling for women in the MENA region.

A woman in Higher Education Elite Leaders (WHEEL) is a regional women's network established two years ago at a meeting of the TEMPUS programme at Al Fayyoun University in Egypt. There are now 14 member universities.

"The network seeks to advance, support, develop and connect women leaders in higher education across the MENA region," said Professor Ouidad Tebbaa, a dean at the Faculté des Lettres et Sciences Humaines de Marrakech, who invited more leaders or potential leaders to join – women or men who were committed to social equity.

"Our network includes deans, vice-deans, managers, executives, academics and students from the European Union and partner states from MENA," she said.

It has held seminars in all partner universities, and 10 have set up equal opportunity centres for leadership development, collecting and sharing data, and networking. WHEEL also operates an e-learning programme for future leaders.

What emerged in Morley's research and the workshops was that despite cultural differences, a similar pattern of exclusion occurs across different countries, with female representation lowest in senior positions and the most prestigious institutions.

Morley quoted a case in the UK. Women there accounted for about 20% of the professoriate, but only 9% at Oxford University.

"The global academy is being characterised by innovation and hyper-modernism. It is presented as gender neutral. But underpinning it is an archaic male domination of leadership. In the UK, universities are behind the military in gendered leadership, which is shocking given that we are meant to be liberal institutions," she said.

The manifesto was well received at the Going Global gathering in Dubai.

Obiageli Nnodu, a senior lecturer at the University of Abuja in Nigeria, said: "Women are the first contact for the dissemination of knowledge, and should be taken seriously. I am surprised that we have a very low percentage of women vice-chancellors. My vice-chancellor is a woman and I am proud of that. She has done a lot to develop the university."

Dr Patricia Owusu-Darko, director of international affairs and collaborations at Kumasi Polytechnic in Ghana, said that in her country men would not allow women to be promoted to the most senior positions: "Over their dead bodies."

"We should take this manifesto as a working document and put our weight behind it," she said.

Source: 16 March, 2013/ [University World News](#)

Unaided institutes constitute 92% of technical education

Unaided private institutions now account for almost 92% of the total institutes imparting technical education in the country, a big increase in the share from 85% a few years ago.

With government institutes not coming up at the same pace, the private sector has taken up a major chunk of technical education in the country and is growing around 8% annually.

This paints a different picture for technical education vis-à-vis higher education as a whole as the 12th Plan envisages a faster growth for central higher education institutes than private ones even though the latter will continue to account for the lion's share of enrolment in 2016-17 (estimated at 52%). Moreover, central institutes are expected to show the highest annual growth of 14.9% in student enrolment compared with private institutions (7.6%) in the period.

Between 2007 and 2012, the number of private institutions grew faster than the number of government institutions at 10.3% while the latter grew at 8.3%. This growth included the establishment of 98 state private universities, 17 private deemed universities, 7,818 private colleges and 3,581 private diploma institutions.

"The private sector is promoting education and these institutes want to compete with their global counterparts. The problem is that new institutes in the government sector don't grow fast while more and more private institutes get added every year," said SS Mantha, chairman, All India Council for Technical Education (AICTE).

As per consultancy and advisory firm Ernst & Young, the share of unaided private institutions in the total number of institutions is now a little less than two-thirds, up from 40% a decade ago. Besides, the unaided private sector accounted for around 60% of total enrolment in 2012 — almost double that of the share of total enrolment of 33% in 2001.

"Though this growth in private institutes is healthy, the primary goal of government institutes — to provide public good — needs to be met. Hence, we need to ensure this quality through regulatory systems," Mantha added. AICTE regulates a range of issues relating to the setting up of such institutions and their operations, including land, infrastructure and intake and faculty.

At present, there are 40 central universities and 289 state universities in the country. Professional courses account for 19% of the total higher education enrolment. However, courses such as architecture, pharmacy, hotel management and computer applications have lost popularity in the past few years while management and engineering continue to remain students' favourites.

Source: 18 March, 2013/ [Financial Express](#)

Women and Girls Still Missing from Career and Technical Education in High Paying Fields, Some States Showing Progress

Research released today shows that women and girls are still sorely underrepresented in Career and Technical Education (CTE) programs that prepare students for careers in high-paying occupations in science, technology, engineering and math (STEM), the skilled trades, and other occupations traditionally done by men. Two coalitions for women's education and job training call for the reauthorization and strengthening of the Perkins Career and Technical Education Act to improve women's and girls' access to these CTE programs.

Women and girls make up fewer than one in four students in STEM CTE programs, fewer than one in six students in manufacturing and architecture- and construction-related CTE programs, and fewer than one in ten students in transportation, distribution, and logistics CTE programs.

Yet, women and girls comprise more than 80 percent of students at the postsecondary level enrolled in CTE programs in "Human Services," preparing them for lower-paying positions in child care and hairdressing.

"It is important that training for higher-paying occupations includes women and girls, and that girls are introduced to nontraditional careers at a young age," said Barbara Gault, Vice President and Executive Director of the Institute for Women's

Policy Research, a member organization of the NCWGE.

The Perkins Act promotes more gender equity in training programs and includes accountability measures for states. "Many state and local CTE directors count the nontraditional accountability measure and the accompanying provisions in the Perkins Act among the key reasons for their state's success in improving students' participation in and completion of nontraditional CTE programs," said Mimi Lufkin, Chief Executive Officer of the National Alliance for Partnerships in Equity.

The findings in the report are based on a new analysis by NCWGE and NCWJIT of state-by-state reports on student enrollment and course completion in secondary and postsecondary career and technical education that were submitted to the U.S. Department of Education. The research shows some states are performing significantly better than others.

This report was prepared as a summary of an analysis by the Institute for Women's Policy Research, the National Alliance for Partnerships in Equity, the National Women's Law Center, and Wider Opportunities for Women, under the auspices of the National Coalition of Women and Girls in Education and the National Coalition on Women, Jobs and Job Training.

Source: 20 March, 2013/ [Pr News Wire](#)

Guide to financing your education

As you read this, over 9 lakh students are sweating over their Class XII examination in India. Come April, there will be a scramble for college admissions. Considering the rising cost of higher education, most parents and students will be desperately juggling their finances.

According to a calculator on cost of education provided by Aviva India, a leading insurance player, the cost of a medical, engineering or fashion designing degree in India is Rs 7-10 lakh. An MBA degree's cost starts at around Rs 5 lakh, but is Rs 15-25 lakh at the better Indian B-schools. If you want a foreign degree, be prepared to shell out double or even quadruple these costs.

The ideal solution would be free funding, say, scholarships. However, the competition is fierce and many students fall back on what they think is the next best free-money option: parents. Not too long ago, an Assocham survey revealed that 65% of Indian parents spend over half their yearly income on their child's education. How fair is it to wipe out a parent's retirement kitty in pursuit of the good life?

Thanks to the recent reforms and initiatives, it has never been easier to finance one's own education. For instance, under the revised model education loan scheme designed by the Indian Banks' Association, merit students taking admission in recognised private institutions under the management quota will also be eligible for study loans.

In addition, the scope of the courses eligible for education loans from banks has been widened to include degrees/diplomas in nursing. Little wonder then that banks' education loan portfolio has gone up from Rs 42,300 crore in December 2010 to Rs 52,100 crore in 2012, a jump of 23%. It also helps that the Reserve Bank of India (RBI) recently warned banks to not reject education loan applications just because a borrower does not fall under its service area.

A more significant factor fuelling this growth is the increasing availability of the product. Earlier, only public-sector banks offered it in deference to the government diktat. Over time, however, private players have joined the fray and, of late, two non-banking financial companies (NBFCs) have also taken the plunge. Credila Financial Services commenced operations in 2008, and with HDFC's backing after 2009, it has emerged as the largest private-sector education loan provider in India. More recently, Dewan Housing Finance has entered this space with Avanse Financial Services.

Source: 25 March, 2013/ [Economic Times](#)



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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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