



## 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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## Partnership

Dear Partners,

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

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

## Editor

### **[Dr. Mithilesh Kumar Singh](#)**

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## ASPECT

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

The complexities inherent within the Indian education system often appear too complex for 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 the 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 interaction and are not restricted in launching research projects and innovations. The best of 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 the 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 innovation.

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.

The quality of higher education is linked to the quality of school education. The talent pool is widened when the school pays sufficient attention to the learning preferences and interests of the learner, augments these and provides avenues to upgrade them. Most schools suffer chronic teacher shortage, 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 a foolproof method of teacher recruitment. It became a playfield for politicians. One former chief minister 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.

A 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:** 04 October, 2013/ [The New Indian Express](#)

## NEWS

### Pallam Raju: India aiming to achieve 25% skilled workforce through vocational education by 2017

"India is aiming to increase the percentage of the workforce which has received formal skills through vocational education and training from 12% at present to 25% by 2017." This was stated by Minister for Human Resource Development M M Pallam Raju while inaugurating the National Workshop on 'Skilling India for the Next Decade through NVEQF' in Delhi on Monday.



In order to achieve this target, Raju said: "Public-Private Partnership in financing, service delivery and provision of workspaces and training of trainers must be promoted to meet the demand and supply gap in the field of skill development." There is a need to establish an institutional mechanism for providing access to information on skill inventory and skill management and development. Special emphasis should be laid on those sectors that have high employment potential, he added.

The minister further said that the objective of skill development is to create a workforce empowered with upgraded skills, knowledge and internationally recognized qualifications to gain access to employment and ensure India's competitiveness in the dynamic global market.

Setting the agenda for the meet, Raju expressed the view that the skill building or skill development in India is derived from the changing demographic profiles in India vis-à-vis China, Western Europe, and North America. These changing demographic profiles indicate that India has a unique 20 to 25 years' window of opportunity called "demographic dividend".

On the initiatives taken by the Government of India on skill development the minister highlighted four initiatives: first, the 1,896 government-run Industrial Training Institutes (ITIs), in all of them the Ministry of Labour decided to introduce a PPP-based model of reform in 2007. Second, about 2,000 privately owned industrial training centres, now called private ITIs, existed in 2007, the number of which has grown to 6,498 in India by 2011. The National Skill Development Corporation (NSDC) is supporting the setting up of profit-making companies, since 2010, to promote skill up-gradation. MHRD has launched a National Vocational Education Qualification Framework (NVEQF), in the country with the involvement of private sector industry in the provision of vocational education and training.

Speaking on the occasion the secretary, Higher Education, Ashok Thakur said that all the stakeholders including vice-chancellor of universities/principals of colleges/heads of Boards and principals must take steps to accept the NVEQF. He said there is a need to create multiple regulators. He informed that the community college projects started from this year have taken off very well with more than expected colleges and polytechnics starting the courses.

The inaugural function on NVEQF was organized by AICTE the apex body for making and maintaining

the norms of technical education in the country, along with the MHRD. Recognizing the demand for skill the country, Central Advisory Board of Education (CABE) had also emphasized the need for a National Vocational Education Qualification Framework (NVEQF) that provides a common reference framework for linking various vocational qualifications and setting common principles and guidelines for a nationally recognized qualification system and standard.

**Source:** 01 October, 2013/ [The Times of India](#)

### **'90 percent quota for locals in 12 DU colleges'**

The Delhi government plans to provide 90 percent reservation for students from the national capital in the 12 Delhi University colleges it funds, Higher Education Minister A.K. Walia said Tuesday.

The government will send the recommendation to the Delhi University and to the home ministry, he added. He also said that it had also been decided that in colleges where the Delhi government provides 50 percent grant for capital works and five percent as recurring grant, 50 percent reservation would be provided to local students.

Walia said for these two categories, students from Delhi would be those who have cleared the class 12 examination from schools located in the national capital.

Though there is no reliable data available, it is estimated that nearly 17,000 students from Delhi are studying in these colleges. Once the recommendations are accepted, it will provide additional seats to about 19,000 students from Delhi.

**Source:** 01 October, 2013/ [The New Indian Express](#)

### **All India medical entrance test on May 4**

The Central Board of Secondary Education (CBSE) will May 4 next year conduct the All India pre-medical/pre-dental entrance test (AIPMT) for admission to 15 percent seats in government colleges for the 2014-2015 session, said an official statement Tuesday. "Subject to the final decision of the Supreme Court, the CBSE will conduct an AIPMT for admission to MBBS and BDS courses for the academic session 2014 to 2015, on May 4, to fill the 15 percent seats in government colleges," said the statement. The exams will be conducted all over India except in the states of Andhra Pradesh and Jammu and Kashmir which hold their own state-level entrance test.

The entrance test will consist of one paper with 180 objective type questions from subjects physics, chemistry, botany and zoology with 45 questions



from each subject, added the statement. The syllabus for the entrance examination would be the same as notified by the Medical Council of India (MCI) for National Eligibility-cum-Entrance Test (NEET-UG).

**Source:** 01 October, 2013/ [The New Indian Express](#)

### **Seemandhra concerned over loss of top educational institutes**

Many top institutes that are located in Hyderabad will pass to Telangana when Andhra Pradesh is bifurcated

Some of Andhra Pradesh's most prestigious educational institutions will go to Telangana when the southern state is divided, posing the risk of a higher education void in the remaining two regions — Rayalaseema and coastal Andhra.

Rattled by the prospect, political leaders from Seemandhra, as Rayalaseema and coastal Andhra are collectively known, and the state government are set to knock on the doors of the Central government and the Congress party for new centrally-sponsored educational institutions to be set up in their neck of the woods.

"Seemandhra will be devoid of any of the top higher educational institutes and more so the Central government-funded institutions," said Andhra Pradesh education minister Parthasarathy K., who plans to travel to Delhi to make the Seemandhra case with the Centre and the ruling Congress party.

Three Central universities— University of Hyderabad, The English and Foreign Languages University and the Maulana Azad National Urdu University—as well as the Indian Institute of Technology, National Institute of Technology (NIT) and the Nizam's Institute of Medical Sciences will pass to Telangana when Andhra Pradesh is bifurcated.

Except the NIT, which is located in Warangal, the others are located in Hyderabad, which will go to Telangana when the new state is formed, although for 10 years it will remain a joint capital.

Andhra Pradesh has seen a significant rise in the number of technical education seats in the last five years, indicative of the popularity of professional courses like engineering. According to government data, the number of approved seats at professional colleges, including engineering and management, in the state rose to 691,237 in 2012 from 316,169 in 2008. Of the total number of seats available, 340,000 are in engineering schools alone.

At July-end, the Congress party-led United Progressive Alliance (UPA) consented to the formation of Telangana comprising Hyderabad and nine other districts, triggering street protests in Seemandhra where politicians are demanding that Andhra Pradesh remain unified.

At the heart of the dispute is the status of Hyderabad, which is the industrial and educational hub of Andhra Pradesh. Telangana supporters say they won't accept anything short of a separate state with Hyderabad as its capital.

In most educational institutions funded by the Central government (excluding the IITs) the citizens of the state where they are domiciled are entitled to special seat quotas, so statehood for Telangana would alter the educational ecosystem of Seemandhra.

Parthasarathy said hundreds of schools of engineering, a favoured career choice of Andhra Pradesh citizens, too will go to the new dispensation.

"Somehow, most of the top institutions are in and around Hyderabad, and now this is causing a concern," the minister said.

The situation exposes the folly of locating almost every top educational institute in Hyderabad, said Narayanan Ramaswamy, who oversees the education practice at consulting and auditing company KPMG.

"They should have spread them across the states and it would have helped not only education sector but also allied economy to grow around them. Education is a key mobilizer of mass opinion, and with the bifurcation decision, the state seems to be in a Catch-22 situation," he said.

Biomkesh B., an executive with a knowledge process outsourcing industry in Hyderabad, said education is looming as a major issue as the Centre prepares to create Telangana. The Centre needs to sanction new institutes and allocate funds now because it takes years to set up and nurture technology and medical schools.

On his visit to Delhi next week, Parthasarathy will be accompanied by colleagues in the government and the Congress party unit in Andhra Pradesh.

Human resource development minister Pallam Raju, who himself belongs to the Seemandhra region, is aware of the concerns over an educational vacuum in the twin regions when Telangana becomes a state, he said.

Pallam Raju's hands may be tied. Even if the minister wants to, there is limited room for the



Centre to grant funds for setting up new government-funded institutions in the 12th plan period (2012-17), which stresses quality above quantity when it comes to education, said an official in his ministry who didn't want to be named.

After 16 new central universities, seven new IITs and six new Indian Institutes of Management (IIMs) were opened in the 11th plan period (2007-12), the Central government and the Planning Commission decided on a freeze on new Central institutes in the 12th plan, the official said.

"The decision to open Central government-funded institutions, however, can be opened if political leadership wants it. Political decisions is key now," said the official.

**Source:** 02 October, 2013/ [Live Mint](#)

### **Panjab University beats IITs in global rankings**

Although no Indian institution of higher learning is yet to make it to the top 200 in the Times Higher Education's (THE) World University Rankings list 2013-14, one new entrant — Panjab University— is closer to that elite group. Panjab University is the highest ranked Indian institution clubbed in the group of universities ranked between 226-250 ranks.

According to THE, this is India's best performance so far with five institutions making it to the top 400. The other Indian institutions featuring in the list are four Indian Institutes of Technology from Delhi, Kanpur, Kharagpur and Roorkee, all clubbed in the group of institutions between 351-400.

Meanwhile, the California Institute of Technology retains its place at the top of the rankings for the third consecutive year, while Harvard University regaining the second place (up from fourth in 2012-13), a position shared with the UK's University of Oxford. Stanford University slips from joint second to fourth.

According to THE, the improved engagement by India in the word-renowned rankings has seen it add three new entrants to the world top 400 list. The increased representation for India in the rankings follows a two-day National Policy Dialogue in May on international rankings, when THE representatives were invited to meet with senior university leaders by the ministry of human resources development and Planning Commission.

At the meeting in New Delhi, Ashok Thakur, secretary of the department of higher Education, said that Indian institutions must no longer hide

behind the "excuse" that the global rankings metrics and indicators are not well suited for India's institutions. "We must play the same game as the rest of the world is playing," he said.

Of the five Indian institutions in top 400, three are new entrants which include Punjab University, IIT-Delhi and IIT-Kanpur. They join IIT-Kharagpur, which slips from the 226-250 group into the 351-400 group and IIT-Roorkee, which remains in the 351-400 group.

Phil Baty, editor of the THE World University Rankings, said: "These results should be encouraging for India. While no Indian institution makes the top 200, one player new to the rankings, Panjab University, is close in the 226-250 group. Moreover, India now has five representatives in the top 400 - a sign of growing commitment to the global rankings."

While the US remained the dominant force in the rankings with 77 institutions in the top 200, UK is second with 31 institutions, followed by the Netherlands with 12 institutions. The highlight of the new rankings is that Europe has fared badly this year. While the UK's number one, Oxford, holds on to second place in the table, almost across the board the continent's top institutions lose ground: ETH Zurich -- Swiss Federal Institute of Technology Zurich, the world number one outside the US and the UK, slips two places to 14; Germany's University of Munich falls out of the top 50; and it is a similar tale of woe for Belgium, France, the Netherlands, the Republic of Ireland and Austria.

Among the Asian countries Japan has the highest number of universities in the list — five. South Korea, Singapore and China have also made gains. Peking University in China moved up one place to 45th, and Tsinghua University, rose two places to joint 50th. Japan's University of Tokyo maintains its status as Asia's number one and moves up four places to 23rd. The National University of Singapore holds on to second in the region, moving from 29 to 26 and overtaking Australia's University of Melbourne in the process.

**Source:** 03 October, 2013/ [The Times of India](#)

### **Creation of higher education council must for RUSA funds**

Creation of higher education council and setting up of accreditation agencies hitherto non existent in several states would be prerequisites for seeking



funds under a central-sponsored programme which aims to revamp higher education at the state level.

States would also have to remove any restrictions imposed on faculty recruitment. The Rs 98,000-crore ambitious programme -- Rashtriya Uchchar Shiksha Abhiyan (RUSA) -- was cleared by the Union Cabinet yesterday paving the way for giving a much needed fillip to higher education at the state level that accounts for 96 per cent of all enrollments. The programme would seek to improve the overall quality of existing state higher educational institutions by ensuring conformity to prescribed norms and standards and adoption of accreditation as a mandatory quality assurance framework.

At present, only about six states have set up higher education councils and the accreditation framework is still weak. Talking about the merits of the programme here today, Minister of State for HRD Shashi Tharoor said the project approval board under RUSA would be "kept at an arms length from the Ministry" to ensure that there is no interference in release of funds. Officials in the ministry said Rs 10 crore would be disbursed to the states right away as preparatory funds. Funds released by the Centre will be channelised through the higher education council to colleges and universities which have to submit a detailed proposal about their revamp programme.

States will also be incentivised on the basis of achievements and outcomes, officials said.

Centre-state funding will be in the ratio of 65:35 except for northeastern states, Sikkim, Jammu and Kashmir, Himachal Pradesh and Uttarakhand where the funding will be in the ratio of 90:10. While the programme would subsume some of the role of UGC such as release of funds, Tharoor said the commission's role would not be undermined in any way and that it would continue to set standards and norms for ensuring quality.

**Source:** 04 October, 2013/ [Business Standard](#)

### **States to get Rs.70,000 cr to boost higher education**

Centre approves a scheme that entails spending some Rs.98,138 crore over the 12th Plan and 13th Plan periods

The central government on Friday said it will give about Rs.70,000 crore to state governments over a period of time to boost state-funded universities and colleges.

"Traditionally, the focus has always been on a modest number of central institutions but the reality is 96% of the students are from states," Shashi Tharoor, minister of state for human resource development, told reporters in New Delhi. "(We have been) devoting more resources to a small number of elite institutes while state institutions are languishing in mediocrity."

The government, he said, is putting in place a new mechanism under which more money can flow to states and this will not be through the University Grants Commission (UGC).

Tharoor said the ministry is putting in place a special purpose vehicle (SPV) to implement the Rashtriya Uchchar Shiksha Abhiyan (RUSA).

The cabinet committee on economic affairs Thursday approved the scheme that entails spending some Rs.98,138 crore over the 12th Plan (2012-17) and 13th plan (2017-22) periods, the minister said. It will be a "new flagship scheme of the government that will pave the way for far-reaching reforms at the state level". Of the total funding, the central government will spend Rs.69,675 crore and the rest will be contributed by the states.

For the remaining three years of the 12th plan, the HRD ministry has pegged an expenditure of Rs.22,855 crore of which the Union government will spend Rs.16,227 crore and the rest will be taken care of by the state governments. Besides, the HRD ministry will subsume another scheme into RUSA, the total funds it will give to states to Rs.18,027 crore under the new dispensation.

As part of the scheme, centre-state funding would be in the ratio of 90:10 for northeastern states and special states like Uttarakhand, Himachal Pradesh and Jammu and Kashmir, Tharoor said.

The rest will have a sharing pattern of 65:35, like the one in place for the Right to Education (RTE).

Initially, a total of 316 state public universities and 13,024 existing colleges will be covered by the new scheme. During the next nine years, the scheme will help states build some 278 new universities, 388 new colleges, and convert 266 colleges into model colleges. This will also benefit some 20,000 professors, a ministry paper said.

Some experts were apprehensive about how efficiently the programme will be implemented by the government.

"The intent of these scheme, whether its RTE, food security or this new scheme are good, but the question is about implementation and utilization,"



said Pramath Raj Sinha, the founding dean of Indian School of Business, Hyderabad.

"The states are already investing in higher education but have states thrown up enough good quality universities? Perhaps no. So the question is: are we throwing good money after the bad or will it really yield good results," said Sinha, who is setting up a liberal arts university in Haryana.

The HRD ministry said it will adopt a completely new approach towards funding higher education in state universities. The key principles for RUSA funding will be performance-based, incentivizing well performing institutions and decision making through clearly defined norms. Overall, some 22,000 colleges will benefit from the central funding, R.P. Sisodia, a joint secretary in the ministry, explained. "We are rolling out the scheme today," he said.

To avail the funds, each state need to set up a state higher education council, remove a ban on appointment of faculty members and improve the teacher-students ratio to a level like 1:15.

Tharoor said the objective is to boost higher education in states as the government aims to bring in more students into the higher education space. While the gross enrolment ratio in India is around 19%, the aims is to reach 30% in next 7-8 years. The global average is 28%, Tharoor said. "Through this scheme we can increase capacity. Now we are availing money to states and its up to them to give us plan and utilize it."

But the minister said that the funding will not be routed through UGC indicating that his ministry is in favour of clipping the fund granting powers of the university regulator. The minister said that during the 11th Plan period, UGC got about Rs.22,000 crore but managed to spend less than Rs.8,000 crore.

"We have to be practical about certain issues. While UGC will continue to stay in the standard setting and regulating space, some of its fund giving schemes will be subsumed in the new plan," Tharoor said.

**Source:** 04 October, 2013/ [Live Mint](#)

### **Steps to reform higher education**

The cabinet committee on economic affairs has approved the Rashtriya Uchchar Shiksha Abhiyan (RUSA), a centrally sponsored scheme (CSS) for reforming the state higher education system.

During the 12th plan period, 80 new universities would be created by converting autonomous colleges/colleges in a cluster to state universities.

100 new colleges, including professional/technical colleges would be set up and 54 existing colleges would be converted into model degree colleges. Infrastructure grants would be given to 150 universities and 3,500 colleges to upgrade and fill critical gaps in infrastructure especially libraries, laboratories etc. RUSA would also support 5,000 faculty positions.

In the 12th plan period, RUSA would have a financial outlay of Rs 22,855 crore, of which Rs.16,227 crore will be the central share. In addition, allocation of Rs. 1,800 crore in the 12th plan for the existing scheme sub-mission polytechnics would also be subsumed in RUSA. Thus the total central share, including the existing scheme of polytechnics will be Rs 18,027 crore during the 12th plan. Centre-State funding would be in the ratio of 90:10 for northeastern states, Sikkim, Jammu and Kashmir, Himachal Pradesh and Uttarakhand and 65:35 for other states and Union Territories.

RUSA will be a new CSS spread over two plan periods, for improving access, equity and quality in the state higher education system. With over 96% of students enrolled in the state higher education system, there is a need for state colleges and universities to be strengthened through strategic central funding and implementing certain much needed reforms. RUSA also aims to incentivize states to step up plan investments in higher education.

**Source:** 08 October, 2013/ [The Times of India](#)

### **UGC may lose funding powers**

With the UPA government having cleared the Rs 22,000 crore Rashtriya Uchchar Shiksha Abhiyan (RUSA) to revive and strengthen India's state higher education sector, the HRD ministry is working on a plan to gradually divest the apex higher education regulator — University Grants Commission (UGC) — of funding powers.

Reliable sources said the ministry is set to revive a proposal dating back to 2005 that envisaged UGC as a purely regulatory authority. The proposal suggested that the body be rechristened as Higher Education Council, as the existing nomenclature only conveys its role as a body that doles out grants. The ministry is of the view that the same body should not be wielding the power to regulate as well as to fund.

This proposal also aims at strengthening UGC as a regulatory body with improved inspections & audits of institutions and better implementation of its rules and regulations. It says the UGC should be vested



with powers to accord degrees to reputed and performing institutes.

The move is being made in view of the changes that have swept through the higher education sector over the last few years — the growing number of varsities and colleges in the country. The RUSA, which will operate as a funding mechanism for state universities, already threatens to dwarf the UGC in terms of grant-giving powers. Currently, the UGC gives about Rs 6,000 crore per annum to central universities, deemed to be universities and state universities.

To be eligible for RUSA funding, states will have to set up a State Higher Education Council, create accreditation agencies, prepare perspective plans and commit funds towards academic, sectoral and institutional governance reforms, filling faculty positions and so on.

**Source:** 10 October, 2013/ [The Indian Express](#)

### **IIM-B ranked top B-school in Central Asia**

The Indian Institute of Management-Bangalore was ranked first among B-schools in Central Asia by Eduniversal, French consulting firm that is known for its ratings in the field of higher education.

IIM-B has been ranked above its sister schools in Ahmedabad and Kolkata, which have been ranked second and third respectively. No other Indian B-school has made it to the list. The zone-wise ranking identifies top three B-schools in nine geographic locations around the world.

This ranking was announced on the first day of the four-day 6th Eduniversal World Convention that commenced here on Wednesday. The convention, which brings together deans, business educators and professionals from the field of education, is being hosted by the IIM-B.

Reacting to the late evening announcement, Devanath Tirupati, Director In-charge and Dean (Academic) at IIM-B, said that the award would help the institute reach a global audience. He said that IIM-B was increasing its focus on internationalisation and research. "The Eduniversal awards are more broad-based, in the sense the awards are based on interviews with deans and directors from universities and B-schools from around the world. The awards recognise different perspectives," he said.

Meanwhile, the four-day convention was inaugurated on Wednesday morning with delegates from nearly 50 countries around the world.

It was inaugurated by Natarajan Krishna Kumar, CEO of MindTree India, who spoke on 'Economic

influence on education in India and social challenges'. A release from the IIM-B quoted him saying, "Indians have a fundamental philosophy that education is very important and we have a propensity to invest in education, so we present a market of great opportunity. However, when foreign universities come to us, they must realise that they cannot juxtapose the European or American model here. They need to build a local product and a local curriculum at an effective cost for India. And they must partner with institutes of global repute here in India."

Martial Guiette, Founder-CEO of Eduniversal, said the convention aims at fostering sustainability, entrepreneurship and innovation among the higher education institutions of the world.

Upcoming sessions at the conference will include plenary sessions and workshops on Asian higher education, rethinking internationalisation strategies and maintain balance between independence and inter-dependence, and entrepreneurship and education.

**Source:** 10 October, 2013/ [The Hindu](#)

### **Environment education**

About 150 teacher trainees of Mar Theophilus Training College, Nalanchira had the opportunity to listen and interact with experts in the field of Environment Education (EE) and Education for Sustainable Development (ESD) when a 'Workshop on Education for a Better Future' was held at the college on Thursday.

The workshop, organised jointly by WWF-India in association with the college and CPR Environment Education Centre, Chennai, was inaugurated by P Sreekantan Nair, director, Department of Environment and Climate Change. He encouraged the participants - teacher trainees - to inculcate small changes in their lifestyles towards a sustainable approach through water and energy conservation, reducing waste etc and demonstrating to their students and the society, through action, rather than words.

The keynote address was given by Nanditha Krishna, director, CPR Environment Education Centre, Chennai and she spoke to the participants on the changing scenario in the field of nature and environment. She shared her experiences and observations on how Thiruvananthapuram city has changed over the years drastically taking its toll on nature and environment.

Also present at the function were Esther Gladys, principal of the college, Renjan Mathew Varghese, state director and A K Sivakumar, senior education



officer from WWF-India, Sudhakar, joint director, CPREEC and Kumaravelu, education officer, CPREEC.

An ESD publication, titled 'Developing Methodologies for a Better Future - an ESD Approach' by WWF-International and translated into Malayalam, was released by Nanditha Krishna. The technical session was led by J Murali, TERI, Bangalore.

**Source:** 11 October, 2013/ [The New Indian Express](#)

### **IIHS and Environmental Design Solutions announce Short Course on Passive Solar Design, Daylighting and Simulations for Green Buildings**

Indian Institute for Human Settlements (IIHS), a national education institution in association with Environmental Design Solutions (EDS) has announced a training programme on Passive Solar Design, Daylighting and Simulations for Green Buildings. The programme will be held at India Habitat Centre, Delhi from October 18th -19th.

The objective of this two-day training program is to equip participants with the practical know-how to undertake shading and daylighting simulations. The unique teaching methodology of this course introduces the concepts in a step-by-step manner from manual exercises to using physical study models to finally using computer simulations.

Day lighting is an essential aspect of good building design and is a key feature in green buildings. Key goals in daylighting design are to provide sufficient illuminance, minimise the perception of glare, and provide for overall visual comfort. This programme is designed for professionals from any discipline interested in green building design, daylighting techniques and LEED/GRIHA certification.

The course highlights overview of solar geometry its impact on daylight, significance of sun path diagrams as a passive solar design tool and will include exercises on sun path diagrams.

At the end of this course, participants will be able to optimize building orientation and shading devices, undertake daylight simulations for a basic geometry, derive meaningful inferences to improve daylighting and also identify location of solar collectors.

The faculty includes Gurneet, Director, EDS Pvt. Ltd. who has over 8 years of working experience in projects dealing with sustainable development, building energy efficiency and Green Buildings; Deepa, Senior Green Building Analyst at EDS

whose work includes research and analysis of active and passive design concepts, daylight and building energy simulations.

**Source:** 11 October, 2013/ [India Education Diary](#)

### **India-France Technology Summit to open up new Eco System for Supporting SMEs and Facilitating Innovation**

The forthcoming India-France Technology Summit will open up a new eco-system for extended collaboration between Indian businesses, academic organizations, research organizations and their counterparts in France in technology related areas, education, urban development, water management and importantly bringing small and medium enterprises in two countries.

This was mentioned by Mr Francois Richier, French Ambassador to India at the India-France Technology Summit Curtain Raiser Press Conference organized by Confederation of Indian Industry (CII) in the capital today.

Mentioning the broad objectives of the Summit, Mr. Francois Richier said that the Summit, to be by attended over 200 French businessmen, academia and others, said, "it will give a critical push to the French participation in the development of Indian industry and social sectors and will enrich the strategic dialogue between the two countries."

Billed as the largest technology summit, organized so far, it will be attended by more than 200 French Industry and Research Institutions and a matching number of select Indian counterparts. CII is the coordinating body and so far 18 such summits were held earlier.

The French Ambassador underscored the growing relationship between India and France in the field of education and said that 450 active MOUs with French universities, business schools and higher education institutions were signed so far. He referred to the new digital university to be opened up with the French participation and the joint research program to be opened in Hyderabad in collaboration with Mahindras. "This is a new phase in our bilateral relations and eventually will touch upon a large canvas", he said adding that the France will proactively scout Indian market to enhance its presence.

The Summit will lay focus on three workshops and 27 roundtables. In roundtables, Academicians, Researchers and Policy makers from India and France will discuss on research collaborations in the areas of .energy, air transport , IT for aerospace , India - France Aerospace Collaboration, neuroscience, nanotechnology, challenges and



Innovation in India's urban rail, Indo-French electronics: From Silico to Systems, contribution and collaboration ,complex systems, metabolic diseases , infectious diseases, surface Treatments, IT for Health, Water & Agriculture, Multicultural management, Massive online course , IT for Industry, Maths & innovation, Engineers to Managers, Smart Networks, Smart Cities/ Identification and Security, Sustainable cities and the challenges of urbanization in India, Smart cities/ Energy and Marine Technologies.

Mr H K Mittal, Secretary, Technology Development Board, Government of India said that the Summit will focus among other things, the strategies for bringing together small and medium enterprises in both the countries. This is important because the large enterprises in both the countries have the infrastructure and wherewithal to promote their businesses. The SMEs do not have such support system and a new system has to be evolved to bring this segment in both the countries together. The other objective of the summit is to ensure that businesses in both the countries develop strategies for tapping markets in third countries on a win - win basis. He also mentioned about several technology agreements that are going to be signed at the summit between the French and Indian side.

Mr Dhruv M Sawhney, Past President, CII, said that the summit would help organizations in both countries to look beyond manufacturing and services sector. The French industry can look at India's emerging segments like healthcare, water management and sectors that promote and facilitate exports. He also mentioned about the paradigm shift that has taken place in the IPR regime in India and said that the French technology companies could take advantage of the enhanced patent protection regime in India.

**Source:** 12 October, 2013/ [India Education Diary](#)

### **Scotland ties up with India for dental nursing regulation**

To encourage higher education partnership, a Scotland college today entered into an agreement with an Indian trust for regulation of dental nursing.

Coatbridge College and Kuravackal Educational and Charitable Trust today signed the MoU for regulation of dental nursing alongside National Occupational Standards.

"Coatbridge College and the Kuravackal Trust had been working for two years to develop National Occupational Standards for dental technologists, hygienists and assistants, as well as dental nurses.

I am delighted to launch these National Occupational Standards in India today," Scotland Minister for International Development and External Affairs Humza Yousaf said. National Occupational Standards (NOS) specifies the standard of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently.

The minister said that with this partnership, funded by the UK-India Education and Research Initiative (UKIERI), there will be now considerable demand from across the country for practitioners with these certified skills, from dental care providers and large teaching institutions.

**Source:** 14 October, 2013/ [Business-Standard](#)

### **PhD at RGIPT, Rae Bareli**

Rajiv Gandhi Institute of Petroleum Technology (RGIPT), Rae Bareli has invited applications for admission to PhD programmes of December 2013 session:

#### 1. Disciplines of PhD Programme:

Chemical Engineering, Mathematics, Material Science, Physics, Chemistry, Geoinformatics, and English

#### 2. General Eligibility Criterion for PhD Admission:

One of the following in appropriate subject areas:

First class or 60% marks (55% marks for SC / ST) / CGPA or CPI of 6.0 in Master's Degree in Engineering / Technology (ME / MTech) or equivalent and valid GATE score (GATE exam taken after MTech is also acceptable).

First class or 60% marks (55% marks for SC / ST) / CGPA or CPI of 6.0 in Master's degree in Science and valid CSIR / UGC / NBHM / DBT / DST Inspire Award or Fellowship

Candidates meeting one of the above requirements will have to qualify in a subject-wise written test and interview. The written test will be on the lines of GATE / NET to test aptitude of a student in his / her respective subject area.

#### 3. Admission Procedure:

Candidates fulfilling eligibility criteria will be called to Rae Bareli for a written test and subject wise interview. Candidates called for the written Test / Interview will be paid to and fro AC 2 tier railway fare by the shortest route from their place of residence to the Institute. They have to produce evidence (railway ticket) in support of their claim



#### 4. Categories of PhD Candidates:

Regular category: Full time Teaching assistantship (TA) / project assistantship (PA)

Students under this category are entitled for Institute Teaching Assistantship as per institute norms (Please refer to Item No. A 5 for financial assistance). Students joining under TA category must assist in teaching or research, as assigned by the Institute, to the extent of 6 hours of work per week. The candidates joining under PA category are required to work for about 20 hours a week on the Sponsored Research Project. The continuation of the assistantship (TA / PA) will be subjected to satisfactory performance of the duties assigned by the Department / Centre / School as well as satisfactory academic performance.

Sponsored Category: These candidates are sponsored by recognized corporations or R&D organizations for doing research work in the Institute on a full time / part time basis. An undertaking from the employer stating the same should be furnished along with the application form. Candidates are expected to be released for full time research work at the Institute with full pay for a minimum period of three years. They will not receive any financial support from the Institute. A candidate working in an R & D establishment and desiring to do research at his / her parent institution must also provide detailed information about the research facilities present at his / her organization and a certificate that these would be available to him / her for carrying out research. The candidate will be required to furnish their employers consent (Annexure 1) at the time of interview. The candidate under sponsorship category is not required to have GATE / NET qualification.

#### Application Procedure:

Admission forms can be filled up in the specified format available on link:

[http://www.rgipt.ac.in/pdf/phd\\_form\\_format.pdf](http://www.rgipt.ac.in/pdf/phd_form_format.pdf)

The print out of the application duly filled and signed along with necessary enclosures should reach at the following address latest by November 4th 2013.

PhD Admission Office, Rajiv Gandhi Institute of Petroleum Technology, Ratapur Chowk, Rae Bareli, U.P.-229316, India Ph: 0535-2704244, 2002593 Fax: 0535-2217456 Email: [admission@rgipt.ac.in](mailto:admission@rgipt.ac.in)

#### Important Dates:

Last date for receipt of application: November 04, 2013

Declaration of list of candidates called for test/ interview: November 10, 2013

Date of written test and interview: November 25, 2013

Declaration of result: November 29, 2013

Acceptance of admission and submission of fee by demand draft: December 16, 2013

Date of registration: December 28, 2013

Classes commence: December 30, 2013

For further details, log on to the link:

[http://www.rgipt.ac.in/ph\\_d\\_rgipt.html](http://www.rgipt.ac.in/ph_d_rgipt.html)

**Source:** 15 October, 2013/ [India Education Diary](#)

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

#### **Spiritual leader the Aga Khan feels ethics should be part of school curriculum**

The Aga Khan's suggestion about ethics being taught alongside other subjects makes great sense. Look around - you'll see ethics crumbling in every sphere, from politics to police, social service to sports, medicine to marriage. Part of the strife that ensues is driven by base tendencies like violence and greed - but part is also driven by confusion about ethical versus unethical behaviour. Such confusion clouds our judgment of several vital things, from the logic of laws to personal promises, why we shouldn't zip past a red traffic light, to why we should help someone in need.

Such confusion can be addressed by teaching ethics in schools, impacting fresh, honest minds. Childhood is the ideal time for any education. Many parents make efforts to find the best math, piano or swimming teacher for their child. Alongside, it makes sense to want a good ethical education too. Without this, you won't have a society where an individual's gifts aren't compromised. Critics fearing dull lessons, do note - an ethical education needn't be a formulaic affair. Instead, this could involve the best teachers with the most imaginative minds, teaching from the finest world traditions and modern challenges, getting students to discuss crossroads of choice.

This prospect holds even greater relevance for India which has a famously rich literature on moral ways. Thus far, perhaps overwhelmed by our own canonical weight, students have been kept away from such learning. But this hasn't done our society



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any good. It's time we begin an ethical education at the dawn, not dusk, of our lives. For those concerned about an element of compulsion, their fears are misplaced, for an ethics class is the only one that can proudly proclaim - it's your choice.

#### COUNTER VIEW

##### *Reading and math come first*

Rudrani Jalan

Ethics means different things to different people. To some it has to do with feelings about what's right or wrong. To others it's about religious beliefs. To yet others it's about obeying laws. We could agree that it's about values and standards of behaviour considered acceptable by a society. But even this agreement wouldn't get us closer to a commonly acceptable ethics curriculum in a diverse, contested nation like India. The question is, do our children's already crowded curricula really need the addition of yet another class, an ethics class?

Fans keep quoting the father of ethics Socrates, who said that the unexamined life isn't worth living. But they would do well to remember that what this 5th century BC philosopher was really interested in teaching people was how to think. Before shoving yet another thick textbook titled Ethics 101 into bulky schoolbags, consider that our children are already negotiating the subject across all their classes. Surely the non-violence movement is being discussed in discursive terms in the history lesson. Surely the mathematics classroom is grappling with logic, untangling assumptions and induction. Likely, children are also being taught the desirability of sharing and the undesirability of bullying. Ditto for respecting other people's point of view vs lying, stealing, cheating. Wasting the Indian education system's stretched resources on redundant exercises would be unconscionable.

What if children aren't being taught to think creatively, critically? This isn't unlikely as despite increased school enrolments, learning outcomes continue to be very worrying in India. Then too, a school system can only ever be as good as its teachers. We need to deepen the pool of talented teachers, who deliver improved outcomes. And the best teachers teach ethics by just being. Bertolt Brecht said, grub first then ethics. I say, reading and arithmetic first.

**Source:** 01 October, 2013/ [The Times of India](#)

#### **Skills set sail for India**

A FORMER international student is spearheading what is claimed to be the most comprehensive

venture to sell Australia's training expertise to India's huge, undersupplied market.

Last month Parampreet Singh, an Indian-born graduate of Central Queensland University, signed up six public and private providers of vocational education and training, as well as corporate training.

"Coming myself to Australia in 2003 as an international student, seeing the advantages of our education in Australia, I thought there was so much that we could actually extend to Asia," he said.

His Perth-based Australian Vocational Training and Employment Group is the vehicle for a consortium that plans to "unpackage" and tailor training qualifications as affordable skill sets for industries including automotive, mining, healthcare and retail.

"For our TAFE partners we expect that in the next three years we will be skilling 62,000 people in India," Mr Singh said.

The consortium members are the Australian Institute of Management WA, Box Hill Institute in Melbourne, SkillsTech TAFE in Queensland, the Canberra Institute of Technology, SILK Education & Training in Melbourne, and the health sector TR7 Training Services provider in Perth.

"We look at the market needs, how best the Australian program can be contextualised to the local needs of the market, then we sell that IP (intellectual property) on behalf of Australia and on behalf of our providers," he said.

A skill set "capsule program" ranging from 120-160 hours might retail for \$300-\$600 in India with 60-70 per cent of instruction face-to-face and the rest online. AVTEG gets a share of revenue, the share varying according to how much work it does to deliver courses on the ground.

The plan is for "master trainers" from Australia to train Indian instructors, and to establish a teacher training program there to begin to meet the shortfall. The main focus, especially in the early period, would be trainees for the Indian jobs market, the workplace needs being decided in conjunction with industry peak bodies and skill councils.

"Our model is very comprehensive, we not only work with the institutions, we work with the government," Mr Singh said. "On top of that, it's a truly public-private partnership. I think this is the first time in Australia such a model has ever emerged (in a consortium exporting training expertise)."



He said cost and relevance to Indian needs had been among the challenges holding back such a development. "The Indian government doesn't have enough money to fund the entire 500 million young people (who need skilling by 2022); the private sector needs to be part of it," he said.

Mr Singh said the "spark" for the consortium idea came from his positive experience at CQU, a 2011 Austrade-backed vocational education and training trip to The Philippines, as well as that year's Knight visa report, which urged Australia's VET providers to export their product rather than import students.

"There is such a huge need in Asia, it is a young population but does not have best practice in the VET sector," he said. "Australia is very well regarded for our VET system and practices, but when we look at our competitors from Germany and the UK, they are doing far more business in this space.

"That challenged my thinking."

At CQU's Melbourne campus Mr Singh took a masters in information systems and did well enough to win a director's award. CQU in that period was seen by critics - and admirers of its business success - as exemplifying the education-migration model.

Mr Singh acknowledges he cannot think of students from his year who went on to become academics, but he is grateful for the network of entrepreneurs the university helped to produce. "From my experience at CQU, I've seen so many friends (from India, China and Singapore) who have become entrepreneurs in this country," he said.

Although the VET consortium will concentrate on the biggest market, training for jobs in India, Mr Singh said there was also scope to deliver full Australian qualifications to a smaller group of Indians rising in management or looking to work overseas.

An example was CIT's diploma of project management which could be delivered face-to-face or fully online. The export of qualifications also could lead to an online model for recognition of prior learning, Mr Singh said.

Official statistics show little Australian penetration of the Indian VET market. The latest figures, for 2011, show just one Australian provider in India with 97 students.

TAFE Directors' chief Martin Riordan said the statistics did not capture some commercial VET

activity in India, but agreed the market was "in a relative infancy compared with China".

Mr Riordan said a newly announced three-year mentoring agreement with Indonesia's polytechnics would lead to the sort of personal networks and mutual understanding that in time could foster a training consortium such as Mr Singh's.

AVTEG already has three offices and 20-odd staff in India and Mr Singh hopes to open his first office in Indonesia by the end of next year.

**Source:** 02 October, 2013/ [The Australian](#)

### **Rank inconsistency**

*Are Indian institutions as poor as the QS and Times global university ratings suggest?*

Quacquarelli Symonds (QS) and Times Higher Education (THE) recently released their 2013 global university rankings. In both sets of rankings, institutions from India are nowhere in the picture. In fact, their ranks have fallen compared to last year. Are institutions from India that bad? Have institutions from India been "lazy" in providing the right data? To show that there are problems with the rankings, I analyse the parameters of the IIT-Guwahati data (since these are available to me, but the results can be easily generalised to other IITs; IIT-Delhi and Panjab University data are also shown). The first table is for QS, and the second for THE. All scores are relative, with the top-ranked institution in each category getting a score of 100.

One, the faculty-student ratio of IIT-G is the best among the IITs, but it is showing a decline and is much worse than IIT-D's in the QS table. Clearly, there is an error here. Two, the IITs are not allowed to take international students at the BTech level. There is scope for increasing the number of foreign PhD students. But even here there is a restriction, as government assistantships can only be given to Indian citizens. Without aid, it is difficult to attract good international PhD students. Hiring international faculty on a regular basis is not allowed. They can be hired on contract for up to five years, but only if the salary is at least \$25,000 annually (so, effectively, only professors are allowed). The question remains: is the internationalisation of campuses an important parameter for excellence? Western countries have a clear advantage.

Three, 50 per cent of the weightage is based on "reputation" (AR: 40 per cent and ER: 10 per cent) in the QS rankings, and 33 per cent in THE (not shown in table). IIT-G got a score of 0 for academic reputation and a score of 1 in research reputation in THE. This is reflected in the scores for teaching and



research. These organisations are now aggressively marketing their products through which institutions can enhance their "reputation". Thus, we have been invited to advertise in their QS Top University Guide 2013 (with discounts if we opt to advertise in more than one language) and in other publications, to attend seminars and conferences (with registration fees of course), and so on. Can we rely primarily on reputations to decide ranks? Academics all over the world are asked their opinion of the top institutions globally and in their country. The chances of getting an IIT's name included by a US professor are quite slim. The number of respondents is proportional to the number of institutes available for selection in that country. So the responses are heavily weighted in favour of developed countries. Respondents are not asked to give their inputs for each of the listed universities (it may be impractical to do so, as there is a large number of them). Instead, each respondent is asked to give a list of 5-10 universities he or she thinks are globally well known, and well known in their country. This method perpetuates the existing ranks.

Four, consider the categories CF and citations. The total number of citations in the last five years is divided by the number of faculty in the last year by QS. IIT-G had 323 faculty members in 2013, but only 220 in 2009. So its numbers clearly cannot be compared with institutions like Cambridge and Oxford, where the faculty numbers are almost constant. Further, since a five-year average is taken, one or two "star" papers can make a huge difference to the numbers. For example, a review paper "The Hallmarks of Cancer" authored by two professors from the University of California, San Francisco, and the Massachusetts Institute of Technology, has about 10,000 citations. This paper alone will have boosted the CF figure of both these institutions significantly. THE uses a different method for citations and probably does not remove self-citations. The high scores of Panjab and IIT-G vis-à-vis IIT-D could be explained by this. Panjab University's high energy physics group (and to a lesser extent IIT-G's) is part of global experiments at CERN and Fermi Labs, and papers from that project have very high citations. Thus, a small group of international collaborations are providing a high score. Isn't the median number of citations per faculty a better measure than the average (there are other issues, for example, citations in the sciences are usually much more than in engineering)?

So, what can we conclude from all of the above? Surely, it should be clear that the ranking of universities is not a simple task. We have only

scratched the surface, as have QS and THE. There are so many other aspects of an educational institution that they have not even touched upon. Many of these aspects are qualitative in nature, and it is difficult to quantify them. This is not to say that Indian universities do not need to improve their rankings. They do, and to begin with, we will have to provide data to these organisations in the format they expect. Interactions are already on. But if we want Indian institutions to get appreciably higher QS and THE rankings, we must allow the institutions to do the following: a) spend heavily to aggressively market the institute among academia and corporations in the US and Europe; b) substantially increase the number of foreign students. The government must allow undergraduate admissions, allow assistantships for foreigners and remove ceilings on incomes for foreign faculty; c) hire a large number of temporary "teachers" to boost the faculty-student ratio (which counts the number of "academic staff", and which apparently is done by many US universities); and d) create a network among Indian institutions to encourage citations of papers of other Indian institutions, that is, scratch each others' backs. Finally, of course, all institutions must strive to improve the quality and quantity of research, teaching, industry interaction, etc.

**Source:** 05 October, 2013/ [The Indian Express](#)

### **'India and China to be next hub of Nobel laureates in medicine'**

India's rising economic might will soon help produce a Nobel laureate in medicine, predicted the man who chairs the committee that picks Nobel laureates.

The secretary general of the Nobel Committee Goran K Hansson told the TOI in an exclusive interview that his recent visit to India and China and having seen the backing for scientific research by the respective governments made him optimistic that a future Nobel laureate would come from these two countries.

"India has had a strong tradition of science. But it takes time to build up infrastructure for biomedical research. Funding to back these projects also need to be based on merit, novelty and importance of the research. I was impressed with the backing scientific research was receiving in India and I predict it is not long before India produces a Nobel laureate in medicine," Hansson told TOI.

He however had a simple message for Indian youngsters. "In the end, individuals win Nobel prizes, not governments. Governments definitely play a major role in making things possible for an individual but it is ultimately upto a person to work



towards a Nobel. It is time Indian youngsters started to dream of one," Hansson said,

Jan-Inge Henter, a highly influential member of the Nobel Committee who was among the three top officials who announced the 2013 Nobel Prize for Medicine told TOI that an increase in India's economic might will naturally lead to the strengthening of scientific and cultural might, ultimately producing Nobel laureates.

Henter told TOI "Some countries like US and Germany have had a long tradition and strong history of research in medical science. This also makes top scientists move to these countries and win a Nobel. They have over the years built up tradition to do research. They have lot of science campuses which India should learn from. But I strongly believe that as India and China improves as an economic power, it will become strong as a place for scientific research".

According to Henter, India should identify scientific fields it is strong in and invest behind them.

At a time when India is being looked at as the next big knowledge superpower, recent data on India's position on backing scientific research has been shameful.

Just 3.5% of global research output in 2010 was from India. In most disciplines, India's share in global research output was much below this overall average count.

For example, India's share of world research output in clinical medicine was a paltry 1.9% in 2010, psychiatry (0.5%), neurosciences (1.4%), immunology (1.8%), molecular biology (2.1%) and environmental research (3.5%).

In mathematics, India's share of world output stood at around 2% in 2010, while it was 17% for China.

In case of materials sciences, India's share of world research was at 6.4% in 2010, while China's stood at 26% — a rise from 5% in 1996.

These are the findings of the study on India's research output and collaboration conducted by Thomson Reuters recently submitted to the department of science and technology.

"India has been the sleeping giant of Asia. Research in the university sector, stagnant for at least two decades, is now accelerating but it will be a long haul to restore India as an Asian knowledge hub. Indian higher education is faced with powerful dilemmas and difficult choices - public/private, access/equity, uncertain regulation, different

teaching standards and contested research quality," the report said.

**Source:** 07 October, 2013/ [The Times of India](#)

### **'Gross Enrolment Ratio in higher edn will touch 30 pc by 2020'**

The Gross Enrolment Ratio in higher education will touch 30 per cent by 2020 from the present level of 19 per cent, Union Minister for Road Transport and Highways, Oscar Fernandes said here today.

"We will be able to send at least 30 per cent of our youth to universities by 2020," he said.

Fernandes said the GER had risen steadily to 18.5 to 19 per cent at present from a meagre seven per cent when the UPA government assumed office at the Centre.

Addressing students on the Graduation Day ceremony of Loyola College, he regretted that not even one Indian University figured in the top 100 universities of the world, which he attributed to lack of research. He assured the college all help in its endeavour towards excellence.

Fernandes surprised students when he returned to the podium after his speech and played the mouth organ 'Harmonica' Marine Band.

"Give importance to music," he told them and received a thundering round of applause.

Interestingly, it was his wife who prodded him to play the mouth organ for the students.

A total of 1,030 undergraduates, 340 post-graduate and 44 MPhil students received their degrees in person. Among them were 60 gold medallists and 13 differently abled.

Later speaking to reporters, Fernandes said he would chair a meeting with officials later tonight on several projects of NHA in Tamil Nadu, including the Rs 1,800 crore Chennai Port-Maduravoyal Elevated Expressway.

**Source:** 12 October, 2013/ [The Indian Express](#)

### **Reward teachers to get quality education: Arun Grover**

Speaking on Zee Media's *Mudda Aapka*, Arun Grover vice-chancellor Panjab University, Kavita A Sharma educationist and former principal of Hindu College and SS Mantha chairman AICTE discussed the grim situation of education in India and also debated ways to make it more job oriented. The panelist collectively stressed upon making a national policy for higher education in the country to make it job oriented.



The government should take action to honour and reward primary teachers said Arun Grover vice-chancellor Panjab University. "To be honest, you cannot expect a teacher to be competitive on current salary. The government immediately needs to improve their salary structure to boost them", suggested Grover.

The Panjab University has recently been ranked as India's best and among the top 250 institutions of higher learning worldwide.

Endorsing Grover's point of view, Kavita A Sharma educationist and former principal of Hindu College also pitched to review the salary structure of teachers and demanded them to be treated better. "The government needs to treat teachers better if they expect them to give their 100 per cent." On Bharat Bhagya Vidhata, she also opined that Teachers' job is to teach but if they are entrusted with tasks like collecting Census data or perform to do polio duty, government is insulting them.

SS Mantha chairman of the All India Council for Technical Education (AICTE) however, stressed on providing technical education to students.

Suggesting improvement at undergraduate level, Sharma pitched to upgrade the skills of teachers. "We have to improve education at undergraduate level which is the base for a student. Moreover, teacher training programs like B.ED for teachers need to be updated", suggested Sharma.

She also opposed the idea of having one board exam to decide the fate of lakhs of students. On BBV, Grover supported her point of view and suggested to increase the technical knowledge base of students.

However, on the question of employability it seemed that all experts struggled to answer in same tone. When asked about students' employability, Grover revealed, "In Panjab University the percentage of students getting jobs in professional courses is very high but in streams like science and humanities the number is less than 50 per cent."

Sharma, however, didn't buy the argument that good marks can also get you a job. "I agree that only by doing a B.A or B.Com you cannot expect a good job but marks are not the only criteria to decide what a student is going to do", said Sharma. She also stressed that since everyone cannot study in Delhi University, students should also look for other universities.

Mantha believed that skills and education should go together for employability. "For job oriented education educational institutions should

collaborate with India Inc. so that students can be trained with technical education through internship programs", he added.

More so, on why no institute here is in the top 200 best universities of the world Grover at PU reasoned, "Education system is at the crossroad in our country. The universities which are on the top of the ladder are those that lay emphasis on research. But, in India we are still struggling with the graduate school system".

**Source:** 14 October, 2013/ [DNA](#)

## RESOURCE

### **Skill development agency banks on vocational training to improve employability**

The National Skill Development Agency (NSDA) is looking at streamlining vocational education as part of higher secondary education for increasing employability in India. According to S. Ramadorai, NSDA Chairman, the agency is setting up a common framework with an open/flexible system to create an interest for certain specialised skills and convert them through testing and certification into higher diplomas and degrees.

Pallam Raju, Union HRD Minister, had also pointed out at the CII HR summit that the biggest challenge was to make the large workforce more employable. Underscoring the problem of mainstream education proving inadequate, it has been reported that only 20 per cent of the 4 lakh engineering students who graduate every year are employable. As a part of the National Policy on Skill Development, the Government has set a target for training 500 million persons by 2022.

In secondary school education, particularly in standard 8 to 11, they are looking at introducing vocational stream as a part of the general education where the child would be given certain credits for the number of hours of vocational training. Then after standard 12, the youth will have a choice to pursue vocational education or general education, Ramadorai said.

"We will look at the results and push for adoption through the National Skills qualification framework." Ramdorai said.

At present, NSDA is working closely with the Ministry of Human Resource Development and Ministry of Labour and Employment for its implementation. It is running pilots at the school level in Assam and Haryana.

**Source:** 03 October, 2013/ [The Hindu Business Line](#)



## Vocational training Generating Employable India

Around 38-40 per cent of Indian population, between the age group of 14 and 25, who are on the verge of entering different skill level jobs do not possess marketable skills which are an impediment in getting decent employment and improving their economic condition. To counter this challenge, they require tailored short-term courses which directly lead to employment. This need is boosting the vocational education sector and opening numerous investment opportunities to investors as well.

The major segments in vocational education and training businesses in India include the various trades related to restaurant, retail, IT training, airlines, and so on. Vocational education in India aims to develop skilled manpower through diversified courses to meet the requirements of mainly the unorganised sector. Also, the education aims to impart selfemployment skills in people through a large number of self-employment oriented courses.

Gaurav Marya, Chairman, Franchise India, "The role of vocational education in facilitating social and economic development has long been recognized by the Indian government. Vocational education improves functional and analytical skills and, in turn, opens up opportunities for persons to achieve greater access in the industry."

There are various educational institutes participating at India Franchise Show 2013 to expand further franchisees at bigger platform. Few of them are Jaipuria, Aisect, Gras academy, Learning place and many more.

The vocational education market in India is anticipated to grow at a CAGR of around 25 per cent during 2011-2015. The current market size is of USD 4.8 billion and is forecasted to scale up to USD 7.3 billion by the end of 2015.

**Source:** 04 October, 2013/ [India Education Diary](#)

### 11 things you should know about TOEFL

Students from India need to take an English language test when applying overseas. TOEFL is the English language test most commonly used for the United States.

# 1 TOEFL stands for "Test of English as a Foreign Language".

# 2 This test was developed at the Center for Applied Linguistics under the guidance of Dr.

Charles A. Ferguson who was an applied linguistics professor at Stanford University.

# 3 This test was developed to measure the English language proficiency of non English speakers who were planning to study at universities in countries like U.S and Australia.

# 4 The TOEFL test is the most widely respected English-language test in the world, recognized by more than 9,000 colleges, universities and agencies in more than 130 countries, including Australia, Canada, the U.K. and the United States.

# 5 Immigration departments use TOEFL scores to issue residential and work visas.

# 6 Medical and licensing agencies use TOEFL scores for professional certification purposes.

# 7 Individuals use TOEFL scores to measure their progress in learning English

# 8 TOEFL is a trademark of ETS (Educational Testing Service), a private non-profit organization, which designs and administers the tests.

# 9 The TOEFL test is conducted on fixed dates, more than 50 times a year.

# 10 The TOEFL scores are valid for two years.

# 11 This is a four-hour test which consists of four sections, each measuring one of the basic language skills.

**Source:** 13 October, 2013/ [Indian Colleges](#)



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