



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 2013-14

Apeejay Stya University is offering diverse catalogue of technical, scientific, management and liberal arts courses for the Fall Admission 2013-14. 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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Please visit our website for more: [click here](#)

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

Partnership

Dear Partners,

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

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

Editor

[Dr. Mithilesh Kumar Singh](#)

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ASPECT**Now let there be more learning**

Though India's higher education system has been in existence for more than 100 years, the advent of private universities is a comparatively recent phenomenon. As a result of greater awareness, the demand for higher education has increased and aspirations have risen. Already crumbling under a terrible resource crunch, existing higher education institutions have further had to negotiate the pressure that the principle of a universal school education inadvertently generates. Socio-political pressures have led to a fall in standards.

With this reality as backdrop, the private sector was invited to contribute towards the endeavour of setting up universities. Their help was also sought to facilitate laws passed by various state governments. The Knowledge Commission set up by the government estimated that the country would require over 1,500 universities by 2020. Presently there are roughly 559 universities in the country, out of which approximately 139 belong to the private sector. This is roughly 25% of the total number and that share is growing steadily.

Indian students going to the United States, Britain, Australia and other countries study in private universities there. But when it comes to private universities in India, many raise their eyebrows, especially those who have benefited from the older order. For the higher education sector in India, the Yashpal Committee has identified the following challenges — need for a division between research bodies and universities, the erosion of democratic space, a lack of learning across disciplines, the undermining of undergraduate education, a lack of quality teachers and teacher education, a fine balance between quality and affordability, resource management, financing, poor governance and most importantly, a subversion from within. Unfortunately, the solution provided by the committee — an overarching National Commission on Higher Education and Research — seem to contradict its own basic premise of an autonomous university.

It seems essential to note that the criticism levelled against private universities does not seem to faithfully represent an evolving reality. While private universities are contributing significantly in the fields of education and policy framework, enough has not been done to ensure that regulatory mechanisms help encourage quality education through these institutions. The real challenges before private universities, it could be argued, prove even more complex.

Firstly, there exists a mindset among policy-makers and regulatory bodies, which assumes that 'private' is bad and the 'government' good. While government universities can function out of hired premises and in ramshackled sheds for as long as 15 to 20 years, private universities are asked to set up their campuses on at least 50 acres of land and are compelled to have an infrastructure in place from day one. In this era of technology, such strictures do sometimes seem ridiculous.

State governments have their own norm of deposits for setting up private universities, which range from R5-10 crore, but over and above this, regulatory bodies seek their deposits separately. Instead of locking this additional security, the same can be used for developing infrastructure. Funding agencies hesitate when asked to fund society. They appear more comfortable with a company, and whenever they decide to fund a non-profit society, interest rates range from 14% to 16%, which is equal to any industrial enterprise.

The university, however, is still expected to pay salaries that are at par with those given to the highest paid academics in the country. They must also charge a minimal fee from students. All such financial transactions are then regulated by more than one agency. Even the Association of Indian Universities asks private universities to wait for five years, before according them membership. Usual challenges of finding good faculty members and creating good infrastructure, especially for research, continue to remain pressing as problems. From notification to academic freedom to infrastructure creation and governance, challenges seem to abound. But so do opportunities. This is not to suggest that private universities have not been at fault in some cases, but basic ideals must not be governed by principles of blame and elimination. Private universities must also find space on India's path of growth.

Source: 22 May, 2013/ [Hindustan Times](#)

NEWS**India education fair starts in Nigeria**

More than 12 Indian universities and institutes of higher learning are taking part in a two-day education expo in Nigeria's financial hub of Lagos to foster bilateral cooperation in the field of education.

The event, which was attended by industry leaders and officials of the Nigerian government, was declared open by the Indian high commissioner to the oil-rich African country, Mahesh Sachdev.

"In 2012, over 1200 Nigerians went to India to study and we expect this growth to accelerate

further this year following this exhibition," Sachdev said.

Noting that the increase was as a result of the first Indian education fair held in Abuja and Lagos in June 2012 which, Sachdev said bilateral cooperation in education has had a proud history and remains a priority.

One of the participating institutes, VAG Group of Educational Institutes, said it has trained many students from Nigeria in the recent past and still has students from the country and other African nations.

At present, Indian education providers such as NIIT, Aptech, Educom, Edusoft, Reliance Education Services are active in Nigeria.

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

Education fraud: Another Indian varsity barred in Africa

A private Indian university has been barred from recruiting Ghanaian students for its distance learning programmes since it is not accredited in this country. The university is under a cloud back home with a federal probe likely into its affairs - particularly the awarding of an extraordinarily high number of degrees - and its chancellor-promoter is on the run.

The decision of the National Accreditation Board (NAB) against CMJ University, based in Shillong, the capital of the northeastern Indian state of Meghalaya, follows investigations that some foreign institutions without proper credentials had targeted prospective Ghanaian students in their recruitment drives and in some cases duped these students by giving them spurious qualifications.

This is the second private Indian educational institution to be barred in Africa, after Ethiopia stopped the Sri Sai College from recruiting fresh students as it had not presented a renewed licence from its partner, Sikkim Manipal University (SMU).

CMJ University, named after its chancellor Chandra Mohan Jha, had advertised to recruit Ghanaian students for its distance learning MBA, pre-MBA, and other post-graduate programmes beginning in June.

However, NAB said CMJ "claims to have both institutional and programme accreditation issued by UGC (University Grants Commission) of India," but it was discovered that the institution had neither been registered or accredited by the board in Ghana.

Accordingly, it cautioned prospective students, employers and the general public not to deal with the institution.

The statement said that because CMJ has not been recognised in Ghana, "whatever accreditation it claims to have does not have any effect in Ghana", adding: "Recruiting agencies or institutions recruiting students for tertiary education institutions outside Ghana are required to register with the National Accreditation Board."

It warned that the promoters or representatives of such institutions, by not seeking accreditation before attempting to recruit students were in "contravention" of the laws regulating the activities of tertiary institutions.

The NAB, therefore, asked CMJ to "cease all advertisement or face appropriate legal actions".

Accordingly, NAB cautioned the general public to desist from responding to CMJ University advertisements or enrolling for any of their programmes, saying: "Any person that does business with this institution does so at his/her own risk."

"Educational institutions and employers are also advised to refer all academic and professional qualifications to NAB for determination of their respective statuses before accepting them for any form of admission/employment," NAB said.

On Wednesday, Mukul Sangma, the chief minister of Meghalaya, hinted that the government may ask India's Central Bureau of Investigation (CBI) to probe the CMJ University's functioning.

"FIRs (First Information Reports) have been filed in different cities of the country. We are looking if the case should be handed over to a central agency," Sangma told journalists after a cabinet meeting.

He said that the education department has held several meetings after the CMJ fiasco emerged, adding that additional rules would be introduced for running private universities in Meghalaya.

The university has created a record of sorts by awarding Ph.D. degrees to 434 candidates in the 2012-13 academic year and enrolling 490 students for the Ph.D. programme during 2012-2013, even as only 10 of its faculty members have doctorates.

"In good faith, the universities were given permission to operate, but some seem to have taken this for a ride and this is distressing," Sangma added.

CMJ University hit media headlines following Meghalaya Governor R.S. Mooshahary - who is also the visitor of the university - exposing various irregularities in its functioning.

Meghalaya's Criminal Investigation Department

(CID), which is investigating the alleged lapses of CMJ University, has unearthed a number of irregularities in its functioning.

The CID has arrested the varsity's registrar, Mrinal Kanti Deb, and his deputy Premal Rai, on charges of fraud and cheating.

A lower court in Meghalaya Monday issued non-bailable arrest warrants against Chandra Mohan Jha and his two associates, Manjeet Kaur and Juban Kharpuri, in connection with the alleged forgery and irregularities by the institution.

Source: 16 May, 2013/ [India Today](#)

Indo-US co-operation in knowledge sector

India and US will further expand co-operation in knowledge sector. This was announced by HRD Minister Pallam Raju during a round table discussion on Advances in US-India Academic Partnership in Washington on Wednesday.

Raju who is leading an Indian delegation said that eight more awards have been finalised under the Singh-Obama Knowledge Initiative and it will be jointly announced during the forthcoming Indo-US strategic dialogue in New Delhi next month.

Eight such awards were announced last year. Raju said there is a proposal to place young Indian faculty in best of US institutions to enhance their capabilities.

Under this plan, 126 post doctorals have been selected. The minister sought US co-operation in promoting skill building in India through community colleges.

Touching upon the possibilities of a wide ranging co-operation in education sector between the two countries, the minister said that co-operation should be supportive in the field of ICT, digital world, promoting quality research and innovation and boosting vocational education system.

20 billion dollars of additional resources will be pumped in the state system to ensure access and excellence in tertiary education through National Higher Education Mission (RUSA in vernacular).

Seeking institution level collaborations in promoting vocational education system in India, Raju said that the ministry has approved and notified the National Vocational Education Qualifications Framework (NVEQF).

The round table organised by the International Institute of Education at Washington discussed issues such as collaboration in the field of

Community Colleges and promoting massive online courses and Technology Enabled Education.

It also discussed students mobility, particularly encouraging US students to visit India.

The round table was attended among others by the US under secretary of state Tara Sonenshine, senior academicians, industry partners and community college principals. Indian Ambassador to the US, Nirupama Rao also addressed the conference.

Later Raju also met US secretary of education, Arne Duncan and discussed issues relating to improvement of school education, teacher educators, assessment of schools and community participation in school education.

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

Russian higher education fair returns to India

It is that time of the year when young aspirants are preparing for university education. There are crucial decisions to be made for a good course, in a reputable college, and at a suitable location. For Indian students willing to extend their quest beyond the country, Russia offers several viable options.

Representatives of ten universities from eight Russian cities have arrived in India to participate in the annual Russian Education Fair 2013, being held in the metro cities of Delhi, Kolkata, Chennai and Mumbai.

These government universities are hoping to enrol 300-400 Indian students into a number of undergraduate and postgraduate programmes in medical, engineering, technical and humanities streams. Most of the courses are available in Russian as well as English medium, however in some cases; a one-year preparatory course in Russian language is required.

"I want to go to a foreign country to study and eventually stay there," says Chainika Sial, an Indian school student. "My friends come to exhibitions like this for the same reason." She says she hasn't made up her mind yet – she's still got more than a year to apply to universities, so she has time to make her choice. "The most attractive options for me are Russia, China and Germany," she says, adding: "the Chinese language is too difficult, and many Indian people are unwilling to spend their time on the language."

This exposition is a forum for universities to reach out to potential candidates and for students to interact directly with the counsellors. Students seek

guidance for selecting the right course and college, as well as several clarifications about living in Russia. Their queries range from coping with a culture and climate which is very different from their own, to concerns about safety. The organizers of the fair are geared to answer all such doubts and also facilitate the admission procedure. "The counsellors can give a clear picture of what to expect. We also encourage the students to talk to alumni of Russian colleges. Our aim is to inform and help students through all formalities. We also provide visa counselling," says Elena Burman of RUS Education, which is working in collaboration with the Russian Centres for Science and Culture (RCSC) in India to promote Russian higher education.

There is a strong impetus from the Ministry of Education and Science of the Russian Federation to increase the country's share in the global education market. "Russia has aligned its higher education system with the Bologna Process, by converting to a two-tier system," Tatiyana Shipilova, head of the Institute of Russian Language, RCSC, points out. This is in step with the government's intent to modernize the curriculum and boost the export of its educational services.

Russian universities are offering a lucrative package of easy access to world-class instruction at subsidized rates. "The best part is that we don't have to prepare for another entrance test. They accept students on the basis of marks in class 12th," says Parthiv an attendee at the fair. "The total expenditure for a medical course from Russia, including course fees, accommodation, travel and medical insurances, is less than that of a private college in India. This is because you don't have to pay any capitation fee. It is also cheaper than elsewhere in the West due to the low cost of living in Russia," explains Shipilova. This is one of the main reasons that most Indian students going to Russia are enrolled into medical programmes.

"Tver State Medical Academy has been the most popular choice over the years," Burman says. Other medical academies participating in the fair are of Volgograd, Kazan, and Kursk. One of the leading educational and research centre, Moscow Power Engineering Institute, is offering courses in power, electrical, and radio engineering fields. The second ranked technical university of Russia, Tomsk Polytechnic is also here. Another incentive for opting for Tomsk is an opportunity to stay nearby the city's wooden architectural heritage. Vyatka State University and Moscow State University of Printing Arts are providing humanities programmes.

The Far Eastern Federal University has its new \$2-billion campus to boast of besides excellent technical education. The academy is hoping that foreign students will choose to live in the extreme climate of Russky Island due to the state of the art infrastructure which was built here for the last year's APEC summit. Another participating institution from the Far East is the Pacific National University situated in Khabarovsk.

Almost all of these institutions have been training international students since the 90s. They have efficient student support systems. Through this exposition the Russian universities are hoping to draw fresh batches of Indian students.

Source: 17 May, 2013/ [Russia & India Report](#)

Manipal University Ranked First in Research Category Among Non-government Universities

Manipal University, the pioneering force in higher education in India, has been ranked first in the research category among the non-government universities in India by a Scopus-based study published by SCImago research group, Spain (<http://www.scimago.es/index.php>). According to the report Manipal University has been globally ranked as 1118 based on the 2, 762 documents published by the University. The University has the outdone its previous years rank by 36 ranks acquiring the number one position in the country ranking among private universities in India.

SCImago Research Group, University of Granada, Spain, analyses the institutes based on the publications in Scopus database (for the last 5 years) and rank them as SCImago Institutions Rankings (SIR). SIR was started in the year 2009 and today they have 4 reports from 2009 to 2012. SIR World Report 2012 presents indicators that will help offer a wider vision of research activity at worldwide research institutions. The report shows six indicators for evaluating the institute's scientific impact, thematic specialization, output size and international collaboration networks of the institutions.

Speaking on this achievement Dr. G. K. Prabhu, Registrar, Manipal University said "We are extremely honored and happy to see Manipal University being ranked first in the area of research and development in the list of private institutes. Research has always been an area of paramount importance to Manipal University. We are delighted to see our institute in par with other well know institutes across the globe. This achievement reflects our continuing commitment towards research. We at Manipal University encourage research by faculty members and provide incentives

for research output in the form of publications and patents. MU encourages teaching faculty to compete for research funding and rewards success in the form of academic allowances and research incentives”

In 2010, Manipal University was ranked 55th in India [WR: 2115; RR: 528] in the SIR Global Ranking. In 2011, Manipal University was 36th in the nation, 425th in Asia and 1625th in the world. In the latest SIR 2012 Global ranking, there has been a marked improvement by Manipal University being ranked 19th in the country, 271st in Asia and 1118th globally.

Among the institutions of Manipal University the Kasturba Medical College Manipal, has a Scopus h-index of 43, which is very high comparable to many of the Indian universities as per the reports of DST. MCOPS has a Scopus h-index of 36 and MIT has 27.

Source: 17 May, 2013/ [India Education Diary](#)

UGC dilutes norms for foreign educational institutions

Modification in the minutes of the UGC meeting could result in qualitative change in collaboration between Indian and foreign educational institutions, whereby even B grade domestic institutions could have foreign partners.

On March 11, 2013, UGC in its 492nd full commission meeting while considering the UGC (promotion and maintenance of standards of academic collaboration between Indian and foreign educational institutions) Regulations, 2012, resolved that foreign educational institutions with highest grade in their homeland would be allowed to collaborate with Indian institutions which are also accredited with the highest grade by national accreditation agencies. In India, accreditation is done by the National Assessment and Accreditation Council.

However, the minutes were qualitatively changed in the UGC's 493rd full commission meeting on May 10, despite protest by a member. Now, the modified minute says that foreign institutions with highest grade should be allowed to collaborate with Indian institutions not less than B grade in respect of institutional, threshold and programme accreditation. Many departments of Indian institutions enter into programme-based collaboration with foreign institutions. The UGC member who protested that modification of minutes would lead to dilution of quality was asked to submit a note of dissent even as the Commission approved the modification of minutes.

Sources in the Commission said, "There is a general view that since top-rung foreign

universities are not interested in collaboration with Indian educational institutions the ambit should be widened. Foreign collaboration with B grade Indian institutions would only enhance the quality and credibility of domestic institutions." UGC sources said there has been a flurry of requests from both A and B grade Indian educational institutions with collaboration proposals.

While UGC chairperson Ved Prakash is indisposed, Commission secretary Akhilesh Gupta refused to comment citing that he isn't authorized to speak to media.

Source: 18 May, 2013/ [Times of India](#)

Afghanistan President acknowledges India's contribution towards education in Afghanistan

On the first day of his three-day visit to India, Afghanistan President [Hamid Karzai](#) has acknowledged the "immense contribution" of India as a friend of Afghanistan in uplifting the standard of education.

Just after receiving the 'Doctors of Letters' Honoris Causa degree from Indian President [Pranab Mukherjee](#) at the third convocation of Lovely Professional University here on Monday evening, Karzai said that India was already giving 2,000 scholarships to Afghan students.

"India has done not only that but has gone much beyond that as it has contributed two billion dollars of its tax payers money for betterment of Afghanistan by building up infrastructure there," Karzai said, who is expected to seek more military aid from India during his three day visit.

"Need of education in Afghanistan, particularly higher education, is great. Chancellor of LPU, Ashok Mittal has offered to take as many students as Afghanistan would wish to send here on scholarship," Afghan President said while expressing his gratitude for the proposal.

He said that India was fast rising in industrial and technological sectors and would be having high economic growth. "As you progress in these sectors you must remember the background of your great civilization on this earth," he said.

Even as Karzai opened his speech with Bismillah, he made it a point to greet the gathering with Namaskar and 'Sat Sri Akal'.

As Karzai received his Honoris Cause degree from India's largest university, which started just a decade back, he said that he was amazed to see its grandeur in size and the pace of its growth.

Source: 20 May, 2013/ [Times of India](#)

Prime Minister to lay the foundation stone for Indian National Defence University (INDU) at Binola, Gurgaon

Prime Minister Dr. Manmohan Singh will lay the foundation stone for the Indian National Defence University (INDU) tomorrow at Binola; Gurgaon. INDU would be a unique autonomous Institution of national importance.

It may be recalled that after the Kargil conflict, the government had set up a Review Committee, headed by eminent strategic expert K Subrahmanyam, which had recommended establishment of a university to exclusively deal with defence and strategic matters. The aim of INDU would be to provide military leadership and other concerned civilian officials knowledge based higher education for management of the defence of India, and keeping them abreast with emerging security challenges through scholarly research & training. The INDU would develop and propagate higher education in Defence Studies, Defence Management, Defence Science and Technology and promote policy oriented research related to National Defence.

The think tanks of the University would provide inputs for policy formulation. The university would prepare officers for high level leadership, Staff & Policy responsibilities. National College of Defence Studies (NCDS), Indian Institute of Defence Technology (IIIT), Indian Institute of Defence Management (IIDM) and Defence Institute of Distance & Open Learning (DIDOL) would be the constituent colleges and institutions of the INDU.

This long awaited University will be instituted by an Act of Parliament with President of India as the Visitor and Defence Minister as the Chancellor. It would be governed by its own norms and promote coordination and interaction between Armed Forces & non-Armed Forces institutions / establishments in the country. It will focus on higher education in defence studies, defence management and defence science & technology. The University will offer post graduate studies and doctoral / post doctoral research. The present institutes of Indian Armed forces would be affiliated with it such as National Defence College (NDC) New Delhi, Defence Services Staff College (DSSC) Wellington, College of Defence Management (CDM) Secunderabad and National Defence Academy (NDA) Khadakwasla. The INDU would have provisions for other defence training institutions to get affiliated for award of degrees. The University would also provide opportunities for higher studies through distance learning to interested military & civilian personnel.

The University will be headed by its President, who would be a three star serving General / equivalent officer with C-in-C status on appointment. The Vice-President will be a civilian. 66% of students would be from the Armed Forces, whereas 33% of

students would be drawn from other government agencies, police & civilian. The teaching faculty will comprise of both military personnel and civilians in the ratio of 1:1. The University is being planned on the lines of IIT/IIMs.

Source: 22 May, 2013/ [India Education Diary](#)

Schools to display child line numbers

To help schoolchildren deal with child abuse and extreme punishments, the Department of School Education has decided to prominently display boards with the toll free childline number 1098 in schools across the state.

Instructions were sent last week to Deputy Directors of Public Instruction from the Department of School Education asking them to get the boards displayed in schools under their jurisdiction.

Many children don't know that the childline exists, said Nagasimha G Rao, Associate Director, Child Rights Trust (CRT), an NGO. He felt that the step was overdue as it has been two years since the RTE Act was introduced and the government had been rather slow in implementing it.

The decision to display childline 1098 information came about in response to a letter sent to the Education Department by volunteers of the Childline India Foundation-Karnataka asking for implementation stated in Provision 13-K under Part-V of the Karnataka Right of Children to Free and Compulsory Education Rules, 2012 (RTE Rules). It states that the School Development and Monitoring Committee shall ensure that the school has the child helpline number displayed prominently.

Rao said that most schools don't even have in-house counsellors to attend to student, while adding that the childline may also start receiving more calls once schoolchildren are made aware of it. "Schoolchildren will now feel more secure that there is a toll-free helpline that they can reach out to 24/7. Through this, we can act as a bridge between teachers and parents and students and teachers." Rao said.

Meanwhile, official instructions have been sent out by S R Umashankar, commissioner for public instruction. "When children are sent out of class or given extreme punishments, they get stressed and do not know whom to contact and some even commit suicide. It is also a major reason why many drop out from schools," he said.

"Around June 1, when schools will reopen, the board will be displayed," he added.

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

Awareness campaign on school admissions

SSA officials to go on a door-to-door basis

The Sarva Shiksha Abhiyan (SSA) on Friday began an awareness campaign across Coimbatore and Tirupur to increase admissions to government schools.

Being organised on the instructions of the Department of School Education, the campaign will last for a week.

According to Coimbatore Additional Chief Education Officer (SSA) R. Thiruvallarselvi, under this campaign, the SSA officials will visit places where the public congregate in large numbers, such as bus stands and markets, and spread information on various incentives for admitting their child to government schools.

This includes the recent move to start English medium sections in Government schools. Further, students will also be given a range of incentives from bicycles and footwear to free uniforms and laptops.

The SSA officials would also go door-to-door besides to agriculture fields and factories and attempt to bring children in these areas to the schools.

The Block Resource Teachers and their supervisors will visit all the villages. This campaign is under way in all 22 blocks of Coimbatore SSA, which also includes 7 blocks from Tirupur district.

Assistant Elementary Education Officers in the blocks have also been roped in for this campaign.

Source: 26 May, 2013/ [The Hindu](#)

Govt plans global entrance exam for foreign students

Institutions will be allowed to raise intake by 15%, fill vacant seats by letting in more foreign students

India plans to establish an entrance exam for foreign students seeking admission to educational institutions in the country, even as it lobbies international rating agencies to improve the rankings of its universities.

The human resource development (HRD) ministry will allow institutions offering engineering and similar courses and other universities, including private ones, to participate in the project, said two government officials with knowledge of the development.

The ministry will "start an international entrance exam for aspiring students from foreign lands," said [S.S. Mantha](#), chairman of the All India Council for Technical Education (AICTE), the technical education regulator in the country and the body that will conduct the test.

"Initially, Africa and geographies where Indian diaspora population has a good presence could be the target," he said.

"Internationalisation is one of the priorities and the ministry has (had) few rounds of discussion with stakeholders," said one of the government officials mentioned above, declining to be identified. "Lobbying or engaging with international agencies is one thing but that does not mean we will not reflect on areas where we are not doing well."

Institutions will be allowed to admit 15% more students than their permitted number of seats, as well as fill up seats that fall vacant by admitting more foreign students.

"We will allow institutions to charge foreign students double...what Indian students pay as fee," said Mantha.

While institutes will be allowed admission relaxation and fee benefit from the coming academic session that begins in a couple of months, the first such entrance exam is expected to be conducted by the end of this year.

Students from West, South and Southeast Asia are attracted by the lower fees in India compared with Europe or the US. Mantha said the proposed entrance will be similar to the Scholastic Assessment Test (SAT) of the US. AICTE will conduct the test.

While preparing rankings, foreign agencies look at areas such as research and heterogeneity of classrooms, Mantha said. "We need to promote our own education system well. Unlike the perception, several Indian Institutions are top class and students from less educational facility regions can benefit from our move," he said.

In the Times Higher Education (THE) World University Rankings of 2012-13 published in the UK, only three Indian institutes were in the top 400 and the best of them was the Indian Institute of Technology (IIT) at Kharagpur, which was at 226-250 slots. The other two were IIT Bombay and IIT Roorkee. In the Academic Ranking of World Universities conducted by China's Shanghai Jiao Tong University, only the Indian Institute of Science, Bangalore, figured in the top 500.

The best ranked Indian institute in the THE rankings, IIT-Kharagpur, fared poorly in international outlook. On a scale of 100, it scored 16.1, whereas the fifth-placed Massachusetts Institute of Technology (MIT) in the US has a score of 81.6 in that metric.

While more than 100,000 Indian students go abroad to pursue higher education every year, less than 10% of this number come from abroad to pursue higher education in India. Of the total foreign students in India, technical institutes such as engineering and management schools have around 2,500 students, according to official statistics.

India is already in talks with international rating agencies about improving the ranking of its schools, *Mint* reported 22 May.

Fundamental issues need to be addressed to improve India's standing, experts said.

"Only lobbying or engaging with ranking agencies may not be the solution to India's poor standing in university ranking. We have to address the fundamental issues like research and international students in Indian campuses. Before we engage with anybody, we must understand the rules of the game," said

Source: 27 May, 2013/ [Live Mint](#)

Ordinance for restoring AICTE powers: HRD ministry clears proposal

NEW DELHI: The HRD ministry on Monday cleared a proposal to bring an ordinance restoring the powers of AICTE after a Supreme Court ruling that it was only an advisory body and colleges affiliated to various universities are not required to take its approval for running MBA programmes.

The proposal to amend the All India Council for Technical Education (AICTE) Act through the ordinance route was cleared by HRD minister MM Pallam Raju and has been cleared. They said since the matter required immediate attention to stop mushrooming of institutes offering management programme, the ordinance is being brought in.

The apex court in its ruling in April had said that as per provisions of the AICTE Act and UGC Act, the former has no authority which empowers it to issue or enforce any sanctions on colleges affiliated with the universities as its role is to provide guidance and recommendations.

"Also, from the reading of paragraphs 19 and 20 of 'Parashvanath Charitable Trust case' it is made clear after careful scanning of the provisions of the AICTE Act and the University Grants Commission Act, 1956 that the role of AICTE vis-à-vis universities is only advisory, recommendatory and one of providing guidance and has no authority empowering it to issue or enforce any sanctions by itself," the SC bench of Justices BS Chauhan and V Gopala Gowda said.

The court also said MCA is a technical course while MBA is "not a technical course" within definition of AICTE Act.

Ministry officials said the ordinance would seek to rectify the anomalies by redefining technical education and making clear mention of institutes and universities which require the prior AICTE approval.

Source: 28 May, 2013/ [Times of India](#)

'Education system needs industries'

The challenges before the education sector, as well as the mismatch between the demand of industry and the number of professionals being churned out by educational institutes were some of the issues discussed at an education summit that was organised by the Confederation of Indian Industry (CII) on Wednesday.

It was estimated that 4 lakh students went abroad, last year, for higher education. "The education system requires industries to provide a platform for students," added Dr Raj Singh, Vice-Chancellor of GD Goenka University.

S S Prasaad, Principal Secretary Higher Education of Haryana said, "We will soon come up with an Edu City in Gurgaon. I urge firms to open training centres there".

Source: 30 May, 2013/ [Indian Express](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE

Education directorates sleep on Dharmadhikari panel recommendations

Among the 31 recommendations for ensuring women's safety suggested by the Justice Chandrashekhkar Dharmadhikari panel in its third interim report submitted mid-January were measures, including a grievance redressal forum, on campuses of educational institutions.

The directorates of Higher Education as well as Technical Education have not taken any step to ensure compliance by educational institutions under them, although the Higher Education department had asked the directorates to do so.

Both the directorates did not take any official measure to sensitise hundreds of colleges that come under them about the panel's suggestions, despite the fact that the state government had earlier received flak from the court for sitting on recommendations of earlier reports of the panel.

Besides suggesting a grievance redressal forum for female students, the panel had said that persons in charge of educational institutions should take steps, as they deem fit, to prevent eve-teasing on campus and in case a complaint is made, pass it on to the nearest police station or the women help centre.

It suggested that boards cautioning against eve-teasing be displayed in all public places including educational institutions.

When contacted by News line, higher-ups concerned in the education department said that no official measure has been taken to make colleges aware of the Dharmadhikari panel recommendations.

They said they were relying on existing rules and regulations that they said took care of safety of female students on campuses, including the suggestions made by the panel.

Among other recommendations related to the education sector, the panel had suggested that permission be not granted for new educational institutions if they do not have playgrounds. Stressing the importance of this recommendation, the panel explained that playgrounds serve to dissipate the energy of youth and if that does not happen, they might misuse their energy in undesirable pursuits like committing crimes against women.

Officiating director of higher education, P R Gaikwad said, "The basic act that governs public universities in Maharashtra has a provision for grievance redressal mechanism for all students. Also, our existing guidelines ensure that permission to open educational institutions is dependent on meeting primary criteria, including playgrounds."

Director of technical education Subhash Mahajan explained that provisions of the anti-ragging Act acts as guard for female students against eve-teasing and no separate instructions were issued to colleges about the Dharmadhikari panel recommendations.

Shiv Sena MLC Neelam Gorhe said, "The education department, directly linked with lakhs of female students, first needs to change its mindset towards looking at the issue of safety of girls."

She said the apathy of the education department officials would be raised in the monsoon session of the Legislature.

Source: 20 May, 2013/ [Indian Express](#)

Super regulator plan for higher education may be scrapped

After putting on ice the much-hyped, low-cost tablet called [Aakash](#), the human resource development (HRD) ministry is set to junk another plan to establish an autonomous "super regulator" for higher education, championed by [Kapil Sibal](#) when he was HRD minister.

There's little enthusiasm in the present dispensation to pursue the plan for the National Commission for Higher Education and Research (NCHER), said two government officials with knowledge of the situation. [M.M. Pallam Raju](#) took over as HRD minister in October last year after a cabinet reshuffle.

Sibal, who is minister for communications and information technology, as well as law, had pushed the plan for the creation of NCHER, meant to be an overarching body overseeing higher education that

would subsume existing regulators such as the University Grants Commission (UGC), the All India Council for Technical Education (AICTE) and National Council of Teacher Education (NCTE).

"The ministry is unwilling to pursue the NCHER plan," said one of the two officials cited above. "There is no point scrapping functioning institutions like UGC, AICTE or NCTE."

Instead, there is a "need to strengthen them", said this official. Neither of the two officials wanted to be named.

Lack of political support has held up several education Bills in Parliament in the last three years. Some of the pending Bills include the Education Tribunal Bill, the Prohibition of Unfair Practices Bill, the National Accreditation Regulatory Authority for Higher Educational Institutions Bill, the Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010.

The first official said the Higher Education Research Bill, which provides for setting up NCHER, is back in the HRD ministry after a parliamentary committee suggested that existing regulators not be scrapped. The Bill had sought to repeal the UGC Act, 1956; the AICTE Act, 1987; and the NCTE Act, 1993.

On 3 May, the standing committee said in a report that it strongly favours "continuance of the existence of these vital bodies for effective regulation of higher and technical education".

"We have to be practical about what can be achieved and what is tough," said the second official.

The ministry believes that since nearly a dozen Bills are pending in Parliament, there is no point in pursuing those which may not come through in the next two sessions of Parliament.

"In the current situation of key Bills pending in the Parliament, the ministry intends to pursue the reform through executive decisions," the second official added.

The decision to shelve NCHER marks the second reversal for the plans pushed by Sibal when he was HRD minister during 2009-2012. Aakash, the \$35 tablet that was pitched as India's solution to bridge the divide between digital haves and have-nots, has been put in cold storage, with Pallam Raju telling reporters in March: "Let's not get obsessed with hardware... The overall (issue) is how we enable students. Let the students decide which device is useful,"

The HRD ministry put up a cabinet note on procuring five million more tablets in 2013, but the note has been returned to the ministry. The plan to float a fresh tender and have the device

manufactured by some public sector companies has effectively been stalled, *Mint* reported on 23 March.

"The ministry seems to have realized that Bills and educational policies prepared in haste are not going to achieve success," said [H. Chaturvedi](#), alternate president of Education Promotion Society of India, a lobby group of education institutes.

"The former minister relied more on (a) few bureaucrats without having enough consultations and that's why the Bills are facing criticism from academicians and lawmakers," said Chaturvedi, who is also the director of Birla Institute of Management Technology in Greater Noida.

The existing regulatory system seems set to stay with some changes.

On the HRD ministry's direction, UGC has already issued a notice for mandatory accreditation of all institutions that have either completed six years of existence or have had two batches graduate from it. Previously accreditation was voluntary and less than 20% of the 33,000 colleges are accredited currently.

Unless an institution opts for accreditation, it won't get UGC grants, as per the new guideline.

Similarly, AICTE too will put in place a mechanism for mandatory accreditation of technical institutions. This has happened even as a Bill on mandatory accreditation of educational institutes was pending in Parliament.

Similarly, the HRD ministry is looking to issue an executive order to curb malpractices in educational institutions even as legislation on the subject is awaiting parliamentary approval.

Outside the ministry, there does exist support for status quo.

"There is a bad system in our country that when an old institution is not doing great, the solution is (to) create a new (one)," said [Pritam Singh](#), a former director of the Indian Institute of Management-Lucknow. "I believe AICTE and UGC are good institutions; what is required is to make them enablers of quality education than just regulators."

Source: 22 May, 2013/ [Live Mint](#)

Raising the quality bar in higher education

The base of higher education has expanded enormously in India since Independence. Yet we are far behind the United States and China in Gross Enrolment Ratio (GER) in this sector. In 1950, India had 700 colleges and 16 universities.

These numbers have now leaped to 33,000 colleges and 700 universities in 2011, if the statistics by University Grants Commission's

publication Higher Education at a Glance—2012 is to be believed. The Report on "Restructuring and Rejuvenation of Higher Education" by noted educationist Prof Yashpal suggests that there is a need to establish another 1,500 universities in the country to achieve the target of 30% GER (i.e., enrolment of 30 per cent of students who have finished twelve years of education in undergraduate courses.)

While expansion of higher education came to be the focus of educational policy of the nation right after 1950, the aspect of quality enhancement became the cornerstone in the early 1990s. The New Education Policy was formulated in 1986 and thereafter the Programme of Action (PoA) came to be implemented from 1992. In pursuance of it, National Accreditation and Assessment Council (NAAC) was set up in 1994 with its headquarters coming up in Bangalore. The Council began to set standards and benchmarks by 1998 and grading began in right earnest. Prior to this the quality was never documented. According to Dr. Shakuntala Katre, Advisor for NAAC, so far only 4,000 colleges have opted for accreditation and only very few have gone for reaccreditation. Curiously, accreditation is only a voluntary option and has not been made mandatory.

While in industry quality can be measured, it poses difficulty in education. What is measured is improvable. So the educators constantly need to think of standards and benchmarks whereby they could measure their performance, efficiency and cost reduction. One way to do that is to exchange the best practices, search for partners, shake hands with others and showcase one's own practices. For example, some believe that 'completion of syllabus' is a benchmark. But Dr. Shakuntala differs. She says, completion of syllabus is not necessary. What is necessary is 'Covering of syllabus, even by self-learning by the students.'

Jagadish Kini, founder director of a consultancy firm recalls one of his teachers, one Prof Mule who will assign tests to students in a class and ask them to exchange their answer sheets and evaluate each other in terms of marks. Knowing full well that students would soon come to a pact in mutual correction (even to the extent of assigning marks for questions the other has not answered) with their neighbours, he would surprise them by asking them to bring their sheets to him next time.

College have adopted various ways of enhancing quality. Some colleges likes to evaluate the students in terms of participation in entrepreneurial fairs conducted by the College every year. In some colleges each teacher in the college has to prepare at least two research papers a year, while others

mandate that each batch of the outgoing students should log in certain hours of technical training, lab practice and soft skills.

In some colleges staffs from all faculties meet every Saturday for campus audit. There are norm for logging 30 compulsory reading hours in library every month. Every student and parent is provided a password for accessing info like fee arrears, library hours, books borrowed, attendance and papers in arrears. Besides students can opt for a variety of short term courses. There are colleges which assign a mentor from among teachers for each student. Many colleges have signed MoUs for various research projects.

The pressure on colleges to come up to the expectation of global employers has necessitated adoption of measure to map, measure and sustain high standards in education. Director of Collegiate Education, Government of Karnataka Dr B L Bhagyalakshmi who recently disclosed details of a Programme for Continuous Assessment of Quality in 60 (of the total 360 Government First Grade colleges under the Directorate), says in the light of impending entry of foreign educational institutions, there will be increased pressure on colleges to deliver better quality of research, patents, publications, innovation and creation of enabled and empowered citizenry. Though definite benchmarks are difficult to be set in higher education in India, it could be spoken in terms of collaboration, organisation learning, inclusiveness, reflection review, leadership and improvement.

Source: 23 May, 2013/ [Deccan Herald](#)

Why higher education is sinking

An insistence on uniformity and a mechanical imposition of rules are weakening the university system

The Quacquarelli Symonds (QS) ranking of universities across the world was released on May 9. QS is a well-known educational and career advice company, and prior to 2010, produced these rankings along with the Times Higher Education. The QS ranking combines several indicators such as academic reputation, reputation of undergraduate students amongst employers, citation index of faculty, faculty-student ratio, etc. The latest ranking confirms that Indian universities are not evenly remotely close to the leading universities in the world. Some of the IITs figure amongst the top 50 in a few

of the engineering disciplines. However, no Indian university figures among the top 200 in most subjects. What is perhaps more distressing is that we are left far behind even among Asian countries — an increasing number of universities in China,

South Korea and Japan figure among the top 100 universities. Even tiny Singapore has the National University of Singapore — a world-class university in every sense of the word.

It is tempting to dismiss the QS ranking as flawed and unimportant. But burying one's head in the sand can, at best, be a temporary palliative. Virtually everyone in Indian academia knows that increasingly large numbers of Indian students join foreign universities. Earlier, this flow used to be restricted to students going abroad for their PhDs. Now, even undergraduate students queue up at airline counters to go to greener pastures abroad. So, there is very little doubt that the QS ranking is a reflection of a deep-rooted malaise. The social cost of all this would have been much smaller if there was a significant flow of Indians returning to pursue careers in India. Unfortunately, the inflow is a tiny fraction of the outflow.

There is no single reason explaining the sorry state of higher education in India. The lack of adequate resources, bureaucratic interference by government babus and their political masters, and — perhaps most unfortunately — the tendency of some vice chancellors to treat universities as their personal fiefdoms, have all played their role in precipitating this decline.

Despite the increase in university salaries thanks to the last Pay Commission award, the salary gap between what a young assistant professor can get in India and, in say, Singapore or Hong Kong, is huge — I have deliberately left university salaries in the West out of the comparison. And it is not just the difference in salaries that can act as a deterrent in inducing Indians who have options abroad to return to Indian universities. Despite the world becoming smaller thanks to email and Skype, it is vitally important for researchers to travel abroad to attend conferences and workshops. There is no substitute for face-to-face interactions. Unfortunately, these opportunities are severely restricted. And I am not even mentioning the problems faced by most scientists, who simply cannot function in the absence of well-equipped laboratories.

The main hurdle in providing young researchers with significantly better salaries and facilities is that government resources are spread far too thin. All universities have the same salary structure, all faculty are confronted with the same set of rules governing travel abroad, and so on. "Uniformity" has been the overriding rule. I suspect I am going to win very few friends by advocating an "elitist" principle, in which some universities are singled out and offered resources several times higher than their current allocation. The usual objection to such

schemes is that it would create an unequal system. Notice, however, that this does not necessarily violate the ethically compelling principle of "equal treatment of equals" — it is just recognition of the fact that some people are more talented than others. Incidentally, the government has taken a small step in this direction — the IITs and the so-called institutions of national importance do have a slightly higher payscale and most importantly, every faculty member gets an annual research grant of Rs 1 lakh.

The problem of inadequate facilities is aggravated by the imposition of mechanical rules from above, typically from the HRD ministry or the UGC. For instance, the improved salary structure and perks in the institutes of national importance came with a rider — no one can be appointed without a first class, everyone has to wait for a stipulated number of years before promotion to the next rung. Every leading university or research institution that I know of imposes one simple criterion for recruitment — the quality of a candidate's research, typically evaluated by looking

at the candidate's list of publications in peer-reviewed journals. The stipulation of a first-class degree is particularly ridiculous, since it is a very noisy signal of future research output, and also because there is so much variation in marking standards across universities.

Must government babus reinvent the wheel? Why are best practices adopted abroad not good enough for Indian institutions? This practice is again based on the principle of uniformity. More problematic is the fact that it betrays a deep mistrust of those in academia. Why can't faculty in the leading universities decide on their own criteria for recruitment and promotions? More generally, why are faculty members not given significantly greater decision-making powers on all matters related to the functioning of universities? Readers familiar with the recent controversies surrounding Delhi University will recall that this is the main complaint of everyone opposed to the introduction of the four-year plan — not the idea so much as the process by which the vice chancellor is seeking to introduce the change.

A ray of hope for higher education in India is the gradual emergence of private universities in India. I know of two universities, each generously funded by well-known entrepreneurs, which have just started functioning in the National Capital Region. These offer more attractive packages, in addition to generous research funds. Equally importantly, they have the advantage of being largely free of government regulations — they can decide their

own reward structure. It is still too early to predict what impact they will have on higher education. Hopefully, their success will induce larger numbers of Indian philanthropists to get together to change the face of university education in India.

Source: 27 May, 2013/ [Indian Express](#)

Higher Education in India – Past & Present

UP's & Down's of Higher Edu'n in India The glimpses into the educational system in India provided in the foregoing chapters show how the system offered ways of imparting literacy and practical knowledge to the masses (so that they may earn a living) as also specialized training for various strata of the society. This educational system was formulated over centuries through empirical methods, and attempted to fulfill society's day-to-day needs. It was not borrowed from an alien land but grew from native soil. The organization of the educational system remained the same among all sects -- Buddhist, Jaina and Vedic. After fifty years of independence, India is unable to formulate the educational policy most suited to the country. Higher education was not the monopoly of the rich as it is today in India. The king did not intervene in the administration, through he, along with the nobles and wealthy merchants, contributed liberally for the cause of education. Post independence, India has witnessed an enormous growth in its higher education. Still in the higher education sector, the country is far behind China and the United States in GER (Gross Enrolment Ratio). In 1950, around 700 colleges and 16 universities were there in India. However, if the statistics of UGC's (university Grants Commission) publication "Higher Education at a Glance-2012" is considered then, in 2011, around 33,000 colleges and about 700 universities were there in India. Therefore, in order to achieve the target of 30% GER (i.e. enrolment of around 30% of students who have finished 12 years of education in undergraduate courses) about 1,500 more universities are required. The question is doing India need just more universities or accredited universities, which re-instate the quality of education. Accreditation History: Just after 1950, the educational policy of the nation focused on the expansion of higher education while in early 90's enhancement in the aspect of quality was made. From 1992, PoA (Programme of Action) was implemented after the New Education Policy was formulated. In 1994, NAAC (National Accreditation and Assessment Council) was set up with its headquarters in Bangalore. By 1998, NAAC began to set certain standards and benchmarks and

grading also started seriously. Before this quality was not considered in case of higher studies. Only about 4,000 colleges have so far opted for accreditation, and fewer have actually gone for re-accreditation. However, accreditation is still a voluntary option, which is not mandatory. The quality of Education is poor presently. It requires improvement. Therefore, the educators need to work constantly more on the benchmarks and standards in order to measure efficiency, performance and reduction of costs. As some believe "completion of the syllabus" is a benchmark but than completing a syllabus covering a syllabus, even by self-learning is more important. Various colleges have adopted different practices to enhance the quality of education. Some colleges appraise their students through their participation in entrepreneurial fairs conducted by colleges every year. However, in some colleges every year each teacher has to prepare at least 2 research papers, whereas in some other colleges, it is mandatory for outgoing students of each batch to log in certain hours of soft skills, lab practice and technical training. In some colleges faculty staffs meet in every Saturday for campus audit. Even, there are norms that 30 reading hours are compulsory in library. Every Student and parent can use passwords given to them in order to access information such as, library hours, fee arrears, papers in arrears and books borrowed. Even, students can opt for a variety of short term courses. Even, many colleges assign a mentor among its teachers for each of its students. MoUs is also signed by many colleges for their various research projects.

Discipline was the keyword in all educational institutions. In comparison to modern standards a student's life was austere and joyless. Students were up early in the morning, completed morning ablutions and bathed before dawn. Personal hygiene was of utmost importance.

Source: 27 May, 2013/ [One India](#)

RESOURCE

Students think beyond UK, US for higher education

Looking beyond the US and UK as preferred destinations for higher studies, the city's youth is now exploring options such as Germany, Singapore and Canada for education. While several students still expressed their preference for UK and US at the Global Education Interact, a day-long education fair held in Hyderabad on Saturday, they were also

willing to consider other countries as more feasible options.

"The restrictive visa policies and work permits in the US and UK has opened up more choices for students who are keen on studying abroad. In the past five years, applications from Indian students have doubled. This year alone, there have been over 1,000 applicants from India for post graduate studies," said Suman Subbian, representative of the James Cook University in Singapore.

The education fair, which provided information about various graduate and post graduate courses, saw delegates from 22 universities across US, UK, Canada, Australia and Germany and around 500 students in attendance. However, the choice of courses for most students remained the typical MBA and engineering programmes. "Students continue to be inclined towards business management and engineering. Apart from the general leaning towards these courses, chances of scholarship are also fairly high," said Sanjeev Raju, one of the organizers of the fair.

Though eager for international exposure, students were also aware of the possible risks involved in studying abroad. "There is a global slump in the markets and the job scenario is not that great. So if I am going to invest in a course for a year or two, the returns should be proportionate. Which is why it is very important to go for the right course at the right university," said 21-year-old Neha Sharma, student of St Francis Women's College.

Source: 19 May, 2013/ [Times of India](#)



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