



## 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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Fellowships for six months to two years in various disciplines.

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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

Analytical deadlock

### News

1. Calcutta University worst Indian performer in global rankings
2. PM's scholarship scheme lands 82 Kashmiri students in 'fake college'
3. Tech Mahindra sets up engineering college with French university tie-up
4. Tech Mahindra sets up engineering college with French university tie-up
5. Foreign varsities show no interest in India campus
6. Higher education reforms ready for roll-out
7. UGC move to allow foreign universities to set up in India worth cheering
8. Government keen to extend Edu Sat programme
9. Infosys shows interest in education sector e-governance project
10. Training for blind girls soon
11. 'Mini MBA' for future managers

### Analysis/Opinion/Innovative Practice

1. Upshot of Proposal to Allow Foreign Varsities Critical to India's Education
2. Foreign invasion
3. 'Research in India yet to make impact'
4. For Indian academics, foreign varsities' entry means strong tie-ups
5. The word and the world
6. Schools to higher education, quality balance is the key

### Resources

1. Passion for pedagogy
2. Indian students make for second largest chunk in online education

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**ASPECT****Analytical deadlock**

*After confidently clearing all tests, you join the working world. Only to realise that analytics alone gives no results.*

Indian higher education develops excellent analytical capability in students, making them logical and effective in competitive tests, discussion groups and interviews to bag great jobs. In your youth, at home, school and college, the values inculcated in you were to be obedient, respect elders, love and share everything with the family, live harmoniously with neighbours, conscientiously learn what's taught and reproduce that in examinations to succeed with flying colours.

After confidently clearing all tests, you join the working world. Only to realise that analytics alone gives no results. You are expected to ideate out-of-the-box; are admired for tactical new angles you can bring to kill competitors. Your efficacy is measured in how you ruthlessly, aggressively thrash competition entering your market territory. You also have to beat colleagues in performance to become a leader. You discover that an amorphous entity outside the enterprise that's under no one's control is what business is entirely dependent on. That's the customer, whose insights you have to use in drawing up the company's strategy. Suddenly at work, it's the "bad student" antics that are treasured, like marketplace fighting, challenging set norms, finding solutions purely through one's own wits. Many "good student" managers cannot take this total turnaround in mindset and practice. If you're one of them, you'll intellectualise your job, engage in heavy analytics. Meanwhile, behind your back, competition nibbles away into the market share of your company's products.

This capitalistic world is akin to Africa's savanna grassland-cum-forest, home to animals like lions, hippos, wild dogs and hyenas, crocodiles, wild elephants, snakes, among many others. Their attack can chop you, crush you or chomp on you. Survival of the fittest is the name of the game, exactly the way it's among competitors in the capitalistic marketplace. Here it's like traversing the savanna where analytics becomes a deadlock impeding a market win. Without becoming a warrior who's watching every market movement, you'll be eaten up in this savanna jungle. Conversely, communist economic culture is like the frozen North Pole. Everything's very cold and decided by the state; you need nothing more than to protect yourself with heat. Competition barely

exists here, so you can happily create heated analytics as the North Pole freezes all other action.

In the savanna, what role does art play to change your total perspective of work and life? Even in today's Internet era that's proliferated with pornography, a bold 19th-century extreme close-up painting of the female vulva called Origin of the World still has the power to scandalise the world. L'Origine du Monde came to Paris's Musée d'Orsay in 1995, after being in private hands for over a century. The museum mounted it behind glass and gave it special security in case it drove offended visitors to violence. Its creator, Jean Désiré Gustave Courbet, pioneered the Realist movement in French painting. He vociferously guarded his freedom: "When I am dead let this be said of me: He belonged to no school, to no church, to no institution, to no academy, least of all to any régime except the régime of liberty." But Courbet was unable to exhibit this painting because he could have been sent to prison on charges of "affronting public and religious morals".

The popular Paris Match magazine recently published an article that stirred up a storm. Had Courbet painted his muse in entirety, but severed the top half to avoid public dishonour for her? It's now revealed she was Irishwoman Joanna Hiffernan, mistress and model of American artist James McNeil Whistler, and that the two artists fell out over her. In 2010, an amateur French art-collector found with an antique dealer what he reckoned to be the top half of L'Origine. He bargained, bought the painting for £1,200 and subjected it to various scientific tests. Earlier this year, the expert on Courbet, Jean Jacques Fernier, confirmed it to be part of the same canvas, authenticating it as L'Origine's top half. But a controversy still reigns and not everyone is convinced. This new-found top half is now supposedly worth £35 million.

Take another masterpiece, the 500-year-old Renaissance painting Mona Lisa by Leonardo Da Vinci. It's still steeped in mystery as nobody has discovered who the woman with the alluring smile was. But what's new is that the National Committee for Cultural Heritage in Italy has found that by magnifying high resolution images of Mona Lisa's eyes, letters and numbers can be seen. A microscope is required as the human eye cannot view them. Silvano Vinceti, President of the Committee said, "Da Vinci put a special emphasis on the Mona Lisa. We know .in the last years of his life he took the painting with him everywhere in a secure case. We also know that Da Vinci was very esoteric and used symbols in his work to give out



messages." In the right eye's black pupil, Leonardo da Vinci wrote LV, possibly his signature. In the left eye are unidentifiable symbols. This famous painting was featured in Dan Brown's bestseller *The Da Vinci Code*, which became a film starring Tom Hanks.

Brown had suggested that secret messages are hidden in *Mona Lisa*, a painting Da Vinci started in 1503 and completed just before his death in France in 1519. *Mona Lisa* was once stolen, twice vandalised; even a tea mug was thrown on it by a Russian woman who was refused French citizenship. That's how closely the world identifies *Mona Lisa* as the reference of France today.

So, my sub-25 Zapper friends, analytics can definitely land you a boring career where you make good money, but your imagination will be stifled. By bringing creativity into this traditional work, you will keep your mind and business vibrant. Those of you who want a creative arts career, learning from these masters will help you ideate differently. Because they have shown how art can impact and change society, even five centuries after they have gone.

**Source:** 22 September, 2013/ [Indian Express](#)

## NEWS

### Calcutta University worst Indian performer in global rankings

India's academic institutions have slipped down the rungs in global rankings but the university that once led the order of excellence at home has taken the worst tumble.

Calcutta University, the 157-year-old institution that counts Meghnad Saha, Bankim Chandra Chatterjee, Rajendra Prasad, Subhash Chandra Bose and Nirad C Chaudhuri among its alma mater, has dropped 100 places in world rankings to below 700. Not a single Indian university figured among the top 200 in the QS World University Rankings.

The ranks were given on four key parameters: research, teaching, employability and internationalization. The methodology has six indicators: academic reputation (40%), employer reputation (10%), and faculty-student ratio (20%), citations per faculty (20%), international students (5%) and international faculty (5%).

CU was among the worst performers in all parameters, showing its precipitous decline as a world-class institution. The ranking was a wakeup call for the Mamata Banerjee government, which has vowed to restore the state's academic institutions to their old glory. Education minister

Bratya Basu, however, said the parameters for rankings were not always applicable to Indian institutions.

#### IIMC among top 20 B-schools

Calcutta University's dismal performance has somewhat been mitigated with the Financial Times Global Rankings for Masters in Management programs putting IIM-Calcutta among the top 20 in the world. At 19th, the IIM-C is placed above the prestigious London School of Economics.

#### 'Didn't participate in rankings'

They award points on international faculty, students from abroad and number of Nobel laureates, which are obviously very few in Indian universities. CU is performing very well and has received accolades from all over the world. So, I don't see any reason to panic or fret," Basu said.

CU vice-chancellor Suranjan Das said the university didn't participate in the rankings. "They had asked for data but we didn't provide it to them. Some of the parameters included were not applicable for CU, like international faculty, international students, student-teacher ratio. We function under a different paradigm. On the other hand, the methodology for assessing excellence which should be applicable for India is the input-output ratio. What should be considered is the number of graduates we produce with the limited funds that are allocated to us. That our university has still got a rank despite the severe constraints is indeed commendable," said Das.

In 2012, the University of Kolkata - students of which included Nobel prize winners was ranked around 600 among the world's top colleges and universities. Pro VC (academics) of CU Dhrubajyoti Chattopadhyay termed the drop in rankings as 'unfortunate'. "While the other universities and institutes have made considerable progress, we have lagged behind. We have not been pro-active enough to stay ahead. This is a wake-up call for us and let's hope it ensures an all-out effort to turn things around," said Chattopadhyay.

The QS World University Rankings published last week featured 11 Indian institutions in the top 800 with the highest ranking going to IIT Delhi, placed 222 on the list.

Two other institutions made it to the top 300 - IIT Bombay (233) and IIT Kanpur (295). IIT Madras was ranked 313 while IIT Kharagpur stands at 346, the only Indian institute that has gained ranking from 349 in 2012.

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



## PM's scholarship scheme lands 82 Kashmiri students in 'fake college'

Over 80 students from Jammu and Kashmir, who were placed in the Cambridge College of Engineering in Punjab's Fatehgarh Sahib under the Prime Minister's Special Scholarship Scheme (PMSSS), raised their voice against the college that allegedly shut its doors on the BTech students. Also, it allegedly refused to return the original documents, including the migration and No Objection Certificate (NOC).

Around 5,000 such students from poor families in Jammu and Kashmir were placed with different higher education institutes of the country in 2012, under the Government of India's Human Resource Development (HRD) PMSSS scheme.

While education for the majority of them is going on smoothly, the careers of 82 students in Cambridge College of Engineering has been put on hold. As per the PMSSS scheme, the students were to pay Rs 25,000 each and the college would provide the tuition fees, boarding and lodging fees to the students who enrolled themselves in various professional and technical colleges, recognised by the government of India. In addition to this, books too would be provided for at the cost of the government. But the Cambridge students claim to have received none of the provisions. Instead, they say the college authorities asked them to pay Rs 1 lakh each.

The college at Isherhail, on the outskirts of Chandigarh on the Fatehgarh Sahib highway, was set up in 2010 and is affiliated to the Punjab Technical University (PTU), Jalandhar. Also, it is recognised by the All India Council for Technical Education (AICTE), New Delhi.

One of the students, Gulam Qadar Bhat said, "Many parents are fooled by the college as it came to Kashmir to show us colourful brochures. We sent 80 students to take admission in the fake college. We even checked the website which said a lot about the college. It is shocking how the college can be affiliated to the PTU, when basic infrastructure like professors and hostel facilities are not there."

Meanwhile, the vice-chancellor of PTU remained unavailable for comment.

Sumaiya Jahan, one of the students who came to Chandigarh with high hopes and aspirations to study in a college named 'Cambridge', said, "It was a cruel joke played by the college with our careers. We came here to fulfill our dreams of becoming an engineer but the college has almost killed our life.

If they are not going to return our original documents and the NOC, our careers will be locked and we will not be able to take admission else where."

A month ago, few of these students had visited PTU to meet the V-C regarding the issue, who had assured the students that the college had been given 15 days to return the original documents, including the migration certificates and the NOC. However, the 82 students are still waiting for their documents.

Another student Muzaffar Ahmed said, "The college was completely in ruins. We had only two classrooms and three teachers who taught us every subject. The teacher who was teaching us BAAA Mechanical Engineering also handled the small canteen. Except novels like Harry Potter, there was not a single book related to our subject. As per the brochure, the college campus had wi-fi, but there was no internet facility and teachers always told us to use Google when we asked questions in the class. Without teaching, they declared the first semester finished in just a month."

"After the second semester exams, there is a provision of institutional training but the teachers said the training would be conducted after the vacations. The co-ordinator in the college has not even given us our passwords to let us check our second semester results. Our friends and cousins, who are studying in other colleges, have entered into the third semester and we are still waiting for our results and admission," Ahmed added.

**Source:** 18 September, 2013/ [Indian Express](#)

## Tech Mahindra sets up engineering college with French university tie-up

With the turbulent past behind, Tech Mahindra is now looking at a novel way to build skilled workforce for the information technology and communication industry.

The Mahindra group company is going to start an engineering college soon with a view to promoting future needs of the technology industry.

Tech Mahindra's Executive Vice-Chairman Vineet Nayyar said the company has tied up with the 200-year-old French university École Centrale Paris to set up the institute. 'Mahindra Ecole Centrale' is the maiden venture of Mahindra Educational Institutions, a subsidiary of Tech Mahindra. This, however, is not to be restricted to technological studies only. There would be several other streams such as energy, infrastructure and humanities.



'Mahindra École Centrale' will be based on a modern and international academic programme that "blends basic scientific and technical education with contemporary industry practices", Nayyar said.

"Our integrated curriculum will develop students with the unique ability to adapt to global engineering challenges and new technologies that will shape our future and also to master the complexity of multinational organisations," he said.

The Mahindras have registered a separate arm under Tech Mahindra to take care of its diversification into higher education. The company has tied up with Jawaharlal Nehru Technological University (JNTU) for building curriculum that conforms to the norms the AICTE (All-India Council for Technical Education).

The JNTU would award the final degrees to the students. The campus would come up at the Bahadurpally site of the company where it has huge stretch of land.

Initially, the university would have some 300 seats. At a later phase, it would go up to 415 seats. "The students will get inter-disciplinary degrees in subjects such as energy, infrastructure, technology and communication," a senior executive of the company said.

Though almost all the major IT companies have their own training institutes and campuses, this is perhaps for the first time (excluding HCL's Shiv Nadar's initiative) that a top tier IT company setting up an engineering college.

After seeing the results, the company could even set up more such colleges in other cities as well. The company has long reduced its campus hiring. It has started 'just-in-time' hiring policy by spreading the word when it actually requires people.

**Source:** 20 September, 2013/ [The Hindu Business Line](#)

### **NLS & IIIT in Nagpur a step closer to realization**

City's dream of Nagpur of having National Law School (NLS) and Indian Institute of Information and Technology (IIIT) will get a push during forthcoming winter session of Maharashtra legislature in December. State minister for higher and technical education Rajesh Tope declared the government would be tabling proposals to set up the two institutions during the session.

"Both proposals are in final stages and we have already started groundwork. In fact, we asked the Nagpur collector to look out for suitable land and a couple of proposals have been received," the minister told TOI.

The cabinet has already cleared NLS for Mumbai and Aurangabad while Nagpur IIIT would be first one in Maharashtra, which has only three centrally-sponsored institutions in form of IIT in Mumbai, Mahatma Gandhi International Hindi University (MGIHU) in Wardha, and Indian Institute of Mass Communication (IIMC) in Amravati.

The minister informed that chief minister Prithviraj Chavan had signed the document for Nagpur NLS for discussing it in the cabinet meeting to be held on September 26. After getting cabinet nod, it would be tabled in the assembly for discussion. Joint director for higher education Dilip Patil also informed that he had asked the collector to look for the suitable land of at least 100 acres in or around the city.

Tope added IT major Tata Consultancy Services (TCS) had agreed to be the third partner along with the centre and state in the IIIT. The centre would be providing Rs100 crore, state Rs35 crore while Rs20 crore would be pumped in by TCS for setting up the institution. "After getting clearance from assembly and council, the proposals for both institutions would be dispatched to Union HRD ministry. We also plan to start all three law schools by 2014 and a new bill would be introduced to govern them, although those will run as per Central government's norms that make it mandatory to have a director and a Board of Governors," Tope asserted.

TOI is tracking the NLS issue and reported how uncertainty was created following demands from three cities - Mumbai, Aurangabad and Nagpur - to establish the schools. It was followed by CM Chavan's and deputy CM Ajit Pawar's promises to open three NLS in state. India has 14 such law schools with only one in every state.

TOI had also reported about HRD ministry's decision to set up IIIT taken during the 11th Five Year Plan (2007-12) to address the challenges faced by the Indian IT industry and growth of the domestic IT market. It contemplated setting up 20 IIITs on the private public partnership (PPP) in the country where the central and state along with the industry will be stakeholders.

Currently, Allahabad, Gwalior, Jabalpur, and Kancheepuram are having Centre-sponsored IIITs while three others in Hyderabad, Kerala and Bangalore are sponsored by the respective states on PPP models. Even National Association of



Software and Services Companies (NASSCOM) recommended of setting up such an institution in the state.

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

### Foreign varsities show no interest in India campus

Top 30 global universities, including Yale, Cambridge, MIT and Stanford, have not shown any interest in the government's renewed efforts to invite foreign universities to set up campuses in India.

While the union Human Resource Development (HRD) Ministry recently announced that it is set to open doors to 400 top foreign universities by registering them as companies under Section 25 of the Companies Act, 1956, the move hardly seems to have enthused global academic leaders.

Cambridge University vice-chancellor Professor Leszek Borysiewicz said while the UGC (Establishment and Operation of Campuses of Foreign Educational Institutions) Rules was "an interesting development which marks a growing trend towards trans-national education", the university preferred "collaboration" over "competition".

"Our own approach to global partnerships is that there is such quality, excellence and potential in the Indian higher education sector that Cambridge wishes to collaborate rather than compete, to be a partner rather than a rival. We already have multiple research collaborations in place with institutions such as JNU, the Public Health Foundation of India (PHFI), IIT-Bombay and IISC-Bangalore and many others. We are looking to increase these and to promote two-way exchanges of students and faculty to mutual benefit," the vice-chancellor said over e-mail.

Yale, on the other hand, said categorically that it has no plans for a physical presence in India. "The changes in India's policies regarding foreign education providers and the awarding of foreign degrees in India have no impact on Yale. Yale University has no plans nor is it considering plans to establish an overseas campus in India or anywhere else in the world. The only campus at which a student can earn a Yale degree is in New Haven," George Joseph, director for international relations and leadership programmes in Yale's Office of International Affairs, said over e-mail.

Stanford University echoed the same line, adding that they have taken an "institutional decision" to

not set up a campus anywhere else and have accordingly not even evaluated the Indian proposal.

"At this time, Stanford University does not intend to open any additional campuses within the US or abroad, in India or elsewhere. This is an institutional decision and not related to any actions taken by the Indian government," Lisa Lapin, associate vice-president, University Communications, Stanford University, explained.

Like Cambridge, MIT (the Massachusetts Institute of Technology) said that they preferred partnership instead. "MIT's approach to international engagement is based on collaboration and local capacity building, so this policy does not change how we work with our colleagues, friends and alumni in India. Because we prefer the partnership model, we do not establish branch campuses that would operate independently," MIT vice-president Claude Canizares said.

President of the California Institute of Technology (Caltech) simply e-mailed back saying "Caltech will not be able to participate".

Similar sentiments were echoed by almost all universities contacted. Johns Hopkins University said that while it does have a number of research projects active in India, particularly in public health, they have no plans to establish a campus in the country.

University of Toronto emphasised its interest in developing relationships with Indian institutions. Northwestern University's President Morton Schapiro's office said that while the development was "very interesting" and they were interested in educational opportunities in India, more information would be needed to ascertain what this will actually mean.

While Duke University is said to have earlier evinced interest in setting up a campus in India, it seems to have dropped all such plans now. "Duke University has a longstanding interest in India, and indeed we have a number of programmes and partnerships in areas such as business, medicine, the environment and gifted and talented youth education, but we have no plans to establish a campus or university in the country," Mike Schoenfeld, vice-president for Public Affairs and Government Relations, Duke University, shared in an emailed response.

The University of Edinburgh said it has "no plans at this time to open a campus in India or elsewhere in the world. We do welcome any moves to increase cooperation between universities in the UK and India".





The University of Bristol, on the other hand, offered some consolation, terming the Indian government's move "an encouraging sign" that they will be monitoring closely.

Drawing foreign universities to India has been a dream project of the UPA government. It has been working on it for eight-nine years, through three HRD ministers, but without much luck.

The much-debated Foreign Education Providers Bill has gone through UPA 1 and UPA 2 without clearing Parliament. The Pallam Raju-led HRD Ministry has been making efforts over the past few months to find non-legislative routes to facilitate entry and collaboration with foreign varsities.

**Source:** 22 September, 2013/ [Indian Express](#)

### Higher education reforms ready for roll-out

HRD ministry proposes to spend Rs.99,000 crore as part of the scheme over the 12th, 13th Plan periods

A marquee education scheme that aims to reform India's higher education system, enhance enrolment and substantially change the funding pattern to higher education institutions in states is poised to be introduced after the finance ministry signed off on its funding.

The initial approval of Rs.25,000 crore for the programme comes after the human resource development (HRD) ministry agreed to rework some of the objectives in line with the recommendations made by the finance ministry. The HRD ministry will now approach the cabinet for approval to implement the project in the current fiscal year.

"They asked us to make some changes," said [Ashok Thakur](#), higher education secretary. "But they have approved the initial financial requirement."

The ministry proposes to spend Rs.99,000 crore as part of the scheme over the 12th Plan (2012-17) and 13th Plan (2017-22) periods.

The new programme called Rashtriya Uchchar Shiksha Abhiyan, aims to limit the number of colleges affiliated to a university, set up more universities, route funding through state governments to institutions, make universities more accountable, and get states to commit to spend more on higher education institutions.

The scheme was initially proposed in 2012 by then HRD minister [Kapil Sibal](#). In July, it received a thumbs up from a parliamentary consultative committee.

A finance ministry official speaking on condition of anonymity said the expenditure finance committee has in principle approved the programme with a few riders.

"We have basically told them to focus on the quality of the institutions rather than just creating new infrastructure. Emphasis should be on student needs such as laboratories and training faculties rather than just building offices and classrooms," he said.

Thakur said that the finance ministry has sought a rethink on creating new universities, enhancing the focus on quality of education imparted, institutions that will receive funding under the new scheme, and better outcomes. "More than physical infrastructure, the focus should be on quality of teaching and learning," he said. "We will move the cabinet soon."

The HRD ministry believes that enrolment in India's higher education institutions is too low and needs to be increased from the current 19-30% in the next seven years so as to create a bigger pool of qualified professionals to fulfil the needs of a growing economy.

For this target to be achieved, the ministry was thinking of setting up dozens of new universities and increase the capacity of existing institutions.

It also sought to change the way such institutions are funded.

According to Thakur, the University Grants Commission currently funds less than 40% of the total number of higher education institutions in the country and the bulk of this allocation goes to those run by the central government.

"If you look at the figures, almost 95% of the higher education institutions are under the purview of the states and the rest are under the central government, but it's the central government institutions that get bulk of the funding. Through this new scheme, we are trying to change that. More funds to states will lead to better infrastructure, teaching and research (in the institutions run by them)," Thakur said.

As part of the scheme, the funding to institutions in the states will be performance-linked with up to 90% of it coming from the central government.

Each state government will be required to set up a higher education council that will channel funds from the central government to colleges and universities unlike the current system where the money directly goes to a college.

"States will monitor the fund flow and will commit that their higher education spending will not shrink





year after year. States have to spend at least 4% of the state GDP (gross domestic product) on higher education," said Thakur.

The scheme emphasizes reforms in the state higher education system by facilitating the creation of a structure for planning and monitoring institutions at the state level. It will help promote autonomy in state universities and improve governance in the institutions, said another ministry official who also spoke on condition of anonymity.

The scheme will also limit the number of colleges affiliated to a university to 200, to improve governance. Some of the universities currently have a large number of colleges under them; for instance, Osmania University in Andhra Pradesh has more than 900 colleges affiliated to it.

[Parthasarathi .K](#), education minister of Andhra Pradesh, said he sees a lot of merit in the scheme and that it will benefit educational institutes at the state level.

Narayanan Ramaswamy, partner (education practice) at audit and consulting firm KPMG said the decision to focus on "existing institutions" was "good for the sector".

"There will be some leakages in the state level, but that does not mean we should stop funding institutions to improve them. What it (the central government) needs (to do) is attach a strict accountability clause along with funding," he added.

Ramaswamy said it was important that the central and state governments make the higher education space attractive for private institutions.

**Source:** 24 September, 2013/ [Live Mint](#)

### **UGC move to allow foreign universities to set up in India worth cheering**

Last week marked an important turning point for higher education in India. At the Chief Learning Officers Summit in Mumbai, we heard clearly from corporate India's leading human resources managers about the need to boost the scale and quality of talent it is producing.

Additionally, the University Grants Commission of India announced that foreign universities would be allowed to set up in India. This opens up huge opportunities for the world's greatest and most influential universities to bring a broad set of programs to the Indian market. There will be some restrictions, such as the ridiculous notion that only universities ranked (by a random third party) in the

top 500 globally can enter, and that they must be non-profit in stature.

**Source:** 24 September, 2013/ [Economic Times](#)

### **Government keen to extend Edu Sat programme**

The Department of Higher Education is keen on extending Edu Sat programme to all the technical education institutions across the state.

Higher Education Minister R V Deshpande announced this at a foundation stone-laying ceremony organised by the Department of Technical Education here on Tuesday.

"To overcome the problem of faculty shortage, we have implemented Edu Sat programme at 32 government polytechnics and decided to extend the same to all the 81 government polytechnics across the state," said Deshpande.

The Technical Education Department has initiated the process of constructing hostel within the SJ Polytechnic for girl students studying at five government polytechnics in the city. The project is supported by Central Ministry of Human Resource Development.

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

### **Infosys shows interest in education sector e-governance project**

As many as 16 major software development companies, including Infosys, have come forward to carry out a comprehensive e-governance project mooted by Kerala higher education department for improving the service delivery and transparency in governance of universities, collegiate education department and technical education department in the state.

The e-governance initiative has been mooted with an aim to provide faster delivery of services to all stakeholders in higher education sector.

Among other features, the e-governance project for universities also envisages an exclusive student portal, multiple channels to access services from university, simplified process for submitting various applications and tracking the same, e-payment facility for remitting various fees, simplified process for accessing general services such as requests for certificates, verifications, etc., simplified process for registering grievances against university services and simplified access for viewing academic data.

According to sources in higher education department, the government plans to finalise the software development agency for the e-governance programme before December-end.



"A sum of Rs 20 crore has been set aside in the state plan fund for e-governance initiatives to be carried out in five universities in the state. The higher education department would be the nodal agency to select a firm competent for establishing the e-governance system. While the e-governance platform would be the same for all universities, there will be provisions for custom-made changes as per the requirement of each university," higher education department additional secretary S Ajikumaran said.

While the money for development of e-governance platform for the universities would be met from the plan fund, the department of collegiate education and technical education would get separate funding from the state government for establishing the e-governance system.

A pre-bid meeting of software firms interested to participate in establishing the e-governance platform was held here on Monday. Apart from the five universities -- Kerala University, Mahatma Gandhi University, Cochin University of Science and Technology (Cusat), Calicut University and Kannur University -- 41 government colleges in the state would also benefit from the proposed network of e-governance platform.

Since many universities and colleges have already established some e-governance initiatives on their own, the comprehensive e-governance solution would convert all such systems in place into common modules and integrate existing data and solutions with the new system being rolled out.

Thiruvananthapuram: As many as 16 major software development companies, including Infosys has come forward to carry out a comprehensive e-governance project mooted by Kerala Higher Education department for improving the service delivery and transparency of governance in universities, collegiate education department and technical education department in the state.

The e-governance initiative has been mooted with an aim to provide faster delivery of services to all stake holders in higher education sector.

Among other features, the e-governance project for universities also envisages an exclusive student portal, multiple channels to access services from University, simplified process for submitting various applications and tracking of the same, e-Payment facility for remitting various fees, simplified process for accessing general services such as requests for certificates, verifications, etc., simplified process for registering grievances against University services and simplified access to view academic data.

According to sources in higher education department, the government plans to finalise the software development agency for the e-governance programme before the end of December, 2013. Rs 20 crore has been set aside in the state plan fund for e-governance initiatives to be carried out in five universities in the state. The higher education department would work as a nodal agency for selection of a firm competent for establishing the e-governance system. While the e-governance platform would be the same for all universities, there will be provisions for custom made changes as per the requirement of each university", Higher education department additional secretary S Ajikumaran said.

**Source:** 27 September, 2013/ [The Times of India](#)

### Training for blind girls soon

Bihar Education Project Council (BEPC) on Friday announced that it will arrange residential training for visually disabled girl students. The training programme will commence from October 2.

As a pilot project, BEPC had earlier conducted a residential training programme for such girls at the Kasturba Gandhi Balika Vidyalaya (KGBV), Jehanabad. It proved to be a grand success, said state programme officer, BEPC, AK Saha.

State project director, BEPC, Rahul Singh said BEPC is working hard to impart training in Braille script to the visually disabled children.

"We are chalking out a comprehensive plan to support schools across the state to develop infrastructure for bringing these children into the mainstream of Indian educational system," he added.

The state education department aims at upgrading the basic infrastructure of at least one KGBV in each district and implementing the special training modules prepared for visually disabled children, said principal secretary, education department, Amarjeet Sinha. Bihar is perhaps the only state in India to spend more than 25% of its total expenditure on education, he added.

BEPC on Friday organized a daylong national seminar on 'Evolving effective strategies for educational rehabilitation of visually impaired children' in the state capital, which was attended by professors and district programme officers of BEPC.

As per the data shared by BEPC, there are 380 resource teachers available in the state to train over 32,000 visually disabled children in the age group of 6 to 14.

**Source:** 28 September, 2013/ [The Times of India](#)

**'Mini MBA' for future managers**

For those starting a career in management, Swaminathan, founder of MyBsSchool.com and Thinkbig.edu ventures briefed about a new concept called 'mini MBA' at a press conference here recently.

"Higher education today is a necessity. And in such an age, many young professionals in India are finding it difficult to avail mainstream education on a full time basis.

What we are providing is an alternative that is equally effective," says Swaminathan.

Swaminathan, who is an alumni of IIM Bangalore, has been part of many firms which have over the past decade propagated online based distance education in India.

The USP of Thinkbig, according to Swaminathan, is that while most youngsters opt for the top B school degrees, they do not want to spend the time and money needed for it.

However, if they opt for distance education they do not get the same quality and training. At Thinkbig, one can not only get quality education but also get the flexibility of a distance program.

Talking about the concept of distance education, Swami says, "Harvard, Stanford and MIT have their own online global distance education programmes and have a funding of about 100 million dollars.

But we are not trying to compete with them. We are competing with the Annamalai Universities and IGNOUs.

While their coaching is not very inclusive and intensive, our training tailors rigour with flexibility."

Thinkbig has partnered with IIM Ranchi for content development and with the Madras Management Association (MMA) for the degree, thus helping acquire both a value based content and a quality certificate.

Swami says, "We also offer mini MBA programmes in a variety of fields such as supply chain management, training and HR."

He further adds, "We have successfully cracked the revenue problem which several online education institutes face.

While the content for the education is free, the members need to pay only if they need a certificate from us through MMA."

**Source:** 30 September, 2013/ [The New Indian Express](#)

**ANALYSIS/OPINION/INNOVATIVE PRACTICE****Upshot of Proposal to Allow Foreign Varsities Critical to India's Education Sector Outlook Revision - India Ratings**

India Ratings & Research (Ind-Ra) expects the Indian education sector to witness a positive action in the long term with the entry of foreign universities (FUs) in the country. This has recently been put forth as a proposal by the Ministry of Human Resource Development. Ind-Ra had outlined in its 2013 Outlook: Indian Education Sector Report that allowing FUs to open campuses on a standalone basis will be a key element for revising the Outlook on the education sector to positive. However, the agency would monitor the impact and developments in this space before taking any action.

Ind-Ra expects competition to intensify, albeit not in the short term. Nearly 0.2 million students travel abroad annually to benefit from foreign education. These students could be a potential target group for FUs. Some students preferring top Indian institutes may also opt for FUs' courses depending on brand, course fee and other incentives.

Ind-Ra believes that the government of India (GoI), to counter the current account deficit, has allowed FUs entry into India in line with similar measures in other sectors to open foreign direct investment floodgates. Instead of passing the Foreign Education Providers' Bill 2010 in the Parliament, GoI took an alternate arrow from the quiver - through the powers bestowed on University Grants Commission Act - to allow FUs into India.

Ind-Ra believes that proposed stipulations for FUs to set up shop in India will not only let pre-eminent universities to enter but also instil confidence to stakeholders about their quality. The proposed rules stipulate that FUs with minimum 20 years of operational track record and international or local accreditation will only be eligible for operations in India. FUs should also figure in the list of top 400 universities of the world compiled by Times Higher Education, Quacquarelli Symonds or the Academic Ranking of World Universities by Shanghai Jiao Tong University.

The existing norms allow the creation of educational institutes only as 'not-for-profit' entities. The FU proposal retains this clause and permits FUs to operate under the Section 25 of Companies Act, thereby prohibiting profits repatriation. This may dampen some FUs from opening campuses.

FUs could encounter infrastructural challenges particularly land at economical rates and at

strategic locations. However, other factors like large market, demographic advantage and low cost of providing other facilities will be lucrative.

Ind-Ra believes that various conditions set out in the proposal will not deter FUs from opening a campus. Many FUs may find India an attractive destination due to strong market potential. FUs will have to invest minimum INR250m before setting up a campus as against the earlier proposal of INR500m. The degrees conferred by FUs will be foreign degrees and students are required to obtain an equivalence certificate from Association of Indian Universities.

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

### Foreign invasion

The Foreign Educational Institutions (Regulation of Entry and Operations) Bill, if passed by Parliament, would have paved the way for foreign universities to enter India. The human resource development (HRD) ministry has, however, found a short-cut. It has sent proposals to the Department of Industrial Policy and Promotion and the Department of Economic Affairs to permit foreign universities to open their campuses in the country.

Foreign Educational Institutions (FEIs) can set up campuses in India once they have been notified as Foreign Education Providers by the University Grants Commission.

The FEIs should be ranked among the world's top 400 universities as per the ranking published by Times Higher Education, Quacquarelli Symonds (QS) or the Academic Ranking of World Universities by Shanghai Jiao Tong University. So now, will the FEIs actually turn up?

According to Philip G Altbach, research professor and director, Centre for International Higher Education, Boston College, "I don't think there will be a major move by foreign universities to come to India. The preferred mode of operation now seems to be partnering with Indian institutions on various kinds of collaborations, including joint degrees, research, and the like. This is actually a better idea than branch campuses. There is less investment needed by the foreign institution and the Indian partners have more control over what happens."

As per the HRD ministry's proposal, these universities should be not-for-profit legal entities and should have been in existence for at least 20 years. Accreditation is also a must. Moreover, they can only set up campuses as non-profit companies governed by the Companies Act.

Some of the biggest factors that will contribute to attracting foreign players to India, says Altbach, is a huge and somewhat underserved market of students. "Some foreign universities may want a beachhead in India for research programmes, collaboration, and the like. Some may want to make money — but that would be difficult under the conditions placed by the Indian authorities — I think that placing conditions on profit-making is a good thing," he adds.

Commenting on the proposal, Abhijit Banerjee, Ford Foundation International professor of economics at the Massachusetts Institute of Technology, says, "It depends a lot on other policies that the government may or may not enact. Right now, the best Indian higher education is in the public sector. It is incredibly scarce and heavily rationed but very cheap for those who get in. For a bright child from a low income background, it is the best shot he or she has, albeit a long shot. The entry of these new universities will make it even harder for these public universities to hold on to their best faculty members. To counter that, the UGC needs to allow merit pay so that they can compete on salary to hold on to their best faculty. Otherwise, the public system may get decimated."

Banerjee says it's important to open up opportunities in these new varsities to low income households especially, "if we think that the public system will be weakened by their entry. They should be required to admit, say 50%, of the class on merit rather than based on ability to pay. These merit students should be chosen on the basis of a competitive exam and the fees for them should be on a sliding scale based on family income," he adds.

Says Rahul Choudaha, director of research and strategic development at World Education Services — a New-York based non-profit specialising in international education, "The intention of attracting foreign universities is laudable, however, the execution remains questionable. It is important to ensure that quality institutions are allowed in India. Some expectations like deposit of `25 crore and ranking of top 400 are still impractical."

We are looking to increase multiple research collaborations with India and to promote two-way exchanges of students and faculty for mutual benefit ---- Leszek Borysiewicz, vice chancellor, University of Cambridge

India is an exceptional location for universities to offer courses. However, we do not have plans to build brick-and-mortar facilities in India at this time



---- Garth Saloner, dean, Stanford Graduate School of Business, Stanford University

**Source:** 17 September, 2013/ [Hindustan Times](#)

### 'Research in India yet to make impact'

National Board of Accreditation (NBA) member-secretary D K Paliwala said on Thursday that it will take at least 10-15 years for research in Indian educational institutions to make a global impact and find space in the top 100 or 200 in the world.

Addressing a press conference to announce NBA's first regional centre that will come up at the regional campus of Visvesvaraya Technological University (VTU) in Nagarabhavi, Paliwala said, "We make tall claims about research in our institutions. But where is the depth and impact? We take pride in calling ourselves an IT powerhouse, but is there a single global product that has been developed based on Indian research? We are not training students to innovate as we are still stuck in the notes culture," Paliwala said.

Established in 1987, the NBA undertakes periodic evaluation of institutions and programmes to ensure quality and relevance of technical education.

"We have a new methodology known as outcome-based accreditation. Under this, we emphasise employability of our graduates. We evaluate programmes based on how employable they make students," he said.

The NBA's first regional centre will cater to Karnataka, Kerala, Maharashtra and Tamil Nadu. It will be inaugurated on Saturday by Union HRD Minister M M Pallam Raju.

**Source:** 20 September, 2013/ [New Indian Express](#)]

### For Indian academics, foreign varsities' entry means strong tie-ups, sharper research & the best of global faculty

The government's recent move to allow foreign universities to establish campuses in India is seen facilitating collaborative research and opening up the domestic academic environment to the latest pedagogies and curriculum of the West even as global varsities learn more about a major emerging market economy.

The move could benefit millions of meritorious students who are rejected from the system due to the lack of seats in colleges. Ivy league institutes, which have ruled out any immediate intention of opening campus here, will continue to enhance their research tie-ups with local institutes and

forge new forms of collaborations. Some tier-2 institutes could also make an entry.

"Existing relationships rely mostly on institutional initiative and faculty-to-faculty collaboration. Having these world-class institutions in India will give a boost to high-quality research being done in the country," says Ajit Rangnekar, dean, Indian School of Business. Once the foreign universities are here, more collaboration will take place on varied fronts and Indian institutions will benefit from some of the modern pedagogic styles of these institutions, he says. Moreover, there will be better opportunities for the Indian talent pool in terms of faculty and educational experts.

Several of India's top management and engineering institutes, including the Indian Institute of Technology (IITs), Indian Institute of Management (IIMs) and Indian School of Business, already have various tie-ups with global varsities through faculty, student exchange and research. The government's move will further strengthen those associations and lead to exploring new tie-ups.

IIT Delhi, for the first time ever, is likely to offer a joint degree programme with Toyo University of Japan. The institute currently has research partnerships with Toyo University in bio nano. "Some other universities have also expressed interest and we are trying to look at various ways to collaborate," says Anurag Sharma, dean-academics at IIT Delhi. Research collaboration would be a key area once some of the global institutes register their physical presence here, says Suneet Tuli, dean-research and development.

IIT Madras, which already has a joint doctoral programme with the National University of Singapore (NUS), is in the process of forming similar associations with University of Passau, Germany, Michigan State University, and NTHU Taiwan. These tie-ups to offer joint doctoral degrees include faculty collaboration, coaching, serving on each others' doctoral committee, etc. The value of co-existence lies more in research and other forms of collaboration, says R Nagarajan, dean - international and alumni relations at IIT Madras.

Last week, the government opened the doors for top foreign universities to set up campuses in India and award degrees, giving Indian students the opportunity to study in global institutions without leaving home or spending a fortune. The move has been welcomed by Indian institutes, academicians, and industry leaders. Among several associations with global institutes, IITB and Monash University in Australia have a tie-up in the form of the IITB-





Monash Research Academy, where students are doing doctoral research.

"IIT Bombay's associations with international universities are primarily focused on postgraduate education and research. There may not be immediate opportunities for such interactions while these universities are starting up here. However, in the longer-term, we may seek collaborations in areas of mutual interest," says Prof Devang Khakhar, director, IIT Bombay. The vice-chancellor of the University of Cambridge is in India to explore research partnerships with Indian institutes, academia and industry. The university is working with IIT-Bombay, among others in India, in the field of nanoscience and nano-technology. "We are looking for serious partnerships with Indian institutions based on excellence. Our focus will be on research and deep collaboration to jointly tackle some of the world's recent problems," says Prof Sir Leszek Borysiewicz, vicechancellor, University of Cambridge. This is also an opportunity for top institutes to showcase their research. "IIMs will get the opportunity to showcase their academic professionalism and research," says Prof S Raghunath, dean administration, IIM-B.

**Source:** 20 September, 2013/

### The word and the world

Children do learn better in their home language. This is not a verdict on English.

Since the early 19th century, questions surrounding language have occupied a rather uncomfortable place in the formal system of Indian education. While the knowledge of English was unmistakably part of the making of modern Indian education, its relationship with vernacular languages was a source of anxiety. Education policy in the early post-Independence years struggled with the challenge of balancing language and learning. How do we introduce students to multiple language-worlds, in all their richness and complexities? How do we teach them an appreciation of different knowledge systems? How do we teach different scripts? Some of these questions were addressed by the three-language formula, where regional and official languages were introduced in schools at different points.

Several decades of language education policy and multilingual education later, the question of language continues to be unsettling and unresolved, for many reasons. The recently approved National Early Childhood Care and Education (ECCE) policy is a case in point. The proposal, drafted by the women and child development ministry, includes an overarching

framework for early childhood education: regulation of playschools; infrastructure and sanitation norms; child-teacher ratio; better monitoring practices and curricular strategies. The section on the inclusion of the mother tongue or home language and local vernaculars has predictably aroused animated reactions. The inclusion of home or local languages in preschool is a step in the right direction, for educational as well as social reasons.

To begin with, it is an obvious and overstated fact that young children learn better when they understand the language of instruction. Equally important is the fact that children begin to respond to the world around them through their home languages even before they enter preschool and can go on to complex conceptual learning in these languages. Early childhood education focuses on developing the following domains: cognitive, physical, emotional, social. It also stresses on non-cognitive domains like motivation and curiosity. Evidence-based studies on early childhood and research in educational psychology and cognition suggest that exposure to multiple languages can facilitate early development.

Importantly, early childhood education revolves around activities, discoveries, plays, stories and songs that go on to construct learning and meaning for the young child. Emergent literacies — ways to listen, see, play, respond and participate in one's close surroundings — prepares the young ones for what comes later in school, reading and writing. Given the interactive nature of early learning, home languages and local vernaculars would be excellent resources to introduce the child to the rhymes, rhythms and stories of a world that she inhabits. With the inclusion of mother tongues and local vernaculars in preschools, many neighbourhoods and localities, with their different stories, will enter the realm of school.

According to the 2011 census, India has 158.7 million children in the age group of 0-6 years. Strengthening anganwadis and non-formal early education would be essential to improve the overall quality of education. Quality early education would also be the foundation for the realisation of the Right of Children to Free and Compulsory Education Act (RTE). A large percentage of children drop out and experience learning difficulties because they do not have the opportunity to learn in their home language. Its inclusion in the early years, along with English and other languages, would enhance their school experience.

The questions of medium of instruction, language choice and education often mirror the social relations of domination as well as the aspirations



that have been associated with formal education. For decades, Adivasi students have gone to school only to find the silence and invisibility of their languages. If the responses to the recent textbooks in Santhali, Gondi and Kok Barok are any indication, Adivasi children want to see their languages in school. The development of local languages as languages of knowledge production and dissemination will be crucial in democratising our education. But this development needs to occur keeping in mind the current material conditions and symbolic expectations of education.

Despite the constitutional guarantee (Article 350A), demands by minority language rights groups and growing research on education, learning in the mother tongue or home language has not become part of the mainstream. The language debate would be more productive if it were not framed within the binaries of either-or. The proposal to introduce mother tongues or home languages is not against English, and should not be taken to be so.

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

### **Schools to higher education, quality balance is the key**

The complexities inherent within the Indian education system often appear too complex for a precise comprehension. Currently, the clamour for quality has been accentuated prominently as none of India's universities or higher professional institutions figure in the list of global top 200. Why do our prestigious institutions lag behind? Is it ignorance, lack of vision, inadequacy of resources or the work culture? Our young people made a great mark in NASA and Silicon Valley. Why can't our academics and scholars raise the levels of institutions like Delhi University (DU), JNU, IITs, IIMs and the like? These are the favourite few that suffer no financial crunch, get enough opportunities for international interactions and are not restricted in launching research projects and innovations. Best of the academics and scholars wish to work there. A select few, 'who think alike', from among these usually dominate government committees and commissions that advise and formulate policies and programmes. It hurts when one finds these institutions wasting energy and talent in frivolities. DU was in limelight for the conflict between academics and the Vice-Chancellor on the introduction of the four-year programme. JNU students were wasting talent in organising a Beef Mela. The way politicians manage the students' union elections sets the example for the country. In such a climate, where is the time for deliberations on quality?

In higher professional institutions, the situation has been allowed to deteriorate over the last decade. It is estimated that IITs working at 40 per cent staff shortage may take another 10 years to come to a normal teacher:student ratio. It would be too naïve to expect IIT-Roorkee, with 360 vacancies out of the 753 sanctioned academic positions and performing their assigned tasks with a staff:student ratio of 1:20 instead of the stipulated 1:10, to achieve miracles in quality improvement of its products or conduct high-level research and innovations.

The other factor that has led to quality deterioration is the failure of national-level regulatory bodies which have permitted mushrooming of institutions awarding MBA, engineering and teacher education degrees. This could be ascribed to poor appreciation of 'autonomy' in the MHRD coupled with blatant political interference. It is the MHRD that selects and makes appointments to the top positions in most of the regulatory bodies. When politics dominates considerations of merit, institutions suffer.

Quality of higher education is linked to the quality of school education. The talent pool is widened when the school pays sufficient attention to learning preferences and interests of the learner, augments these and provides avenues to upgrade it. Most of the schools suffer chronic teacher shortages, and the presence of under-qualified and even untrained para-teachers. It is futile to expect them to pay attention to individual preferences in learning or provide remedial learning. The concept of continuous and comprehensive evaluation, trumpeted by Kapil Sibal, becomes a farce when one teacher has to handle a class of 50-100 students. Most government schools in rural and remote areas suffer from this malaise. For decades, the system has ignored the criticality of teacher's presence at every stage of learning. The prime requirement is to prepare competent and willing-to-perform teachers. The education system could not evolve foolproof method of teacher recruitment. It became a playfield for politicians. One of the former chief ministers is in jail because of the fraud committed in teacher recruitment. The Teacher Eligibility Test, apart from poor results, is now known for scandals. The environment for quality improvement is certainly depressing and requires Herculean efforts to cleanse it.

Massive recruitment drive for school teachers, and also in higher education, followed by intensive in-service orientation is the key reform. Every educational institution deserves its head on sole



considerations of merit. Will politicians agree, and allow?

**Source:** 29 September, 2013/ [The New Indian Express](#)

## RESOURCE

### Passion for pedagogy

Teach For India helps bring quality education to under-resourced schools with its army of bright and motivated fellows

Abhishek Asthana, a former consultant in a multinational firm, was all set to prove his mettle in the corporate world after graduating from a prestigious college in Delhi University. While working in the MNC, he volunteered at Umeed — a shelter for orphaned children.

“I was surprised by the response from the children and the changes I witnessed in them in a matter of few weeks. One of them even got selected for an interschool Mathematics competition. This made me think of the impact I could possibly make if I devoted myself full time to such a cause,” said Abhishek. Realising his passion lies in teaching, he took the first opportunity to exercise his talents in the classroom as a Teach For India fellow.

There are many like Abhishek, who leave their well-paying jobs or don't take up jobs after graduation, in order to become Teach For India fellows. Neil Maheshwari taught English briefly at a neighbouring municipal school while pursuing his undergraduate studies. He decided to continue with the profession and enrolled for the fellowship programme to formally teach at under-resourced schools.

Initiated in 2009 with 87 fellows in 33 schools across Mumbai and Pune, Teach For India currently has 730 fellows teaching around 23,000 children across five cities and plans to expand to eight cities by 2015-16. The model is an adaptation of the global education movement Teach For All, which with the help of McKinsey & Company conducted a study for the feasibility setting up the model in India. The campaign kicked off with its initial funding from Michael and Susan Dell Foundation.

Shaheen Mistri, CEO and founder of Teach For India, did not believe the common refrain that graduates from top colleges would never dream of teaching instead of taking up plum job offers. She was sure that the programme would be a success. “Just a few weeks into our first year recruiting cycle, we realised that many of India's smartest, most driven people wanted to do this. In our first year, we got nearly 2,000 applications and through

a rigorous selection process, we selected our first cohort of 87 fellows,” said Shaheen.

The fellowship programme is also known to attract passionate Indians from around the globe. Kimberly Fernandes, who grew up in the U.S., first learnt about Teach For India through Teach For America. “During my junior year, [I] came to know about Teach For America and the work they do. I thought it was a great concept, but wanted to be able to do the same in India and luckily enough, there was Teach For India too. I thought this was a great opportunity because it would allow me to teach even though I had not earned a degree in education,” said Kimberly, who is currently pursuing higher studies and plans to work in the Indian education sector.

Many fellows faced challenges of cultural differences in the schools. “My students used to cringe when I raised my hand to high-five them; they thought I was going to hit them... It's taken me a year to convince parents that their children can and will achieve - that each and every one of them will go to college. It took me three months to realise that Sunil [one of the students] hadn't absorbed a word I was saying because he didn't know alphabets or numbers,” recounted Neil.

Several fellows, during their initial encounters, realise that the children lag more than one to two years behind. Bridging the gap takes up the majority of the first year's time. Many fellows have successfully reported higher attendance rates, improvements in reading, writing, mathematical and other academic skills by the end of the first year.

The program is currently inviting applications for the next fellowship batch.

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

### Indian students make for second largest chunk in online education

More than a year after Harvard University and Massachusetts Institute of Technology launched edX, their massive online education initiative, India has shown the second highest number of enrolments with more than 150,000 students from the country taking various courses on the online platform. Of the 1.2 million students on edX from all countries, 30% are from the US while 13% are from India.

EdX offers MOOCs or massive online open courses and interactive online classes in subjects including law, history, science, engineering, business, social sciences, computer science, public health and artificial intelligence. At present, there are 70 courses on edX.



“Engineering courses were in high demand initially and then subjects in public health became very popular with Indian students,” said Anant Agarwal, president, edX, and added that the courses that can be taken online now were available earlier only in the brick-and-mortar mode.

While close to 30% Indian students opt for courses in circuits and electronics, 21% are going for subjects related to computer graphics and a similar number for courses in artificial intelligence.

EdX is based in Cambridge, Massachusetts, and is governed by MIT and Harvard. The two institutes had pumped in \$60 million into the platform last year. EdX courses are open to everyone and are free of cost.

In June this year, IIT Bombay became an edX partner and Agarwal added that the platform will now tap into corporates to get more funds.

“EdX recently welcomed IIT Bombay to our X consortium. Joining the X consortium enables IIT Bombay to develop next-generation online and blended learning courses, as well as fill a specific professional development need in India: Training engineering teachers,” said Agarwal.

With approximately 5,000 engineering colleges in the country and student enrolment in these colleges now over 1.25 million, IIT Bombay will use edX’s open source platform to increase the number of qualified and experienced engineering educators in India and beyond.

On completing a course which includes taking online exams, participants receive a certificate of achievement which certifies that one has fully participated in an edX course made available through one of its institutions.

“Today, the certificates of achievement are free. This may change in the future to help cover our costs. Going ahead, the certificate might be charged but the course will continue to be free,” Agarwal said.

**Source:** 23 September, 2013/ [The Financial 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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