



## 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](#)

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## 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](#)**

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**ASPECT****The higher education racket in India**

There is a crisis of leadership in the highest echelons of India's education policy-making

"There is urgent need for more autonomy, less bureaucracy, less interference from the government, greater internal democracy, and participative decision-making...While role models in themselves are not undesirable, blind allegiance to authority that is deemed superior is detrimental to free thinking. Being always reasonable or politically correct saps the environment of true voices of constructive dissent. Age is often equated incorrectly with wisdom.

An over-cautious attitude has not served us well in the past and it will certainly not serve us well in the future. Indian chemistry today faces a crisis of leadership. Adherence to quality by scientists and the ability to take risks by fund givers...are critical, even mandatory."

The above excerpt is from a perspicacious essay, 'Chemistry in India: Unlocking the Potential,' published in January 2013 by the journal *Angewandte Chemie*. What the authors have said about the state of chemistry education and research also applies broadly to higher education in India, and this has grave consequences for the Indian economy.

There is a crisis of leadership in the highest echelons of India's education policy-making. There is a need for leadership that increases autonomy, reduces government bureaucracy and interference, promotes internal democracy and participative decision-making in the administration of educational institutions, as the authors of the essay have outlined.

But what prevents this from manifesting at the highest levels of policy-making? Evidently, pursuing these objectives would mean that those with authority should abdicate their control for the greater good of institutional development and excellence. Taken to its logical end, it would imply a drastic curtailment, if not outright disbandment, of centralized power centres like the Union human resource development (HRD) ministry and its assorted mandarins who are charged with creating educational policy from Delhi.

This requires self-denial on the part of those occupying seats of power—and therein lies the governance challenge. The story of the establishment of Hyderabad's Indian School of Business (ISB) illustrates this challenge. ISB's founders wanted to locate the institution near Mumbai, India's business capital. Shiv Sena's Bal

Thackeray, whose party was governing the state at the time, reportedly asked that reservations be made for the local Maharashtrian population, a condition that wasn't compatible with the institution's commitment to meritocracy. One could also speculate that many of Maharashtra's politicians, who own higher educational institutions, didn't want a business school that competed with their commercial interests.

Andhra Pradesh chief minister Chandrababu Naidu then moved quickly and brought ISB to Hyderabad. Today, ISB is ranked among the top business schools in the world. When Naidu lost the elections, he was widely berated for being a "CEO-style" administrator—few remember his contributions to Andhra Pradesh's economic development, not the least of which is bringing a world-class educational institution to the state. The ISB story shows that it takes political courage for which there may not be any short-term electoral rewards. This is why reforms are difficult—and require political commitment from the top.

The reforms that are needed in higher education are well-documented. The Wall Street Journal's Geeta Anand, writing in 2008, recounted how the principal of a pharmacy college in Mumbai could not add more students because of a regulation that mandated 168 square feet of space be provided for every student in a technical college. These rules also specified "the exact size for libraries and administrative offices, the ratio of professors to assistant professors and lecturers, quotas for student enrollment and the number of computer terminals, books and journals that must be on site," Anand reported. S.P Jain Institute, a leading business school, had its request to increase enrollment of students denied umpteen times by the mandarins in the HRD ministry. Thousands of students were being turned away because institutions could not meet all these diktats formulated by bureaucracies like the All-India Council for Technical Education (AICTE) and the University Grants Commission (UGC), which both come under the HRD ministry.

Sam Pitroda, adviser to Prime Minister Manmohan Singh, said in the same article that "the system as a whole is overregulated."

Congress vice president Rahul Gandhi complained in a recent speech that the capitation fee at an Indian medical college is higher than the cost of going to Harvard University. Minister of state for HRD Shashi Tharoor said at an education summit that the Indian Institutes of Technology and Indian Institutes of Management are "islands in a sea of mediocrity."



The question is why don't these leaders do something about it then, starting with eradicating the red tape that stifles educational institutions in India?

It is easy to offer platitudes—it is difficult to implement reforms, because “education as a whole is a vote getting patronage item,” as Ajit Rangnekar, who is now ISB's dean, told Geeta Anand then.

There has been plenty of debate on the contours of reform in the last five years, but not much has changed on the ground. Former HRD minister Kapil Sibal pushed to dissolve AICTE and UGC, but then came up with draft legislation that would create a higher education super-regulator that was “the most outrageous proposal to centralise power in higher education that could be imagined,” in the words of Pratap Bhanu Mehta, president of the think tank Centre for Policy Research.

A fresh round of consultations was undertaken in 2010 and a reworked Bill ostensibly drawn up—as of December 2012, the parliamentary standing committee reviewing the Bill said in its report that not enough was done to assuage the concerns of state governments. The committee also said that existing regulatory mechanisms be strengthened instead of being subsumed by a super-regulator.

Meanwhile, the racket in higher education carries on. Every year that goes by without reform results in many more millions being turned away by colleges and universities that are beholden to politicians in Delhi. Many observers foolishly salivate at how Delhi University and IIT are more selective than Ivy League schools, without realizing how brainless the comparison is.

Why is the government failing to build consensus and pilot through legislation in a timely manner? There is an enormous cost to such ineptitude in governance. According to UNESCO figures, India sent some 200,000 students abroad in 2011, resulting in an outflow of billions of dollars. Since 2000, the number of students going abroad has nearly quadrupled. Tens of thousands of students who cannot afford the high costs of studying abroad are invariably left out, with almost no avenues to attain skills and knowledge to participate in the formal economy. This worsens the income divide.

At the same time, growing corporations cannot find skilled people to meet staffing needs. All this, because a few people in Delhi are protecting the extortion racket, euphemistically termed “overregulation,” that emanates from the HRD ministry. In return for protecting the racket, higher education is used as a patronage tool by politicians

to garner votes, whether by quotas (in student admissions and faculty appointments), or through a dole for the parliamentary constituencies of the powerful: Sonia Gandhi and Manmohan Singh have set up petroleum universities in their constituencies, while Congress vice president Rahul Gandhi's constituency is now receiving an aviation university.

Other countries are positioning themselves to take advantage of India's suicidal folly—a strong grassroots movement is gathering momentum for immigration reform in the US, and this will make it easier for those studying in American universities to stay on and contribute to the American economy upon graduation.

If the racket in Delhi that has sanction from the highest levels of India's political leadership doesn't stop, there will be a permanent loss of human capital to nations that offer better educational and economic opportunities. Without human capital, economic growth will suffer in India—and without growth, there will be social instability.

The stakes are very high, and time is running out.

**Source:** 15 April, 2013/ [live Mint](#)

### NEWS

#### Access to all

Education for all. Easier said than done. A panel discussion surrounding the theme, 'How the best of India will reach out to the rest of India?' at IIM-Kozhikode on March 24, attempted to raise suggestions on how to make education accessible for all. The panelists — Debashis Chatterjee, director, IIM-K, MM Pallam Raju, Union HRD minister, Lord Meghnad Desai, Professor Emeritus, London School of Economics, agreed and argued with each other while moderator Govindaraj Ethiraj, formerly Founder Editor-In-Chief, Bloomberg UTV, kept the proceedings going in an engaging manner.

Clearly not a fan of self-sufficient learning, Desai began by voicing his thoughts on how borrowing from other countries isn't a dent on our progress. “The English we speak today is borrowed from the British. Of course, not everything might be relevant to our system; take the good, ignore the rest,” he said beginning the discussion first. Urging India to not just focus on higher education but on further education like in the UK, he suggested we create other pockets of excellence besides the IITs and IIMs and groom youngsters in other fields as well. To validate his point, he said, “Create vocationally sound degrees that can sneak in higher edu. In the West, some of the highest earners don't necessarily hold degrees.”



Taking the stage next was the most wanted man of the session, the minister, who had everyone in the audience comprising academicians, corporates and students, wanting a piece of him. While Raju seemed happy with parents wanting the best edu for their wards, he said it pained him that one's mother tongue, which reflects highly on our rich heritage, is increasingly being meted out step-motherly treatment. "A lot of course corrections has to be done. We need to make vernacular languages much more than mere subjects," he said. Belting out statistics, he said that our priorities lie in increasing the Gross Enrolment Ratio from 18.8 per cent to 30 by 2020 and increasing the number of teachers to 20 lakh, which at present stands at 12.5.

Speaking last, Chatterjee's words were measured in comparison to his colleagues on the panel, but nevertheless packed a punch. Beginning on the need for IIMs to go the university way, the director opined that higher edu institutes are not led by markets but by intellectual capital. Admitting that there are certain restrictions on institutes to take forward their ideas, he put the onus on the government to make things happen. Siding with Desai, the prof rooted for vocational edu to give the much-needed fillip to higher edu in India.

Fielding questions from the audience led to deliberation on issues such as teachers pay, parents forcing children to live their dreams, decline of humanities, etc. Ethiraj ended the session by concluding that besides the IITs and IIMs, other avenues must be created where the best can help the rest. On the previous day, the 15th convocation of the institute was held and 563 students were conferred their degrees. On the same day, Raju inaugurated the Indian Business Museum at IIM-K, which houses treasures of India's business wealth such as historic maps, pictures, artefacts, etc.

**Source:** 1 April, 2013/ [New Indian Express](#)

### **61st Meeting of the Central Advisory Board of Education**

The 61st Meeting of the Central Advisory Board of Education (CABE), the highest decision making' body in the field of education, is to be held at 11.00 A.M. on 2nd April, 2013. The Ministry has prepared an agenda to be considered while providing the framework of a national policy to address the needs and challenges of the education system in the 21st century. HRD Minister MM Pallam Raju is likely to consult CABE regarding suggestions from the states on third Education Commission. He would consult CABE which

includes state representations, on the Education Commission, to improve implementation of the suggested policy guidelines by the states.

The highlights of the Agenda for CABE meeting tomorrow to be addressed by the HRD Minister are

A National Higher Education Qualification Framework (NHEQF) - Considering the exigency and need for a national framework for higher education, it is proposed to set up a CABE Committee to consider the proposal and make recommendations for evolving the National Higher Education Qualification Framework (NHEQF). The CABE Committee may constitute Sub-Committees comprising the experts drawn from academics and representatives of the national level regulatory bodies and state government. It may study and examine the global initiatives taken during the last two decades for evolving national higher education qualification framework in other countries of the world and the specific issues faced by the country in this regard. The report of the Sub-Committee may provide valuable input to the CABE Committee in formulating its views and recommendations for prescribing the NHEQF.

Proposal to initiate action for evolving All India Survey on Higher Education - The uploading of data for AISHE 2010-11 has been closed and uploading of data by the institutions for AISHE 2011-12 has commenced from 21st March, 2013.

National Mission on Education through Information and Communication Technology (ICT)- The Mission has two major components: (a) providing connectivity, along with provision for access devices, to institutions and learners; (b) Content generation. It seeks to bridge the digital divide, i.e. the gap in the skills to use computing devices for the purpose of teaching and learning among urban and rural teachers/learners in Higher Education domain and empower those, who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. SAKSHAT is one stop education portal ([www.sakshat.ac.in](http://www.sakshat.ac.in)) to facilitate lifelong learning of the students, teachers and those in employments or in pursuit of knowledge free of cost to them. The portal would be main delivery portal for the contents developed under the National Mission on Education through ICT.

The focus under this agenda point to be taken up is the development of Ultra Low Cost Computing Devices to enable students, wherever they may be, access to education content. Indian Institute of Technology (IIT), Bombay is doing a project pertaining to (a) Acquisition and Testing of Low Cost Access-cum-Computing Device and (b) Hardware



and software optimization LCAD-Low Cost Access-cum-Computing Devices. In the first phase 1,00,000 tablets being procured are for the purpose of testing by users all over India in different climatic and usage conditions. The advanced version of low cost tablet called Aakash-2 was launched by the President of India on the occasion of National Education Day i.e. 11th November, 2012. As compared with Aakash-1 launched in October 2011, this advanced version has a processor which is about 3 times faster, memory which is twice as large, and capacitive touch screen as compared to resistive touch screen. It is being procured by IIT Bombay under a project from MHRD, at a price of Rs 2263/-.

Inclusion of NCC as an elective subject in schools and colleges -The XII Five Year Plan too, has documented that a National Initiative to foster Social Responsibility in Higher Education would be launched. Several ongoing activities, such as, the National Social Service, National Cadet Corps, Voluntary Service, promotion of culture, arts, music, youth development initiatives will be captured in the proposed new National Initiative aimed at deepening and enhancing community engagement in our colleges and universities.

Proposed Education Commission -The new Education Commission will be tasked with providing the framework of a national policy that would address the needs and challenges of the education system in the 21st century. It is expected to re-orient the education system, as well as set out goals and parameters for an education system that addresses the changed socio-economic and technological realities.

Some other issues on the agenda are Best practices in implementation of school sanitation and hygiene education; Elimination of gender and social gaps in school enrolment and retention, Review of implementation of RTE, etc.

**Source:** 1 April, 2013/ [Indian Education Diary](#)

### **Nepal targets schools teaching Indian subjects**

In a move that will affect nearly 6,000 students, Nepal has ordered five private schools that teach Indian studies and subjects to stop new admissions.

The Ministry of Education has asked five schools, conducting examinations under India's Central Board of Secondary Education, not to admit new students for the next academic year, the official daily Gorkhapatra reported, quoting District Education Officer Baikuntha Aryal. Those violating the order would be penalised, Mr. Aryal warned.

The schools are Modern Indian School, Rai School, Alok Vidyashra, Rupy's International School and Chadbagh School.

The Education Ministry said it had sent a letter to the schools concerned, saying they could not function with the CBSE system as they were not given permission.

Indian Embassy officials were not available for comment.

The decision will affect nearly 6,000 students enrolled in these schools. There are around 14 schools that are running under the Indian educational system. The Indian government grants scholarships to more than 2,000 Nepalese students every year.

Recently, the DAV Sushil Kedia Higher Secondary School, which is also run under the CBSE, has been targeted by students' and teachers' unions affiliated to the CPN-Maoist, the breakaway faction of the Unified CPN-Maoist, apparently for teaching Indian subjects. Last year, CPN-Maoist banned the screening of Indian movies and the entry of vehicles with Indian number plates into Nepal. The organisations have claimed that using the Indian educational system is against Nepal's interests. However, many private schools use American and British education systems.

**Source:** 1 April, 2013/ [The Hindu](#)

### **Batting for Indo-Scottish relations**

University of Edinburgh's The Edinburgh India Institute, which was established last month, aims to encourage a greater awareness of India in Scotland and hopes to build a programme of training in major Indian languages. Edex caught up with Roger Jeffery, a prof of sociology of south Asia and director of the new institute to know more about its plans.

*How honoured are you to take charge of the institute?*

I am delighted. As someone who has been involved with India for many years — I started my first research project in India in 1972, and have worked closely with colleagues in the country ever since — it is a great honour to be in a position whereby I can encourage people in Scotland and India to come together.

*Why has this initiative been created?*

The principal remit of the institute is to deepen and extend the university's links with India, which is already very strong. This includes promoting the study of contemporary India — its politics,



economics, society, history, language and culture — and for the institute to play its part in encouraging connections, such as research initiatives and exchanges between Edinburgh's scientists, engineers, medical and veterinary clinicians and researchers and their counterparts in India.

Creating such links is hugely beneficial both to Scotland and India. As one of the world's leading research universities, Edinburgh has great strengths in many areas, including clinical medicine and veterinary medicine, engineering, social sciences, the humanities and computer science. Partnering these strengths with those of global leaders, such as those in Indian education and businesses, allows us to jointly look at solutions to some of the major problems facing the world, such as food scarcity, environmental change or medical challenges.

A good example of how this co-operation can work is the Centre for Brain Development and Repair in Bangalore, which we recently launched in collaboration with Institute of Stem Cell Biology and Regenerative Medicine. This centre, which will bring together leading researchers from Edinburgh and India, will study disabilities that arise from alterations in brain development, such as autism and dementia, which represent a growing public health issue in India. Another is linking social scientists in Edinburgh with some in Tata Institute for Social Sciences and focusing on issues of social marginalisation, a link funded by the UK-India Education and Research Initiative.

*What are the plans of the institute, both immediate and long-term?*

One immediate goal is to become more involved in student exchange. We need to engage more often, and in different ways, with Indian students thinking of coming to Edinburgh and with Edinburgh students wishing to go to India. A key project is to find ways to send 90 students and 10 faculty to join the Delhi University's 'College on Wheels' in August.

We also need to engage with the local India-origin community in Scotland, with Edinburgh researchers who wish to develop joint programmes with Indian researchers and lecturers; and with government in both Scotland and India. Amita Batra is now in post and gave her inaugural lecture earlier this month.

In the long-term, we aim to be a major point of reference for Indo-Scottish relations in the areas of education, business and culture. With this in mind, we want to help develop effective links between the two countries, whether these be business,

cultural or academic. In addition, we also plan to build a programme of language training in major Indian languages.

*How will this partnership help to address the challenges of the Indian educational system?*

The institute will help co-ordinate links with new and well established institutes of higher education in India, focusing on curriculum development, leadership, and challenges of creating research-driven institutions. Two current examples are: staff from National University of Educational Planning and Administration, New Delhi, recently attended a course on educational leadership in the University's School of Education, and a joint conference will be held in NUEPA in September to discuss critical issues in Indian education. In general, more staff and student exchange is, I think, an excellent way of mutual learning, and the institute will encourage this in every way possible.

*With which Indian universities do you have links with?*

We already have strong relationships with staff in more than 50 leading Indian institutions, such as Delhi University, Jawaharlal Nehru University and IIT-Madras. We are using MoUs to develop formal relationships only where there is real activity. One thing we will particularly look towards is encouraging split-site PhD agreements, whereby students will study some of their degree in India and some at Edinburgh. Another is joint research and academic networks, targeting the funds available as a result of joint India-UK initiatives.

**Source:** 1 April, 2013/ [New Indian Express](#)

### **Wrong info of centres, lack of seats — mess everywhere**

THE kind of gross mismanagement at the exam centres for the recruitment of primary teachers held on Sunday across the state only exposes the lackadaisical way by which the West Bengal Primary Board held the examination.

According to reports received from the district administration as well as School Education Department, there was confusion among the candidates at Minakha in North 24-Parganas as there were two examination centres with the same name. After reaching Mondolpara Girls High School at Halisahar in North 24-Parganas, candidates came to know that they were supposed to reach Gainghata High School, 20 kilometres from there.

Students complained that wrong information of the centre was provided on the website of West Bengal Primary Board. Murlidhar Girls High School is close



to Gariahat Police Station, but the website mentions that the school is near Patuli police station, at least 30 kilometers away from the exact location. The website of the board mentions that Praptapalli Boys and Girls School is located at Behala in south Kolkata, but it is actually location in Jadavpur — around 30 kilometres from Behala.

At Birbhum's Amodpur High School, 305 candidates were supposed to take the examination, but the seating arrangement was for only 200 candidates. As a result, 105 candidates could not get seats for the examination.

The mismanagement by the board did not end there. Around 300 candidates supposed to take their examination at Khidderpore Academy School did not arrive at the centre. Later it was learnt, that the website of the Board had given the wrong location of the school. "When I reached my examination centre, I found the examination was already over," said Debosmita Kar, a resident of Barasat, whose admit card said that her exam centre was at Madhusudan High School in Barasat, but on reaching there she came to know that she has to travel 20 kilometres from there to Muraripukur Girls High School to take the test. There was no one to whom I could lodge a complaint, she added.

With many candidates complaining about lack of transport facilities, the Board blamed it on the railways. President of the board, Manick Bhattacharya said, "We have received complaints from three districts — West Midnapore, Behrampore and North 24 Parganas — that some of the candidates could not appear for the examination due to poor transport facility, especially the rail service. In West Midnapore, a truck turned turtle on the main road leading to massive traffic jam and as a result many students arrived at their examination centre late. The Board has therefore decided to conduct a second round of examination for the students in separate rooms if they arrive at the centre before 2 pm."

Three persons were injured at Baruipur while six in South Dinajpur while they entered a jam packed train to reach their examination centres. "Even at Baruipur candidates staged a rail blockade as there were irregular train services and as a result candidates had to face harassment, Bhattacharya added.

Minister of State for Railways Adhir Chowdhury rejected the allegations and instead demanded the state government to apologise to all the candidates for facing inconvenience. "This is the biggest recruitment of teachers in the state and the government has failed to manage the examination

smoothly. They are unnecessarily blaming the railways for it. We have provided enough train services especially during the examination time. We even cancelled some work in the Howrah-Sealdah train line due to the exam," he said.

**Source:** 1 April, 2013/ [The Indian Express](#)

### **Nepal wants to regulate schools with CBSE system**

Nepal on Tuesday said it asked five private schools that teach Indian curriculum to stop new admissions to regulate the education sector.

"The schools running courses under Central Board of Secondary Education (CBSE) of India are required to take permission from the Ministry of Education and we have taken steps to regulate these educational institutions," said Mahshram Sharma, the spokesperson at the Ministry.

The District Education Office in Kathmandu has recently sent letters to five private schools teaching the Indian courses not to take admission for the new academic session beginning April without taking permission from the Education Ministry.

These five schools include, Modern Indian School, Rai School, Alok Vidyashram, Rupy's International School and Chadbagh School, all situated in Kathmandu.

Over 6,000 students are enrolled in some 14 private schools in Nepal teaching Indian curriculum and CBSE courses. The Indian government grants scholarships to more than 2,000 Nepalese students every year.

Although these schools are running CBSE courses after taking 'No Objection Letter' from the Embassy of India and duly registering at the Chief District Office, they were not informed about taking permission from the Education Ministry for running Indian courses, said KP Pandey, Principal of Rai School.

These schools were also frequently targeted by pro-Maoist students and teachers unions for teaching Indian courses, claiming that it would harm national interest. Recently, the DAV Sushil Kedia Higher Secondary School, which is also run under the CBSE, has been targeted by students and teachers unions affiliated to the CPN-Maoist, the breakaway faction of the Unified CPN-Maoist, apparently for teaching Indian subjects.

Last year, CPN-Maoist banned the screening of Indian movies and the entry of vehicles with Indian number plates into Nepal.

Sharma said the Ministry is also in touch with the Indian Embassy for regulating these schools and the matter is being taken at diplomatic level.



According to education experts, Nepal annually spends over 60 billion rupees for sending its students to India and abroad for pursuing quality education. The number of students going to India has surged by 2,000 to 3,000 for the past couple of years due to disturbances facing the local schools.

**Source:** 2 April, 2013/ PTI/ [Zee News](#)

### **Indo-European education consortia for research collaboration**

A consortia of Indian and European higher education institutions has been formed under the 'India Platform' banner for research and development collaboration in various fields of societal impact.

Eleven Indian institutions and seven European institutions signed a stakeholders' agreement at the start of the three-day Samyoga International Research Forum programme hosted by Amrita University on Tuesday.

"We will try to look at areas of issues from both Indian and European perspectives," said S N Balagangadhara, director, India Platform and professor at Ghent University, Belgium, one of the stakeholders. "In the context of Indian higher education, we are producing graduates who are unemployed and unemployable. The idea behind the consortia is to build a nice future for both India and Europe," he said.

The focus of the collaboration for now is Karnataka, Prof Balagangadhara said. "We want to explore how we can bring here the European healthcare system. We also want to help redesign urban and regional planning with a focus on two cities. We are talking to many agencies for both these ideas," he said.

Amrita University VC P Venkat Rangan, Minister-Counsellor, Deputy Head of the Belgian embassy Antoine Evrard, Counsellor for science and technology from the Netherlands embassy Jelle Nijdam were present.

**Source:** 3 April, 2013/ PTI/ [New India Express](#)

### **Common timetable for admissions under RTE**

Private non-minority unaided schools in the city will, hereafter, have to follow a streamlined admission procedure for intake of students under the 25 per cent quota mandated by the Right of Children to Free and Compulsory Education Act, 2009.

A government order (G.O.) issued by the school education department on Monday prescribes not just a common schedule for issue of application forms and declaration of admission results, but

also provides standardised format for collecting and receiving data from schools and a uniform admission form which has to be distributed by schools free of cost.

"Though we had issued guidelines for admission the previous academic year, and collected details about admissions made under the 25 per cent reservation category from schools, we wanted to streamline the procedure further this year so that we can verify the nature of admissions made," a senior official said.

According to the G.O., schools will have to display the intake of seats at the entry level class under the 25 per cent quota by April 2, notify the date of issue of application forms on May 2, and issue application forms between May 3 and 9 each year. The completed application forms, along with the necessary age, address and other proof has to be submitted on or before May 9, following which parents should be given a registration slip from the school. This slip, for which the format has been provided, will include the date of hearing appeals of rejected candidates.

A department official said declaration of the age of the child by a parent or guardian will also be valid, as mentioned in the Tamil Nadu Right of Children to Free and Compulsory Education Rules, 2011.

On May 11, the list of both eligible and ineligible candidates, along with reason of rejection should be displayed. If the number of applications exceeds the number of seats, random selection will be carried out at 10.30 a.m. on May 14. Names of the selected students, along with a waiting list comprising 10 per cent of the applicants, have to be put up by the school the same afternoon.

By May 20, schools will have to submit a return statement with details about the number of seats, admissions made, and vacant seats along with other criteria in the prescribed format.

On timing of the admission schedule, an official of a CBSE school said, "The provision of 25 per cent reservation to economically-weaker sections and disadvantaged groups is not new, and schools are aware that they have set aside the stipulated number of seats irrespective of when the admission is conducted. It is not the timing of the admission schedule, but the question of how many applications qualify under the 25 per cent quota."

An official from a group of institutions that has two matriculation schools, while welcoming the common admission schedule, expressed concern about the provision not reaching out to intended beneficiaries.

"There must be a clear mechanism for verification of applications received under RTE," the official said, adding there was little clarity among schools last year.



"When one school starts admissions, other schools are compelled to follow suit. It makes it difficult for parents who have applied to more than one school," the official said.

Calling the G.O. a progressive step, social activist Narayanan. A said, mechanisms must be in place to ensure there is no discrimination inside the school. "There is so much ignorance about provisions of the RTE. An awareness campaign must be launched immediately to educate parents," he said.

An official said, other than the director of matriculation schools, who will be the nodal officer at the State-level, there will be district-level committees headed by the chief educational officer along with DEO, DEEO and the IMS to monitor the implementation of the Act.

Parents can approach the district-level committee with grievances, the official said.

**Source:** 4 April, 2013/ [The Hindu](#)

### **Only 5pc Pak students have access to higher education'**

Corporate leaders of South Asia have said that Pakistan and India should remove nontariff barriers in order to increase trade between the two countries, which will enable their economies to flourish.

Top marketing leaders and chief operating officers of several multinational companies from Pakistan, India and Sri Lanka gathered at a local hotel for a two-day conference titled South Asia Strategic Leadership Summit.

Addressing the broader theme of "Collaborating for Change", the event was organised by Nutshell Forum along with India and Pakistan Chambers of Commerce and Industry.

Shaukat Tarin, adviser to the chairman Silk Bank Limited and former federal minister for finance and economic affairs, said Pakistan is experiencing the first successful transition - in recent history - from one democratic government to another.

However, he said, Pakistan has failed to exploit its growth potential in the last two decades. Pakistan has lost its ranking in the fields of health and education systems worldwide, he added.

Tarin said only five percent students in the country have access to higher education, while two million children do not go to schools. "Pakistan is spending 1.8 percent of its GDP on education, while India spends 4.1 percent and Bangladesh spends 2.4 percent of its GDP on education," he said.

According to Tarin, Pakistan imparts technical education to just 150,000 students per annum whereas the requirement is for many more.

Tarin said that in order to bring change, civil society, industry and the government should collaborate with each other.

Dr Attaur Rahman, former federal minister for science and technology, highlighted innovations in the field of science and technology and claimed that the number of PhD holders in Pakistan has increased in the last eight years.

Despite the technological advancement growth of business in the world is linked with the growth of people employees as qualitative and brand manpower always leads to any organization towards success.

"As a strategic business partner we always strive to attract, retain and develop talent, champion change and manage performance to achieve our goals. Besides our quest is to facilitate a culture that enables the realisation of human potential & leadership," said P. Dwarakanath, Director Group Human Capital, Max India Limited.

According to him, the elements that make up the brand arrow are the individual building blocks that contribute to the brand essence.

Further elaborating the importance of individuals and leadership in any organisation he also quoted saying of Alfred Sloan which says" take away my money, take away my factories, warehouses and land. But leave my people and within 5 years I will have it all back."

Richard Lee, Director HCM and HCM Cloud Solution, Oracle Asia pacific, said that the IT and technology have facilitated the people in every walk of life helping in succession planning, time and labour scheduling, goal management, social and collaboration tools, self-service, recruiting operational analytics and much more.

Muhammad Azfar Ahsan, CEO of Nutshell Forum, gave the welcome address while other speakers included SM Muneer, president of India-Pakistan Chambers of Commerce and Industry and vice chairman of MCB Bank Limited;

Saadia Naved, vice president of Management Association of Pakistan; Rajeev Dubey, president of Employers Federation of India;

Dr Zeelaf B Munir, chairperson of the executive management board English Biscuit Manufacturers Pvt Limited as well as Manjeet Kripalani, founder of Gateway House, Indian Council for Global Relations.

**Source:** 4 April, 2013/ [Global Post](#)



## Now Overseas School Education Allures Indian Parents!

Bangalore: The latest trend catching up with Indian parents is that of sending their children to schools abroad. Global exposure, the choice of a wide range of subjects like music and fine arts, are stated as few of the main reasons why parents send children abroad, reported M Saraswathy for Business Standard.

Many Indian children are now moving abroad to study from secondary education itself. As per educationists and education consultants there has been a 25-30 percent increase in the number of students going abroad for higher education.

The trend is rather seen more among wealthy Indian parents. Sunitha Perumal, country head of EF International Academy said "People from the upper class send their children to schools abroad. Opportunities that would be available abroad and subject combinations are very vibrant," as reported by Business Standard.

Further, for parents who don't wish to send their children too far, countries like Singapore and West Asian nations are good options. As per educationists the most popular destinations preferred by Indian parents include countries like U.S., UK and Australia followed by Germany, Singapore and Switzerland.

It is also noted that on an average the fee structure for class 8 to 12 is much higher in foreign countries, than India. A high school fee in an average Indian school in a metro would be an annual tuition fee of Rs 25,000, with an extra Rs 10,000 spent on books, uniform and stationary. While, in an average school in the U.S., the fee structure would range from Rs 15 to 30 lakh depending on the school's size and location.

**Source:** 4 April, 2013/ [Silicon India](#)

## No jeans, tees, mobiles for teachers

Clothes make the man and more so, when the commissioner of school education believes in the idiom. In a move to teach teachers the nuances of formal behaviour, the commissioner and director of school education issued instructions on how teachers should be dressed at a workplace and barred the use of cell phones during class hours.

The instructions apply to teachers working in schools affiliated to the state government and mandates that the teachers attend the school 'appropriate to the profession.' It bars the teachers from being dressed in "jean pants, 8

pocket/4pocket pants, 'T' shorts, round neck 'T' shirts, flip-flop shoes etc.

On an inspection to some of the schools, Minister for Primary Education and Sarva Shiksha Abhiyan Shailajanath observed that teachers were dressed in jeans and round-neck T shirts which do not look professional and hence, the new set of guidelines.

"As students learn from the teacher, they need to be cautious about how they project themselves. A large number of parents have complained that teachers attend to calls in the middle of a class. Teachers act as disciplinarians but who is to discipline a teacher?" questions V Usha Rani, commissioner and director of school education and state project director of SSA. Surprisingly, the very section the rule is directed at finds it necessary to maintain certain norms of dressing.

Citing the need to look a certain way due to the role they are entrusted with, teachers believe that it is necessary to be an ideal role model for the students.

"When corporate employees and doctors have a dress code for workplace, why not teachers? Though our profession does not say so specifically, there is a need to reflect discipline and professionalism through formal dressing," opines Sangeetha Verma, principal of Richmond high School at Kamlapuri.

"It is a question of our culture and social values. The sense of casual dressing is not about young or old teachers.



In fact, a colleague of mine who has been in the profession for 20 years, comes dressed in low waist jeans which does not look flattering while he sits in the class or bends down. However, the percentage of such people is much lower," says P. Ananth Reddy, headmaster of Kondapur Mandal Upper Primary School.

He adds that the loud ringtones of the mobiles are a major distraction in the class and there should be a GO making it mandatory for teachers to deposit their phones in the principal or headmaster's office during class hours. However, some teachers believe dressing casually is a phenomenon with new recruits.

"Nearly a third of the new recruits wear casual clothes to school and waste precious hours on the phone," observes Syed Shaukat, president of AP Primary Teachers' Association.

The catch in the process is that the guidelines are self-regulatory and it is for the schools to enforce the provisions. The incidence of multiple teachers neglecting invigilation duties and smuggling in cell



phones at the ongoing SSC examinations also make it an issue to reckon with.

**Source:** 5 April, 2013/ [New Indian Express](#)

### HT Media to offer corporate education

At a time when there is a clear need for education that caters to the requirements of business and industry, HT Media Ltd has decided to focus on providing corporate education through one of its joint ventures.

"There is a need to bring industry and academics together, and build the industry focus (in management education). The opportunity is huge in India and HT is taking a right step," said Dipak C. Jain, former dean of Kellogg School of Management. Jain said the courses will be offered through a mix of online and offline classes.

Jain, along with a few other academicians and industry leaders, was in Delhi on Saturday to participate in a panel discussion on building industry relevance in management education that was organized by HT Media.

"The challenge is real and big. In India, the US or Europe, need of enough skilled people is one of the top three issues for industries," said Adam Gutstein, vice-chairman in the US wing of consulting and auditing firm PricewaterhouseCoopers.

This is a not a problem that has shown up recently, but has magnified now looking at the acceleration of economic growth, said Rajiv Verma, chief executive at HT Media. "There is a need and we are trying to provide that. The opportunity to sending employees to re-skill is enormous," Verma said.

India Education Services Pvt. Ltd, a joint venture between HT Media and US headquartered Apollo Global Inc., has started Bridge School of Management to provide executive education.

Henry S. Bienen, president emeritus, Northwestern University, who is closely associated with the initiative, said that in India the demand for corporate executive education is huge but the country does not have many quality institutes. After top institutes such as the Indian Institutes of Management (IIMs) and the Indian School of Business (ISB), there is a huge gap.

He said the Bridge School will not provide conventional MBA degrees but "customized corporate programmes for different industry sectors".

The Indian education market was worth \$40 billion in 2008, according to a CLSA Asia-Pacific markets report published in April 2009. According to the Planning Commission, the country will spend

Rs.4.13 trillion on higher education in the five years to March 2017, about four times more than the Rs.84,943 crore allotted during the preceding five years.

"There is a huge employability gap in our country. The gap between the skills required and those churned out by the universities. Anybody who has a legitimate and credible venture to tie these two together is welcome," said Jehil Thakkar, KPMG, partner and head, media practice, on HT Media's diversification into education.

"There is a dire need for a scalable model in this area."

Commenting on HT Media's tie-up with the Apollo group to offer executive programmes, Thakkar said Indian firms do not have a culture of credible ongoing training. "You grow up in a company and pick up old ideas. There is status quo in thinking," he said. "Executive programmes are most welcome as even though they exist in b-schools, they are not widespread and have very limited capacity. So there is a place for them. But everything depends on how they are executed."

Several reports in the last few years have said that a majority of India's graduates, including those from the engineering and management backgrounds, are not job-ready and there is an enormous need for providing new skills to working professionals.

A survey paper released by industry lobby Associated Chambers of Commerce and Industry of India in January said a dismal 10% of management graduates are actually employable despite the robust demand for managers.

**Source:** 7 April, 2013/ [Live Mint](#)

### With AICTE nod, corporate houses set to start engg colleges

For the first time, the All India Council for Technical Education has decided to allow private corporate groups to start degree colleges in the 2013-14 academic year.

It has received applications from four corporate groups so far — Madras Cements from Tamil Nadu, Bharat Forge from Maharashtra, TechMahindra (Satyam Computers taken over by Mahindra & Mahindra) from Andhra Pradesh, and a company from Jharkhand.

"A total of four companies have applied in the first year. A decision will have to be taken soon," confirmed AICTE chairman S S Mantha. "We want industries to participate in the process of delivering quality education. We genuinely feel that the industry should participate more than they are doing now. An initiative like this is a step in that



direction. It will facilitate introduction of best practices of the industry," he said.

So far, the industry was only involved in organising lectures and specific projects at AICTE-approved technical colleges. The AICTE's decision to allow a private limited or public limited company or industry, with a turnover of Rs 100 crore each year for the past three years, to start an under-graduate, post-graduate or diploma institute, is aimed at addressing the corporate sector's complaints that students graduating from technical institutes are not industry-ready or employable.

When contacted, A V Dharmakrishnan, chief executive officer, Madras Cements, said: "Madras Cements currently has schools across its factories in Andhra Pradesh, Tamil Nadu and Karnataka. We also have a polytechnic institute from where we recruit. The only missing link is an engineering institute. We need a lot of manpower and we felt that this is the right time to start an engineering college as we already have the expertise. The construction of the college building has started and AICTE officials have inspected the site. We are expecting approval soon."

The college, which will be named Ramco Institute of Technology, will offer programmes in core engineering disciplines like mechanical, civil, electrical, electronics and communication, and computer science, he said.

The AICTE will allow a company to start any branch of a discipline that suits its requirement. The institutes could offer technical disciplines like engineering and technology, pharmacy, architecture and town planning, applied arts and crafts and hotel management and catering technology (HMCT).

A senior academic from the IIT system said that while the response has not been huge, it is a good start. "More industries should definitely be part of the higher education system," said the academic.

**Source:** 9 April, 2013/ [Indian Express](#)

### **HC bars private schools from taking quarterly fee**

Bringing relief to scores of parents, the Delhi high court on Wednesday barred private schools in the city from charging fee on a quarterly basis, saying they can only collect it monthly.

Justice Valmiki Mehta relied on provisions under Delhi School Education Rules, 1973 to clarify that an unaided recognized private school cannot charge fee for more than one month from the parents and the parents are entitled to deposit the same by 10th of the month when the fee is due.

HC further held that the Director of Education has no authority in law to allow an unaided recognized private school to charge fee for more than one month. The court made the observations while taking note that some schools demand fee be paid on a quarterly basis posing a problem for the parents.

The court gave the order on a petition filed by 10 parents whose wards are studying in Summerfield School. Unhappy with being asked to deposit fee on a quarterly basis, the parents, through their lawyer Ashok Aggarwal urged HC to end the practice. Aggarwal highlighted how many unaided private schools in Delhi compel the parents to deposit fees on quarterly basis in complete violation of the letter and spirit of the Provisions of the Delhi School Education Act, 1973 and the Rules made under it.

The parents argued this amounts to exploitation and commercialization of education, which is prohibited by the law. "Most of the unaided private schools have now started insisting that the parents deposit 6-month fee in advance. Some of the schools have even gone to the extent of insisting parents to deposit full year's fee in advance. Such practice on the part of the schools is anti-child, and also violates the fundamental and human rights of the parents as guaranteed to them under the Constitution" said Aggarwal, pointing out how the schools enjoy interest on the money taken in advance as fee and that it shows commercial interests.

Even though the judgment is in the context of unaided schools in Delhi, legal experts feel it will have implications with respect to all unaided private schools across the country, as most of them they all charge fee on more than monthly basis.

**Source:** 11 April, 2013/ [Times of Indian](#)

### **MoU for Cooperation in the Field of Higher Education Signed Between India and Germany**

Two MoUs were signed between India and Germany yesterday - a Memorandum of Understanding (MoU) for cooperation in the field of Higher Education and a Joint Declaration of Intent (JDI) regarding Promotion of German as a Foreign Language in India. The MoUs were signed by the Human Resource Development Minister, Dr. M.M. Pallam Raju at the 2nd Inter Governmental Consultations held at Berlin. The HRM is accompanying the Prime Minister Dr. Manmohan Singh during his visit to Germany. The Chancellor of Germany, Prof. Dr. Ms. Johanna Wanka, Federal Minister for Education and Research of Germany was also present on the occasion.

The MoU for cooperation in Higher Education envisages devising mechanisms of co-operation and sets the agenda for improving educational relations between the two countries. The MoU chiefly supports a new jointly funded programme entitled "Indo-German Strategic Partnerships in Higher Education (IGSP)" to intensify institutional linkages and to open up new and innovative areas of cooperation. India and Germany have committed to earmark 3.5 million Euros from each side for an initial period of four years (2013-2016) to support programmes under IGSP.

Federal Minister of Germany Dr. Wanka expressed hope that the hoped that the two MoUs signed will further strengthen the collaborative efforts. Both leaders noted that German language is highly sought after in India and therefore the need to provide quality teaching staff in schools as well as Universities to impart language training will be felt more in the coming years.

During the Inter Governmental Consultations, Dr. PallamRaju also laid emphasis on the following areas: Max Planck Institute Partnerships for encouraging basic research in Indian Institutes of Science Education and Research(IISERs); Fraunhofer Model of collaboration between industry and academia(applied research) for IITs and NITs and TU9 universities from the German side; Research in Social sciences and Humanities in which Indian Council of Social Science Research (ICSSR) will be a major partner from the Indian side; and use of ICT in intercultural exchanges particularly comparative linguistics of Sanskrit and German languages.

**Source:** 12 April, 2013/ [Indian Education Diary](#)

### **Singapore University comes scouting for Indian students**

With an aim to attract Indian brain, James Cook University Singapore, an offshore campus of Australia's noted University, is offering incentives and scholarships for Indian students aspiring to pursue higher education abroad.

The varsity will be conducting a series of scholarship tests in four Indian cities -- New Delhi, Mumbai, Kolkata and Chennai this month to scout for Indian talent.

In Kolkata, the scholarship test will be held on April 20 at Birla High School from 11.00 am to 1.00 pm.

The test is aimed at picking meritorious students and providing them financial help to achieve their dream of pursuing an education abroad.

JCU, Singapore is conducting scholarship tests in India for past four years.

The scholarship ranges up to 50 per cent of the Master's degree course fee -- around USD 16050, approximately 6 lakhs -- for Masters degree in Business/IT/Tourism Subjects and up to 50 per cent of the Bachelor's degree course fee -- around USD 23883, approximately 10 lakhs -- for Bachelor's degree in Business/IT/Psychology.

"A major advantage for students who enroll in JCU, Singapore is that they can also avail campus transfer to Australia from the second year onwards.

This would give them an exposure of studying in more than one country.

JCU, Singapore has students from almost 50 different countries.

This also gives students an opportunity to mix with people of different backgrounds," says Ms.Sultana Khan, Senior Marketing Executive, JCU.

The test will be a combination of English and Aptitude component in general and covers language-based, Mathematics based and General Knowledge based questions.

The JCU initiative brings a lucrative opportunity for Indian students to bag a chance to pursue higher studies at its state of the art campus in Singapore, the city-state that is fast emerging as a hub for global students.

Students with 65 per cent and above marks in the qualifying exam can enroll for the test.

"India along with China is one of the emerging powers of our time and we are keen to provide Indian talent a platform to study in our campus.

The scholarships can make it affordable for them to study at our Singapore campus.

We want to give it to a lot of people who pass through the merit test and do enroll for the admission," said Mr Det Fischer, Director, International & Marketing, James Cook University.

In Delhi, the test will be held on April 21, while in Mumbai and Chennai it will be held on April 27 and May 5 respectively.

Since its establishment in 2003, JCU Singapore has vigorously worked on its intent of internationalizing its activities and in pursuit of its vision of "Providing a Better Life for People in the Tropics".

With pre-university curriculum level specifically designed to provide pathway for students who are unable to immediately attain university entrance standards, the University offers a suite of university level programs for both UG and PG students.

**Source:** 12 April, 2013/ [e pao](#)



**ANALYSIS/OPINION/INNOVATIVE PRACTICE**

**Learning unshackled**

*The move to offer inter-disciplinary electives has students excited*

Though the Indian education sector woke up late to the merits of offering inter-disciplinary electives to students, this fairly new trend is seeing many eager takers. What stand out is that students are as excited to learn as the teachers are to teach and most importantly, the industry is ready to welcome multi-faceted individuals with open arms. While it is large universities with adequate faculty that can offer electives in the true sense, colleges with fewer teachers with the required know-how are also following the popular path. And this is mainly because the student population seems more aware than ever about its needs.

*Better Late than never*

Students and professors alike believe that the move to offer inter-disciplinary electives has come too late to the country. Shalini Pal, who conducts Urban Café, a discussion forum among students and young professions under the Indian Institute of Human Settlements banner, says, "The way our colleges have embraced this concept is very ad hoc." Hinting at a lack of research before planning such programmes, she adds, "I don't think we have yet figured out how the various industries will respond. A section of the market is still very rigid and looks for a more focussed skill-set among students." At the same time, from her interactions with professionals who attend IIHS' inter-disciplinary courses for working professionals, she has found that such an approach is very much welcomed by professionals.

According to Aishwarya Chandar, a final-year student of engineering at BMS College of Engineering, the industry has now grown out of its traditional approach and both colleges and the corporate sector are open to the idea of students equipping themselves with a variety of skills.

Sachin Tantry, HoD, Department of Journalism, Jain University, believes that as a teacher from the time when there was no option to try out something different, he is more than keen on making these options available to his students. "When a science or commerce student is given the opportunity to study a media course for a semester or the other way round, students get a sneak-peak into other streams which may make their education a lot more holistic," he says, adding that electives also allow students to find out what they may really wish to make a career. "Students are often forced

to take up certain subjects because of parental pressure, while they may actually have a passion for something different. It also comes in handy for students who are confused about what they wish to do," he adds.

Prof. Tantry is quick to also warn students. "But just taking up a mish-mash of courses may not work out well in the industry. With the electives, students must make a better portfolio for themselves. Let's say, a student of journalism is keen on joining the radio industry, he/she can opt for radio production as an elective over something like photography which is surely a value-addition but not necessarily needed in the radio industry. Similarly, a media student with keen interest in joining a newspaper can beef up his resume with a photography course."

*A Sellable Profile*

The need of the hour is to produce an employable product. In this endeavour, students and teachers are doing all they can to mould student profiles such that they can be absorbed into diverse industries. Having just sat through a series of placement interviews, Aishwarya says, "Some companies very much prefer a varied skill-set. It is true that many companies work in a niche sector and want to train us students accordingly, but a diverse profile is encouraged nonetheless. Our adaptability is seen as a great plus point."

Neha Reddy, another final year student of BMS College of Engineering, says, "I believe that all subjects are somehow connected and the one semester that we study a particular elective gives us enough knowledge to understand the basics and pursue it further if we are truly charmed by the subject. I, for example, am a student of computer science and took up financial management as an elective. Now I am sure, even though I am nowhere close to someone who has a degree in financial management, I can write a programme to help a professional organise his files and ledgers."

*Challenge for teachers*

As a fairly new trend, offering new courses to students has come up as a challenge for teachers. Jain University started offering electives only a year ago, while BMS College did it five years ago. Ever since, teachers have been working towards improving their knowledge base to impart flawless knowledge to students. Prof. Tantry says, "It is not possible for in-house faculty to do justice while offering these specialized courses. It is far more efficient if guest lecturers are invited to deliver the course."



Nagabhushan B.S., Professor, BMS College of Engineering, reveals that teachers of the college regularly attend faculty development programmes and interact with the industry to understand the needs of the industry and upgrade themselves accordingly. "We also brainstorm with students to find out what they look forward to in the course. Students these days know what they need; therefore they are more than serious and excited about the elective courses. Such courses are the order of the day," he says.

**Source:** 1 April, 2013/ [The Hindu](#)

### University looks to open doors for students

In order to develop a more diverse and innovative education environment, education experts, principals and teachers are calling for closer ties between China's high schools and universities

"We already offer college curricula for advanced high school students," said Wang Dianjun, principal of the high school attached to Tsinghua University.

Speaking during the first high school education seminar on March 22, he said educators should remember that test scores aren't everything.

For the majority of students, the only connection between high schools and universities is the *gaokao*, the national college entrance exam, said Shi Zhongying, faculty dean at Beijing Normal University.

The university has established an education research center for high school education, which is looking at more effective ways to study, including the introduction of preparatory college curricula in high schools.

"Our country lacks research into high school education. The center aims to collect sufficient and accurate data to evaluate high school graduates in multiple aspects, not only the academic performance," said Chen Guangju, vice-president of Beijing Normal University and director of the center.

Under pressure to do well in the *gaokao* so they can get into the best universities, high school students usually focus exclusively on the subjects tested in the exam.

"But the ties between college and high schools should go beyond the *gaokao*," said Shi.

Focusing on the *gaokao* creates problems when high school students enter university, as the students lack the motivation and interest to study without the pressure to do well in the exam.

"They don't know how to study," Shi said.

"But education should not only focus on students' academic performance, it should also train students to be all-round citizens with mature personalities," Shi added.

"We want to open different doors for students," said Tian Shulin, principal of the Beijing No 80 High School, adding that the school provides diverse school curricula and activities to students.

As a school with good links with overseas institutions, Beijing No 80 High School cooperated with Australian embassy, invited professors from the University of Western Sydney to give a lecture on March 28.

Roy Tasker, professor of chemical education and winner of the 2012 Prime Minister's Award for Australian University Teacher of the Year, talked about molecular chemistry to Chinese science students at No 80 High School.

Although the lecture was given in English in the late afternoon, nearly 200 students attended.

"It was interesting, different from what we usually learn. It might be the university style," said a student, adding that if the lecture had been given in Chinese, he would no doubt have benefited more.

Although better ties between high schools and universities are being encouraged, not everyone thinks it's a good idea. Some experts say that teaching the advanced college curricula in high school will only increase the pressure on struggling students.

**Source:** 1 April, 2013/ [Africa China Daily](#)

### The silent war over education reforms

*Despite apparent similarities, the reports of two centrally appointed committees are split on the relationship between knowledge, skills and social needs*

Two major reports with overlapping concerns were submitted to the central government during the last decade. They were drafted by committees appointed by two different offices of the same government. One was chaired by Yash Pal, and the other by Sam Pitroda. The titles of the two committees indicated both the contours of their deliberation as well as areas of potential overlap. The first committee, chaired by Yash Pal, was appointed by the Ministry of Human Resource Development in 2008, and was called the "committee to advise on rejuvenation and renovation of higher education." The second, chaired by Sam Pitroda, was appointed by the Prime Minister's Office in 2005 and carried the more



compact title, the “National Knowledge Commission (NKC).”

Both reports talk about expanding the provision of higher education without sacrificing quality, and as such, a cursory reading would suggest that there is not much difference between the views articulated by the two groups. In the specific sphere of knowledge, both panels favour imaginative interface between areas and disciplines as a means of promoting creativity. They evince equal amounts of anxiety over the problems of accreditation and licensing faced by institutions that impart professional education. And, on the matter of institutional fragmentation at the apex level, both recommend establishment of an umbrella body capable of subsuming the overlapping functions of existing structures. With so many apparent similarities, it is not surprising that the Yash Pal report and Sam Pitroda’s NKC are routinely invoked in the same breath whenever a new policy or decision comes up for discussion. A careful decoding, however, reveals that the two reports are based on contrasting perspectives on the relationship between knowledge and education, and between these and social needs. From the point of view of the political economy embedded in the two reports, the visions of reform they endorse are incompatible.

### *Skill deficit*

Both reports recognise a crisis in higher education, but their diagnosis of the nature of that crisis is quite different. While NKC views the narrow growth of higher education in the context of skills, it is not quite clear how it relates the current parlance of “skill deficit” to higher education. The idea comes across as an obvious issue or as an assumption: “While higher education enrolment has to increase markedly, the skill requirement of the growing economy means that a large proportion of our labour force needs to be provided vocational education and be trained in skills. This skill element has to be integrated with the higher education system to ensure maximum mobility.” Confusing as these words are, they convey the shape of things to come if NKC’s vision becomes reality. The report discusses the paucity of skills in the vast unorganised sector, but shows little interest in the context in which this paucity has grown. After all, the economy must be in a position or evolve towards one which provides employment prospects attractive to skilled personnel.

### *Knowledge and skills*

The fact that Indian manufacturing has provided slow employment growth — called “jobless growth”

during the 1990s — or that the IT-enabled sector provides less than 0.5 per cent of total employment, indicates that at least two sectors commonly linked with skills and the so-called knowledge economy, respectively, are not in a position to provide massive additional employment, or at least not immediately. No doubt the economy might evolve, and these or other sectors change in ways that provide additional employment, but the push for vocational skills, whether or not at the cost of higher education, cannot ignore a detailed plan of how industry-training linkages will also be simultaneously developed. This is precisely what NKC ignores, harnessing the rhetoric of knowledge with a variety of suffixes while refraining from relating it to the actual needs of the economy or higher education.

A relevant analysis of this kind, i.e. focusing on working conditions, livelihoods, and economic opportunities, was presented by a commission chaired by the late Dr. Arjun Sengupta, which dealt with the crisis of skill deficit in the larger context of poverty and working conditions. Ignoring Sengupta’s recommendations for comprehensive measures, the NKC opts for merely rebranding vocational education and training “to increase its value and ability to command higher incomes.” This unusual phraseology denotes rather transparently what must happen to the higher education system. NKC is worried about its size and enrolment capacity because it wants to use it for skilling. Vocational education will get rebranded by the transformation of the bulk of higher education into a skill-imparting apparatus, all unfortunately in the name of the knowledge economy.

In fact, the dichotomisation of knowledge and skills is perhaps one of the most problematic aspects in the current parlance of education. The focus on skill development has emerged concomitantly with the discourse of a “knowledge society” and “knowledge economy.” The relationship between the two is not difficult to draw. Both are responding to the large-scale deskilling that has taken place in the wake of technological changes geared towards automation and efficiency. A new class of corporate interests has emerged with the advent of new information technology and footloose financial capital. New kinds of alliances have emerged between the state and industry, even as education itself has emerged as a key market. These alliances enable the state to freeze or greatly reduce the employment it provides while allowing the so-called knowledge industries to transform the nature and quality of employment in the wider economy. Many different kinds of work have vanished from the market, while others have got downgraded, reducing employment and



perpetuating deskilling, a scenario where educational planning is doubtless deeply implicated. Governing the youth and managing their prospects has always been important for the state, and now the latter consists of transient opportunities for work, interspersed by modular opportunities to learn new skills. This is where education is positioned in the knowledge economy: it is supposed to control the social damage caused by underemployment, casual work, deskilling and the associated loss of self-identity.

The Yash Pal committee had a difficult task of suggesting ways to rejuvenate an old, jaded higher education system in the middle of a crisis of academic governance. The committee faced the challenge by reiterating why the classical idea of a university is important — a place where people think freely, and create new knowledge by engaging with their milieu, thereby inducting the young into a culture of thinking.

### *Undergraduate Education*

The largest such space available in the Indian system are the undergraduate colleges affiliated to universities. Given India's demographic geography, these institutions served historically to harness talent in dispersed locations under conditions of colonial underdevelopment of the school system. The Yash Pal committee took a bold stance in appreciating this role, examining the factors that have undermined undergraduate education — including the gross inequality between Central and State universities — and reaffirming its faith in their academic potential while suggesting how to improve them. Instead, NKC follows the popular trend of bemoaning these colleges for their ills that actually stem from long-term, systemic neglect. Perceiving them as a burden, NKC recommends the creation of an affiliating board and converting undergraduate colleges into "community" colleges. The meaning of this term derives from its history in the American system. Without bothering to examine this history, NKC simply hijacks the word "community" as part of the effort to rebrand vocational education, as it then infiltrates undergraduate colleges. If this move becomes widely implemented — a process that has indeed already begun — the sons and daughters of India's masses may anticipate a wilful snatching away of their hard-won opportunity to access actual higher education.

In marked contrast, the Yash Pal committee differentiates between, and explains how institutions providing vocational education can be linked with universities. Similarly, for the training of school teachers at all levels, the Yash Pal report

suggests deeper academic engagement, not the magical touch of information technology. In other areas of professional training too, the Yash Pal perspective was to loosen the grip of regulatory institutions whose monopolistic functioning is widely acknowledged to have resulted in corruption.

The silent polemic underlying the two reports is thus sharp and suggestive. If NKC guides the future course of higher education, its crisis will deepen and what good is left in it will rapidly erode, with painful consequences. That process has, in fact, begun. In the meanwhile, Yash Pal has been chosen for the award of Padma Vibhushan, apparently for his services to science and the cause of humanist learning at school.

**Source:** 2 April, 2013/ [The Hindu](#)

### **The great Indian dilemma: Schools**

Indian parents are calling for more investment in schools offering the Indian curriculum in the Capital due to the current shortage -- which is leading parents to send their children back to India for education.

The call was made after hundreds of students still could not get admissions despite the approval received by some schools from the Abu Dhabi Education Council (Adec) to increase the number of seats -- particularly in Kindergarten and the lower grades. Classes in Indian schools begin this month.

This was a perennial problem, according to Dr Abraham John. He noted that he had similar problems three years ago when his daughter was to take admission in Grade 1 but a friend managed to get his daughter a seat at the Sherwood Academy.

"Many schools have come up after that, yet there is a shortage. My friend is sending his family back home because his child couldn't get admission," he said.

There are currently about 18 Indian schools in the Abu Dhabi island, all of which are running at full capacity. The shortages were primarily caused by more Indian families moving to the emirate, and with the population of expat school-going kids going up additional demand has been created. But this year's dilemma was aggravated by the closure of the villa schools.

According to parents, schools offering curricula other than the CBSE curriculum also charge double or triple the fees than the Indian schools.

"The CBSE curriculum is very rigid; it's a very good system. Many Indians are succeeding and doing very well in many places. I personally prefer this



because the curriculum prepares our children better," John said.

Prasad KP, who has been looking for a school for his daughter since November, said that enrolling her in another curriculum may become a problem in future. "I thought about that, but if I enrol her in British school and later change to the CBSE syllabus, she will lose one year," he said.

After all his attempts failed, Prasad has enrolled his four-year-old in Kerala and plans to send his family back home. He was one of the over 2,500 applicants for a raffle draw for one of the 75 seats available at the Abu Dhabi Indian School in February.

But last week he got a call from the Bharatiya Vidhya Bhavan (BVB) Private International English School in Mohammed Bin Zayed City.

"I think Adec has increased the number of seats at BVB, that's why we were called," he said, expressing his relief. However, next year's admission was not yet confirmed and would depend only on the completion of a building block that is currently under construction.

The new Bright Riders School in Mohammed Bin Zayed City, which is opening its doors for the first time, has received approval from Adec to increase its admission in KG1 -- Grade 1 last month, where there were "actual shortages".

Alphonso Francis, business development manager at the school, said that the school had been receiving hundreds of calls every day for admission, but has only accepted 500 on their waiting list.

Four hundred seats had opened-up, including a further 200 in KG1 (total 450), 140 in KG2 (total 390) and 60 in Grade 1 (total 360), and all were "filled quickly in just two days," Francis said.

"There will be 30 children per class, but only for this year because of the shortage. Next year the number will be going down to 25 per class," he told Khaleej Times.

"We estimate that there may be around 4,000-6,000 students trying to get in any Indian school," he added.

**Source:** 3 April, 2013/ [India Ny Daily News](#)

### **Indian education sector is an 85 billion US\$ opportunity for business**

Chiranjib Banerjee is presently the Country Manager at Hewlett-Packard (HP); he manages channel expansion strategy and Education vertical for HP in India. His portfolio includes setting up a

roadmap to enter into 5,000 plus towns out of 7,938 towns in the country by 2013.

In an exclusive interview with India Education Review, Chiranjib shares his thoughts on how India is emerging as a major ICT market along with sharing focus areas in the education sector.

*How do you look at the role of technology on growth of education sector in India?*

Technology is changing the canvas of education. From the chalk and talk methodology in closed classrooms it's changing to open interactive learning medium through adoption of "Smart Campus". Learning methodology is leaning more on video based platforms in K12 school education and is catching up fast even in higher education.

Technology is driving the interactive engagement helping students to learn more through role plays. The adoptions of mobile devices like laptop and tablets are making not only content available on demand but helping students in retaining them better. The future of learning is going the mobile way.

As more and more students adopt the usage of laptops and tablets the physical barriers of education are going to vanish. Technology will enable e- learning and smart evaluation. However, technology will only work to complement the efforts of the teachers and administration in the classrooms by helping them simplify the entire process starting with application, admission, enrollment, lectures and skill based labs, tutorials, preparatory tests, final evaluation, marks card, career counselling, fee administration, classroom scheduling, grants management, staff recruitment, resource allocation, infrastructure building, statutory reporting and finally managing relationships with parents, teachers, employers, students, alumni and community better.

This can all be done through building a smart campus grid on the cloud where the entire community on the campus can connect, collaborate and communicate better using technology as an aid. Devices will help students consume information on real time and help them network better through collaboration.

*India is emerging as a major market of ICT products, how much do you agree with it?*

Specific to education, India's Gross Enrolment Ratio (GER) is the lowest vis-a-vis developed countries like US or UK or Australia. There is a huge dropout between school and university education. This is a challenge and also an opportunity. We have the largest population in the age group of 5 – 19 years.



It's currently at about 53 per cent of our population. This young population can be an asset to the country provided we engage them in the right time in building their fundamentals skill sets. It's highly unfortunate that our education system is in a catching up phase. The current focus of the primary, secondary and higher education is to build up low end skill sets aiming at the bottom of the pyramid of population.

While no one can deny that the same is important to generate employment however we need systems and processes to implement the programs and review the successes. India as a country cannot survive only on generating jobs at the lower end since the cost arbitrage is vanishing fast. Countries like Philippine, Indonesia, Malaysia, Brazil, Vietnam are having better cost structures now and have got benefited by usage of technology available for the masses to manage governance. India and China two large economy of Asia will continue to draw attention of technology vendors.

The next wave of technology on the telecom space will bring in sweeping changes in consumer behavior in terms of adoption of technology. There will be immense opportunity for engineering and science graduates in the field of digitization, big data, web development, web commerce, m-commerce, content management, etc.

New areas like GIS, Network Design, Infrastructure design and management, will drive the adoption of technology. Energy management will become key to sustainable development. India will get driven by convergence of multiple technologies, mobile platforms, high speed secured networks, digital content and last but not the least our ability to manage all these in real time.

*Tell us about HP's products and solutions for the higher education sector in India?*

Specific to Education HP is focusing on connecting with the students better, simplifying usage of devices to learn, assimilate and disseminate information through the media networks. Skill set development of students at campuses and making them more employable are the crying needs at any higher education campus be it professional or any degree course.

HP is partnering with campuses beyond the top ones to go hands on and understand the student and the institute as a customer better. The new generation of products and solutions for education have made learning more interactive and video based helping the students to retain better and apply the same through summer training or projects taken on new generation of technology.

A slew of whole new devices are being launched on the touch technology to help generate superior web browsing, content management experience. Using the internet on real time a student can enjoy the learning experience in a secured, personal style. The ease of usage along with superior security feature is going to drive adoption of technology and value based computing in the education sector.

*How much has HP customised its products as per the requirements of India?*

We have products and solutions which are made in India for India.

*What are your focus areas in the Indian education sector?*

India Education Sector is an 85 billion US\$ opportunity for business. The hardware component in this segment is as low as less than 1 per cent. Currently the segment comprises K12, Diploma Colleges, Degree Colleges, Universities, Engineering Colleges, MBA Institutes, Law Colleges, Specialized coaching classes for professional courses, Tutorials and Skill Development Centres. HP's solutions and technology covers most of the segments.

However, HP specifically has products focused at mobility, digitization, color in labs, e-library, video on demand. The solutions can be offered on premise or through the cloud. The customer can choose between outright purchase of products or technology upgrade at periodic intervals through a technology refresh and asset recovery option suitable for variable intakes owing to demand and supply gaps.

HP also is focusing on connecting with institutes at tier 2 and tier 3 towns to engage with the campuses that have an appetite to scale up by skilling them up through industry leading HP certification on software testing, network management, infrastructure management and cloud computing (HP ATA or Accredited Technical Associate). HP offers courses and certifications acknowledged widely in the industry for better employability in the Information technology, telecom and media sectors.

*Tell us about the institutions HP has given its solutions to. What has been the feedback thus far?*

We are engaged in collaborative research with a large number of leading institutes. HP has its Labs in India which works on cutting edge technology and forms a solid foundation for students aiming to do collaborative research.

They take up research in the areas to make usage of compute devices simple and more user and environment friendly. HP Labs in India has



developed a solution on the mobile learning platform named videobook which helps students learn their subjects by enjoying surfing on the net and picking up interesting and pertinent video illustrating the subject matter which they are studying. The videobook is widely accepted as a game changer in digital education.

*Are you also planning to bring down the price of your products to compete in the market?*

All our products come with the highest standard of testing and certification and are extremely reliable and robust in nature to handle the high wear and tear and rugged usage by a college or a school student. There is excellence in design and usage pattern keeping in mind the energy consumption and failure of components owing to heat and dust and vertical and horizontal movements during transportation of devices.

We have a manufacturing facility in India where we are manufacturing products to suit Indian conditions keeping the high standards of quality intact. HP offers value for money products to its customers and is a technology leader. We are constantly innovating to keep ourselves competitive in the market.

*You are a BESUS alumnus, how do you see the role of an alumnus in helping an institution grow?*

Well BESUS is a 150 year old institute having illustrious alumni across the world. It has focused on producing skilled technical manpower for the Indian industry. The institute is poised to become an INI in form of India's first IEST. As an alumnus I am proud to be part of such a rich heritage. The institute has taken pains to instill the fundamentals through a rigorous curriculum. It has also helped me in building self confidence. As an alumnus I would like to share my experience back with the fellow college members and help in building an industry – academic collaboration.

There are certain areas like entrepreneurship, planning, team management, risk management, resource allocation, decision making, business continuity, process excellence and functional expertise which no engineering campus teaches you. It is important that a graduate engineer understands the macro and the micro aspects of the industry where he wants to take up a career. An informed decision on this through structured career counselling helps the student to be focused.

Unfortunately not even 1 per cent of our graduate engineers are aware of what they want to do after passing engineering. Since they lack in focus it is impossible for the student to get what he wants

and hence today we have such a huge skill gap. This can only be overcome with the students getting exposed to real life situation and live cases and more of industry sponsored research.

I think an alumnus is the 1st friend of the student where he can confide in getting information which helps to build confidence in the student. With industry under heavy cost pressure more and more companies are willing to look at building relationships with institutes like BESUS and handpick students and train them in their business processes at centres of excellence build around processes. The alumni act as a conduit to bridge this need.

**Source:** 4 April, 2013/ [India Education Review](#)

### **India's education system must prepare children for life**

The far-reaching Right To Education Act, now in its fourth year of implementation, obliges the central and state governments to provide eight years of free and compulsory education to all children between 6 and 14 years of age. But the country is a long way from achieving that goal. India has always been a land of extreme dichotomies and the most extreme is that while the country is aspiring to become an economic superpower, it has an education system that is failing generations of children.

Most worryingly, the education being delivered to those in schools is well below global par, while the percentage of school dropouts is conversely above global par. The government, civil society and the private sector thus need to work together to educate Indian youth.

Nearly 540 million Indians are under the age of 25 years. The labour force is expected to grow by 32 percent over the next 20 years, whereas it will decline by four percent in industrialised countries and by nearly five percent in China. India's favourable demographic profile can add significantly to its economic-growth potential for the next three decades, provided that its young people are educated and trained properly.

India also has one of the largest higher-education systems in the world and ranks second in terms of student enrolment. But while the country has 621 universities and 33,500 colleges, only a few are world-class institutions. The gross enrolment ratio (GER) of 18.8 per cent in 2011 is also less than the world average of 26 per cent. The need for education reform, therefore, has never been clearer.

Global experiences indicate a positive correlation between GER and economic growth in a country and



point to the need for a minimum of 30 percent to sustain economic growth. Still, India's spends only 1.2 percent of its gross domestic product (GDP) on higher education, compared to 3.1 percent in the US or 2.4 percent in South Korea.

India's ambitions for the 21st century seem unlikely to be fulfilled without the country taking real steps to fix the education system in very short term. No doubt there are clear improvements in the education system - in particular at the elementary level, where the government's Sarva Shiksha Abhiyan initiative has seen huge increases in primary enrolment, along with the various mid-day meal schemes, which attract poorer sections of the population.

But this or even overall increases in literacy are far from sufficient to prepare young people for productive employment. A fast-growing economy needs young people to be educated in such a way that they can make responsible life choices, get the right jobs and lead communities towards positive change. The fundamental and troubling question is: How will India's millions be educated?

The government closely guards the Indian education sector while the judiciary has given it a very loosely defined not-for-profit tag. Accordingly, investments need to be carefully structured so that they cannot be construed as profiteering from students.

While there is a clear recognition that private and non-governmental funding of education is needed, there is lack of clarity on the form that acceptable financial returns from this sector might take.

The current legal and regulatory framework does provide opportunities for joint ventures between foreign educational institutes and Indian institutions in the K12 (kindergarten-12th grade) segment, higher education institutions (HEI) and non-formal institutions (NFI). Among them, the NFI segment is particularly suited for foreign investment and strategic alliances. It operates outside the regulatory constraints on foreign investment in many cases.

Although 100 percent foreign direct investment through automatic route is permitted in the education sector, the present legal structure in India does not allow the grant of degrees by foreign educational institutions, thereby restricting independent operations by foreign players.

The government has therefore introduced several important bills in parliament relating to accreditation, foreign universities, educational tribunals and unfair practices to completely

restructure the legal and regulatory environment of higher education. There is also a growing recognition within the Indian government that the demand-supply gap in the education sector has to be bridged through opening up participation from private, non-governmental and international players. But political opposition has stalled the legislative progress of some of these measures.

While regulatory changes are long overdue, there is a lot that can be done within the existing structure and regulation of education in the country. Besides, the main gap is that of translating plans into action and making projects operational.

Early stage tax and regulatory advice is a must so that such pitfalls can be worked through in an investor-friendly manner. The real issue is one of quality and this permeates every layer of education from primary to higher.

India can benefit from building stronger bridges to global centres of educational excellence. There is also a real global interest in making a success of Indian education. The country must be one of the leaders of the 21st century's knowledge economy.

Big businesses need to realise that government control over education is receding. They must search for their place in a sector that has the potential to attract \$100 billion in investment over the next five years. Businesses also will have to keep in mind the market incentive to invest in education towards change. In a multi-stakeholder approach, businesses can partner with non-profit organisations for creative ideas, and with governments for scale and experience.

The challenges are no doubt enormous. There are children from families too poor to think about education, beyond the reach of schooling and too malnourished to study. There are too few schools, classrooms, teaching resources and adequately trained teachers. Rampant illiteracy underpins other problems including exploding populations, gender imbalances and poverty. But it is for the government is to ensure that appropriate policies are framed and meticulously implemented to meet the future aspirations of India's youth.

**Source:** 6 April, 2013/ [India Ny Daily News](http://india.nydailynews.com)

### **Should Hong Kong rethink its higher education plans?**

Additional financial resources and capacity have been allocated by the Hong Kong government to support the restructuring of higher education into the 3-3-4 model - three years of junior and senior secondary respectively and four years of bachelor study.



This was done to accommodate the double cohort, where two batches of first-year university students start simultaneously as a result of the shift to the new four-year bachelor programmes, which started this academic year.

However, what will happen after the double cohort ends in school year 2014-15? Will funding continue to flow into the university sector? With the normalisation of the university student cohort in 2015-16, what should the sector do with the capacity built to accommodate the double cohort?

Given a 60% post-secondary participation rate in Hong Kong, it may seem that there is no room for additional student intake. However, the successful absorption of two first-year university cohorts this year shows that the university sector now has the capacity to accommodate more students than in previous years.

Should Hong Kong focus on increased internationalisation (intra-nationalisation) of its higher education sector? Or look into providing more places for local students, and-or providing additional pathways for associate degree students to upgrade to full bachelor degrees?

Issues for the future

We need to remember that only around 18% of post-secondary students are enrolled in University Grants Commission-funded (UGC) higher education institutions. As such, the UGC now needs to consider the efficient and most practical use of the excess capacity brought about by its structural shift towards a four-year bachelor programme.

In doing so, the UGC needs to consider domestic demand for higher education, its drive towards increased internationalisation and the actual needs of the city state. Furthermore, social tensions related to mainland China-Hong Kong relationships, particularly in the provision of public services such as education, need to be taken into account.

Hong Kong has been focused on building an international image in line with its desire to maintain its competitive advantage as a world city and its internationalisation initiatives in higher education.

But concentrating on factors that influence international league tables – such as research, the presence of international academics and students, funding and international reputation – marginalises the needs of its own citizens and demand for higher education within the city state.

Furthermore, it increases reliance on skilled and competent international students, mostly from China, and inward migration.

This may have worked for Hong Kong over the past decades, but increased competition in the international labour market may require a rethink of this strategy and a move towards developing its own citizens' skills and competence for the 21st century.

The 18% post-secondary participation in UGC-funded higher education institutions and their programmes is a result of lack of funding provided by the Hong Kong government. It limits the participation of students who may have met university admissions criteria, but were crowded out of the system due to the number of places in such universities.

The fact that a large number of Hong Kong students manage to find places in other, higher education-exporting countries shows they have the qualifications and capacity to pursue higher education. So provisions need to be made to allow more self-funded university students into universities beyond the quotas assigned by the UGC.

Lastly, provisions for helping students on associate degree programmes to top up to a full bachelor degree may need to be made to effectively and efficiently utilise the excess capacity brought about by Hong Kong's shift to the new 3-3-4 structure.

It is apparent that there will be excess capacity in the higher education sector starting from the school year 2015-16. Policy-makers therefore need to plan ahead for how to use this capacity, taking into consideration Hong Kong's domestic demands, its internationalisation efforts and the needs of its own labour market.

AI n other words, should Hong Kong localise or internationalise the excess capacity brought about by its 3-3-4 structural reforms in higher education?

**Source:** 6 April, 2013/ [University World News](#)

### **India's education system must prepare children for life**

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education system that is failing generations of children.

Most worryingly, the education being delivered to those in schools is well below global par, while the percentage of school dropouts is conversely above global par. The government, civil society and the private sector thus need to work together to educate Indian youth.

Nearly 540 million Indians are under the age of 25 years. The labour force is expected to grow by 32 percent over the next 20 years, whereas it will decline by four percent in industrialised countries and by nearly five percent in China. India's favourable demographic profile can add significantly to its economic-growth potential for the next three decades, provided that its young people are educated and trained properly.

India also has one of the largest higher-education systems in the world and ranks second in terms of student enrolment. But while the country has 621 universities and 33,500 colleges, only a few are world-class institutions. The gross enrolment ratio (GER) of 18.8 per cent in 2011 is also less than the world average of 26 per cent. The need for education reform, therefore, has never been clearer.

Global experiences indicate a positive correlation between GER and economic growth in a country and point to the need for a minimum of 30 percent to sustain economic growth. Still, India's spends only 1.2 percent of its gross domestic product (GDP) on higher education, compared to 3.1 percent in the US or 2.4 percent in South Korea.

India's ambitions for the 21st century seem unlikely to be fulfilled without the country taking real steps to fix the education system in very short term. No doubt there are clear improvements in the education system - in particular at the elementary level, where the government's Sarva Shiksha Abhiyan initiative has seen huge increases in primary enrolment, along with the various mid-day meal schemes, which attract poorer sections of the population.

But this or even overall increases in literacy are far from sufficient to prepare young people for productive employment. A fast-growing economy needs young people to be educated in such a way that they can make responsible life choices, get the right jobs and lead communities towards positive change. The fundamental and troubling question is: How will India's millions be educated?

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very loosely defined not-for-profit tag. Accordingly, investments need to be carefully structured so that they cannot be construed as profiteering from students.

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The government has therefore introduced several important bills in parliament relating to accreditation, foreign universities, educational tribunals and unfair practices to completely restructure the legal and regulatory environment of higher education. There is also a growing recognition within the Indian government that the demand-supply gap in the education sector has to be bridged through opening up participation from private, non-governmental and international players. But political opposition has stalled the legislative progress of some of these measures.

While regulatory changes are long overdue, there is a lot that can be done within the existing structure and regulation of education in the country. Besides, the main gap is that of translating plans into action and making projects operational.

Early stage tax and regulatory advice is a must so that such pitfalls can be worked through in an investor-friendly manner. The real issue is one of quality and this permeates every layer of education from primary to higher.

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search for their place in a sector that has the potential to attract \$100 billion in investment over the next five years. Businesses also will have to keep in mind the market incentive to invest in education towards change. In a multi-stakeholder approach, businesses can partner with non-profit organisations for creative ideas, and with governments for scale and experience.

The challenges are no doubt enormous. There are children from families too poor to think about education, beyond the reach of schooling and too malnourished to study. There are too few schools, classrooms, teaching resources and adequately trained teachers. Rampant illiteracy underpins other problems including exploding populations, gender imbalances and poverty. But it is for the government is to ensure that appropriate policies are framed and meticulously implemented to meet the future aspirations of India's youth.

**Source:** 6 April, 2013/ [Two circle](#)

### **Young entrepreneurs should take note of social revolution**

Young entrepreneurs should take note of the ongoing social and democratic revolutions in the country, according to noted historian, Ramachandra Guha.

In his address as chief guest at the 12th graduation ceremony of Indian School of Business (ISB) held here on Sunday, he said India was the 'most interesting' country in the world.

"This is because of the simultaneous happening of national, democratic, urban, industrial and social revolutions currently on.

"In no other country all these happened at one-go," Guha, Philippe Roman Chair in History and International Affairs, London School of Economics, said.

Adi Godrej, Chairman, ISB asked the out-going students to channelise their energies to build a better society.

"Build enterprises and create jobs. The future of the country depends on quality of enterprises," he said.

Ajit Rangnekar, Dean, ISB, said ISB was successful in executing one school — two campuses philosophy with the Mohali campus, for which the graduation ceremony was held yesterday, completing one year.

The placement process for both the campuses was still on and the outcome of it would be announced shortly, he added.

Later, certificates were presented to the 624 students who graduated.

**Source:** 7 April, 2013/ [Hindu Business Line](#)

### **Indian Higher Edu'n Not Industry Oriented: Experts**

Education Experts after a deep study on Indian Higher Education say that 'It is not Industry Oriented' and that it is needed for 'Global Perspective'. As most of the management institutes are focusing only on theoretical learning, with out-dates content irrelevant in today's competitive world has resulted in an 'Education-Employment mismatch'. A few experts have shared their views on Indian higher education during a discussion on 'Bridging Higher Education and Industry Needs: A Global Perspective' which was organized by HT Media in New Delhi on 6th of April, 2013 (Saturday).

Also, there are millions of working adults who are unable to fill their need for career enhancement and higher income due to the mismatch in the skills and competencies that they have and what industry needs. According to the sources, around 40% try and upgrade their qualifications while making a career shift. Professor Henry S Bienen who spoke about the Education needs and India said "The world keeps changing, so what becomes important is to provide people with continuous learning, and in a heterogeneous country like India, a lot of different institutional forms needs to be developed in order to meet the needs of a highly differentiated population".

Moreover, the involvement of corporates and leading management education institutions in supporting skill and competence building that is industry relevant has become an accepted practice. Also, several institutes like University of Pennsylvania, Carnegie Mellon University and Apollo Global, Inc. (USA) to name a few have taken up this cause and are providing education customized to the needs of working professionals.

Adam Gutstein, Principal and Management Consultant Leader PwC, USA, focusing on the needs of corporates said "There are two broad sets of skills - first is the core skills which are needed for key functions, and secondly, there are the sector specific skills. What is really required in management curriculum's is the focus on developing these sector specific skills. Additionally, there is a big need to take advantage of today's technology and educational institutions need to remain abreast with technology as much as the corporates." Now, the need of the hour is for the Indian Management schools in order to adopt the



best practices of World-class Management Institutions. It also includes the collaborative role of corporates in making management education applicable in the real world that suits today's competitive world.

**Source:** 8 April, 2013/ [Education OneIndia](#)

### **Liberalized education sector will bring foreign institutes to India**

Liberalising Indian higher education will bring many top foreign institutes to India, professor Henry S. Bienen, president emeritus, Northwestern University, one of the oldest in the US, said in an interview. Bienen, who was in Delhi on 6 April to participate in a discussion on bridging the education-employability mismatch, spoke on his association with HT Media Ltd's education venture, and his much talked about success in raising funds for Northwestern University. Northwestern's endowment quintupled from \$1.4 billion in 1995 to nearly \$7 billion in 2009, when he stepped down as its president. He also spoke about the scope of executive education in India. Edited excerpts:

*What's your association with Bridge School of Management, a joint venture between HT Media and Apollo Global Inc.?*

I am a consultant to HT (HT Media) for some years. I met Rajiv Verma (chief executive officer of HT Media) when he was in Kellogg School of Management a few years back. We had a plan to open a journalism school in Delhi but that never happened and Northwestern went to Qatar instead. But we stayed in touch. We did some consulting for HT as they thought about education. We discussed about the corporate education. In a way, I was part of the new thinking in HT... for the last five years or more.

*You were pretty successful in raising funds for Northwestern University as its president, something that leading Indian educational institutes have not been able to do. What's the key?*

US institutions have an advantage that way because of the culture of giving (to educational institutes). We have strong ties with an alumnus... that's very difficult to achieve quickly. Even great universities like Oxford and Cambridge in England are trying to. Some universities are doing very well like Stanford and Harvard. When I joined Northwestern, it was not doing that well (in fund-raising) and then we build our data, bring in people and we did it.

*Several universities are now turning multi-campus. Some Indian varsities have done so, and*

*Northwestern too has done under your guidance. How does it help?*

The big campus we did was in Doha. It's very complicated...not so easy to do. Some universities have gone to Dubai, Singapore, but it's not easy to accomplish. First, somebody should want you. It was very expensive (for us) in Qatar; it's a wealthy small country. Some American schools like Carnegie Mellon had done so there, so we went to the proven situation (but) even then it was difficult. You need a good partnership.

*India is liberalizing higher education and plans to allow foreign players to open independent campuses. Do you see many top institutes coming here?*

Sure, some have even started doing it in a limited way. We have been talking about doing something in Mumbai. As the sector liberalizes and opens up, I individually would like to come to India—English speaking, great country, every major university using Indian academics. Overall it's a great place, though land here is expensive, there are some barriers to do it...(like) repatriation of money. If India fully liberalizes then people will be knocking on the door.

*Executive education is considered a cash cow for B-schools. The income is robust and critics say the responsibilities are far and few. What's your view?*

When we talk about executive education, we talk about a gamut of courses. At the very top-end, you have places like Indian School of Business (ISB). They give a diploma but it's very high quality. It looks like best of American business schools. When we are talking about Bridge School, its limited—not to give MBA but customized corporate programmes for different industry sectors. India provides a big opportunity... but very few quality institutes. IITs (Indian Institutes of Technology) and IIMs (Indian Institutes of Management) are great but then there is big gap (after those institutes).

*So, how quickly you think Bridge School can establish itself?*

Much more quickly than ISB. I will be surprised if Bridge School is not up and running, and expanding within two years.

**Source:** 8 April, 2013/ [Live Mint](#)

### **Indian marketers can adapt easily at global level: Dipak C Jain**

Indian marketers are ready to take on the global world and can become the CMO of any global company, feels former dean of INSEAD and the

Kellogg School of Management at Northwestern University.

“Indian marketers can understand the local nuances and cultures at global level easily. And the credit goes to diversity and heterogeneous setup that exists in India. We are a multi-language speaking country, multi-cultural country and we know how to adapt easily. At the global level too, we can understand the local nuances well”, Jain told Pitch, on the sidelines of a panel discussion organised by India Education Services, a JV between HT Media and Apollo Global Inc.

He however, wasn't sure if the same can be said for CMOs of foreign origin who take up the same role in India. “The ground work is done by Indians only here locally. I don't think they understand local nuances very well,” he said, adding, “They help to the extent of bringing in the company culture and maintain that.”

Speaking on the evolving role of CMOs, he says that titles like CMO, CXO, CFO, CEOs all are ceremonial in nature and in today's day all have to look from a business point of view. “Even the CEO today has to look from a marketing point of view,” he said.

He also felt that every industry today has to be a service lead industry and service will be the differentiator. “Ads and promotions will work only for an initial pull and brand recall. But it will be the post sale service that will bring in brand loyalty,” he says.

Earlier, speaking during the panel discussion, “Bridging higher education and industry needs: A Global Perspective” Jain stressed Indian management schools to adopt the best practices of world-class management institutions; and lay importance in playing a collaborative role with corporate houses in making management education applicable in the real world.

“When students graduate from American institutions they feel a need to ‘give-back’. This is the kind of culture we need to develop in India, where the students feel that the school made a difference to them. The most important aspect of an MBA education is the sharing of knowledge between teachers and students. It is equally important for teachers to learn from their students as we, in the education profession, are in the business of lifelong learning,” Jain felt.

However, the involvement of corporates in Indian Higher Education is still evolving and is at a nascent stage. Throwing light on this critical need gap in India, Rajiv Verma, CEO, HT Media said, “I

strongly believe that it is possible for an enterprise to ‘do well’ and ‘do good’ and these are not mutually exclusive goals. Thus for HT as a company we realised that there is an opportunity, since there are many young adults looking to improve their skill sets in accordance with the needs of the industry, we decided to enter this space where we can't only ‘do well’ but also ‘do good’.”

**Source:** 8 April, 2013/ [Pitchconnet](#)

### **Indian education system exam-oriented, stressful**

Indian education system is "exam-oriented and stressful" with focus on memorising rather than understanding, says Neha Ramu, who is believed to have an IQ higher than that of Albert Einstein.

Last month, the 12-year-old Indian-origin girl in the UK stunned everyone after she scored an incredible 162 in her IQ test, a score even higher than that of world renowned scientists Albert Einstein and Stephen Hawking.

Neha, daughter of an Indian doctor couple, achieved a score of 162 on a Mensa IQ test, the highest score possible for her age.

The score puts the teen in the top one per cent of the brightest people in the UK and means that she is more intelligent than physicist Hawking, Microsoft founder Bill Gates and scientist Einstein, who are all thought to have an IQ of 160.

Speaking to PTI after a "success party" hosted by the family here today, Neha said, "Indian education system is very exam-oriented and stressful. What you do is basically memorise and spout out during the exams".

In contrast, there is a practical approach in the UK, where the stress is on understanding and learn in a way that "stays with you" rather than on memorising.

On her feat last month, Neha remains modest: "Mensa test has not affected me. I know it's not a test of how successful I will be. It just shows that I have the potential do do something".

"It hasn't really changed except that it's given me a bit more confidence that if I set a goal and work hard towards it, I can do it".

Neha still could not figure out how she managed such a high score. "I think I have the blessings of everyone back home in India. But actually, it's pure luck. I did not prepare. I found the test extremely hard", she said.

On her career, Neha said she wants to study in Harvard University in the US or Oxford or



Cambridge in the UK which are just as good and be a neurologist as it's field of science where there are areas of "undiscovery" and she wants to "discover more of it".

"I might consider coming back to India to do medical practice", she added.

**Source:** 8 April, 2013/ PTI/[Zee News](#)

### **Demand for corporate education is huge in India**

*The Kellogg School of Management professor talks about building industry relevance in management education*

Multi-brand retail companies will come to India after the government's recent policy reform but they need to understand local needs better, said Dipak C. Jain, a marketing professor at Kellogg School of Management of the US. In an interview, Jain, who was a former dean at INSEAD and Kellogg School, was in Delhi to participate in a panel discussion on building industry relevance in management education organised by HT Media Ltd. He also spoke on corporate education, the relevance of ranking and if India can tap its expat academicians for its own betterment. Edited excerpts:

*How do you view the Indian corporate education space and where do you think Bridge School (of Management, a joint venture between HT Media and Apollo Global Inc.) can fit in?*

Demand is huge for corporate education. I think we need to nurture the theory of life-long learning. It's not one way—the individual should have the desire to learn and corporate houses allowing them to do so. The need is both company programs (in house programs) and going out to see how the world is changing. I think HT (Media Ltd) is doing well by targeting the working executives (through Bridge School)... these people will be your ambassador. It would be a blended programme—a mix of online and classroom courses.

*You have earlier headed Kellogg School and INSEAD (France), two top B-schools in the world, and have seen rankings closely. From the prime minister to the president, everybody in India these days is talking about rankings. How important are they? Is it largely a commercial product or a real evaluation of an institute?*

It has two sides. Ranking gets immediate media attention. It's not the rank 3 or rank 73 which is important, but from an institute's point of view, it's a data point to reflect. It gives you a point to evaluate yourself against somebody else.

*Many Indian origin professors have been hugely popular in foreign B-Schools. Do you think Indian schools and universities can tap them? Do you see a reverse brain-drain happening?*

You can do by staying out, not in. Mahatma Gandhi had done that. You (have to) build the connection. You need the commitment of Indians abroad to think about their responsibility for the country. Had I come back to ISB (Indian School of Business), could I have continued like this? What we can do is mentoring (new institutes) and establishing that connection (to bring quality faculty on assignments).

*You are also a director of Reliance Retail Ltd. How do you see foreign direct investment in the retail policy of India?*

What is the policy, foreign companies need to learn and earn. India is a delight in disorder. It's not a smooth surface. FDI for India is a resource and those who bring in resource will need a little comfort. But companies have to learn like McDonalds—being global by staying local. It won't impact the native established players.

*Many multi-brand retail firms have not shown interest in India so far. Do the provisions like \$100 million investment in backend infrastructure and 30% sourcing from small businesses pose a hindrance?*

I don't know the numbers. But we have to first understand the Indian market—it is heterogeneous and the buying power of people is quite diverse. Western world is quite homogenous. What they need is bring in foreign technology, know-how and Indian administration. Products have to be localized. They need to understand the shopping behaviour and it's just a matter of time.

**Source:** 8 April, 2013/ [Live Mint](#)

### **Who cares for Government-run schools**

*Most of the government middle schools in the city are without proper infrastructure and lack basic facilities for students*

A government school teacher with a book in hand is sitting on her chair teaching a class outside the school building. The students, with their notebooks open, listen to her carefully while sitting on the ground. Only few students are wearing a proper uniform. This is a common sight in most of the government-run middle schools in the city. Wearing a school uniform and ragged shoes, Farooq Ahmad, a 7th standard student of Government Middle School at Hawal, Srinagar belongs to a poor family like most of the students in the school. "I



have got only one shirt to wear as a uniform, but that was dirty so I wore this one," he says. He often comes to school without having proper breakfast and lunch. "Many times I went home hungry without food", he says.

Although the government claims to facilitate regular mid-day meals for the students throughout the working days, but on the ground the funds are not paid in advance. For a school that has more than 100 students to feed daily, it costs about Rs 5000 every month and approximately Rs 50,000 per year.

"We never receive funds on time," says the in-charge teacher of a government middle school in Hawal. "How long we will pay these expenses from our pocket to get food for our students." We try our best, she says, but ultimately who suffers? Government-run schools have been facing such problems for a long time now. There're problems like inadequate accommodation, less infrastructure, mid-day meals, shortage of teaching staff, sanitation and even problems regarding availability of proper drinking facility in schools which function mostly from renting buildings. These problems exist in government-run schools despite the schemes launched by the government to improve the quality of school education. One such scheme is Sarva Shiksha Abhiyan (SSA) – education for all movement, which is a centrally-sponsored program meant for sustainable education for children between the age group of 6 to 14. The main aim of SSA is to fulfill the basic requirements of children and improve the quality of school education. According to the guidelines in this scheme the registered schools should have proper infrastructure to facilitate comfortable teaching.

The functioning of 228 schools presently running in eight zones of the Srinagar district may have improved to some extent with this scheme, but there're still many schools in the city where SSA scheme is yet to be implemented.

Government Middle School in Zadibal, for example, was upgraded from primary to middle school in 2010. It was only last year that toilet and drinking facility was made available to this school. Before that, its students had no option and they either had to use nearby houses or return home for these essential requirements. "It was challenge for me to bring toilet facility available to this school," says the in-charge teacher of the school. Nearby, another middle school in Hawal is also facing problems. The playground of the school is full of litter. Even cow dung can be seen on the playground. The condition of another middle school

at Jogilanker, Rainawari is appalling. The school is operating from a rental building. Even when a person walks on the floor, the structure vibrates. "Every time any heavy vehicle passes by on the road, this building shakes," says a teacher of the school. There is no facility for toilet or drinking water in this school. "We don't have any toilets even for our girls which is embarrassing," says the in-charge teacher. "They have to go to their homes to use toilet," she says. The In-charge teacher says there are around 25 students enrolled in her school. "We fear for their safety," she says, adding, "this building can come down anytime." Whenever they approached the concerned authorities, the teachers say only promises were made to them.

Similar problems can be encountered in majority of middle schools in the Srinagar city. The Government Girls Middle School in Bachi-Darwaza, which is functioning from two rental rooms, has a staff of only four teachers for 58 students who have to be accommodated in a few cramped rooms. This school was upgraded three years ago but the facilities remain inadequate, although some grants were released for the school infra-structure. "In these two rooms we have to accommodate our kitchen, our library, our office and our classrooms," says the in-charge teacher of the school. Everyday three teachers teach a class in a single room. "Before taking any class, we make three sections in a single room where each student sits in his proper line," the teacher explains. "As per the schedule when one teacher delivers a lecture, the second teacher remains silent and then the third teacher teaches accordingly," she explains.

The ongoing economic survey conducted by the government is adding more woes to the students in the government schools. All the staff of Government Middle School Jamia Masjid, Nowhatta was scheduled to attend to the economic survey. But it was decided that only five teachers will be sent out for survey out of the eight teaching staff members. Three small classrooms in this school accommodate 80 students. "Presently this school is having only three teachers to manage the school work," says a staff teacher. Muzamil Sultana, Zonal Education Officer (ZEO) Hawal Zone says there's no alternative. "We as government employees can't revolt," she says. "It is an order and we have to follow it."

The ZEO claims that there is no school in her zone where toilet facility is not available. From past few years this has remained our main focus, she says. "Maybe there will be some exceptions but as a whole we have done well," she adds. Regarding mid-day meals, she says as per the scheme the



funds are released late. "We accept that should not have been the procedure," the ZEO says, "but we can't do anything in this regard as maximum funds are released from the centre."

When contacted, Chief Education Officer School Education, Nazir Ahmad admitted that government schools in the city are facing a 'major issue of accommodation.' "Actually the local people are not supporting us," he says. "We can't afford to buy all the structures that we are renting at this point of time."

**Source:** 8 April, 2013/ [Greater Kashmir](#)

### Thatcher had 'immense impact' on higher education

Margaret Thatcher's "revolutionary" reforms helped to transform an ailing university system into a world-leading higher education system, a vice-chancellor has said.

Terence Kealey, vice-chancellor of the University of Buckingham, which was awarded its Royal charter in 1983 with the then-prime minister's support, praised Baroness Thatcher's policies in the 1980s for transforming UK higher education.

Meanwhile, the universities and science minister David Willetts also paid tribute to her "extraordinary achievements" in setting the scene "for the world-class higher education sector we have today".

Professor Kealey, a former adviser to Baroness Thatcher, who has died at the age of 87 following a stroke, said her reforms led to more transparency and accountability within the sector, while her push to liberalise rules on fees also had an immense impact.

"Before Mrs Thatcher, universities were very similar to public utilities – run for the benefit of staff with government money. Now they are stellar," said Professor Kealey.

"She was determined to introduce a much higher level of accountability for public funding and greater accountability for students as customers," he said.

The introduction of full tuition fees for international students in 1981 was a good example of Baroness Thatcher's benign legacy to higher education, he said.

"It was condemned by almost everyone as a catastrophe for higher education when it was introduced," he said.

"We were told no foreign students would ever come to Britain. What happened was that, after an

initial one-year dip in student numbers, international student numbers continued to grow, providing an invaluable, independent source of income to universities."

The introduction of the research assessment exercise in 1986 was another key achievement, he added.

"The process aligned government support with research outcomes and it transformed the system," he said.

"The RAE [was] of huge benefit to British institutions, which are second only to those in America."

He listed Baroness Thatcher, who was chancellor of Buckingham from 1992 to 1998, as one of the four great politicians of the 20th century, alongside Lloyd George, Winston Churchill and Clement Atlee.

Mr Willetts, who worked in the former prime minister's policy unit before becoming an MP, said the "sad news" was "the right moment to reflect on Margaret Thatcher's extraordinary achievements".

"I was honoured to know her and to work for her. As education secretary [from 1970 to 1974], she saved the Open University and presided over a big expansion in student numbers.

"As prime minister, she extended opportunity by introducing the first student loans and improved the research base by introducing the research assessment exercise. Those changes set the scene for the world-class higher education sector we have today.

"As a scientist she also understood the value of research, including blue skies research. That is why, as prime minister, she overruled official scepticism and made Britain a full contributor to the Large Hadron Collider."

Peter Swinnerton-Dyer, who was chairman of the University Grants Committee, later the Universities Funding Council, between 1983 to 1991, also saluted Baroness Thatcher's impact on higher education.

"The instinct of a woman is to spring-clean and this country needed spring-cleaning, not least the university sector," said Professor Swinnerton-Dyer, a former vice-chancellor of the University of Cambridge.

"She was a great prime minister and she did much to change the atmosphere of higher education," he said.



“Universities were spending money wastefully, so... the [RAE] was essentially invented by me and was instituted so money could be divided up in a fair way.”

However, Roger Brown, professor of higher education policy at Liverpool Hope University, said her policies were “the beginning of a long decline” for universities.

“The cuts in 1981 were a disaster for British higher education – some of worst things that have ever happened to higher education,” said Professor Brown, a former head of the Higher Education Quality Council, the predecessor to the Quality Assurance Agency.

“She didn’t actually have much interest in higher education, though she was upset at [her alma mater] Oxford’s failure to give her an honorary degree.

“She was happy for Keith Joseph – her secretary of state for education and her guru – to run higher education. She trusted him more than anyone.”

Professor Brown, who worked with Baroness Thatcher while a civil servant in the Cabinet Office from 1980 to 1982, said some policies around research selectivity had a positive impact, but overall “the general drift of her policies were not helpful.”

**Source:** 8 April, 2013/ [Times Higher Education Higher Education](#)

### **How Margaret Thatcher transformed our universities**

*As Education Secretary and then PM, Margaret Thatcher battled resistance from university leaders every step of the way.*

Margaret Thatcher’s legacy to the universities was revolutionary. Her legacy to the schools, though, was mixed. And it was as Prime Minister rather than in her earlier role as Secretary of State for Education and Science (1970-74) that she exercised her greatest influence.

Margaret Thatcher’s views on education were driven in large part by her personal experiences as a student; she was, in the main, satisfied with the school education she received in Grantham, but she was dissatisfied with some aspects of Oxford. In particular she felt that the universities were complacent because they were over-protected from the market. She therefore introduced them to greater accountability and to market forces.

Her first major step to galvanise the universities was to introduce fees for international students:

before 1981, international students were educated effectively for free. When the fees were introduced, they were denounced by the leadership of the British universities which, with one voice, predicted no international student would apply to a British university again.

The leadership of British universities often being wrong on important issues, it was no surprise that Mrs Thatcher’s policy was a success. After a transient dip in international student numbers, they have soared ever since, to provide a vast influx of funding and the beginnings of a market to British universities.

Margaret Thatcher’s next step was to cut infrastructural support monies for research to the university sector: she felt that some universities were not using their research monies well. When the cuts were introduced, they were denounced by the leadership of the British universities which, with one voice, predicted that they would be a disaster from which the British economy in general and British universities in particular, would never recover.

The leadership of British universities often being wrong on important issues, it was no surprise that Mrs Thatcher’s policy was a success. By introducing accountability for research – a policy that became known as the Research Assessment Exercise – Margaret Thatcher so galvanised the British universities that they now come second only to America’s in every international league table.

And Margaret Thatcher left a lasting legacy: when Tony Blair and then David Cameron came to power, they each continued her privatisation policies, in particular by introducing top-up fees for home undergraduates. When the fees were introduced, they were denounced by the leadership of the British universities which, with one voice, predicted that they would be a disaster from which the British economy in general and British universities in particular, would never recover.

The leadership of British universities often being wrong on important issues, it was no surprise that fees have been a success. The later fee hikes having been so recently introduced, we are currently witnessing a dip in some numbers, but on past form they will recover, to leave the universities better funded and more receptive to student needs than before.

Margaret Thatcher’s schools record is mixed. She wanted to protect the grammar schools from comprehensivisation, she wanted to increase parents’ choice over which schools to send their children, and she wanted to free schools to have



more say over their own admissions and educational policies. But on all these points she was thwarted by the Department of Education and Science and by the local authorities – indeed, as Secretary of State she presided over the destruction of more grammar schools than any other Secretary of State – and she never privatised the schools the way we are now seeing the universities being privatised.

Yet even those failures bore good fruit because they increased her resolve, when Prime Minister, not to fail again at the hands of the Civil Service or of local authorities. Nonetheless, state education in Britain today has had to look to Thatcher's disciples such as Michael Gove rather than to the lady herself for improvements.

But at least she left us her disciples. She will be missed.

**Source:** 9 April, 2013/ [Telegraph](#)

### Engineering a solution

The decision of the All India Council for Technical Education (AICTE) to allow private corporations, with turnover of Rs 100 crore a year for the past three years, to set up and run degree-granting colleges is welcome. Companies are often critical of the quality of graduates produced by engineering colleges, deeming them unemployable, despite chronic shortages of skilled manpower. Enabling them to participate in equipping young people with skills that are necessary and useful in the job market could go some way towards expanding access to higher education while hopefully ensuring a base level of quality.

The drive towards universalisation of primary education through the RTE and the push to expand secondary school education means that more and more young people are eligible for, and aspiring towards, college-level instruction. Despite a huge increase in the number of universities and colleges, however, their higher educational needs remain sadly underserved. A 2011 FICCI and Ernst and Young report found that most higher education institutions, public and private, had poor physical infrastructure, suffered from faculty shortages and had outdated curricula – 62 per cent universities and 90 per cent colleges with NAAC accreditation were rated average or below average.

It is not that the problem is not acknowledged. The crises in higher education in India, and the best ways to address them, have been a matter of much discussion and debate. The National Knowledge Commission headed by Sam Pitroda and the Yash Pal Committee submitted

comprehensive reports dealing with critical issues in 2009. Both recommended structural changes, including amending the regulatory structure and allowing greater autonomy to colleges and universities to design curricula. But the bills dealing with such reforms, such as setting up of a national accreditation regulatory authority and promotion of autonomy, have been stuck in Parliament, despite former HRD Minister Kapil Sibal's 100-day plan of action back in 2009. The foreign educational institutions bill, which lays down conditions for the entry of foreign varsities and could address supply-side issues while assuring quality, was introduced in the Lok Sabha in 2010 and has been pending since. The government must ensure passage of these bills, without compromising their spirit, so that stop-gap solutions in this vital sector are rendered unnecessary.

**Source:** 9 April, 2013/ [Telegraph](#)

### Why this global ranking process matters

India was given a sound warning against "the overuse of rankings" in The Hindu last month (Op-Ed, March 9, 2013). In a measured and sensible article, Philip Altbach, director of the Centre for International Higher Education at America's Boston College, outlined some limitations of global university league tables. He said that it would be a "mistake" for India and other developing countries to "obsess about the rankings."

Of course, obsessions are rarely healthy, but as the editor of the leading global ranking system, the Times Higher Education World University Rankings, I would warn that it would be a far greater mistake for Indian institutions and policymakers to under-use the global rankings than to overuse them.

Let us get one thing clear right away: a country of India's size, rich intellectual history and growing economic strength deserves world-class universities that can compete with the very best universities in the world. Indeed, India needs such institutions for the future success of its economy. Prime Minister Manmohan Singh was absolutely right when he warned in February: "Too many of our higher education institutions are simply not up to the mark. Too many of them have simply not kept abreast with changes that have taken place in the world around us."

Referring to global university rankings, Dr. Singh said: "It is a sobering thought that not one Indian university today figures in the top 200 universities of the world today."



It is sobering indeed — it was Professor Altbach himself who told *The Hindu* back in December last year that India “is a world class country without world class universities.” This must change, and it is heartening to see that improving quality in Indian higher education has been identified as a key priority for the Twelfth Plan.

### *Thirteen indicators*

But how can we monitor the progress of this essential goal? How do we know when the politicians and institutional leaders have delivered the quality institutions that can compete at the highest levels on the world stage?

This is where the Times Higher Education World University Rankings are crucial. They judge world-class research institutions against 13 separate performance indicators, carefully balanced to reflect the full range of a top research university’s mission: teaching, research, knowledge transfer and internationalisation.

The system was developed after 10 months of open consultation with the global academic and student community, and was refined with the help of an expert advisory group of more than 50 leading university figures from 15 countries.

The rankings database, developed by our trusted data provider, Thomson Reuters under its Institutional Profiles Project, includes detailed data (many tens of thousands of data points in total) on several hundred of the world’s very best institutions. Most importantly, data is collected under a common set of globally accepted common definitions, providing a unique global resource.

### *Retaining talent*

I had the pleasure earlier this year of visiting the Vibrant Gujarat Summit in Gandhinagar, where at the International Conference for Academic Institutions the internationalisation of Indian higher education was a key theme. Vice chancellors lined up to speak of the need for Indian universities to respond to globalisation — to retain top talent too often lost to the West, to attract faculty and students from all over the world and to share best practice and to collaborate in research across national borders to push forward the knowledge economy. This can all be done while preserving India’s national identity and individual priorities.

Some may argue that India should not worry about promoting world-class research universities when it has so much to do to simply cope with the exploding demand for higher education. This would be wrong. Of course not all institutions in India should — or indeed would want to — ape Harvard

or Oxford, and the majority should rightly focus on local needs. But India and even lower-income countries need at least some institutions competing at the global level.

Max Price, the Vice Chancellor of South Africa’s University of Cape Town, has argued that in a globalised economy, no country can afford to fall too far behind. “If a country cannot integrate reasonably competitively into global systems of trade, finance, communications and data, production, quality assurance and global markets, it cannot develop,” he told *Times Higher Education*.

Some may also argue that there is no point in Indian institutions joining the rankings process while they have little chance of making it into the elite top 200 or even 400. But by joining Times Higher Education’s rankings exercise, and submitting data to Thomson Reuters, even institutions that fall short of the world’s elite have much to gain by seeing how they compare against the best across a wide range of common indicators.

Universiti Kebangsaan Malaysia (UKM) is a perfect example. Its Vice Chancellor, Tan Sri Dr Sharifah Hapsah Syed Hasan Shahabudin, got it absolutely right when she said: “It is not a failure not to be in the top 200 but it is a failure if you choose not to know where you are on the measure.”

**Source:** 11 April, 2013/ [The Hindu](#)

### **Addressing the declining productivity of higher education using cost-effectiveness analysis**

Higher education productivity, as measured by academic degrees granted by American colleges and universities, is declining.[1] Since the early 1990s, real expenditures on higher education have grown by more than 25 percent, now amounting to 2.9 percent of US gross domestic product (GDP)—greater than the percentage of GDP spent on higher education in almost any of the other developed countries.[2] But while the proportion of high-school graduates going on to college has risen dramatically, the percentage of entering college students finishing a bachelor’s degree has at best increased only slightly or, at worst, has declined.[3]

Figure 1 shows the trend in productivity from 1970 to 2006, expressed in terms of the ratio of degrees granted to total sector expenditures.[4] The downward slope is steepest among universities, where current productivity is less than half of what it was 40 years ago. Even when adjusted for the growth in overall labor costs in the economy (see dashed lines in figure 1), the decline in bachelor’s-degree production is nearly 20 percent. If these declines continue, maintaining the current rate of



bachelor's-degree production will cost an additional \$42 billion per year 40 years from now.[5] Thus, even if state support for public higher education did not continue to decline, tuition would have to increase by an average of \$6,885 per full-time equivalent (FTE) student in public universities to maintain current spending, almost doubling today's tuition.[6]

What accounts for declining productivity in higher education? Prior research provides an array of potential explanations.[7] Most analysts point to the role of rising costs, and others focus on declining degree attainment.[8] Collectively, these explanations reinforce a widespread perception among higher education administrators and many scholars that productivity is impossible to control. According to economists Robert B. Archibald and David H. Feldman, "The problem in higher education is that productivity growth often is synonymous with lower quality. Adding more students to each class can diminish the benefit for each student, leading to diminished outcomes and lower graduation rates. Increasing the number of courses a professor teaches would reduce research or community service." [9] Similarly, in a study of college presidents' attitudes, a two-year president said: "I don't think there are any more efficiencies left to be squeezed out of public universities across the nation. . . . There are no more efficiencies to be had." [10] So, at least some institutional leaders feel helpless when it comes to improving productivity without sacrificing quality. [11] Even when costs are considered, institutions tend to focus on enrolling more students rather than helping them graduate. [12]

In this paper, I show that policymakers and college leaders do in fact have some control over productivity, but generally lack the information necessary to take the appropriate steps toward improvement. Specifically, decision makers have little information about which programs, policies, and resource decisions are most cost-effective. Relative to other areas of public policy, cost-effectiveness analysis is rarely applied to specific education policies and programs. [13] Even research that looks at the higher education system as a whole rarely considers the relationship between the costs and output—that is, productivity. [14]

A basic principle of decision making is that we have to compare the costs and benefits of all feasible options, but this rarely happens in analyses of higher education. Even those few studies that do consider cost-effectiveness do not attempt to compare across programs. This absence is hard to

justify because there is little question that—as my analysis later in this paper shows—some programs are much more cost-effective than others. In addition, cost-effectiveness analyses often ignore the practical constraints of decision makers, such as the availability of state or federal matching grants and pressures to boost college rankings. This paper tries to avoid that problem by addressing the distinctive features of higher education and laying out key questions policymakers need to ask themselves when interpreting the results of cost-effectiveness analyses.

After outlining a method for applying cost-effectiveness analysis to higher education, I apply the approach to a variety of well-known programs, ranging from financial aid to student services and alternative modes of instruction. Although the estimates that come out of this analysis may be useful by themselves, the main aim of this paper is to highlight a different way of thinking about the decisions policymakers and college leaders face and provide a concrete way forward that can help reverse declining productivity. Cost-effectiveness analysis cannot and should not replace the judgment of educational leaders, but the information that comes from it can provide useful guidance and perhaps improve the way those decisions are made. [Click to read full paper](#)

**Source:** 11 April, 2013/ [AEI](#)

### **Urgent need to bring radical changes**

Calling for improved access, equity and quality in higher education in the country, noted economist C Rangarajan on Friday said that there was an urgent need to bring in radical changes to the academic curriculum and evaluation system in view of the rapid knowledge expansion taking place across the globe.

Delivering the inaugural address at a two-day 'National conference on quality of higher education and economic development' – sponsored by the Union Planning Commission – at D G Vaishnav College, Rangarajan said, "A comment that higher education is at a crossroads in India may be clichéd, but the hackneyed expression contains an element of truth."

While the best students have gained recognition both inside the country and abroad, it is the average students who are cause for concern, said Rangarajan who is chairman of the Economic Advisory Council to the Prime Minister. He identified deterioration in quality, poor infrastructure and problems of governance caused by quantitative expansion as the ills prevailing in the higher education sector.



Reeling out statistics that showed a drastic increase in the number of universities and colleges, the former Tamil Nadu governor said that the quality has suffered due to the quantitative expansion. He also added that quality could not be ignored in the process of enabling the under-privileged sections of society reap the benefits of education. To strengthen quality and effectiveness, the syllabus and curriculum must be modernised, encouraging inter-disciplinary studies. "If we look at the curriculum in universities, it is not as if updating has been a problem. What is lacking is the translation of the curriculum into practice."

The economist also called for drastic reform in the examination and evaluation system. An economics question paper he saw a decade ago seemed familiar because 40 years ago he had answered the same type of questions as a student – Answer any five out of the 10 questions.

Welcoming the semester system he said the process of examination and evaluation must be continuous and should test the critical analytical ability of students. He pointed to the pivotal role of teachers in the system, saying that efficient teaching and the ability to communicate were important. "An average teacher conveys, a good one communicates and a great teacher inspires," he quoted the well-known saying.

The former RBI governor urged students and teachers to use the Internet to their advantage. Technology must be utilised to make distance education learning more inter-active.

Narendra Jadhav, member, Union Planning Commission, R Thandavan, vice-chancellor, University of Madras, and Vedagiri Shanmuga Sundaram, former VC of Manonmaniam Sundaranar University, were among a large number of eminent educationists who participated in the conference.

**Source:** 12 April, 2013/ [New Indian Express](#)

### **At the forefront of international higher education**

On 5 April, a large group of colleagues, students and friends gathered in Boston to honour the career of Philip Altbach, director of the Center for International Higher Education and J Donald Monan SJ professor of higher education in the school of education at Boston College, US. He will retire from his professorship, but continue as director of the centre.

The global gathering was organised to pay tribute to Altbach for his enormous contributions over almost 50 years as a teacher, scholar and advisor,

and author of many books and articles on international higher education.

During a one-day seminar, key topics in international higher education were addressed by scholars and higher education policy leaders from around the world – including China, India, Africa, Russia, Europe, Latin America and North America: national and regional challenges for higher education; the international pursuit of excellence; and international imperatives, initiatives and risks.

Altbach, who does not like to put himself on a pedestal, set one condition for accepting this surprise honour: the seminar had to be substantive and its results will be published by the centre.

Look out for its future publication, as together the presentations provided a comprehensive overview of developments in international higher education over the past 20 years.

### *Altbach's contributions*

The study of higher education, and the role of Philip Altbach in this field, cover many themes: higher education, in particular the study of national systems, cultures and developments; comparative education, international education, and their combined approach – 'comparative and international education'; internationalisation and globalisation of higher education; and the new overarching theme of 'international higher education'.

Altbach has been one of the world's few leading scholars with a continuing interest in these themes, and his research and publications, as well as his editorship of several journals, have been and continues to be highly relevant to define and orient the theory and practice of international higher education.

In a portrait in the Boston College Chronicle on 3 April he said: "Over the course of almost 50 years, I've tried to contribute to understanding the nature of the university and how it affects human, economic and social development. These institutions are critical to societies, whether they're in developing countries or developed, industrial nations.

"To have spent so much time learning about universities in America and other countries, and picking up new perspectives, has been exceedingly interesting and fulfilling. It's what I care about and it's what I feel is important."

That was Altbach describing his drive for studying student unrest in the US and elsewhere at the start of his academic career. The focus of his doctoral



work on India, at the University of Chicago, served as an important platform for his interest in higher education in the rest of the world, especially developing countries.

Before anyone else, he undertook work on higher education developments in India, China, Russia, Africa and the Middle East, now at the centre of everybody's attention but still building to a large extent on his work over the past years, such as the recent collection of his work on India, edited by Pawan Agarwal.

In his scholarly work, Altbach not only describes trends and developments, but also points to unintended and negative aspects of higher education development: its commercialisation; examples of fraud and corruption; degree and diploma mills; the use of agents and so on.

It has not always made him popular in university circles, as reflected in the sometimes-heated debate about the use of agents in the US context, but that has made him even more convinced of the necessity of addressing the more controversial sides of international higher education.

### Center for International Higher Education

Over the past 20 years, the Center for International Higher Education (CIHE) has been an amazing nucleus of innovative activities and individuals: publications, PhD and master students, visiting scholars and so on.

The small office of CIHE is always crowded with doctoral students, visiting scholars and visitors from different parts of the world who make it a friendly and vibrant community of international scholars and students, a global think-tank on international higher education.

The large number of books published under the auspices of the centre and the widely acclaimed quarterly publication International Higher Education – published in English, Spanish, Portuguese, Chinese and Russian – capture the collective result of this international community of scholars.

Together – as Philip Altbach himself observed during the seminar in his honour – they have established this new field of international higher education: the study of higher education in a comparative and comprehensive way, moving from a focus on higher education in a national context to a more international context, reflecting the globalisation of societies and the increasingly important role of knowledge and higher education in that process, and addressing not only Western

but in particular other contexts and concepts of higher education around the world.

Under Altbach's direction, the centre has focused on critical global higher education issues and the international factors that have shaped them, such as massification, privatisation, internationalisation and globalisation, the emergence of international rankings and the phenomenon of world-class universities.

Through his own scholarly work and working with others across the globe, he has given us a deeper understanding of the changing role of the academic profession; access and equity; higher education and social cohesion; the public-private mix; student circulation; emerging global models of the research university; and the positive and negative dimensions of these changes.

We can identify issues, trends and developments worthy of monitoring, but we cannot predict the future of international higher education. That is why we need the microscope of the scholar and the critical observer.

This is the unique contribution of Philip Altbach over the course of his incredibly productive academic career. His legacy lives on through our understanding of higher education globally.

He will retire as professor, but we are delighted that he will continue his work through the Center for International Higher Education at Boston College.

**Source:** 13 April, 2013/ [University World News](#)

### **Ready with our voices, but is anybody listening**

Two recent back-to-back events have created a stir in the Indian higher education sector. One questions AICTE's past and the other provides answers for India's future. AICTE first. The Madras High Court issued notice to AICTE, MHRD, etc. questioning the generous and charitable approval policy of AICTE in respect to engineering colleges in Tamil Nadu. Thanks to the territorial jurisdiction, the high court spared the national generosity of AICTE which in the last decade and over has destructively polarised the growth of engineering and management education. AICTE is hoarded with enough reports to support its mindless expansion in our country creating regional imbalances about which many Five-Year Plan documents have heavily criticised. AICTE forgot that it is primarily a regulatory body and hyperactively discharged its marginal role as an approval agency. Result: Many graduates exiting colleges but not able to enter life.



The second event that took centre stage at a national level was Rahul Gandhi's CII speech. Among various issues that he touched, the most striking to me was his clarion call to create a coalition of voices to address issues that confront the nation. I agree with Rahul on the need to accommodate diverse voices to shape the nation's future course of development. In Rahul's own words, "our voice and skill-sets have to go into policy in a systemic way". But I am not sure if the MHRD will listen to many voices to pull it out from its self-inflicted disorder. Nevertheless, thanks to Rahul, I present my voice in written format with a hope that MHRD reads (listens) it.

Let me borrow Rahul's voice to begin with. "Today we are mortgaging our future because large parts of our education and training are based on defunct ideas. Ideas that are no longer relevant." Did anybody from MHRD listen to this voice? Isn't policy making at MHRD a good example to fit Rahul's words? Rahul, you did not want Indian education to look outside but wanted others to look at India as a role model. But our former HRD minister openly admitted that foreign universities are integral to the improvement of Indian higher education and India cannot avoid them. There are many such examples but let us not talk about history now. Let us collectively build a voice that can be cannulated into mainstream policy-making.

I agree with Rahul that we have the seeds to grow but need ideas to fertilise the growth of Indian higher education. The exponential solutions through generational shifts that Rahul wants can happen only if there is a tectonic shift in the policy-making mindset. The current dyke of policy-making is rhetoric driven with statutory functions being outsourced to extra-constitutional committees. Such committees are incremental solution providers and nowhere near Rahul's idea of transformational change agents.

The National Education Policy formulated by Rajiv Gandhi has the propensity to galvanise the entire Indian higher education. Unfortunately, it is kept in cold storage due to policy paralysis leading to such suo motu Madras High Court action and other catastrophic consequences. The current wave of higher educational reforms is driven by the triple mantra—Access, Affordability and Inclusiveness. Mere passing of Bills and Acts with no political will or action will only retard the engine of intellectual growth. We need an institutional voice that can lubricate the antiquated vehicle of higher education development. If it's my voice and our voice that go into policy-making, let us begin and get our voice-

based action together. We are ready with our voices. Is MHRD willing to hear us?

**Source:** 14 April, 2013/ [New Indian Express](#)

### **DU'S 4-year degree course: Reforms at reckless speed**

The unnecessary and yet frantic haste with which Delhi University is introducing a new Four-Year Undergraduate Programme (FYUP) brings to mind the advice that autorickshaws often offer on their bumpers: Jaldi mat kar, der ho jayegi (Don't hurry, or you will be late!). Given the longstanding need for reforms in Indian higher education, the FYUP could be worth examining as a possible option. It could also pilot test the XIIth Five Year Plan strategy for "re-crafting undergraduate education" through FYUPs. But the reckless speed of implementation at DU threatens to wreck all positive potential and derail the national reforms process. At stake here is the future of every college-aspiring Indian, not just the quarter million who will apply to DU this June.

The proposed FYUP replaces all existing undergraduate courses at DU. In place of the three-year bachelor's degree with 'BA/BSc Honours' and 'BA/BSc Programme' streams, the FYUP offers multiple degrees within a single stream - Associate Baccalaureate (2 years), Baccalaureate (3 years), and Baccalaureate with Honours (4 years). The FYUP requires students to study six types of courses - Foundation (11), Discipline1 (20), Discipline2 (6), Application (5), "Integrating Mind, Body and Heart" (2) and Cultural Activities (6), making for 50 courses over eight semesters. Clearly, the FYUP seeks to be very different from existing programmes.

How long would it take to conceptualize, design and implement an FYUP of this kind? There are academic, procedural and logistical dimensions to be considered, but there is also the overall significance of the exercise, which demands that extra care and diligence be exercised to avoid costly mistakes. The DU FYUP will directly affect nearly half-a-million students (2011-12 enrolment was 4.3 lakh - 1.4 lakh regular and 2.9 lakh non-formal) and around 9,000 teachers in roughly 50 departments and 80 colleges. Thirty individual courses have to be created for each discipline or sub-discipline, plus 20 common courses. Before preparation of syllabi and after, prescribed procedures mandate vetting, debate and revisions at different levels. One does not need to be an expert to recognize that this is a long and arduous process - as it should be if it impacts so many, and especially if it is to be a



model for the nation. But DU wants to go from start to finish in 10 months!

Starting with the academic dimension, the first official letter asking departments to initiate the syllabus-making process was issued on March 5, 2013. It required that teachers frame the four-year syllabus, design 30 different courses and fulfill 10 complex conditions - all by March 20, i.e., in two weeks! Though relaxed later by one month, this deadline remains unfeasible and will seriously compromise curriculum quality, making a mockery of its core objective of enriching undergraduate education.

On the procedural dimension, the DU administration claims that discussions on the FYUP were begun in September 2012, and a specially appointed 61-member "Task Force" entrusted with designing the FYUP framework. But this, while welcome as supplement, cannot supplant statutory procedures for consultations with department and faculty committees of courses and college staff councils - none of these bodies was consulted. The FYUP was approved at an extraordinary meeting of the academic council called with three days' notice on December 24, 2012. Statutory procedures are more than mere matters of protocol because they enable debate in forums less vulnerable to manipulation by the powerful.

Regarding logistics, it is well known that the enhancement of DU infrastructure promised during the 'OBC expansion' is yet to materialize, especially classroom space. The predictable pressures of semesterisation have severely damaged the examination branch and brought it to the brink of collapse. Around 3000 UGC-sanctioned teaching posts have remained vacant for three years. On this already overstretched infrastructure, the FYUP will inevitably impose an additional burden of nearly 33%! The real problem here is not the presence of a formidable challenge but the absence of a responsible response. Detailed plans are needed to anticipate and avert logistical problems; they must be publicised to allay the apprehensions of teachers, students and parents.

The above arguments would justify deferral of the DU FYUP even if the programme structure itself were assumed to be perfect. But in spite of this, the remarkable fact is that not a single DU college or department has refused to implement the FYUP. Even teachers painfully aware of its shortcomings are reluctantly participating in the collective effort to put a skeletal syllabus in place because they know that if they don't, the DU administration is likely to make things even worse for students. Surface acquiescence conceals a pervasive sense of

disenfranchisement and despair, heightened by the knowledge that the FYUP's present avatar is far from perfect.

**Source:** 14 April, 2013/ [Times of India](#)

### Higher education scenario unlikely to change much

Even as the state government has paved the way for the opening of private universities in Bihar, the higher education scenario is unlikely to change much. A vast majority of the state's youth would continue to receive their higher education in the existing colleges and universities which depend solely on government grants. And, the state exchequer would have to cough up big grants to these government-funded institutions.

Academics feel the ever increasing state control of colleges and universities in Bihar has been causing considerable decline in charity and endowments, which used to play a major role in the growth of higher education till the mid-seventies.

There were only 29 constituent colleges belonging to six universities in the state (including Jharkhand) till 1975. Government departments like education, PWD, PHED and finance used to take care of development of these colleges. A majority of the colleges, private in nature, were then nursed by charitable and benevolent families, mostly of zamindars and big business houses, public men and lawyers through managing committees. Universities were left free to frame academic policy and syllabus and to conduct examinations.

However, in 1976, the then chief minister, Jagannath Mishra, converted about 20 affiliated colleges into constituent ones of different universities and thus increased their liabilities considerably. The game of mass conversion started by Mishra continued till 1986, increasing the number of constituent colleges to over 250.

Large-scale conversion of private colleges into constituent units of different universities increased the financial burden of the state government manifold. Except Patna University, which is relatively a very small university, all others are having a large number of colleges under their jurisdiction. As the government doles out only salary grants to the universities, it is very difficult for them to ensure proper growth and development of colleges.

Political leaders are not very keen on taking interest in the affairs of colleges and universities. At best, some MLAs and MLCs are nominated senate members by the government and the meeting of senate is held not more than once a year. Even the



syndicates, which at times get some political leaders as their members, do not meet frequently nowadays. The political leaders should take active interest in the affairs of the universities and encourage philanthropists and industrialists to donate generously to the public institutions for ensuring their all-round development, said PU syndicate member Sudhakar Singh.

**Source:** 14 April, 2013/ [Times of India](#)

### RESOURCE

#### **Core Education, NIIT, Everonn stocks rally up to 24% in single day**

Shares of education service providers such as Core Education, NIIT, Everonn Education, MT Educare and Aptech have rallied up to 24% on Monday on the back of attractive valuations after languishing during the mid and small-cap crash between January and March this year.

Fundamentally, if investors are looking at some value buying in beaten-down stocks, then one can look at the education sector," said A K Prabhakar, senior vicepresident, equity research at Anand Rathi Financial Services. Core Education gained the most in this sector on Monday, about 23.9%, ending the day at Rs63.75. Other education companies such as Everonn surged 8.6% to close at 60.15, while MT Educare rose 7.2 % to end the day at Rs86.25.

"The current market size of the Indian education sector is around \$60 billion, and is growing at the rate of 15% to 16% CAGR (compounded annual growth rate). The size of the school segment is about \$44-45 billion and the market for higher education is \$11 billion.

Companies like Educomp, NIIT and Core Education are some of the players who are cashing in on this opportunity," said Enayet Kabir, associate director at Technopak, a consulting firm. "Investors have taken new positions in beaten-down education stocks.

Fundamentally, the education sector is looking very promising with huge investment opportunities," said Arun Kejriwal, CEO, at KRIS Research.

**Source:** 2 April, 2013/ [Economic Times](#)

#### **Beaten down education stocks bounce back; top 4 picks**

Beaten down education stocks perked up in trade on the first two trading days of financial year 2014, as investors favored these counters which have plunged nearly 50 per cent so far in 2013.

After rallying to about 24 per cent on Monday, education stocks managed to gain 2 per cent on Tuesday on the back of attractive valuations after underperforming broader markets between January and March this year.

The aggressive sell-off began earlier in March in midcap stocks. Shares of companies like Core Education, Welspun Corp, Aanjaneya Life, Orbit Corporation, Videocon and DB Realty fell between 10 and 60 per cent on concerns that pledged shares of promoters were being sold off.

"Fundamentally, if investors are looking at some value buying in beaten-down stocks, then one can look at the education sector," said AK Prabhakar, senior vice president, equity research at Anand Rathi Financial Services.

He advises investors to buy MT Educare, NIIT Ltd, Tree House Education and Career Point as these stocks are available at attractive valuations.

Everonn Education gained the most in this sector on Tuesday, about 4.5 per cent, ending the day at Rs 62.90. Other education companies such as Core Education surged 2.04 per cent to close at 64.05, while MT Educare rose 0.52 per cent to end the day at Rs 86.70.

The current market size of the Indian education sector is around \$60 billion, and is growing at the rate of 15% to 16% CAGR (compounded annual growth rate), ET said in a report.

The various growth drivers for the industry include increased government spend on the education sector, transition in income brackets of people, increased private sector investment and increased penetration in pre-school industry.

According to analysts, companies like Educomp, NIIT, Tree House, MT Educare and Core Education are some of the players who are cashing in on this opportunity.

Reports suggest that India spends nearly 3.5 per cent of its gross domestic product on education.

The central government has been investing in promoting literacy and education. India is one of the world's youngest nations with a majority of its population (585mn) in the age bracket of 0-24 years, according to a CRISIL report released in December 2010.

Brokerage views on Education stocks:

Tree House Education: Angel Broking has a 'buy' call with target of Rs 275

Tree House Education and Accessories Ltd (THEAL) is the largest self-operated pre-school education provider in India.

THEAL has 349 pre-school centres of which 278 centers are self-owned schools (SOS) while 71 centers are franchisees (as of December 2012). THEAL has also entered into the K-12 schools segment (in regions where it has strong pre-school presence) which is a logical extension from its existing pre-school business.

The company has advantage over other players since it has feeders from its pre-school segment. It offers school management services to K-12 schools through a trust and currently has 23 operational schools under this arrangement.

With rising need for quality education and changing lifestyles, THEAL is expected to grow at a robust pace with its established brand. We initiate coverage on THEAL and recommend 'Buy' with a target price of Rs 275.

MT Educare: IFCI Financial maintains 'BUY' with a target of Rs 148

Q3 and Q4 are seasonally weak for MT Educare. The management has witnessed pressure in science stream on the back of uncertainty of IIT entrance exam rules which have now been revised and will lead to strong growth in enrollments.

We expect revenues from this stream to pick up in FY14, which will drive revenue and margin as science is a high realization stream for MT Educare. Acquisition of Lakshya will lead to addition of 4 new centers in north India which would come into effect in Q1FY14 for the company.

EBIDTA margin would continue to remain under pressure which will have a negative impact on earnings and we have thereby revised our EPS estimates downwards for FY13 and FY14.

The brokerage expects strong uptick in science stream in FY14 as they believe this dip was a one-time impact. They have a 'BUY' recommendation with a revised target price of Rs 148 based on 21x FY14E.

**Source:** 2 April, 2013/ [Economic Times](#)

### **School education abroad catches the fancy of Indian parents**

Apart from global exposure, the option to choose from a wide range of subjects, including music and fine arts, is one of the primary reasons why parents send children to schools abroad

Varun Dhawan, a 14-year-old resident of south Mumbai, has packed his bags with plenty of warm

clothes and is ready to go. No, he is not going for a vacation, but is going to study at a boarding school in the US, from his Grade-VIII onwards. He is not alone. Dhawan joins a host of other Indian children who have now started moving abroad to study, starting from secondary education itself.

With a higher disposable income, affluent parents in India are not averse to the idea of sending their children abroad for school education. Educationists and education consultants say there has been a 25-30 per cent rise in the number of students going abroad for higher education.

Sunitha Perumal, country head of EF International Academy, said, "People from the upper class send their children to schools abroad. Opportunities that would be available abroad and subject combinations are very vibrant." EF International Academy provides education from grades 9 to 12 in its four campuses in the UK, US and Canada, and has seen students coming from across the world, including India, said Perumal.

For parents who do not want to send their children very far, countries like Singapore and West Asian nations offer a good opportunity. Abraham John, chairman, The Indian School, Bahrain, said the school had become a preferred destination for school education in the country. The school currently has 10,200 students; their number increased by over 1,200 in academic year 2012-13.

"Approximately, 90 per cent students are Indians in our school," John said, adding the school followed the Central Board of Secondary Education, and placed an equal emphasis on sports and other activities.

In terms of most popular destinations, educationists said countries like the US, UK and Australia followed by Germany, Singapore and Switzerland were preferred by Indian parents.

On an average, the fee structure for grades 8 to 12 is significantly higher in foreign countries, compared to India. Sample this: The parent of a grade 8 student in an average Indian school in a metro has to pay an annual tuition fee of Rs 25,000, with an additional Rs 10,000 spent on books, uniform and stationary. In an average school in the US, the fee structure may range from Rs 15 to 30 lakh depending on its size and location.

"Though schools abroad are very expensive, we are seeing an increasing number of Indian parents sending their children there. Even individuals from non-metros such as Jalandhar, Surat, Ludhiana and Indore are opting to send their children abroad for school education," said Naveen Chopra, founder and



chairman of The Chopras, an overseas education consultancy.

Apart from global exposure, the option to choose from a wide range of subjects, including music and fine arts, is one of the primary reasons why parents send children to schools abroad. "In India, though schools offer facilities like music, dance and sports, these are termed extra-curricular activities. The schools do not take these activities seriously, as they are considered as components over and above the school curriculum," said a New Delhi-based consultant.

In schools abroad, small classes with an average student strength of 15 to 25, with equal emphasis on other aspects of learning, are a 'pull-factor', said consultants. "In countries like the US, there is no undue pressure on students during Grades 9-12, unlike we have here for the board examinations for these grades. Hence, parents who can afford the education there, prefer to send children to schools abroad for holistic learning, compared to textbook education in most Indian schools," said a education sector expert.

A Mumbai-based education consultant said that unlike degree education, visa regulations of most overseas nations placed lesser restrictions on students travelling to those countries for school education. "They do not see these students as a threat to the locals, in terms of employment, which is an issue for higher education courses. Hence, it is relatively easier to get a visa for pursuing school education," said the consultant.

While an overall percentage of students from India are going abroad, the percentage of those going for school education is still small. Educationists expect this trend to continue. Industry experts said that in the next five years, there would be a 30-35 per cent rise in the number of students going abroad for school education.

According to research by the Indian Institute of Management, Bangalore (IIM-B), Indian student flows to the world grew by 256 percent between 2000 and 2009. The numbers increased from 53,266 to 1,89,629 in the same period.

Source: 3 April, 2013/ [Business Standard](#)

**Only three Indian institutes in top 100 Asia-only list**

Forget the world ranking where Indian institutes have shown a poor performance --- a new Asia-only table shows that Indian institutes have failed to make it to top-25 in the list.

India has only three institutes in the top-100 Asian universities, says the inaugural Asia University Rankings of the Times Higher Education, released on Wednesday.

The three institutions - none is in the top 25 - are the Indian Institute of Technology, Kharagpur (30th), followed closely by IIT Bombay (joint 33rd) while IIT Roorkee takes up the 56th place.

There are 15 countries in the Asia top-100 list. The University of Tokyo is Asia's number one institution in the list where Japan (22 universities), Taiwan (17), mainland China (15) and Republic of Korea (14) are the best represented nations.

TOP TEN ASIAN UNIVERSITIES XXX	
01 University of Tokyo, Japan	07 Kyoto University, Japan
02 National University of Singapore, Singapore	08 Seoul National University, Republic of Korea
03 University of Hong Kong, Hong Kong	09 Hong Kong University of Science and Technology, Hong Kong
04 Peking University, China	10 Korea Advanced Institute of Science and Technology, Republic of Korea
05 Pohang University of Science and Technology, Republic of Korea	00 Indian Univxxxxxxk dkdldkdk
06 Tsinghua University, China	

"In India, there has clearly been a serious pressure on spending per student, given the huge expansion of student numbers in the recent years. There is a well established shortage of qualified faculty in the Indian

university system," Phil Baty, editor of Times Higher Education, told HT.

There has also traditionally been a discord between university research and research and development in industry, which usually works in tandem, Baty said, adding: "Improving the quality of research will be India's challenge."

Pawan Agarwal, a higher education adviser to the Planning Commission, says: "Rapid growth in the face of staff shortage and declining per-student spending has affected standards. Improving quality has rightly been prioritised in the 12th plan".

Source: 11 April, 2013/ [Hindustan times](#)

**India to have 30% enrolment ratio in higher education by 202**

India aims to increase its gross enrolment ratio (GER) from 18.1% to 25.2% by 2017. "About 82% of the students in the age group 18 to 23 do not have access to higher education. This is because the 11th five year plan was the first plan to give importance to education," said Planning Commission member Narendra Jadhav.

Jadhav was talking at a national seminar on the quality of higher education and economic



development at DG Vaishnav College, Chennai on Friday. "The 12th year plan looks to build on that. We will ensure that 10 million students have access to higher education. Around 3.3 million will have access to skill granting diplomas, one million will get open and distance education and the rest through expansion in degree programmes", said Jadhav. "By 2020, GER should be around 30%", he added.

Jadhav said the government would set up 20 centres of excellence within the existing universities across the country. A nodal agency, tentatively named council for industries and higher education would be set up to promote collaboration between industries and education.

Jadhav rued the slow pace of NAAC accreditation. "In 17 years, NAAC has accredited those colleges that came forward, which is about 20% of all colleges in the country. It would take some 70 years to cover all colleges. There a need to set up more agencies to speed up the process", he said.

**Source:** 12 April, 2013/ [Times of India](#)



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