



## 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](#)

## Get Involved

### **Fellowship opportunities**

Fellowships for six months to two years in various disciplines.

### **Workshops/Guest Lectures**

Regular workshops and lectures on a variety of subjects.

### **Scholarships**

Need-based financial aid to deserving student

### **Faculty Sponsorships**

By seeding a named faculty seat or fellowship

### **Internships/Mentoring**

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

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

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

## Partnership

Dear Partners,

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

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

## Editor

[Dr. Mithilesh Kumar Singh](#)

## CONTENT

### Aspect

'Activism as important for a teacher as competence'

### News

1. Canadian university officials to visit Indian cities to woo students
2. UGC funding for knowledge cluster
3. South Asian University students jointly celebrate Independence Day
4. Virtual classroom now a reality at Mumbai University
5. 25% schools don't have, blackboards, finds survey
6. India's Aakash tablet finds its way into pilot projects for US children
7. Panel meet to discuss Rashtriya Uchhatar Shiksha Abhiyan provisions
8. Central Gov. granted permission to private companies to set up tech institutions
9. India to assist Afghanistan in education sector
10. IIMB announces executive education program in luxury business
11. IIM-K offers Exec. Edu Programmes in partnership with Hughes Communications
12. Five New IIITs Start from this Year under PPP Mode
13. Higher edu. gross enrolment ratio to be raised to 30% by 2020
14. Business schools fail to attract students
15. Govt to launch 50 educational channels
16. Indian Americans awarded for empowering energy, education
17. '80% IT graduates from UP unemployable'

### Analysis/Opinion/Innovative Practice

1. Indian students prefer US most
2. Mere public-private partnership in the field of education won't ensure quality: Study

### Resources

1. Videshi degrees, desi shores
2. Need funding?
3. Two to make it
4. Came to teach, but going back with many lessons learnt



## ASPECT

### 'Activism as important for a teacher as competence'

The Rajiv Gandhi Chair in contemporary studies of Allahabad University organised a special lecture-cum-symposium on challenges of [higher education](#) in the seminar hall of political science department.

After the welcome address by department's head Prof Krishna Gupta the address by eminent speakers enthralled the audience.

Prof G Hargopal, eminent academician and former faculty member of Hyderabad University, started by tracing change in India's economic sphere from 1980s to 90s to the present. He talked about Central government's push for allowing in foreign Universities to increase competition and emphasized on the need of improving Indian universities first. He condemned the semester system. He said that changes in higher education would not benefit the society. He said that changed had been done to create ground for introduction of foreign universities.

.He further said that the trade in services mechanism in WTO and policies of [World Bank](#) were de-humanising relations, which was the most dangerous part of the new liberalization and education was the worst sufferer. The solution lies in public funding of education and medieval profession so that the society had moral right to demand services from them, free of commoditization of their services.

Prof L B Verma, former faculty member of AU, said that a teacher could be competent without activism but cannot be a good teacher without activism. A teacher was essentially an activist, he said. The evolution from universities must be value-oriented and not prize-oriented he added and called for reinvention of the education system, which was arranged in a pyramid from down to top in a gladdened manner. He linked the present education system to caste system where one caste was lower and other higher, where wise primary education was considered lower to higher education and so forth. He called on students to become a 'human bureaucrat' and not 'bureaucrat human'.

**Source:** 24 August, 2013/ [Times of India](#)

## NEWS

### Canadian university officials to visit Indian cities to woo students

Officials from nine Canadian universities will visit India for two weeks to meet students in select

schools in five cities to hold information sessions on how Canada can be a premier destination for higher education.

The delegation will be in India Aug 19 to 31 and will meet Class 11 and 12 students of schools in Mumbai, New Delhi, Dehradun, Hyderabad and Bangalore.

"India is a key undergraduate student market for Canadian universities," said Robert Finlayson of Carleton University, the tour director. The delegation is being organised by the Canadian Higher Education Committee (CHEC), under the aegis of the Council of International Schools (CIS).

"Indian students are sought for their academic strength and their rich contribution to student life on Canadian university campuses. Each year we are seeing more Indian students choosing Canada as their first choice for study."

Indian students are drawn to our universities' common attributes of international reputation for academic excellence, state of the art resources, and safe campuses in welcoming locations," Finlayson said.

The visiting universities are University of British Columbia, Carleton University, Concordia University, Guelph University, McGill University, Queens University, Ryerson University, University of Toronto and York University.

**Source:** 16 August 2013/ [India Today](#)

### UGC funding for knowledge cluster

Soon, Chandigarh would be known as the first-ever "knowledge cluster" of the country. Panjab University alumnus and higher education secretary at HRD ministry, Ashok Thakur, on Friday said the PU initiative to develop Chandigarh Region Innovation and Knowledge Cluster (CRIKC) will get funding from the University Grants Commission (UGC).

CRIKC aims to link various institutions to promote higher education and interdisciplinary research in the region. PU had mooted the idea of setting up a knowledge cluster in the region last year, wherein the university will act as the nodal agency. So far, reputed institutions like the Post Graduate Institute of Medical Education and Research (PGIMER), PEC University of Engineering and Technology, Indian Institute of Science Education and Research, Mohali, and National Institute of Pharmaceutical Education and Research, among others, have associated themselves with CRIKC.

Speaking to members of CRIKC at PU, Thakur said although similar efforts were being made in Delhi and Hyderabad, the enthusiasm shown by members

in the Chandigarh region was exemplary. "Let others take a cue from this", he said.

Thakur also invited Panjab University to join in the list of leading institutions like IITs, IGNOU, JNU and DU that would manage the soon-to-be-launched 50 direct-to-home (DTH) channels. He also asked PU to send its proposal for community colleges projects under which Rs 3 crore funding is provided by the central government.

Later, Thakur hinted at increasing research work and reforms in teaching style to qualify for the government's Rashtriya Uchcharat Shiksha Abhiyan that will be rolled out in September this year. The scheme will provide assistance to state universities and colleges and an amount of Rs 25,000 crore was available in the scheme, he said. Under the scheme, the central government will provide 70% funding while the state governments will have to give only 30%.

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

### **South Asian University students jointly celebrate Independence Day of India and Pakistan**

At a time when tension at the border is at its peak, jingoism on either side of the border is going overboard, in one quite corner of India's capital, a group of students spearheaded by those from India and Pakistan are doing something that is quite unheard of – celebrating the Independence Day of India and Pakistan jointly.

For South Asian University, a university established by the governments of SAARC nations in 2010, this celebration has been an annual feature. Celebrated with the same patriotic fervour as seen elsewhere on the Independence Day, Jashn-e-Azaadi was a two hour programme wherein the students of Pakistan celebrated their Independence Day starting at 11pm of August 14 and went on till midnight. They presented patriotic songs, cultural items, a documentary on Pakistan, speeches in Urdu and concluded with the national anthem of Pakistan. At the stroke of midnight, the floor was handed over to the Indian students who celebrated their Independence Day for the next one hour. The Indian students also presented cultural items and a documentary and concluded with national anthem of India.

Students from other countries such as Nepal, Bangladesh and Afghanistan also congratulated the students from India and Pakistan on their Independence Day and presented their experiences of living amidst students from different nations with varying cultural backgrounds.

One of the performers Sunbal Islam Chaudhury, an SAU student from Lahore, shares her view, "There is so much similarity between the people of India and Pakistan. It is events like this that further bring out that commonality and promote peace, harmony and friendship."

In his speech at the function, Prof. GK Chadha, the president of the university highlighted the need for co-operation, peace and harmony for the progress of the South Asian region. He also said he hoped that co-operation between the nations would grow further in more areas for the common good.

The event very clearly brought out one very important fact - that you do not have to hate anybody or for that matter any other country to be patriotic. The crowd cheered with as much enthusiasm to Dil Dil Pakistanas it did to Maa Tujhe Salam.

**Source:** 16 August, 2013/ [India Education Diary](#)

### **Virtual classroom now a reality at Mumbai University**

The inauguration of the 'Multipurpose Virtual Classroom' at the University of Mumbai took place at Kalina campus on Saturday.

The inauguration was attended by chief minister Prithviraj Chavan, governor K Sankaranarayanan and minister of state for higher and technical education, D P Sawant.

Sankaranarayanan said that the University of Mumbai must work in a time-bound manner on a road map to become a world class educational institution. Stating that it is not a matter of pride, that no Indian university features on a global top 200 list of universities, the governor said that Mumbai University, being one of the oldest in the country, had "all that it takes to break into the league of world class universities".

Chavan observed that Indian universities lagged in rankings at the global level because of a lack of faculty. "Unless we get the highest quality of faculty that is ready to adopt and familiarize itself with new technology, our universities will not have a world-class ranking," the CM said, assuring that the state would support all universities in implementing the concept of a virtual classroom. He suggested that such a facility should be used for teachers' training and to offer courses for the working class in the evening.

Mumbai University officials claimed the facility was the first automated virtual classroom in an Indian public educational institution.

The governor also asked vice-chancellor Dr Rajan M Welukar to focus on campus development. He said, "We need to introspect why our students enrol into universities in the US and the UK. Why can't we provide them with the same learning experience here?"

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

### **25% schools don't have, blackboards, finds survey**

While tablets and smart screens enter a few classrooms, nearly one-fourth of schools in India function without blackboards.

A sample survey titled 'Learning Blocks' conducted by non-governmental organization Child Relief and You (CRY) has revealed that primary and upper primary schools in the country do not meet basic requirements expected in an educational institution. The study was conducted in 750 schools across 71 districts in 13 states, including Tamil Nadu, Andhra Pradesh, Kerala and Karnataka, and three metro cities - Delhi, Kolkata and Chennai.

"School education is synonymous with the blackboard. Education without blackboards cannot be imagined," said Vijayalakshmi Arora, director, Policy, Research, Advocacy and Documentation wing of CRY.

The study found that more than 75% of schools lacked furniture and fixtures like tables, chairs and benches, and that in 41% of schools, students were taught in open space. Experts said that the reason for teaching outside the classroom could be attributed to poor condition of the classroom, non availability of teachers or inadequate number of class rooms. In the absence of a boundary wall, teaching outside the classroom could distract children and cause disturbance while teaching.

The study also rates our schools poorly on hygiene. While 11% of schools don't have toilets, and of those available 34% are unusable, almost one of two schools doesn't have water near toilets. In the north, almost 70% of schools did not have water near toilets. And, half the schools do not have soap near toilets for children to wash their hands after using the toilet. Health care experts advocate washing hands after using the toilet to ensure that children do not fall prey to diseases like diarrhea.

Another area of concern is that close to 80% of schools surveyed did not have cleaning staff to keep the toilets clean. The study also found that only 7% of schools with a large number of tribal children have cleaning staff. "Lack of cleaning staff in schools indicates that children are forced to study in unhygienic surroundings. It also means

that children are asked to do the cleaning. Experience shows that these tasks get assigned on social group basis," CRY said.

About 44% had no electricity, particularly in schools in the east where almost 74% schools did not have electricity. The CRY release said, "Availability of electricity in schools can open a completely new world of possibilities. Besides, ensuring well lit rooms and keeping children in comfort, it can also provide computer aided learning and web-based learning."

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

### **India's Aakash tablet finds its way into pilot projects for US children**

After a few minutes on the Aakash, a five-year-old American kid proudly announced he had achieved Level 4 in an addition game. He'd started the day at Level 1. These poorer kids in North Carolina were already picking up skills they'd be learning in the next school year, which was unprecedented - they would usually start off the year at a disadvantage.

The world's cheapest Made-in-India tablet, nicknamed Aakash (sky), had promised to transform Indian education. Instead, the government project got mired in delays and controversies in India. Meanwhile, the \$50 Aakash tablet was creating a buzz in a dozen countries, and in the United Nations, where it was showcased last November.

Now, the Aakash has just completed a pilot in the US state of North Carolina, with 100 units of the Android tablets deployed in summer camps for poorer schoolchildren (mostly under age 10) to help them prepare for next year's studies. And there are other projects under way, with 2,000 tablets - Data Wind's Aakash-equivalent UbiSlate models - already deployed.

The man behind the North Carolina pilot is software entrepreneur Chris Evans. After hearing about the Aakash from Valley-based entrepreneur Vivek Wadhwa, Evans agreed to fund 100 tablets for the American non-profit Communities in Schools (CIS), which was running the summer camps in North Carolina. Evans is on the board of CIS. "(The richer kids) were already using smart phones and tablets at school," Evans says, "and I thought the Akash would be an affordable way to keep them in pace with their classmates and engaged with their studies."

Wadhwa is an evangelist for low-cost tablets. He has written extensively in the Washington Post, ForeignPolicy.com, and elsewhere, about their potential to transform education. He also saw the

Aakash "as a way to force US tablet prices to drop - bring in some competition from abroad". Along the way, Wadhwa spoke about the Aakash to Lotus Corp founder Mitch Kapor, Obama's former CTO Aneesh Chopra, and to others including Evans, to bring them on board for different projects, involving the low-cost tablets.

The tablets in the pilot shipped with apps mostly developed by New York-based Mango Learning, an educational games venture. Mango's chairman Prakesh Ahuja offered access to their entire suite of apps, including a management and evaluation system that tracks student progress.

The sub-\$50 price of the Wi-Fi was a game-changer, Evans says, adding that free Wi-Fi was available in many of the students' neighborhoods. "We discussed giving the tablets to the students for the pilot but the staff preferred to keep possession of them to make sure they stayed configured consistently," adding that several parents now want to buy the tablet--even though they all live on public aid.

The Aakash, which costs about \$50, was designed and developed by London-based Data Wind for India's ministries of human resource development (HRD) and information and communication technology (ICT). About 100,000 units were supplied in the first phase, ending in April 2013, mostly in the form of Aakash 2, a tablet well received even by critics who had panned the first Aakash.

Initially meant for engineering college students at a subsidized \$35, the Aakash was to be later given to other students - with ambitious plans of giving them to all 220 million students in India over seven to eight years. That rollout is now planned for 2014, with what the Indian government now calls Aakash 4.

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

### **Panel meet to discuss Rashtriya Uchhatar Shiksha Abhiyan provisions today**

A high-level committee under the chairmanship of Biju Patnaik University of Technology (BPUT) vice-chancellor J K Satapathy will meet for the first time on Tuesday to consider Odisha's response to draft provisions of the Union government-sponsored Rashtriya Uchhatar Shiksha Abhiyan (RUSA), the flagship programme, to overhaul [higher education](#) during 12th plan period.

Government sources said the five-member committee will prepare and submit its recommendations for excellence of technical universities and colleges within two months.

Accordingly, the technical education department will formulate its views on the RUSA draft. Technical education secretary Chandra Sekhar Kumar said the government will formulate its next course of action on the basis of the committee's recommendations.

Sources said the committee will examine the draft in detail, suggest steps to be undertaken to make the best use of funding under RUSA and highlight hurdles if any that the state would face.

As per RUSA norms, institutions in the state, including private colleges, will be eligible for financial assistance. While the Centre would give 65% of the grant, the state has to bear the rest 35% expenses. However, the funding will be performance-based. RUSA has called for removal of archaic systems in the state universities and conferring them greater autonomy. The committee would consider all these aspects, government sources said.

Since the amount of funding under RUSA will depend on the state's achievements and outcomes, the committee will define the current position of the institutions and the targets to be achieved. It would also suggest ways to give more autonomy to various institutions to ease the burden on universities as envisaged in RUSA.

The panel would look into three key aspects of RUSA: access, equity and quality through improvement of the existing institutions and creation of new ones for bringing technical education in the state on a par with global standard.

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

### **Central Government granted permission to private companies to set up technical institutions in country**

The Central Government has granted permission to private companies to set up technical institutions in the country. This was stated by the Minister of State for Human Resource Development, Dr. Shashi Tharoor.

He said that the All India Council for Technical Education (AICTE) has allowed a Private Limited or a Public Limited Company/Industry having a turnover of at least Rs. 100 crore per year for the previous 3 years to establish new technical institutions in Engineering & Technology, Pharmacy, Architecture & Town Planning and Hotel Management & Catering Technology (HMCT). The procedure for setting up these institutes shall be governed by the rules as mentioned in the Approval Process Handbook.

In a reply to another question regarding Fee Waiver Scheme in such institutes, the Minister added that the AICTE has a scheme of Tuition Fee Waiver (TFW) for the sons & daughters of parents having an annual income of less than Rs. 4.5 lakhs from all sources which is mandatory for all AICTE approved technical institutions offering a Bachelor programme, Diploma and Post Diploma programmes. A total of 5 % of sanctioned intake per course is supernumerary in nature and is available for these admissions.

The tuition fee waiver scheme is also applicable to those institutions set up under Section 25 of the Companies Act and approved by the AICTE.

Some of the States in which the Technical Institutions being set up under AICTE scheme are Andhra Pradesh, Gujrat, Haryana, Kerala, Maharastra, Tamil Nadu and Uttar Pradesh.

This was stated by the Minister of State for Human Resource Development, Dr. Shashi Tharoor in a written reply to a Rajya Sabha question.

**Source:** 20 August, 2013/ [India Education Diary](#)

### **India to assist Afghanistan in education sector**

India and Afghanistan today decided to set up a joint working group for the development of education sector in the war-torn country, which has sought assistance for development of course curriculum and medical education.

This was decided at a meeting here between HRD Minister M M Pallam Raju and his education counterpart from Afghanistan Obaidullah Obaid

The working group would meet and discuss the priorities for further collaboration where detailed deliberations could take place for this purpose, said officials in the Ministry.

The Afghan education minister had sought further support from the HRD Ministry for development of curricula for various streams in education and also for assistance in teaching capacities in the educational institutions of the south Asian country.

He also requested for India's support for building up of schools and the development of medical education in Afghanistan, officials said.

Obaid also thanked the Indian government for different scholarships provided to the Afghan students and highlighted the fact that at present more than 5,000 students are studying in India, providing an immense capacity building support for the future generations of Afghanistan.

**Source:** 22 August, 2013/ [The Economic Times](#)

### **IIMB announces executive education program in luxury business**

Indian Institute of Management, Bangalore announces a three-day executive education program in luxury business. Titled 'Strategic Management of Luxury Business: Managing Luxury Products and Services - from Concept to Consumer', the program is targeted at entrepreneurs and CEOs of new luxury businesses, GMs/ profit centre managers of international luxury businesses, designers looking to create luxury brands, managers of luxury franchise businesses, suppliers of products/ services to international luxury businesses, marketing managers of luxury brands, and advertising agency executives of luxury brands.

Starting September 9, 2013, the program involves three days of classroom workshops, exposure to various case studies and work-based assessment. IIM-B faculty and senior industry practitioners will deliver the course.

Professor S Raghunath, corporate strategy and policy and dean (admin) IIM-B, says: "Corporate executives and entrepreneurs are interested in a business model that would work for Indian conditions. IIM-B's niche program on luxury business addresses this need." He says participants from established brands in luxury business - products and services - will learn about strengthening their brand presence in India, given the characteristics and culture of Indian society.

"By providing the opportunity to enroll for this program, IIM-B hopes that we can open more doors for senior managers and entrepreneurs in the luxury brand markets. It will also help in showcasing luxury products and services from our culture to global markets."

Observing that India and China are turning out to be the biggest luxury brand markets in Asia, Raghunath reiterates that Indians are steadily acquiring means and taste for luxury.

The course, offered at IIM-B, intends to examine the major future trends that will shape the evolution of the luxury business, especially with the revival of haute couture in India where the desire to make grand statements is high.

From consumer buyer behavior of luxury to managing portfolio of luxury brands and from globalization of luxury business to managing channels - direct, JVs, or franchise, the program will cover various aspects of luxury business.

**Source:** 22 August, 2013/ [Times of India](#)

### **IIM-K offers Executive Education Programmes in partnership with Hughes Communications for the Year 2013-2015**

Indian Institute of Management Kozhikode (IIMK) has launched a two-year Executive Post Graduate Programme in Management (EPGP) accredited by AMBA and a one-year Executive Post Graduate Certificate in General Management (EPGCGM) in partnership with Hughes Communications for 2013-2015.

Further, IIMK is also offering the following specialized one year programmes:

- Executive Post Graduate Certificate in Strategic Management
- Executive Post Graduate Certificate in Operations Management
- Executive Post Graduate Certificate in Finance Management
- Executive Post Graduate Certificate in Marketing Management
- Executive Post Graduate Certificate in Information Technology Management
- Executive Post Graduate Certificate in Human Resource Management

These programs are aimed at both, young executives who are keen to gain a strong foundation in business management from a highly-regarded Institute, as well as those professionals at mid-management level who would like to brush up their management skills and network with other professionals across industries. IIMK has partnered with Hughes since 2002 and many students have already undergone IIMK's various executive education programmes using Hughes platform.

According to Prof. Debashis Chatterjee, Director, IIM-K, "This course is designed to provide a thorough understanding of specialized management functions and thus enable students to advance in their careers by way of promotions and better jobs in areas of their interest and is similar to the residential PGP program available at IIM-K."

The pedagogy adopted is highly interactive. It consists of a judicious blend of lectures, real life case studies, simulations and workshops, etc.

Classes are regularly conducted through two-way Audio & Video communication (tele classroom) with streaming facilities that provides a virtual classroom learning environment. The platform offers interactivity similar to a live classroom session, where a student sitting in any part of the country, at any given point in time, can interact

freely with the professor, raise questions, queries, etc. making the interaction as spontaneous and natural as in a regular classroom. These programmes have two modules; the participants attend classes by logging in to any of the 300 plus high bandwidth networked classrooms that are present in the country and the other component, called in-campus module is conducted at IIMK campus at Kozhikode.

Shantanu Moitra, Business Head, Hughes Education said, "We are proud to be associated with IIMK delivering world class education to the students. This only one of its kind program has been designed to meet the requirement of executives who are moving towards strategic decision making roles in the organizations. These specialized programmes combined with IIMK's best-in-breed teaching-learning methodologies to equip students with international business learning. The focus is on imparting lessons through courseware that includes real life case-studies and practical sessions to ensure that students emerge as skilled professionals, armed with the necessary tools and knowledge to manage brands in the digital-age."

Hughes Global Education already has more than 25,000 students adopt its platform across 155 classrooms in 75 cities.

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

### **Five New IIITs Start from this Year under PPP Mode**

Five New Indian Institute of Information Technology (IIITs) in the Public Private Partnership (PPP) mode have started from this academic session.

They are Chittoor in Andhra, Kota in Rajasthan, Tiruchirapalli in Tamil Nadu, Guwahati in Assam and Vadodara in Gujarat. This is a part of a major step taken by the HRD Ministry to promote 20 IIITs in the current Five Year Plan under this scheme. Five more are expected to start from the next year.

These Institutes are steps forward in promoting academia - Industries Partnership in technical education as the content of the Syllabi will be Industry aligned. The employability of the students will vastly improve.

There will be more Research in the specific field required by the IT Industry and there will be greater interface between Teaching and Industry.

The Confederation of Indian Industries after a survey had earlier said that only one in four graduates passing the B.Tech exams. are worth getting a job.

The next five IIITs to start functioning from 2014-15 are in Kerala, Himachal, Madhya Pradesh, Tripura and Karnataka.

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

### Higher education's gross enrolment ratio to be raised to 30% by 2020: Pallam Raju

The government has begun efforts to enhance gross enrolment ratio (GER) in higher education to 30 per cent by 2020 from the current level of around 19 per cent, Union minister for human resource development (HRD) MM Pallam Raju said here today.

"We have a gross enrolment ratio of close to 19 per cent, which is much below the 26 per cent average GER in global scenario. But we are certain that with the sustained efforts that began in 11th five-year Plan we will be able to take our GER to 30 per cent by 2020," he said.

Speaking at the fifth convocation of the city-based Maulana Azad National Urdu University (MANUU), Raju stressed on the need to raise the level of education right from schools to higher institutes with focus on quality.

"That is exactly what the government is trying to do right now. There is a very clear plan and that plan must progress from school education through college education and through the universities. It is important to integrate education with higher disciplines and bring an international focus on the campuses," the minister said.

The Centre and the HRD ministry have been putting in efforts to encourage GER and no university must be left behind in these efforts, he said, adding that the focus should be on quality.

"For that to happen, it is important for the universities to be the centre of revolution by focusing on quality of education," Raju said.

Earlier, honorary doctorate degree was presented to Justice (retired) Rajinder Sachar.

In the absence of Bollywood superstar Aamir Khan, his mother Zeenat Tahir Hussain and his elder sister Nikhat received the honorary doctorate degree.

As many as 24,578 students from distance and the regular modes of education were awarded degrees and diplomas for various programmes and courses for 2011 and 2012.

Chancellor Syeda Saiyidain Hameed and vice-chancellor Mohammad Miyan also spoke on the occasion.

**Source:** 24 August, 2013/ [Times of India](#)

### Business schools fail to attract students

Business schools in India are battling problems of unfilled seats, high attrition rate of teachers and poor placements.

Of the 2.82 lakh seats in the more than 3300 All India Council for Technical Education (AICTE) recognized management institutes, 30.48% were not filled in

2012-13. the number for 2011-12 and 2010-11 was 33.58% and 26.82%, respectively.

"Without redesigning, the MBA degree will drift into irrelevance," feel experts.

Survival tactics include addressing the basic premises on which management education is based. This includes revising curriculum to make it job relevant.

In 2013-14, 145 business schools applied for closure - while 110 applications were received for opening new institutes, much less than the 244 applications two years ago.

"The supply has certainly exceeded the demand," AICTE chairman SS Mantha said.

Tripurari Pandey, director, Ajay Kumar Garg Institute of Management adds: "The good students go to IIMs. If the market is dry, it becomes a daunting task to get good placements."

The average salary of an MBA graduate is R15000-20000 per month, says Satish Kumar, director Vidya School of Management. "When a student can get the same salary by doing a certification course why will he go for MBA?"

"Over the years a large number of management institutes have opened up but they are not focussing on knowledge and skill," says Lalitya Vir Srivastava director Asian Business School.

**Source:** 27 August, 2013/ [Hindustan Times](#)

### Govt to launch 50 educational channels

Ahead of Lok Sabha elections, the government will launch 50 educational channels beaming lectures real time to students. Expected to be launched on the next Republic Day, the channels will be free to air, with content from IITs, Central Universities and Indira Gandhi National Open University (IGNOU).

The Pallam Raju-led education ministry is eyeing over a thousand education channels across streams and disciplines in various Indian languages to reach quality education to the remotest of areas.

While the Union Human Resource Development (HRD) Ministry has been pushing for educational channels for nearly two years now, the Ministry of Information & Broadcasting and the Telecom Regulatory Authority of India (TRAI) have objected, pointing out that no government department is permitted to launch Direct to Home (DTH) channels under the current policies. A Committee of Secretaries has since 2012 been attempting to thrash out a compromise. At a meeting last week by the Cabinet Secretary, it was resolved that HRD Ministry will sign an MoU with Prasar Bharti which will hold broadcasting licence. A consortium of education channels will enter into an agreement with Prasar Bharti for content development. The Department of Space has agreed to lease two transponders.

Each institute will be given Rs 50 lakh by the HRD Ministry from funds with the National Mission on Education through ICT to set up TV studios. "There will be 20-25-minute live lectures by eminent faculty across prominent institutes, and students will be able to put queries to teachers. They will be able to sms queries on a given number and the teacher will be able to answer right away," an official said.

In June 2011, the ministry sought I&B Ministry's nod to launch some 1,000 education channels. The I&B Ministry, in May 2012 declined permission citing new guidelines issued in December 2011. It said permission can only be given to a company registered under the Companies Act.

The Committee of Secretaries led by the Cabinet Secretary set up in 2012 end observed that since the HRD Ministry was seeking the nod for up linking educational content with public good in mind, the guidelines applicable to firms run on private good should not be applicable to HRD channels.

After several meetings with I&B and Law ministries, the channels got the green signal, senior officials said.

**Source:** 28 August, 2013/ [Indian Express](#)

### **Indian Americans awarded for empowering energy, education**

Five Indian Americans have been recognised by an industry body here for their contributions towards enhancing and empowering business and education between India and the US.

The Indo-American Chamber of Commerce of Greater Houston (IACCGH) annual awards were presented last week at its 14th edition under the theme 'Empowering Energy & Education - Onwards

& Upwards'. The ceremony, attended by around 650 guests, included Congresswoman Sheila Jackson Lee, Congressmen Al Green and Pete Olson, Harris county sheriff Adrian Garcia, Mayor of Houston Anise Parker among others.

The 'Educator of the Year' award was presented to Latha Ramchandran, dean and professor of finance at C T Bauer College of Business at the University of Houston.

Latha is an expert in international and corporate finance, energy education, corporate governance and leadership.

IACCGH founding member Jagdip Ahluwalia, who currently serves as its executive director, received a special award for his "outstanding contributions to the chamber" since its inception in 1999.

Jagdip has been a force behind promoting Indian business success in the US while providing business partners with access to opportunities in India.

Ash Shah, who owns a major plastic films and packaging product distribution company, with units in various countries, was awarded 'International Business Person of the Year'.

'Business Person of the Year' award was presented to Dhiren Sethia, managing partner and co-founder of a management and technology consulting firm focused on Fortune 500 companies.

Gaurav Khandelwal, founder and chief executive officer of 'Chai1', which is among 25 fastest growing companies in Houston every year since inception, was awarded 'Young Business Entrepreneur of the Year'.

The chief guest P Harish, Consul General of India, Houston and the keynote speaker Robert E Beauchamp, chairman and CEO of BMC Software highlighted the IACCGH contribution in connecting India and America.

Beauchamp described how the chamber convinced him that India was the best location for their expansion for talent, adding that the BMC India office has now become a hub for innovation.

Highlighting the education and energy theme, IACCGH president Pankaj Dhume said Indo-US cooperation in both these sectors would boost job growth and major alliances between universities in Houston and India.

**Source:** 29 August, 2013/ [The Economic Times](#)

### **'80% IT graduates from UP unemployable'**

More than 80% IT and computer science graduates in the state are unemployable. A major reason for

this is the rapidly changing technology in these sectors. With the constant up gradation in the technology, the demand of the industry keeps changing frequently. But the curriculum in the state engineering colleges is revised only after three years. In turn, students after graduation find it difficult to survive in the new industry, said Bharat Bhasker from IIM Lucknow during an industry-academia interaction on strengthening technical education.

Organized by the PHD Chamber of Commerce and Hartcourt Butler Technological Institute (HBTI), Kanpur, the interaction was part of the World Bank-funded project 'Technical Education Quality Improvement Programme'. The project kicked off in UP last year. World Bank will pump in Rs 56.5 crore till the end of next year in the project.

During the interaction, Bhasker also said that the core engineering branches like mechanical are not much affected and face less job related problems. The IT sector, according to him, has seen tremendous growth after 2005. In fact, he said that in the next five years, the concept of cloud computing will be introduced. To cope up, both teachers and institutions will have to equip themselves with the changing technology, said Bhasker.

Endorsing his views, state project advisor RP Singh said, "IT students should study the latest technology being used in the industry. Students should be encouraged to do live projects in collaboration with the industry. This will help in honing their problem solving skills."

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

### **ANALYSIS/OPINION/INNOVATIVE PRACTICE**

#### **Indian students prefer US most**

Despite the falling rupee, which makes courses in the USA more expensive, Indian students, especially from Tamil Nadu, continue to see it as their dream destination for higher education.

Going by the US Consulate in Chennai 27 per cent more students have applied to travel to the USA to enroll in various programmes this year, when compared to 2012.

"The consulate in Chennai issued 8,106 student visas in 2012 and we are already seeing a 27 per cent increase in the number of student visa applicants since then," said a consulate spokesperson.

The fact that currently the tuition fee varies from US\$ 15,000 (approximately `9.30 lakhs) to \$60,000 (`37.20 lakhs) a year based on the

degree and location of the college in the US, clearly doesn't seem to be discouraging many.

One student, N. Aakaash, who hopes to go to the US for his masters, explains the rise in the value of the dollar does not outweigh the quality of education he can look forward to.

Former deputy director and professor emeritus of IIT-Madras, Prof. V.G. Idichandy feels education loans are also an incentive for students today.

**Source:** 16 August, 2013/ [Deccan Chronicle](#)

#### **Mere public-private partnership in the field of education won't ensure quality: Study**

When a public-private partnership is forged, it should come with supporting institutional mechanisms and the collaboration should be only with private institutions that are able to withstand competition, according to a joint study conducted by IIT-Madras and Harvard University.

The study gauged the impact of private sector participation in infrastructure projects, particularly in access and quality. It concluded that just having private sector participation was not enough.

"Many countries have entered into PPPs in the past without getting the desired results. We should not do the same.

This study is aimed at informing policy makers of the outcome of such partnerships," said Professor Thillai Rajan of IIT-Madras who was the lead author of the study.

Ashwin Mahalingam of IIT-Madras and Akash Deep of Harvard University were the other researchers involved in the study.

The findings of the study can be used to make policy decisions on infrastructure projects such as electricity, telecom and water supply.

They could help government think tanks draw up policy decisions in public-private partnerships, the researchers said.

The study, which took nearly two years to complete, was taken up under the Australian Agency for International Development, an Australian government agency responsible for managing Australia's overseas aid programme that helps assist developing countries reduce poverty and achieve sustainable development.

**Source:** 21 August, 2013/ [Times of India](#)

**RESOURCE****Videshi degrees, desi shores**

Foreign universities are setting up campuses in India. But what is in store for Indian students, with some of these courses not being recognised here?

Foreign universities offering courses in India have been around for nearly 10 years. However, with The Foreign Educational Institution (Regulation of Entry and Operation) Bill, 2010, gathering dust in Parliament, there is hardly any regulatory regime to oversee the functioning of such institutes.

*No accreditation*

Today, more than 100 foreign institutions, mainly from the U.K., are operating in India. However, in the absence of adequate regulatory mechanisms, many of these institutions are not accredited by the All India Council for Technical Education (AICTE) — the only official body which has notified regulations for the entry and operation of foreign universities.

According to a list of institutions approved by the AICTE under the Foreign University Regulations, fewer than 10 foreign universities have an approval from the council to collaborate with Indian institutes.

An official from the regional office of the AICTE, who did not wish to be named, said that although the office had not received proposals from foreign universities, it had got several requests from local institutes wanting to sign MOUs with foreign universities for collaborative programmes. However, only a small percentage of these had managed to get accreditation. "We do a thorough check on institutes to ensure that students are provided with the necessary infrastructure and that the MOU is valid, especially because many such programmes involve a semester or more on the overseas campus of the foreign university," the official said.

In 2009, the U.K.-based Leeds-Metropolitan University became the first foreign university to establish a higher-education, offshore campus in collaboration with the non-profit Jagran Social Welfare Society (JSWS). However, barely had its first batch graduated, than it came to light that their degrees were not recognised by the AICTE. A group of outraged students dragged the university to court, but were disappointed when the court ruled against them, stating that the admission brochure had no mention of the degree being recognised by the AICTE.

Education counsellors say that students should always ensure that the university they are applying to is officially recognised. Students can also approach bodies such as the AICTE and the Association of Indian Universities for further inquiries.

Education counsellor Viral Doshi says that lack of accreditation means that such degrees are not recognised in India, so students may face difficulties if they wish to pursue further studies in India. However, he adds that most students who take up such courses intend going abroad, where their degrees are recognised and may even put them at an advantage compared to students who have completed their degree, especially an undergraduate course, from an Indian university. Charu Mittal, who completed B.A. (Hons) in Business Studies from De Montfort University in the U.K. through the Daly College Business School Indore, agrees. "I always wanted to go abroad and this seemed like a good way of preparing myself. I spent two years in the Indian campus and then went to the U.K. for my final year. This meant that I was somewhat shielded from the culture shock in a new environment, while getting my degree abroad." After completing her undergraduate studies, Mittal completed her MBA from the University of Coventry, U.K., and started working in the country.

*Placement hurdles*

Job placement, however, is not easy. "The institute had a placement unit that helped students prepare for interviews and suggested places where they could apply," says Mittal.

However, students were responsible for finding jobs. For many students, this is a herculean task. In an online discussion on pursuing such courses, several students from these institutes complained about the lack of placements. Doshi feels that companies in India do not approach these institutes for hiring as they are not recognised.

However, students may find the course useful if they are looking at placements abroad. Moreover, some universities are recognised globally, and if a student has completed his/her education from such an institute, employers would tend to take notice.

Besides, the concept of overseas institutes offering qualifications through offshore campuses is not new. It has been practised with much success in several countries, most notably Singapore.

In fact, many Indian students have gone to Singapore for pursuing courses from universities in the U.K., U.S. and Australia, among others. Samyuktha Reddy, who pursued a bachelor's in

Business Management from the Royal Melbourne University of Technology through an offshore campus in Singapore, says, "If such arrangements come to India, students would get the opportunity to pursue a foreign degree at a cheaper cost, in a culturally familiar environment."

I went to Singapore for the same reason — it was cheaper and culturally Asian." Doshi corroborates that it is a fantastic option, if it gets the proper validation. "Such courses are close to 50 per cent cheaper than the same course overseas. At the same time, students get to spend up to a year abroad. If implemented properly with tight quality controls, it will be the best of both worlds for students."

Currently, these colleges are drawing flak from educationists and counsellors alike. Education Consultant Karan Gupta says "Students consider these institutes mainly because they do not have good grades to make it to Indian colleges. If students cannot get admission into a good college in India they should do distance learning and work at the same time."

However, Doshi is a bit more optimistic. "Although few and far between, there are some foreign institutes that do offer good programmes in collaboration with Indian institutes, such as the Schulich School of Business, London School of Economics, Lancaster University and Raffles, among others."

The government has set up an ambitious target of increasing the gross enrolment ratio (the number of students enrolling for education) from 18 to 30 per cent by 2020. This translates to an estimated 40 million students enrolling for higher education in the coming years.

**Source:** 18 August, 2013/ [The Hindu](#)

### Need funding?

Here is a list of scholarships that are most popular among Indian students.

I remember the time when I got an opportunity to study in one of the top 10 colleges in India to obtain a bachelor's degree in Business Management. My dad and I had to wait endless hours at a regional bank to get the loan approved. That was the only solution to fund education then if one did not have enough money. The other option of course was to avail a scholarship; however the dearth of information on scholarships and their eligibility criteria made it well nigh impossible. Now, over a decade later, institutions, corporate houses and trusts across the globe are helping students work towards their dreams by taking the

monkey of "how do we fund our education" off the backs of students.

Today there are over a thousand scholarships available to Indian under-graduate students (available at different stages of their under-graduation course). But lack of awareness and information at the right time is still a problem in most quarters. That means that many students who may otherwise have a decent chance with these scholarships never even come to know about it. Here are some scholarships that have gained popularity amongst Indian under-graduate students over the years because of the amount and eligibility criteria:

#### Aditya Birla Group Scholarships for IITs and BITS

Students from the following institutes can apply for the Scholarships: IITs (B.Tech) - Mumbai, Delhi, Chennai, Kanpur, Kharagpur, Roorkee, Guwahati. Law: (I) National Law School of India University - Bangalore, (ii) NALSAR University of Law - Hyderabad, (iii) The WB National University of Juridical Sciences - Kolkata, (IV) National Law University - Jodhpur.

IIT / BITS (Pilani): Rs 65,000 per annum. LAW: Rs. 1, 80,000 per annum or fees at actual, whichever is lower.

#### L'Oreal India for Young Women in Science Scholarship Programme

The scholarship is only for girls wanting to pursue a degree course in Medicine/Engineering/Biotechnology or any other scientific field, in a recognised institute in India, who satisfy the following requirement: The candidate should have passed Class XII from Delhi or NCR during the academic year. The candidate should have obtained a minimum of 85 per cent marks in PCB/PCM.

#### R D Sethna Local and Overseas Loan Scholarship

Students who have passed at least the secondary school certificate or other equivalent examination and who have secured not less than 50 per cent of the total marks in the last examination given by them prior to making the applications are eligible to apply for the scholarship. The R D Sethna Scholarship Fund grants scholarships to students who are citizens of India. Any student regardless of community, caste or creed is eligible for the scholarship. Amount: Rs.10, 000 or more

#### TOEFL Scholarship Programme by Educational Testing Service

To be eligible, the candidate should hold a grade point average of 80 or higher on 100-point scales,

or a 3.0 grade point average or higher on a 4-point scale; begin an undergraduate or graduate degree at a college or university. Should have a valid TOEFL test score used as a requirement for admission into an undergraduate or graduate programme. Should demonstrate effective leadership skills and an overall well-rounded portfolio with extracurricular activities, including community service. This scholarship grants up USD 3000 per year.

### Manmohan Singh Undergraduate Scholarships

The applicants must be Indian citizens. They must be liable to pay university fees at the overseas rate and should not be able to fund their studies at Cambridge independently. In addition, they must meet the English language requirements of the university. The applicant should also meet the usual entrance requirements for admission to Cambridge. The scholarships are not available if the student is applying as an affiliated applicant. The scholarships will cover the cost of tuition fees and college fees together with a grant towards maintenance and travel costs for each year of the course.

### B.D. Bangur Endowment Educational Scholarships for International Universities

Applicants should be graduates with a consistent academic record of distinction from an Indian university of recognised standing. Those in the final year of a degree course are also eligible. However, selection is subject to good performance in the final degree examination. In exceptional cases, loan scholarships may be given for undergraduate studies if the course, deemed otherwise appropriate to the Endowment's objective, is not available in India. Students should be able to communicate fluently in English.

### GE Foundation Scholar-Leaders programme by GE Foundation

Only students enrolled in one of the partner universities within the specific field of study as indicated below are eligible to apply:

Mody Institute of Technology and Science, Lakshmanagarh, Rajasthan. (Electronics and Communication Engineering, Computer Science and Engineering)

R.V.College of Engineering, Bangalore. (Computer Science and Engineering, Computer Science and Engineering)

SNDT's Usha Mittal Institute of Technology, Mumbai

*University of California-Santa Barbara Global Scholarship by the university*

Eligibility will be calculated automatically as part of the admission process. Scholarship recipients receive USD 2,500 for each of their first two years at UCSB, and USD 5,000 for their third and fourth years.

### *Boston University Trustee Scholarship*

To be eligible, students have to be ranked top of their class. Students should demonstrate exceptional records of service and activity in their schools. A trustee scholarship covers full undergraduate tuition plus the University orientation and mandatory undergraduate student fees and is renewable for four years if certain criteria are met.

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

### **Two to make it**

*Dual degree scheme should not result in degree accumulation alone.*

The UGC recently approved dual degrees for both undergraduate and graduate students and a formal notification will soon be issued to that effect. Currently, a student at a typical Indian college or university is admitted to a specific discipline and is expected to complete a given number of courses in that discipline. She is neither required nor permitted to do much more by way of courses outside her discipline, except for a very limited number of modules in related subjects. Under the new scheme, a physics student, for example, will be allowed to simultaneously pursue a degree in economics or Sanskrit, with the stipulation that one of the degrees is done in distance mode. The UGC decision is dripping with good intentions. The question is: what will it actually deliver?

At present, thousands of students are unable to get admission in college for the subject of their choice. Others have to take up disciplines such as engineering or management because their parents want them to. For such students, the option of a second degree offers a great opportunity. They can now pursue degrees in subjects of their choice along with degrees in the disciplines they have been admitted into.

For those who feel that India's students specialise far too much in one discipline and lack the broad based knowledge and skills so necessary for meaningful employment in the knowledge economy, the dual degree initiative seems quite appropriate and even necessary. The danger, however, is that the scheme will usher in a new era of degree accumulation without degree dividend. The UGC decision sends a signal to students, quite unintentionally perhaps, that one degree does not quite cut it, you need two degrees to make it.

The truth, however, is that one degree should suffice for a student who gets to attend a reasonably well-run college with qualified faculty. Unfortunately, there are only a handful of institutions in the country which provide worthy degrees. The wisdom of the UGC decision has to be weighed in the context of what is perhaps the biggest challenge in India's higher education sector — the quality of education.

According to a widely-circulated Aspiring Minds report, 47 per cent of graduates are not employable in any sector of the knowledge economy. Further, over 40 per cent of employable graduates are not from the top 30 per cent colleges. Evidently, many "good" institutions do not impart the necessary knowledge or skills for employability. An equally disturbing finding in the report is that graduates from the remaining 70 per cent colleges who have gained adequate knowledge and skills, despite the poor quality of their institutions, have no way to signal to employers that they are qualified for the job. Recruiters do not, as a rule, favour second- or third-tier institutions.

These findings raise doubts about the usefulness of dual degrees, especially since the second degree has to be obtained in the distance mode. When employers perceive degrees from second- or third-tier institutions as no more than rubber stamps, how are they expected to treat second degrees obtained through distance education? However one thinks about dual degrees, it seems unlikely that they will make a student more employable.

The dual degree provision is part imitation, part adaptation of the double major and double degree systems at Western or Western-style institutions. But students at an American school can often pursue a double degree at the same institution or at two neighboring institutions the regular way, typically over a longer period than the usual four years for undergraduate degrees. In India, the distance education clause has been inserted because universities here lack the necessary organisational and academic uniformity for the dual degree provision to work. For example, while all universities have long been advised to switch to the semester system and make provisions for credit transfers across institutions, few have actually done so. Thus, the distance education method is a compromise that will achieve little more than a rush to the most popular providers.

The dual degree initiative is premature and further burdens students with the task of obtaining a second degree when they have little access to a good quality first degree. In the ultimate analysis,

it is yet another example of a seemingly progressive policy decision taken without consideration of or progress on core issues, in this case, the quality of higher education.

**Source:** 23 August, 2013/ [Indian Express](#)

### **Came to teach, but going back with many lessons learnt**

They came to teach but have learned a lot in the process. Sixteen AISEC foreign members had come to Chandigarh to teach in city schools as a part of their summer internship. Having taught students for one month, the teachers feel that they have been educated about the Indian education system.

Though the main focus of these foreign youngsters was to promote use of more interactive learning methods in school, they also worked towards fostering English language. The main reason for choosing India as the final destination for their internship was to learn about the education system in the country given its vast diversity and the huge population.

"I wanted to know the difference and similarities between our two neighboring countries and that is why I came here to teach," said Zhang Zili, an AISEC member from China. "There are so many misunderstandings between the two countries but after teaching here I have realised that our core problems are the same: resource management and poverty. In China also there are not enough teachers for kids and like India indulgence in more interactive and technologically advanced mediums for teaching becomes an expensive affair." The 20-year-old college-goer taught at Government Nursery School (GNS), Sector 7-A.

Like Zili, many other students from across the globe had come to the city to teach in schools in association with NGOs and AISEC (International Association of Students in Economic and Commercial Sciences). They are from Canada, Ukraine, Poland, Vietnam, Thailand, Ethiopia, Taiwan, Egypt, Mexico, United States of America and United Kingdom. "We see this teaching programme as a tool to promote international relations at a grassroots level. This way we not only aid better understanding of different cultures but also exchange new ideas in the field of education," said Sarthi Vohra, team leader, AISEC, Chandigarh.

As their internship reaches its end, these foreigners have a lot to take back with them it seems. "While during our teaching period, we tried using interactive mediums like PowerPoint presentations to make learning more interactive for the kids, we

ended up learning a lot too," said Mahlet, an economics student from Ethiopia.

"The state of education in India is not very different from my country, so whatever I have learnt here will be helpful in making productive changes when I go back," said the 21-year-old who taught at GNS, Sector 7.

AISEC has been getting foreign students to teach and intern in Chandigarh for around 10 years now. "Sometimes kids come to us asking for our autographs or either want to be clicked with us. We want their focus to be on what we teach and not how we look. But our interaction with them can make them curious to know about different cultures and also encourage them to talk in English," said Izzy Mathewson, a student from London who taught at Govt Senior Secondary School, Sector 10.

**Source:** 31 August, 2013/ [The Indian Express](#)

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

## Contribute

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

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

Please email your contributions to [aserf@apeejay.edu](mailto:aserf@apeejay.edu)



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