



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 2010. [Click here](#) to download the prescribed format along with the terms and conditions.

Apeejay Education Society announces the opening of Apeejay Stya University

The Apeejay Education Society, with over 40 years of Excellence in education, announces the initial opening of Apeejay Stya University at Sohna, Gurgaon. Sponsored by the Apeejay Stya Education Foundation, the University is currently located in a sprawling picturesque campus with the state-of-the-art infrastructure.

Apeejay Stya University offers a diverse catalogue of technical, scientific, management and liberal arts courses for the academic session 2010-11. 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, and SAT II.

For more, visit: www.apeejay.edu/asu

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

Associate Editor

Pradipta Kumar Sethi

(last bulletin edited)

An obituary to a Young Researcher– Pradipta Kumar Sethi, Research Associate, ASERF and Associate Editor, ASERF News Bulletin

CONTENT

Aspect

A weak attempt to curb unfair practices in higher education

News

1. Slipping Behind
2. US eager to help Indian school kids
3. UNESCO: UN to increase its focus on higher education
4. HC upholds MCI regulation fixing 50% marks for MBBS admission
5. IIT, TIFR to set up National Centre for Mathematics
6. Role of Government School System in Implementing RTE
7. Kapil Sibal underlines Role of Govt.School System in Implementing RTE
8. Diversity in Science
9. Enhancing Opportunities for Education of Minority Communities
10. Sanskriti schools to open across country
11. IGNOU to Offer English Course through Mobile Phones
12. Obtaining PhD degrees now a tough task in state
13. Ad council plans to curb tall claims by advertisers
14. IIM-A in top 10 of B-school chart
15. India aims to raise enrolment in higher education: President
16. Northeast's enrolment rate in higher education increasing
17. Learning links grow with India
18. 500 engineering colleges face shutdown
19. \$35 Tablet Computer
20. Vice Chancellors Conference Held; Consensus Arrived at on Many Issues

Analysis/Opinion/Innovative Practice

1. US, China leading India in education: Yale professor
2. [Expert slams HRD university plan](#)
3. [Branch campuses are 'hollow shells'](#)
4. [School for change](#)
5. [Analyse your performance](#)
6. [My vision for education in India](#)
7. [Education & Healthcare India's biggest priorities](#)
8. [Adopt technology for growth in education : Intel India chief](#)
9. [We have to fix our education system](#)
10. [9-10 percent growth possible – Montek](#)
11. [Vision India 2025](#)
12. [Is Indian education going to change?](#)
13. [US losing edge to India, China: Obama](#)

Resource

1. Education loans in India
2. [Better Education Attainment Saves Lives](#)
3. [Youth study shows huge disparities among states](#)
4. [Different surveys for different stakeholders](#)
5. [Quality over quantity](#)
6. [Make higher education stronger](#)
7. [What's wrong with schools in America? A documentary attempts to explain.](#)
8. [Top-Tier Teachers-A Survey Report](#)



An Obituary to a Young Researcher – Pradipta Kumar Sethi, Research Associate, ASERF and Associate Editor, ASERF News Bulletin

Obituary

PRADIPTA KUMAR SETHI



(June 7, 1972 - September 29, 2010)

"Na Hanyate Hanyamane Sarire"

"Consciousness is eternal it is not vanquished with the destruction of the temporary body" **Bhagavad Gita**

It is with profound sadness that we announce the passing of Pradipta Kumar Sethi - a great friend, a wonderful colleague and an invaluable asset of the Apeejay Styra Education Research Foundation.

On September 29, 2010, Pradipta Kumar Sethi, a young budding educationist and a dedicated researcher of Apeejay Styra Education Research Foundation, passed away. He was just 38. He is survived by his parents, elder brother, sisters and a niece who was like a daughter to him.

Pradipta was a core member of Apeejay Styra Education Research Foundation (ASERF) who made numerous important contributions to the Foundation in related areas of Research on Education. He graduated with a Masters in Sociology in 1994, School of Social Sciences and M. Phil in 1996 from the (CSEES) School of International Studies, Jawaharlal Nehru University, New Delhi.

Pradipta's research style was systematic. He truly preferred to work through questions one by one, discussing very patiently, as to how to take the next step. His formal and intuitive style was also in evidence in the Foundation.

While the systematic value and lasting impact of Pradipta's body of work are definite, his qualities as a human being have had an even more profound impact on the persons around him. This quality is perhaps appropriately expressed, given Pradipta's deep rooted commitment to the spiritual and pious faith. He was a man of integrity and honor, combining kindness, responsibility and dignity. Those of us who were fortunate enough to get to know Pradipta came to appreciate his sincerity, his honesty, his self-belief, and, above all, his genuine interest in the well-being of others.

His departure has left a void difficult to fill. The absence of his kindness, his insight, and his generosity has left all of us with a tremendous sense of loss.

We hope and pray that he is now in a joyous place, with God, surrounded by angels. Happy and smiling, away from the pressures and troubles of this world. Our dear Pradipta - May his soul rest in peace.

Apeejay Styra Education Research Foundation (ASERF)

**Apeejay Styra House, 14, Commercial Complex,
Masjid Moth, Greater Kailash II,
New Delhi - 110048**

ASPECT**A weak attempt to curb unfair practices in higher education**

Although the Prohibition of Unfair Practices in Technical Educational Institutions, Medical Educational Institutions and Universities Bill 2010, which was introduced in Parliament recently, acknowledges the widespread prevalence of malpractices in our institutions of higher education, it is inadequate for tackling the host of corrupt and unfair practices.

The unfair practices adopted by many institutions, particularly private institutions of higher education in India, are widely known and they include a large variety, starting from the period of founding of an institution and getting recognition from the government to the conduct of examinations and award of degrees. In between, a multitude of unfair methods are practised in areas such as admissions, levy of fees, recruitment of teaching and non-teaching staff, payment of salaries, assessment and accreditation of courses of study and various other aspects, all of which come broadly under the label of corruption. Several private universities and colleges are established without proper permission from the appropriate bodies, students are admitted in these universities and degree and diploma programmes are offered which are not recognised by the government and accordingly fake certificates are issued.

The existing laws are found to be highly inadequate to deal with all these issues. Except for the University Grants Commission (UGC) periodically publishing a list of fake universities and other institutions and the government occasionally issuing “advisories” in the form of advertisements to the students and parents to be aware of dubious claims of many institutions, the government is not able to do anything, even about those very fake universities. Despite such periodic announcements by the government, business is going on without any problem in those institutions in broad daylight.

Disease of Malpractices

The Ministry of Human Resources Development (MHRD) and the UGC have attempted in the recent past to frame rules and regulations relating to admission and fees in private professional institutions in 2005 and 2007, with a view to check some of these malpractices, and even to regulate the growth of private institutions. But they were not finalised. Some states have formulated their own rules and regulations. In the meanwhile, the growth of private institutions continues to be rapid, along with all unscrupulous methods in their academic and non-academic operations, necessitating the judiciary to intervene often, sometimes to the discomfort of the students, the institutions and even the government. The judgments of the high courts and Supreme Court have also not been consistent.

Given all this, one would expect a comprehensive legislation that would check unfair practices of a wide variety in the higher educational institutions and guarantees equitable access to quality higher professional education to the meritorious students. A bill titled “Prohibition of Unfair Practices in Technical Educational Institutions, Medical Educational Institutions and Universities Bill 2010” which aims at the prohibition of unfair practices in higher educational institutions and was introduced in Parliament in July by the MHRD has to be seen in this broad context. The bill signifies, in a sense, an acknowledgement of the widespread prevalence of unfair practices in our institutions of higher education, and it marks a small and inadequate effort on the part of the Government of India to tackle the problem. In a sense, the bill is only a partial response to a large and widespread disease and does not even address some of the vital issues covered by the draft framework of rules and regulations formulated earlier by the UGC and the MHRD. The limits of the bill are unnecessarily narrowly confined to a select few issues.

Limitations of the Bill

How far will the bill be able to check the widely prevalent malpractices in higher educational institutions in India? From the very title of the bill, it appears that it is not comprehensive enough to deal with a wide range of corrupt practices prevalent in several educational institutions. For no understandable reason, its scope has been restricted to technical and medical institutions and universities including deemed universities. It excludes other universities, colleges for general and professional education and other institutions of higher general education, including, notably, colleges for teacher education, besides all school-level institutions. After all, unfair practices are not confined to medical and technical colleges and universities. Colleges for general education and even junior (intermediate) colleges are also severely inflicted with such diseases, though the magnitude of corruption involved may be less. Ideally, the bill could have covered all educational institutions at all levels in the country.

More importantly, a cursory look at several clauses of the bill mentioned in the content pages shows that it is largely confined to practices relating to student admissions and fees. Though these two are very important issues, there is no reason to exclude other unfair practices from the ambit of the bill. For example, it does not state anything about the practices of unrecognised institutions of higher education offering degrees and diplomas. Even with the provisions of the bill, recognised institutions can continue to do their business without any dedicated quality faculty in required numbers, or without infrastructure, such as laboratories, libraries, playgrounds, etc.

Underpayment of salaries to teachers, which is still a widely prevalent practice, will not attract any penalty under this legislation. Any misinformation given to the public bodies while seeking recognition or accreditation or assessment is not covered. One of the most commonly known practices of the private institutions has been hiring of faculty, furniture and equipment (and even patients in case of medical

institutions) strictly for the duration of the visits of the inspection/assessment teams. Similarly, it is very common for a small society/trust owned primarily by a single person, who happens to be either a big businessman or a political heavyweight, to run a chain of aided or unaided undergraduate colleges offering general or technical or medical education, sometimes all types of levels of education. Only a few teachers are appointed in these colleges, who are required to teach in more than one college, necessitating a shift in their duties from one college to the other during the day or week, but they are paid salaries from only one college account, that too much below the officially approved salaries.

The bill also does not refer to violation of public policies; say protective discrimination or reservations for weaker sections in admissions or recruitment of faculty and other staff members. It chooses to ignore many more such corrupt and unfair familiar practices prevalent in a number of private (and some public) institutions. The Statement of Objects and Reasons of the bill does refer to a couple of other unfair practices such as engagement of unqualified or ineligible teaching faculty and low quality delivery of education services; but they do not figure in the bill.

Question of Transparency

The proposed legislation states that charging of capitation fees or donations is an unfair practice; but it does not refer to charging of fees much above the costs of the programme or of running the institution as an offence. Charging of any fees or any amount of a given fee which is not mentioned in the prospectus is an offence. Only with respect to the price of the prospectus, is it mentioned that the price should not be more than "reasonable cost of its publication and distribution". While the bill intends to promote transparency in the functioning of the institutions, it does not prohibit, for example, profit-making and commercialisation of higher education. So long as a practice is transparent, it is acceptable, even if it is an unfair and corrupt practice.

The bill concentrates on non-transparent and questionable admission processes – admission without entrance test, charging of capitation fees and donations for admitting students, not issuing receipts in respect of payments made by students, not refunding the fee in case of withdrawal of admission, forcible withholding of original certificates and other documents of students, and false claims made in advertisements, etc. While charging of a capitation fee/donation is a cognisable offence, all other offences are to be treated as non-cognisable, according to the bill. It does not state how much can be the fees, or how much should be refunded in case of withdrawal by the students, etc. It only requires the institutions to publish a detailed prospectus, making the practices transparent. The bill does not even state that non-submission of a prospectus, annual reports and financial statements to public bodies, as required by law, is an offence.

The bill only states that the government or appropriate statutory authority has the power to call, by a general or a

special order, for information from any institution periodically or as and when required. But non-furnishing of the information is not considered as an offence on the part of the institution. There is no punishment for offering unrecognised courses of study and bogus degrees to the students or any other kind of corrupt practices.

Further, the bill provides for monetary penalties up to Rs 50 lakh for many of the offenses listed. The amount of penalty seems to be very small for institutions that charge a capitation fee of Rs 15-20 lakh per student for admission. Interestingly, not only charging of capitation fees or donation is an offence, but the proposed legislation also prohibits payment or even to offer to pay capitation fee or a donation by a person for admission, though the penalty in such cases is not specified.

Further, the bill seems to provide for its non-applicability to minority institutions, though this is not very clear. Such an exemption is unwarranted. No institution should be allowed to follow corrupt and unfair practices. After all, it is an unfair practice. If it is proved that an offence is committed without one's knowledge, he/she is not liable to be punished, according to the legislation. If an offence is committed in an institution without the knowledge of the head or the manager, one would expect that at least the institution, if not the individual, is punished.

The rationale of Clause 18 is not clear, a clause which does not allow the courts to take cognisance of any offence under this act, committed by any institution or persons, "except on the complaint in writing of such person authorised by the central government or the state government in that behalf or any such person authorized by the concerned appropriate statutory authority, as may be prescribed". After all, often it is not government action, but the action of an individual or a civil society that has helped in such contexts.

In short, the bill, though well-intentioned, seems to be highly inadequate to tackle the host of corrupt and unfair practices being adopted by many of our institutions of higher education.

Source: EPW vol. xlv, no 38 epw.in/ 18 September 2010

NEWS

Slipping Behind

The latest QS World University Rankings offer more evidence of the worrisome stagnation that higher education in India is facing. That IIT Bombay is the only institute to figure in the top 200 is indicative of the desperate need for education reforms. Compared to this China has as many as six universities that are ranked higher than 200, with four in the top 50. Having a clear advantage in manufacturing, it appears that China is now determined to outstrip India in the knowledge sector as well. To respond to this challenge, India needs to cast aside its bureaucratic approach to higher education and start thinking out of the box.

Indian universities are over-regulated, born out of the desire to keep elitism at bay. However, this approach has paid little dividends, stifling the potential of universities to grow and leading to a shortage in quality institutions of higher learning. The few institutions that have enjoyed autonomy, such as the IITs and IIMs, have turned out to be institutes of excellence. There is a case not only for having many more autonomous institutions but also giving a significant degree of autonomy to the existing central and state universities. In doing so the latter will have the freedom to chart their own course and many will become more competitive, leading to a rise in quality.

The fundamental problem in the education sector is lack of choice. Although moves such as the IITs' recent decision to offer interdisciplinary courses in medicine are welcome, it is clear that our education infrastructure is insufficient to ensure a steady supply of high-skilled talent to the knowledge-driven sectors of the economy. To remedy the situation, a conducive environment needs to be created to facilitate greater private and foreign investment in education. Vocational education too needs to be boosted. Implementing policies that make the education sector more market-oriented is our best bet to inject vibrancy into our universities. The problem of access can be resolved through greater availability of educational loans and scholarships.

Our legislators need to think big and go beyond the usual politics of education. But if that proves impossible, a way out could be the creation of special educational zones exempted from the current licence-permit raj in higher education, which would serve as education and skill development hubs. These could help establish education townships along the lines of Oxford and Cambridge and even reverse the brain drain. Freeing up the higher education sector by encouraging greater autonomy, competition and private sector participation must be the mantra.

Source: Sept. 13, 2010 [Times of India](#)

US eager to help Indian school kids

The US is eager to reach out to more schoolchildren across India apart from the ties in the field of higher education, US Ambassador to India Timothy J. Roemer said here Wednesday.

'We are always looking forward for more ways of serving the people. The focus is not only on the highest level of education for the elite, we want to reach out to the common man,' Roemer said after visiting American India Foundation and Clinton Foundation's 'Digital Equalizer Project' at the Delhi Tamil Education Association School in the national capital.

The programme focuses on promoting technology-based learning in schools, specially for the economically lesser

privileged sections by training teachers in giving computer based classes.

'President (Barack) Obama is extremely interested in helping common men and women of India. Our strategic dialogue not only focuses on field like higher education and research but also partners in school for common children, giving more opportunities to more students across India,' Roemer said.

'The great thing common in Americans and Indians is our dreams... by dreaming we can do anything and be anything you want. This is perhaps one of the most important visits I can do,' the ambassador added.

Source: Sept. 15, 2010/[Sify.com](#) Top of Form

UNESCO: UN to increase its focus on higher education

The United Nations is to focus more strongly on higher education in developing countries, Qian Tang, UNESCO's newly-appointed Assistant Director-General for Education, said in Paris this week.

While UNESCO has been one of the lead organisations in pushing for primary and secondary enrolments in developing countries under the Education for All millennium development goal, demand for higher education is rising, particularly in countries with strong secondary school enrolment.

"Higher education is an essential part of holistic education systems and, following significant demand from our member states, an area of work that I intend to bring increased focus to during my tenure," he said during the closing session of a conference held at the Organisation for Economic Cooperation and Development from 13-15 September.

"Many lower income countries are now coming to grips with just how important higher education is as a motor for economic development and prosperity," Tang said at Wednesday's closing session of the OECD conference "Higher Education in a World Changed Utterly: Doing more with less."

Tang, a former education ministry official in China, took up his new post as UNESCO's highest education official in July this year after being appointed by the UN agency's Director General Irina Bokova.

Africa was particularly interested in using information and communication technologies in teaching, Tang said, adding that UNESCO was committed to "the development of open educational resources, which allow academics and students to draw on a worldwide pool of excellent teaching and learning materials and to adapt them to local needs."

"Our organisation wants to see 'multi-directional' flows of these resources, so that developed countries use resources from developing countries as well as the other way around," he added.

Tang also referred to the way university rankings were skewing government priorities, a subject of some debate at

the OECD's higher education conference which attracted some 500 delegates from 70 countries.

"Some governments have decided to create flagship universities - no doubt fuelled by the publication of university rankings which, while controversial, have had the merit of stimulating debate on quality," he said.

But he warned: "Countries should aim primarily to build world-class and diverse higher education *systems*, rather than focusing on a few world-class *institutions*."

Tang also referred to an increase in cross-border higher education where the teacher, student, programme, provider or course materials cross national borders

"Cross-border higher education if properly regulated offers great opportunities for capacity building at the institutional level. However, in the absence of regulation, cross-border higher education can lend itself to fraud and low quality provision - and even the issuing of bogus diplomas," he said.

"As developing countries embrace the new dynamics of higher education, they will have to pay particular attention to quality assurance. They will also need to be pioneers in adapting quality assurance processes to new needs. Some of these approaches for higher education in the 21st century may well provide models for more developed countries as they face similar challenges that are new to them."

"As part of its quality assurance activities, UNESCO will encourage healthy debate about controversial issues such as global university rankings," he said.

Source: universityworldnews.com/ 16 September 2010

HC upholds MCI regulation fixing 50% marks for MBBS admission

The Kerala High Court today upheld the Medical Council of India (MCI) regulation fixing minimum 50 per cent marks in both 10+2 level and medical entrance test to secure admission for MBBS course. The order in this regard was issued by a division bench comprising Justices Thothathil B Radhakrishnan and P Bhavadasan while dismissing 11 petitions filed by over 80 students, seeking continuance of studies. Earlier, MCI directed the students to discontinue studies on the ground that they do not satisfy its eligibility and selection criteria. The bench said the candidates must have passed in Physics, Chemistry, Biology and English and obtained minimum 50 per cent in Physics, Chemistry and Biology in 10+2 and in addition should come in the merit list of entrance test. None of the petitioners have secured 50 per cent in the entrance examination. The benches found that admission of these students were in "clear violation" of MCI regulations.

The norms are mandatory and such mandatory nature stands recognised by Supreme Court. The bench pointed out that consistency in the matter of applications of regulations to higher education, including medical education, is a matter that is salutary. Any dilution to that will adversely affect the fundamental needs of society for

quality in health sector and undermine the purpose of such regulations. George Paul of Interchurch Medical Council said the judgement would affect 88 students -- 52 in Christian management-run institutions and 36 in colleges run by Muslim Education Society (MES).

Source: Kochi ibnlive.in.com/ 16 September 2010

IIT, TIFR to set up National Centre for Mathematics

Two premier institutes of India -- the Indian Institute of Technology, Bombay (IIT-B) and the Tata Institute of Fundamental Research (TIFR) -- have joined hands to set up the National Centre for Mathematics (NCM) in the city.

A memorandum of understanding to facilitate the establishment of NCM -- the first such institute in the country -- at the IIT-B's Powai campus was signed here Thursday, IIT-B director Prof Devang Khakhar said.

Mumbai has the largest pool of mathematicians in India with a majority of them concentrated at IIT-B, TIFR and the University of Mumbai.

Both IIT-B and TIFR possess well-developed mathematics departments of international renown, with the faculty members having strong research groups which would help organise programmes of NCM.

The NCM would be largely modelled on the famous Oberwolfach Mathematics Research Institute, Germany. Established in 1944, it helped Germany re-establish itself as a leading nation in mathematics post-World War-II, Khakhar said.

While the Oberwolfach conducts around 50 international workshops and conference every year, NCM aims to have workshops, conferences, instructional schools round the year for students, teachers and researchers with leading scholars from around the world.

Explaining the vision behind NCM, Khakhar said that research and advanced education in mathematics are vital for the development of science and industry in the country.

"We hope that the centre will become a vibrant hub for discussion of new ideas, will catalyse research and become a vehicle to promote collaborative research," he said.

TIFR director Mustansir Barma said that since mathematics and its applications are vital for the country's progress, the NCM would make useful constitution to the mathematical life of the scientific community.

"This would range from conducting research conferences at the highest level, to conducting training programs for PhD students as well as for scientists and engineers engaged in applications of mathematics," Barma said.

Enjoying the status of a deemed university, TIFR was set up in 1945 as a multi-disciplinary institute engaged in research in frontline areas of fundamental sciences, besides being a national centre for nuclear science and mathematics.

The IIT-B was established in 1958 and quickly attained a pre-eminent position in the field of engineering education and research with worldwide recognition.

Source: Mumbai education.in.msn.com/ 17 September 2010

Role of Government School System in Implementing RTE

The Union Minister for Human Resource Development, Shri Kapil Sibal has underlined the role of the Government Schools system in the implementation of the Right of Children to Free and Compulsory Education Act (RTE). He was addressing the valedictory session of the Conference of State School Education Secretaries here today. Shri Sibal pointed out that 93% of our children are studying in government schools. The RTE has given the government, which manages the government school system, a unique opportunity to raise the level of elementary education in the country, so that the HR needs of the country, in the future, are met, he said.

Shri Sibal stated that a software for transparent teacher recruitment has been prepared and stated that the States must also undertake teacher recruitment in a transparent manner. He also underlined the need for a transparent teacher transfer policy. He emphasized that the role of the teacher, of the school, of the government, must be to ensure that education is child centric.

The Minister called upon States to come forward and implement the RTE with enthusiasm. He pointed out that the centre had allocated additional funds for the States and made the sharing pattern in a ratio on 65:35 for five years. He called upon the States to work towards appropriate teacher qualifications and infrastructure norms as mandated by the RTE.

During the Session a presentation was made on education of equitable quality and on revised teacher qualifications. Also present in the meeting among others was Smt. Anshu Vaish, Secretary Department of School Education and Literacy and Smt. Anita Kaul, Addl. Secretary in the Department.

Source: Sept 17, 2010/ PIB

Shri Kapil Sibal underlines Role of Government School System in Implementing RTE

The Union Minister for Human Resource Development, Shri Kapil Sibal has underlined the role of the Government Schools system in the implementation of the Right of Children to Free and Compulsory Education Act (RTE). He was addressing the valedictory session of the Conference of State School Education Secretaries here today. Shri Sibal pointed out that 93% of our children are studying in government schools. The RTE has given the government, which manages the government school system, a unique opportunity to raise the level of elementary education in

the country, so that the HR needs of the country, in the future, are met, he said.

Shri Sibal stated that software for transparent teacher recruitment has been prepared and stated that the States must also undertake teacher recruitment in a transparent manner. He also underlined the need for a transparent teacher transfer policy. He emphasized that the role of the teacher, of the school, of the government, must be to ensure that education is child centric.

The Minister called upon States to come forward and implement the RTE with enthusiasm. He pointed out that the centre had allocated additional funds for the States and made the sharing pattern in a ratio on 65:35 for five years. He called upon the States to work towards appropriate teacher qualifications and infrastructure norms as mandated by the RTE.

During the Session a presentation was made on education of equitable quality and on revised teacher qualifications. Also present in the meeting among others was Smt. Anshu Vaish, Secretary Department of School Education and Literacy and Smt. Anita Kaul, Addl. Secretary in the Department.

Source: New Delhi pib.nic.in/ 17 September 2010

Diversity in Science

The first and oldest higher education institute in India, the Indian Institute of Science (IISc) is not only known for its 400 acre lush green campus, but also for its diversity in science with nearly 40 departments comprising both applied and fundamental science. The 100-year-old institute has renowned names such as Sir CV Raman, Dr Homi J Bhabha, Dr Vikram Sarabhai, Professor Satish Dhawan, and Professor CNR Rao associated with it. IISc's contributions range from establishing the Central Power Research Institute in Bangalore, the Bangalore Water Supply and Sewerage Board, working on cosmic ray experiments and a light combat aircraft apart from combined efforts to set up ISRO.

A research-focused deemed university, IISc's collaborations with Indian and international academic institutes have raised the standard of the learning experience, said Professor S Mohan, Department of Instrumentation. "Recently, student exchange programmes have been strengthened to encourage adapting to a global environment. Students travel to other universities to learn about their culture and the technology present there. The academic-industry interface has also begun to provide more opportunities," he added.

IISc's alumni have all done very well in their chosen career paths. Says Neeraja Yadwadkar, who graduated from the 2009 batch, "Whatever we required as students while we were at IISc was provided. The environment for knowledge was positive and inspiring with professors always accessible to students."

According to the Director Professor P Balaram, the cast of characters in the drama that led to the establishment of IISc include, besides its charismatic founder Jamsetji Nusserwanji Tata, figures from Indian history. Today, IISc not only contributes to pure science, but also on resolving urban infrastructure problems as it works closely with the Karnataka government through the Centre for Infrastructure and Sustainable Transportation & Urban Planning. As per expansion, it will open up the campus to undergraduate courses from the coming academic year and set up an exclusive nanotechnology centre for research.

“In the times of changing science and engineering research, IISc has initiated many new activities, notable among them are the interdisciplinary Ph.D. programmes. These programmes intend to blur the traditional boundaries between disciplines, thereby promoting cross-disciplinary research.” - Professor P Balaram, Director, IISc

“IISc has a reputation to be associated with. The institute is well known both in the country and abroad, and the opportunities after postgraduation and/or a Ph.D. are immense. Carrying the tag itself brings in a whole lot of respect into one’s life/career.” - Brijesh Bhatt, final year Ph.D. student, IISc

Source: deccanchronicle.com/ 20 September 2010

Enhancing Opportunities for Education of Minority Communities

The Ministry of Minority Affairs has awarded more than 37 lakh scholarships under various schemes since 2007-08. As provided in the Prime Minister’s New 15 Point Programme for the Welfare of Minorities, the Ministry is implementing three scholarship schemes detailed below:

Year	Pre-matric Scholarship			
	Target (Rs. in Lakhs)	Achievements (Rs. in Lakhs)	Financial Allocations (Rs. in Crores)	Utilizations (Rs. in Crores)
1907 - 08	<i>Scheme launched in 2008-09</i>			
1908 - 09	3	5.13	79.90	62.21
1909 - 10	15	17.29	200	202.94
2010 - 11	20	7.41	450	198.97*
Year	Post-matric Scholarship			
1907 - 08	0.75	0.25	60	9.63
908 - 09	1.25	1.7	69.93	70.63
1909 - 10	3	3.87	150	149.79
2010 - 11	4	0.69	265	105.28**

* Including advance grants of Rs.117.85 crore, to State/UTs

** Including advance grants of Rs.58.87 crore, to State/UTs

Merit-cum-means Scholarship scheme for technical and professional courses: This scheme was launched in 2007-08 and cumulatively 79,435 scholarships have been

awarded. During 2009-10, the achievement was 35,982 scholarships against the target of 42,000 scholarships. The target for 2010-11 is 55,000 scholarships against which so far we have released amount for 11,863.

Beside these three scholarship schemes, around 35,000 scholarships have been awarded to meritorious girl students since 2006-07 under the Meritorious Girl’s Scholarship Scheme of Maulana Azad Education Foundation (MAEF). During 2009-10, the achievement was 15,070. The target for 2010-11 is 18,000 scholarships.

Under Maulana Azad National Fellowship scheme of the Ministry of Minority Affairs, 755 students have been awarded fellowship (involving Rs. 14.9 crore) through UGC for 2009-10. The amount is currently under distribution and the process for the current year (756 fresh cases involving Rs. 30 crore) is being initiated.

Source: New Delhi pib.nic.in/ 21 September 2010

Sanskriti schools to open across country

Sanskriti School, the exclusive preserve of children of officers of all- India services and central services in Delhi, will now go national, as the Centre is planning similar educational institutions all over the country.

However, the new Sanskriti schools -- the first one is already being planned in Shillong -- may go against a key provision of the Right to Education Act that mandates 25% reservation for children of economically weaker sections in the neighbourhood. The new Sanskriti schools, as per the draft, will have only 15% of seats reserved for poor children while 55% will be for children of officers belonging to all-India services or central services.

Since the respective states will have to provide free land for the schools, children of state government employees will have 15% reservation, leaving only 15% for general public. Then again, the general public may have to pay a higher fee as the draft proposal, prepared by the department of personnel and training, allows the proposed schools to charge differentiated fee.

The central government will provide one-time financial assistance for capital expenditure for setting up of such schools.

The proposed guidelines also say that the fee structure should be such that these schools are able to meet all recurring expenditure. They can even receive donation from NGOs to further develop infrastructure.

DoPT sources give two reasons for expansion of the Sanskriti network, one of them being the Delhi High Court’s directive to the government to frame policy guidelines for setting up of Sanskriti-type schools. The matter came up in course of the HC hearing a PIL regarding funding to Delhi’s Sanskriti school.

The second reason, a source said, was the realization that children of officers of all-India services/central services faced schooling problems in other metros and cities where they are posted on transfer.

As per the draft guidelines, the proposal to set up a school should come from the state government or association of All India Services/Central Civil Services Officers in consultation with the central government employees' coordination committee, justifying the need for such an institution.

Source: New Delhi [/timesofindia/](#)21 September 2010

IGNOU to Offer English Course through Mobile Phones

Indira Gandhi National Open University (IGNOU) has collaborated with Nokia in order to offer certificate programme in English. The collaboration is first of its kind. On Tuesday i.e. on September 21, 2010, IGNOU has announced that it would offer a certificate programme in English through Nokia phone's Ovi Life Tools.

V N Rajasekharan Pillai, Vice Chancellor (VC), IGNOU, told that they will initially start this programme in six districts of Maharashtra. After six months, depending on the response, they will launch it on a national level. Further, he told that they have entered into an exclusive agreement with Nokia for this programme. He also added that IGNOU might sign a similar deal with other companies to step up education growth in the country.

The certificate programme will commence from January 2011. The six months programme is a break up of three levels that include English in daily life, English in education and joining the workforce. The fee of the programme is Rs 1900. The course will be in efficient English offered mainly through SMS.

D Shivakumar, Managing Director, Nokia India, has said that the company had taken the initiative to accelerate education growth in the country. Nokia's Ovi Life Tools aimed at bridging information gaps by providing timely and relevant information customized to the user's location, language and personal preferences directly on their mobile devices.

Nokia launched the Nokia's Ovi Life Tools in June 2009. It supports Hindi, Malayalam, Kannada, Tamil, Telugu, Punjabi, Marathi, Bengali, Gujarati and Oriya languages beyond English. Mr. Shivkumar added that education is considered a necessary skill for progress and gateway to a better future. Our association with IGNOU will immensely benefit students through the dissemination of quality educational content.

Source: New Delhi [/highereducationinindia/](#)22 September 2010

Obtaining PhD degrees now a tough task in state

Getting a PhD degree from the universities of Bihar will soon become tougher with the implementation of new regulations proposed by the UGC. The chancellor is likely to approve a uniform guideline for PhD work to be followed by all the universities soon.

Patna University (PU) has already prepared a draft regulation for PhD admissions in the light of the UGC's recommendations. This draft regulation will have to be approved by the academic council, the syndicate and the senate before being sent to the chancellor for his final accord. Other universities have also started undertaking similar exercises for revising the existing regulations for PhD course.

PU pro- VC S I Ahson said that the UGC, through its regulation published in the Gazette of India on July 11, 2009, has set the minimum standards for admission procedure, allocation of M Phil and PhD students to the supervisor and minimum number of students admitted to these programmes.

The UGC has suggested that a university-specific entrance test be held along with stringent checking of thesis and occasional internal examinations.

The university will decide the criteria for the faculty to act as a supervisor, pre-determine the number of students to be admitted for admission to M Phil and PhD every year and conduct admission tests on regular basis. It will have to publish the number of seats in the advertisements or on university websites. As per the new regulation, a supervisor can have only eight PhD students at any point of time.

The allocation of supervisor will be done in a formal manner by the department based on the research interests of student, specialization of the faculty and in no case will be left to the student or teacher to decide on their own choice. All the admitted students have to undergo the course work of minimum one-semester duration related to methodology of research work or review of literature. However, the course work may be carried out either within the institution or outside it.

The university may also decide the minimum qualifying requirements for doctoral students to proceed further before writing the dissertation. Each student has to make a presentation in the department before submission of the thesis and incorporate all the suggestions in consultation with the supervisor. Each student has to publish one research paper in a referred journal before submission of the thesis.

The university, if interested, may have one examiner from outside the country. Once the degree is awarded, the university shall submit a soft copy of the PhD thesis to the UGC within 30 days of the award. The UGC will make the thesis available to all institutions by hosting the same in Inflibnet, Ahson said.

Source: Patna [/Times of India/](#)23 September 2010

Ad council plans to curb tall claims by advertisers

Many small education institutions and coaching classes are often seen to be making tall claims through advertisements about their students topping certain exams or guaranteeing jobs at the completion of the courses they offer.

To curtail such malpractices, the Advertising Standards Council of India (ASCI), the apex body for advertising content in India, has unveiled a new set of guidelines.

"Our investigation has revealed that the same pictures of the merit holders are advertised by more than one educational institution as their own students in order to attract more students. Our guidelines are aimed at preventing misleading, dishonest and indecent advertisements by such educational institutes," Alan Collaco, secretary general, ASCI, said.

The guidelines by ASCI discourage institutions from claiming success in placement and publishing topper student testimonials unless such claims are substantiated by proper evidence.

They also require the name and the place of the affiliated institution, which provides the degrees and diplomas on behalf of the advertiser who may not be accredited by the mandatory authority, to be prominently displayed in the advertisement.

Educational institutes are also discouraged from promising jobs, admissions, promotions or pay increases without substantiating such claims and also assuming full responsibility in the same advertisement.

He revealed that ASCI receive 200 to 220 complaints every month regarding advertisements shown on TV and in newspapers.

"Most of the complaints that we receive pertain to advertisements shown on television. Nearly 15 to 20 per cent of them pertain to the dubious deliverables on the advertisements made in the educational sector," he said.

Collaco explained that nearly 70 per cent of the complaints are against claims made by fast moving consumer goods (FMCG) firms through both the visual and the print media.

"There are three categories of complaints that we receive. First, is on the dubious deliverables, second is based on the decency of the advertisements and the third category of complaints is on the fairness of competition," he said, adding that ASCI has an 82 per cent compliance rate.

He said that till last year, ASCI had a 94 per cent compliance rate. "Now with the number of complaints going up, compliance has come down a little.

Also, with many of the complaints pertaining to remote areas, it sometimes becomes difficult to follow up all of them," he said.

"Following a complaint on an advertisement, ASCI grants around 15 days time for the firm to file its reply," he said.

"The reply and the complaint then are presented in front of our advertising complaints council, which comprises 21 jury members, 12 of which are from the civil society and people of high repute.

They are selected from various sectors, such as education, legal, medical, non- government organisation (NGOs) and the media. If the jury finds the ad objectionable the decision is upheld," he added.

AD Woes

Nearly 15- 20% of the complaints pertain to the dubious deliverables on the ads made in the educational sector. Nearly 70% complaints are against claims made by fast moving consumer goods (FMCG) firms via both the visual and the print media. Following a complaint on a particular advertisement, ASCI grants 15 days' time for the firm to file its reply.

Remedy Process

The reply and complaint are presented before advertising complaints council, which comprises 21 jury members, 12 of whom are from civil society and people of high repute. If the jury finds the particular ad objectionable, the decision is upheld. The advertiser then can either modify it or to take it off air. Every year nearly 65 ads go off the air on the basis of the complaints received.

New Action

To discourage institutions from claiming success in placement and publishing topper student testimonials unless such claims are substantiated by evidence. The name and place of the institution to be prominently displayed in the ad. Education institutions are also discouraged from promising jobs and promotions without substantiating such claims.

Source: Mumbai [/indiatoday/](#)23 September 2010

IIM-A in top 10 of B-school chart

NEW DELHI: The Indian Institute of Management, Ahmedabad (IIM-A) has, for the first time, been ranked number eight for its two-year Postgraduate Programme (PGP). According to the latest Financial Times (FT) Business School rankings for its Masters in Management programme 2010, the premier Indian B-school's MBA programme has been placed among the top 10 in the list of 65 B-schools. This is the first time IIM-A participated in the ranking assessment.

The Ecole Supérieure de Commerce de Paris (ECSPEurope) has topped the rankings this year, improving its last year's second position, while CEMS, The Global Alliance in Management Education, has been ranked number two. The ranking is done based on 28 parameters.

Also, it's for the first time that an Indian B-school has been ranked among top 10 for its flagship PG programme. Terming it as a step forward for more meaningful global ventures, IIM-A director Dr Samir Kumar Barua said the rankings would help in more international collaborations.

Barua said: "We have been ranked number eight for our two-year masters programme in management in the category where the candidates pursuing the course need not have any work experience to join the programme. This is the first time we have participated in the FT rankings. To be a part of the assessment, one has to qualify," said Barua.

The IIM-A is the only Indian business school to be accredited by the European Quality Improvement System

(EQUIS) and is now eyeing the US equivalent —by the Association to Advance Collegiate Schools of Business.

"When we go for any meaningful collaboration, international rankings helps," said Barua.

Interestingly, FT has also come out with a special report on management education in India. Said India online editor of the FT, James Fontanella-Khan: "This is the first time an Indian school has made it to the top 10 in FT's top management masters league table. This reflects the improving standards of teaching and student placement at Indian business schools."

On the emergence of Indian B-schools in world rankings — ISB, Hyderabad has been ranked among the top 20 by FT for its one-year executive programme couple of years ago — Fontanella-Khan said: "A growing number of IIM students end up working for companies globally. However, more has to be done. Indian schools need to attract more foreign talent and faculty. They have only recently started doing so. This also explains why Indian business schools weren't in the top ranks before. In an ever more globalised world, you need global approach to education."

Source: Sept. 24, 2010/ Times of India.

India aims to raise enrolment in higher education: President

President Pratibha Patil said India intended to increase enrolment in higher education from the present 14 million to about 40 million.

'Higher education has been accorded priority in our country. It is our aim to increase gross enrolment ratio in higher education to 30 percent by the year 2020, which means almost tripling the enrolment from the present 14 million to about 40 million,' Patil said here at the the sixth convocation of the Mizoram University.

'Universities of the country, existing and the new ones, will be responsible for achieving this target,' she added.

The president said: 'Periodic short-term courses for the local community on issues relevant to them like floriculture, mushroom cultivation and medicinal plants can be organised by Mizoram University where students also would participate.'

Bamboo flowering and 'Jhum' ('slash and burn' method) cultivation, which had caused setbacks to agriculture in the state, need to be studied in-depth, with the aim to deal with them on a scientific basis, she said.

'Mautam' (a local name meaning famine) broke out in 1959 after the mountainous northeastern state of Mizoram witnessed the rare phenomenon of bamboo flowering and subsequent increase in rodent numbers that started emptying granaries and destroying paddy fields.

The famine in 1959 ultimately triggered insurgency by the militant outfit Mizo National Front (MNF), which later turned into a regional mainstream political party.

Underlining the need for undertaking a programme for proper documentation of the state's rich biodiversity, the president said: 'It is also important that the university creates certain awareness of the adverse impact of climate change and encourages people to adopt energy efficient and eco-friendly measures.'

Terming the faculty members the university's 'lifeblood', Patil said they must, like a friend, always be ready to give advice and guidance to their students on how best they can be ready to face the world.

Expressing her anguish against ragging in campuses, she said: 'It is nothing but suppression of new entrants to the campus. I am glad to learn that Mizoram University is free from ragging and hope that it will continue to be so.'

'This (absence of ragging) is also a tribute to the Mizo moral code of Tlawmngaihna which imposes an obligation on all members of society to be hospitable, kind, unselfish, and helpful to others,' the president said.

The Mizoram University, which turned into a central university in 2001, was set up in April 25, 2000.

Source: Aizawl, Sep 24 (IANS) Sify.com

Northeast's enrolment rate in higher education increasing

Agartala, Sep 26 (IANS) Enrolment levels in higher education in urban areas of the northeastern region are higher than the national average, University Grants Commission (UGC) chairman Sukhdeo Thorat has said.

The enrolment ratio in higher education in urban areas is 27.58 percent and the national average is 27.08 percent. However, he said, the all-India enrolment rate in higher education in rural areas was 8.40 percent and 5.20 percent in the northeastern region.

'Over the years, the northeastern region has made considerable progress in the higher education. Compared with the all India enrolment rate of 13.59 percent, the enrolment rate for post higher secondary education for the region is 9.46 percent,' Thorat told reporters late Saturday.

'Many years back the gap of enrolment rate between the national average and northeastern region was much higher,' he said.

The UGC chairman said the northeastern states would have to address the rural urban and male female disparities in access to higher education.

'The male and female enrolment percentage of northeastern region is 10.81 percent and 8.14 percent respectively. The national average as a whole is 15.56 percent for male and 11.46 percent for female.'

He hoped that the state governments in the region would give special focus on the rural area and the groups with lower access to higher education.

Saying that the central government has accorded high priority to the promotion of higher education in the country, the UGC chief said: 'Out of 42 central universities, 10 central universities, including central agricultural university, are located in the northeast region. This shows the priority that government has given to the region.'

According to Thorat, the union human resource development ministry and UGC had constituted a forum of vice-chancellors of northeastern universities in April 2008, with the purpose to share experiences and collaboration to ensure better coordination, identify the area of expansion and develop them in focus manner.

'The vice-chancellors' forum had held five meetings so far and achieved a lot in different fields,' he added.

Thorat said the central government and UGC would continue to their focus on the promotion of higher education in the northeastern region, comprising eight states.

'The vice-chancellors of the region must give leadership and make use of funds made available to them. The funds should not remain underutilised,' he said.

Source: Sept 26, 2010/ Sify.com

Learning links grow with India

AUSTRALIA and India have defied media hysteria over attacks on overseas students and a soured relationship to establish a two-way higher education model.

A prestigious private Indian business school - the S. P. Jain Centre of Management - this week announced a \$45 million investment in NSW, the state's first foreign higher education provider.

That development follows a Victorian government export push into India featuring a research chair at the University of Melbourne, and Victoria University and University of Southern Queensland moves to offer courses in Ahmedabad, in Gujarat, and Orissa respectively.

India has maintained its status as Australia's second most important higher education market after China. However, overall export education growth fell almost 15 per cent in July compared with the same time last year.

The Mumbai-based S. P. Jain Centre - which rates itself as one of India's top 10 MBA schools and has campuses in Singapore and Dubai - will establish its Australian campus in western Sydney.

S. P. Jain's president Nitish Jain was in Sydney for the Forbes Global CEO conference but was unavailable for comment.

However, he said in a statement the centre's students would be rotated through S. P. Jain international campuses to be exposed to different business environments. "Setting up a campus in Sydney fits well with our plans to consolidate our Asia-Pacific presence, the hotbed of growth," Mr Jain said.

At the end of their program, S. P. Jain students have been promised an Australian degree.

CQUniversity overseas student research director Paul Rodan said the new Australian campuses in India and the Indian business school here suggested "a possible new maturation and a relationship less vulnerable to perceptions of colonialism".

Professor Rodan said: "It is apparent that solid educational relationships have been established at various levels between India and Australia, away from the hysteria of media beat-ups and politicians pushing their barrows."

The spate of assaults on international students was regrettable, but a range of other factors - such as quality educational offerings - were important in affecting student demand, he said.

Griffith University's Ashutosh Misra - who researches Indian foreign policy and South Asian security issues - said India was a power that Australia could not have afforded to ignore for too long.

Dr Misra said the establishment of a chair in contemporary Indian studies at the \$10 million Australia India Institute at the University of Melbourne was welcome. However, it contrasted with the \$53m to open a China centre at the Australian National University.

The opening of Indian institutions in Australia and vice versa was good news, he said.

"But still relations have a long way to go, and [the] interest and keenness shown by the states needs to be seen at the commonwealth level too, which New Delhi believes is yet very China-oriented," Dr Misra said.

Source: Sept. 29, 2010 / The Australian.com.au/

500 engineering colleges face shutdown

At least 500 out of the 692 engineering colleges in Andhra Pradesh will have to be shut down as they do not meet the stipulated norms, particularly of a qualified faculty, state's technical education department officials have said.

The issue came to light at a recent conference of Vice Chancellors, held on September 21.

"We have about 500 engineering colleges in the state which do not fulfill this mandatory requirement (infrastructure, faculty) though they may be having good buildings. All such colleges should be closed down," state Council of Higher Education Secretary, Christopher said.

People are happy about the mushrooming growth of engineering colleges in the state but are not concerned about the lack of quality in education, he said.

Governor E S L Narasimhan, in his capacity as Chancellor of the universities in the state, immediately directed that "a committee be constituted to look into the lapses and make the management fall in line."

Chief Minister K Rosaiah was also apprised of the situation, who at once directed the authorities concerned to "act tough" and ensure that the college managements strictly complied with the set norms.

Accordingly, the state government constituted a committee, headed by Technical Education Commissioner K Lakshminarayana, to inspect the availability of infrastructure and faculty in the engineering colleges.

Quoting a NASSCOM study, Christopher said that Andhra Pradesh was producing only five to eight per cent of "employable engineering graduates" every year as against the national average of 25 per cent.

Another reason that may cause the shutdown of more than 200 engineering colleges in the state would be due to serious dearth of students.

Of the 2.67 lakh engineering colleges in the state, over 95,000 still remain vacant at the end of phase-1 counselling.

About 2.60 lakh students qualified in the engineering, agriculture and medical Common Entrance Test (CET) this year but more than a lakh of them did not even attend the counselling process for admission into various colleges, the study has said.

In the convenor quota alone, filled through the counselling process, 31,968 seats went abegging while there were no takers for those under the management quota, it said.

The strife over the demand for and against the bifurcation of Andhra Pradesh has left majority of the engineering colleges in the Telangana region high and dry as students prefer not to join them, given the violence being perpetrated by the pro-statehood agitators.

This resulted in a situation where, for the first time in many years,

Source: Sep 29, 2010/ **Financial Express**

\$35 Tablet Computer

The latest example of frugal Indian innovation is a low-cost handheld computer that the government says will cost only 1,500 rupees (about \$35). Kapil Sibal, India's minister of human resources development (whose portfolio includes education), unveiled it publicly at the end of July, with government officials subsequently saying it will launch in January.

The device has attracted attention—and skepticism—because of its remarkably low price. And some Indian government officials will not be satisfied until the price falls to \$10.

Under the Harvard-educated Sibal...the government of India has embarked on a national mission to improve the quality of education in India."

Source: Sept 30, 2010/ Bigthink.com

Vice Chancellors Conference Held; Consensus Arrived at on Many Issues

A meeting of the Vice Chancellors of Central Universities chaired by the Minister of Human Resource Development, Shri Kapil Sibal deliberated several issues relating to the academic growth and development of Central Universities here yesterday. The reports of the Committees of Vice-Chancellors constituted in the earlier meeting held in March, 2010 were discussed in detail.

In the Conference, there was consensus that in admission to Undergraduate courses, the present process of testing placed an immense burden on the students and applicants for admission. It was commonly felt that the basis for admission may be a combination of the marks obtained in Class 12 and scores obtained in a common aptitude test to be conducted nationally and the weightage between the two may be decided by the individual universities. As regards admission to the Post Graduate programmes, the basis may be marks obtained at the graduate level and a common test having some subject component. The modalities could be worked out by the Central Universities keeping in view their specific requirements. For Central Universities that have special admission arrangements, the same would continue.

For ensuring greater student mobility there may be credit transfer through MoUs to be entered into by the collaborating universities. Association of India Universities (AIU) may also be approached for widening its scope amongst the state universities. The Committee of Vice Chancellors may draft a model MoU in this regard. This mechanism of credit transfer may be in place by the next academic session. Further, Sharing of faculty amongst central universities was accepted and a model MoU is to be worked out for this in 2 months. There may also be a built-in systems of financial incentives for the faculty involved. A Central Universities Portal is proposed to be created for facilitating mobility amongst Faculty and the modalities in this regard are expected to be worked out in the next two months.

There was consensus that a four year integrated BA/BSc/BCom-cum-BEd courses may be introduced from next academic session for creating a specialized pool of teachers. For in-service training of teachers right from school to university level a detailed ICT based framework was presented in the Conference. It was felt that certain universities may be identified to play a pivotal role and the

details of this programme may be worked out in two months for consideration in the next conference.

A view was also taken in the Conference that the university assets, be it physical or academic, be put to optimal use not only for the benefit of the university but also to make it more relevant to societal needs. The assets of the universities may also be used for strengthening of vocational skill development so that not only academia gains but the industry as well benefits. There was also a consensus that there should be a code of conduct for university administrators, faculty, staff and students and a detailed scheme in this regard may be worked out for consideration in the next conference. Universities may create programme for developing academic managers on the lines of the BBA and the MBA programs for inculcating professionalism in management of academic institutions.

The broad contours of 'Navratna' Universities were also discussed and the criteria suggested were accepted "in principle" and the designated Committee was advised to work-out the details.

Source: [Sept. 30, 2010/ PIB](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE

US, China leading India in education: Yale professor

The crisis in higher education in India goes so much deeper than generally acknowledged that it can only be tackled by adopting a really radical approach, argues a Yale professor in a research paper to be published shortly. "There is a serious lack of talent to pursue research and teaching — the bedrock of higher education — and money to fund high quality education," says Shyam Sunder, a professor of economics, finance and accounting at Yale University.

In a paper titled "Higher Education Reforms in India", accessed exclusively by HT, Sunder argues that India's economic growth could be imperiled by this crisis. In the paper Sunder says while India's government spending on education as a proportion of the GDP is comparable to the US, much of it is wasted because of misplaced priorities and interest group pressures.

"The low quality PhD output of Indian varsities is only about 55 per cent of China's, and 40 per cent of US's," he said. He cites figures that show that most doctorates in India were awarded in arts and not in science subjects as in US and China.

And this decline, he argues, will imperil India's economic growth if the country doesn't invest heavily into education and research soon.

Source: Washington, Sept. 17, 2010/ [Hindustan Times.com](#)

Expert slams HRD university plan

Eminent scientist Professor Yash Pal who authored UPA's education reform blueprint has slammed the concept of Innovation Universities, arguing that the plan in its current form can "destroy" Indian higher education. In an internal note submitted at a closed door meeting of experts called by the human resource development ministry, the former University Grants Commission chairman detailed his objections. A copy of that note has been accessed by HT.

"I must register that I am not in favour of the proposal, as outlined in the concept note, for the so-called Innovation Universities to be set up as a separate class of universities," says the note from Pal, who was picked by the PM to head a panel to propose a reform blueprint.

The Innovation Universities — first announced ironically by PM Manmohan Singh himself — are envisaged as centres of excellence that will focus on interdisciplinary research on select subjects, unencumbered by rules binding other varsities.

Under the ministry's current plan both existing institutions — like the Tata Institute of Fundamental Research — and new institutions can earn the tag of Innovation Universities. Ministry sources countered Yash Pal's argument of a separate "class" of varsities by suggesting that any existing varsity could also aspire for the tag.

Yash Pal has also argued that the concept of the varsities drafted by the ministry can be misused. The draft for these Innovation varsities exempts them from Comptroller and Auditor General scrutiny and grants them freedom in academic and administrative matters.

"I worry that it might destroy our education completely," he has said, arguing that "second rate" institutions attracted by the possibility that no one would dictate what they teach, could consider the plan a "good business proposition."

Source: New Delhi [/hindustantimes.com/](#)18 September 2010

Branch campuses are 'hollow shells'

Many branch campuses where students can earn a degree from another country without ever going abroad are proliferating. However, they were described as "hollow shells" at the OECD higher education conference in Paris on Tuesday.

Soumitra Dutta, professor of business technology at the Paris-based business school INSEAD, told the OECD's International Management for Higher Education conference that branch campuses are most visible in the Middle East and Asia.

For some it may be too early to judge their success, "but the initial structures are not encouraging. They are hollow shells of their host institutions because the real faculty doesn't move."

Students and their families are well aware that the quality may not be the same as the original university. "It is not

easy to fool the local population who know it is not the same as the real university," Dutta said.

Dutta believes INSEAD has been more successful with its branch campus in Singapore because "we invested heavily and sent the best faculty to Singapore. It is not about the students, it is about the faculty."

The same was true of the Nottingham campus in Ningbo, China, which has been operating for a decade. The faculty on both campuses operates under a single director.

Yale this week announced it would set up an international campus in Singapore, which has increased the interest of university administrators in exploring such options.

But indications from the conference were that not all branch campuses were relevant to the importing countries.

Albert Sassoon from Morocco, a former assistant director-general at Unesco, said many branch campuses were empty shells because they lacked local student and researchers. "When you go there (Qatar, Abu Dhabi and Kuwait), you see magnificent campuses but where are the Qataris? You don't find them."

Local populations are often not interested in research careers at universities. In the Gulf in particular there are other opportunities that can earn them more money, such as in real estate and the oil industry, said Sassoon.

International branch campuses have proliferated in recent years, with more than three quarters of them less than five years old.

The Observatory of Borderless Higher Education counted 24 branch campuses in 2002, around 82 in 2006 and more than 164 in their most recent 2009 report.

The US is the dominant exporter, with half of all the branch campuses. But the trend of developed countries exporting to less developed countries is changing, according to research presented at the OECD conference on Tuesday by Jason Lane and Kevin Kinser of the State University of New York in Albany

There have been more North-to-North and South-to-South branch campuses in recent years with countries such as Chile, India, Iran, Lebanon, Malaysia, Mexico, Pakistan, the Philippines and Sri Lanka involved as well. Their study was based on research at more than 40 branch campuses in 10 countries.

"Some of these countries are interested in exporting education to other countries as a way of exporting influence," Lane told *University World News*. "Others such as Indian and Pakistani universities in Dubai are serving their populations in those countries."

"Some 13 countries are both exporting and importing branch campuses," he added. "Such initiatives can be risky and a number of international branch campuses, such as Michigan State University in Dubai, have closed or significantly reduced their offerings due to poor business models," said Lane.

Nonetheless failures have not been as common as thought, with around a dozen in recent years compared to the large number that have opened up.

"Even though relatively few campuses have resulted in documented failures, there are still several reasons to be concerned about their future," Lane said.

Many universities decided where they wanted to go before deciding whether they wanted to go, Kinser said. "Institutes make projections on the basis of wishful thinking rather than knowledge of the local market."

Sometimes it is not what local students want. "The majority of the campuses are offering programmes that are the same or similar to what they have already - most host countries require that for quality reasons," Lane said.

But the main motivation for setting up branch campuses has been economic. "Branch campuses are largely tuition [rather than research] driven, and almost never operate without the expectation of revenue surpluses," Lane said, although there are a dozen branches that offer doctoral degrees, with a handful also supporting active research programmes.

Countries such as China, Singapore and several countries in the Middle East are beginning to see research as a significant indicator of quality at branch campus.

But overall branch campuses "are a quite small segment of the global higher education enterprise, and it is unlikely they will dominate transnational higher education," said Lane. "Establishing branch campuses is a resource-intensive activity and the financial and reputational risks will give pause to most institutions."

Source: universityworldnews.com/19 September 2010

School for change

A new breed of managers is required to sustain India's growth

Management education is now 45 years old if we count the business administration departments established in 1955 in Delhi and two other universities. The number of management schools recognized by the Central government is now said to have reached 2,500. India and the United States of America have the largest number of students going to business schools. The vast majority of these schools in India is well below standard, with few staff members and that of low quality, poor facilities as in libraries and computers. The image of most is that they are there only to make money for the promoters. Business school students do not come for an education but for the choicest jobs. Business school education is seen as inculcating greed as the highest virtue. The large number of MBAs in financial firms in the US at the time the world economy was thrown by their mismanagement into recession is validation of this.

With India on a sustainable high growth path, management is a key to sustainability.

Management education must reform if we are to grow. The Association of Indian Management Schools established in 1988, with 500 member institutions today, held its 16th convention recently. Many members have learnt from each other and there appears to be a distinct improvement. It is among those who are not members that there is much to be concerned about. Many are mere moneymaking institutions. A business degree is felt to be a guarantee of well-paid jobs. Parents are willing to pay extortionate fees. The schools squeeze the last drop through capitation fees, unreasonable extra fees and high tuition fees.

The report of the National Knowledge Commission when implemented, and the impending supersession of the regulatory body, the All India Council for Technical Education, could help matters. But the task is very difficult. Many hundreds of recognized business schools across all sectors — private and public, in Central and in state universities — have to improve. There are many other unrecognized schools as well that offer management education. There is little information in the public domain about recognized and unrecognized ones. The ratings by different news and business magazines cover only a fraction of recognized schools. The supervision by the AICTE has been superficial, ineffective and biased. No regulatory body will be able to impose minimum standards. Market forces, namely students and parents, prospective employers and the media, must decide on the schools' quality.

Efficient markets need all stakeholders to have easy access to full information about each school, a single national objective rating each year for all schools, all schools to be rated and graded by an independent agency, a single admission test from which students are selected for different schools, and transparent governance of each school. None of these conditions exists today. Newspaper reports suggest that the government is considering asking all educational institutions, including business schools, to follow transparent norms of governance on the lines that the Securities and Exchange Board of India has laid down for listed companies. I have made this suggestion for many years and it is good that it might be followed.

The other change under consideration by the government is a single admission test for students to business schools. This will reduce the burden on applicants having to appear for many tests. A number of vested interests will lobby against these. It is also essential that full information on each business school is available each year in time for students considering business education. Compulsory disclosure with severe penalties for false statements about numbers of faculty, qualifications, facilities and so on is necessary. The government should have the spine to force these policies.

Management education is an artificial construct grafted on to many other streams from which the faculty and students come. Ideally, the undergraduate years must prepare students for the postgraduate education. Engineering or social sciences, the main sources today, do not cover all the disciplines from which management studies have

evolved. These include economics, psychology, political science, anthropology, sociology, time and motion studies, statistical sampling and other techniques, and using information technology for better decision-making and innovation, among others. Some work experience in between the undergraduate and graduate studies will prepare the student better for business management. We must also ensure that management education is not confined to business applications only, since it is as important for government and non-governmental and non-profit institutions. Faculty must also be integrated for management education, with annual updating programmes.

Today's changing world requires that management education prepare students to tackle challenges, including the accelerating economic growth in India, the exploding domestic markets and opportunities overseas, the consequent increase of interest in India of foreign companies and of Indian companies overseas. We can expect that there will be a significant improvement in industrial growth and in organized agriculture and services. Markets are becoming so big and competitive that the rewards of success are substantial and the costs of failure also very great.

Organizations are becoming big and complex and making them work effectively in any sector is the management challenge. Information technology applications are giving management greater opportunities and capability to improve efficiency, reduce costs and promote innovation. Managers are becoming mobile across borders, as are all manner of institutions and businesses. This makes it imperative that managers have good cross-cultural understanding and respect. From teaching skills, techniques and contexts, management education must help development of strong interpersonal skills, team building and social and emotional skills.

Management education can no longer be left to self-serving regulators and entrepreneurs focused on money-making. Its overall governance and regulation must be subject to strict rules and penalties for violations. The government may replace the AICTE with less intrusive regulators, but regulations, inspections and penalties are unavoidable.

We must have registration of all schools and adherence to conditions that will be investigated from time to time. Violation of conditions must lead to closure. These conditions must include adequate classrooms, sufficient access to computers and the internet, numbers of faculty and their quality in terms of education and publications, and ratings of teachers by their students. Full autonomy to institutions in deciding subjects, curricula, pedagogy, study materials and so on is essential. There must also be integration of heterogeneous faculty into the subject of management. Frequent tests to evaluate the students' absorption of learning, rather than a periodical examination, and much more exposure to real-life management under faculty supervision are necessary. The key is integration: of teachers from different disciplines, of pedagogy for integrated, and not just functional, learning and of human with functional skills.

Summer and final placements must go beyond organized industry and include small-scale, nongovernmental and non-profit organizations, and the government itself. Management faculty who take students on field trips (the late professor, S.K. Bhattacharya, took them on consulting assignments, the professor, Anil Gupta, takes students to discover small innovations), provide unusual and useful learning. Similarly, exposure to other cultures within and outside India might be gained through visits to tribal areas, watching movies from other countries, food festivals, and so on.

Management education has a vital role to play in India's future development. It must produce managers who are not restricted to industry, who can learn to integrate all management functions and not become narrow specialists, who have an interest in building society rather than only making money for themselves, are humane and not authoritarian in style, are curious to learn and apply new skills and techniques, accept different cultures and work with them, and who want to improve the conditions of the very poor and deprived. How management education changes will determine the future of India's economy.

Source: Calcutta [/telegraphindia.com](http://telegraphindia.com)/20 September 2010

Analyse your performance

Mock tests are not enough for the CAT. Analysing your performance can go a long way in helping you improve your scores. Parag chitale offers tips on how to analyse your practice papers

Most students in their preparation for CAT, undertake mock tests. However, not many go back to their solved papers to analyse their performance. While taking tests is an important part of your CAT preparation, you must also identify the areas of your strengths and weaknesses and issues that you are facing while taking these tests. Merely solving test after test might not solve this purpose. While you focus on quantity, i.e. the number of tests you take, do not forget the importance of quality of the test taking, i.e. a proper analysis.

After having taken a test, try and attempt the questions that you did not attempt during the test and try and figure out if this was due to time constraints and if some of them were worth attempting. This will give you a clear picture about your question selection. An important part of clearing the sectional cut-off is to choose the right questions and getting them right. The analysis should give you feedback about two things:

1. How to plan your preparation
2. How to execute a test

Planned preparation

A section-wise and topic-wise performance analysis will point out the areas of your strengths and weaknesses. This should help you plan your preparation between two practice tests. The planning of a test includes not only studying well, but also making a schedule. You must first

set the target for the number of tests that you will take in a week or a month and then distribute them evenly in this period. The target you set should not be impractical. Two tests in a week is a rational target and will help you not only to take the test efficiently but also to analyse and learn well from it so that they can be used to improve your performance systematically.

Execute efficiently

Efficient execution of a test is when you are able to bring out the performance that you are capable of, unaffected by the difficulty level of the questions and by the stress level that may increase under test conditions. This is achieved by spending a few minutes to assess the quality of a section before attempting the questions.

For the Quant and DI sections you should remember to judiciously select the questions that you will be answering. It is not necessary, nor is it possible to attempt all the questions. Hence, you must select a pool of around 60% of the total number of questions for your attempts. For example, if there are 20 questions in the section, select around 12 questions that you can attempt. It is possible that even out of these, you might not be able to reach the answer to a particular question. It is imperative that you do not get stuck at any one question for too long. The pool of questions you select should be large enough to allow you to leave a particular question and to move on to another one. Do not worry about the loss of time at this moment. Learn to move on confidently. In the verbal section, around 70% of the total number of questions should be your target. In the final analysis, how close you are to your target is what determines whether you have been able to put in your best.

Correct and prevent

While analysing a test, do not merely look at your overall score and be satisfied or dissatisfied by your performance. Understand why you scored in a certain way and learn to undertake corrective and preventive measures to improve your score in subsequent tests. Corrective measures include earmarking areas where you have gone wrong and then rigorously practicing those. Preventive measures also include marking particular questions that fetched you negative marks and understanding if they were genuine errors or silly mistakes like missing out on an easy question, lack of concentration, or losing too much time over a particular question. Identify these factors and be aware of the pitfalls in the next test.

Ideally, you must have the data of your performance in at least five tests before you can generalise about any serious problem in your preparation or bring about a change in your test taking strategy. Do not jump to conclusions by looking at your score or performance in a simple test or only one of them. It is also advisable to analyse your scores with the help of an expert, a successful senior or a faculty at your study centre since they can point out those flaws that you may have overlooked.

As mock tests are the most important indicator of your preparation and test taking skills, do not make it an exercise in merely analysing questions and answers. Your

analysis could actually lead to increasing your confidence in the actual CAT.

Source: epaper.timesofindia.com/20 September 2010

My vision for education in India

The neighborhood school concept should be given a shot at by encouraging parents and students, in particular parents, a school nearest to their place of residence rather than undertaking marathon travel through the chaos of traffic in our cities.

The HRD Minister has embarked on a series of educational reforms both at the school and higher education levels. These proposals are set to usher in sweeping changes in our educational system. If implemented these could result in drastic overhaul for the betterment of the educational system as a whole.

As a student, I got a feeling that a lot more could be done so as to bring about equality in opportunity to pursue careers or higher education of your choice.

The first change I would like to propose is having a single educational board instead of multiple central and state level boards we have at present. The reason being that every student should have a uniform level of education which unfortunately is not possible in the current environment. Some board standards are different than the others.

Uniform syllabi and books will level the playing field among students hailing from different regions and background. So none can have a grouse as to having been at a disadvantage due to their place of residence or economic status. Another significant change, I would like to propose is the standardisation of infrastructure in all schools and the quality of education provided, particularly for the teaching staff.

The neighborhood school concept should be given a shot by encouraging parents and students, in particular parents. This is because a school nearer to their place of residence will motivate students rather than undertaking marathon travel through the chaos of traffic in our cities. This ultimately results in wastage of time and energy.

No doubt there are many hurdles, grievances and genuine complaints in following such a system. There would be loud complaints about inadequate number of schools in the particular area or the quality of education being imparted.

Status issues will surface with parents willing to shell out extra cash for cosmetic education involving air conditioned class rooms, buses; multiple uniforms etc rather than prefer a substance filled holistic education in the nearby modest school with no trappings of elitism. Private education players thriving on demand for seats by collecting exorbitant amounts will surely cry foul. Teachers too, will have their own grievances which will have to be addressed with sensitivity.

But then think of the true secular feelings and tolerance such schools would generate in the future crop of young Indians.

So my solution here is- a bit controversial but some thing to pick your minds on, nationalise schools with the help private players in certain areas! All schools are brought under one system with uniform fee structure, allowances being made for those from underprivileged sections, and all teachers with fixed rate of uniform salary, qualifications, and experience with added benefits as required.

Private players who have already been engaged in the education sector for some time could be roped in to assist the government in the management and administration of the schools. By bringing all schools at par with others, one can hope to eliminate some of the class and status distinctions in our society. For e.g. in Mumbai where multi millionaires and slum dwellers co exist cheek by jowl, there is the possibility of a child from elite family rubbing shoulders with a maid's child in the same class. The added factor out here is that by making this system as preferred model the economically backward people are not made to feel as though they are patronized.

A uniform fee structure will help in this process and as for the economically backward, the government could subsidise the education through a voucher system. This can lead to another positive effect as reservations in higher education strictly based on the caste system could be made redundant.

As all would have benefitted from the equal opportunity system. Instead reservation based on the basis of caste, the economically backward sections could be given scholarships once they have cracked the entrance tests. That looks to be the future of entry in higher education system.

The social benefits from such a model are immense. The rapidly advancing divide between elite/middle classes and poor working class is already making ripples in our society with one section of our people talking about double digit growth rates and other about prices of essential items being out of their control. Education in any part of the world is considered as one of the most important component of economic growth. Following the suggested model not only will stimulate our economic growth but also make it inclusive.

This is what government planners are striving for and this could also potentially be the key solution to for the Maoist problem.

Source: merinews.com/22 September 2010

Education & Healthcare India's biggest priorities

If we have to meet our true potential, we must get our education and healthcare system right. A lot needs to be done here.

If India has to meet its potential as one of the foremost nations of 21st century, then it must focus on getting its education and healthcare system right.

"India has a lot of things going for it. Our economy is growing at fast pace, and we are pioneers in many sectors like IT. But, if we have to meet our true potential, we must get our education and healthcare system right. A lot needs to be done here."

"We need to have 100% of our school going population in schools. We need to focus on Vocational education. Vocational education will create talent for SME sector, which is the backbone of India. Also our management education system has to improve."

Mr Greg Pellegrino, Global Industry Leader for the Public Sector industry in Deloitte Touche Tohmatsu Limited (DTTL), delivered the theme address at the convention.

Mr. Pellegrino stressed on the need for adoption of Internet and mobile technology to promote governance in India. "India has a lot of opportunities but the challenges are many. India was ranked as 163rd by the World Economic Forum on 'ease of doing business'. That low of a nation like India! India must improve its governance by using tools like Internet and Mobile," said Mr Pellegrino.

Source: 22 Sept. 2010/ MBA Universe.com

Adopt technology for growth in education : Intel India chief

Shillong, Sep 27 (IANS) The world's cheapest laptop developed by Indian students is encouraging for the education sector of the country as technology-adoption is crucial for the growth of this vital segment, Intel India president Praveen Vishakantaiah said Monday.

'Technology-adoption in the education sector is vital for its growth. The effort to build the world's cheapest laptop for the students is a step in the right direction,' he said.

On July 27, Human Resource Development (HRD) Minister Kapil Sibal unveiled a prototype tablet computer developed by students of India's two leading technology institutes - Indian Institute of Technology (IIT) and Indian Institute of Science (IIS).

Vishakantaiah said the idea, for the growing education sector, is to provide technological solutions for the students, how it's done is a matter of research and development. 'The spaces in the education sector must be augmented through technology,' he said.

The seven and nine-inch Linux-based touchscreen gadget priced at Rs.1,500 has all the basic features, including a built-in key board, a two GB RAM memory, Wi-Fi connectivity, USB ports and is powered by a two-watt system for use in power deficit areas. The device is likely to be available next year.

The gadget, described by many as 'godsend for students', evoked tremendous interest around the world, but critics doubt if the price could be sustained as claimed by the HRD ministry.

The computing device will support functions like video web conferencing facility, and multimedia content viewing.

'The effort of the HRD ministry, irrespective of the laptop's marketing success, is laudable and encouraging for the education sector and a step in the right direction for the benefit of young Indians,' Vishakantaiah said.

Emphasising Intel's efforts in this direction, he said, the company has developed several solutions for the education sector. The company, in collaboration with the National Association for Blind, has recently developed an open-source computer software for the visually-impaired.

The Intel president handed over a laptop fitted with the software to a visually impaired student here who topped last year's board exams. 'Technology doesn't differentiate and stands up to challenges,' he said, after handing over the laptop to the student here in Shillong, the capital of Meghalaya.

Vishakantaiah said the country must lay emphasis on the education sector more so on higher education and research for its overall development. 'The IT boom of the 90's can only be sustained through continued research and higher education,' he said.

Source: 27 Sept. 2010/ sify.com

We have to fix our education system

India had always been viewed as an agrarian economy, what this meant was that the agricultural sector and its allied activities had been for the longest time the mainstay of the Indian economy, providing the lion's share of contribution to the GDP and employment to more than 60% of India's labour.

However, change seems to be slowly creeping into the economy now. Agriculture has now lost its position of being the largest contributor to the GDP, although it is still provides employment to about half of India's workforce. This is perfectly in sync with the trend of development that happens in other countries, albeit with a little difference. What happens generally is that as a country develops, there seems to be a shift of labour and resources from agriculture to manufacturing, and once the economy becomes a high income one, the services sector becomes the most important contributor to both the GDP and employment. But India seems to have bypassed the manufacturing field and directly arrive at the services field. It has now become a knowledge economy from an agrarian economy.

While our competence in services might be reassuring, the picture is incomplete at best. Despite the astounding

number of graduates that we spin out each year, very few have the right skill sets to be 'employable' in the industry, services or otherwise, so that on the job training becomes imperative. This is clear signal that somewhere our education system fails the students. Perhaps it is time to fix this.

Source: Sept. 27, 2010 [Financial Express](#)

9-10 percent growth possible – Montek

India's economy could easily grow 10 percent a year if the government makes dramatic improvements to infrastructure, boosts productivity and improves education standards, a top policymaker said on Tuesday.

At a time when developed countries are barely growing, India expects to achieve a growth rate of 8.5 percent this year and 9 percent in 2011, said Montek Singh Ahluwalia, deputy chairman of the Planning Commission, a government body that draws up five-yearly economic development plans. The latest plan ends in 2012.

Ahluwalia, who was in Kuala Lumpur to attend a seminar, told reporters that economic growth of 9 to 10 percent is a "reasonable target" to aim for in the next plan, which will run from 2012 to 2017.

"What does it require? Clearly lots of things," he said, putting infrastructure at the top of the list.

Some 800 million Indians survive on less than \$2 a day, according to World Bank estimates, which show the benefits of more than a decade of rapid economic growth have not been evenly spread.

Ahluwalia said 20 to 30 percent of India's 1 billion people at the bottom of the income ladder may not be getting much of a boost from the country's booming economy. But neither are the benefits going only to the top 5 to 10 percent of earners, he said.

"There is a tremendous spillover benefit of growth," he said. "Is it desirable? Definitely it is desirable. The only way that large segments of the middle income (group) are going to be pulled up is by rapid growth," he said.

India estimates it will need \$1 trillion of investment in infrastructure projects by 2017 to build more airports, sea ports, highways, clean energy plants, railways and communications networks. In the current five-year plan, the investment in infrastructure is set at \$500 billion, or about 8 percent of gross domestic product.

"I don't think that is adequate for 9 to 10 percent growth. We need to do even more for infrastructure than is currently going on," said Ahluwalia, who holds a Cabinet minister's rank and reports directly to the prime minister.

He said about half of the investment will have to come from the private sector and bond financing to avoid overstretching banks. Currently, the private sector's share of infrastructure investment is 30 percent.

Ahluwalia said growth will also depend on the government reducing its fiscal deficit so that it can free up money for infrastructure, creating new sources of clean energy, raising agricultural productivity and boosting education levels.

Source: Sept 28, 2010/ [The Economic times](#)

Vision India 2025

If youth takes up the mandate, future will be truly ours

Indian economy has experienced world's second-highest growth rate in the recent past, which is nothing short of an economic transformation. I have described my vision for India for 2025 in the following paragraphs. Critics might say that we need to cover a lot of ground in education, infrastructure, energy, industrialization, and the like - my aspiration would be to focus on few core areas, the rest would follow.

1. Education - I envisage India to be a knowledge super-power by 2025. But, we still have a lot of ground to cover in this domain. To achieve this vision, higher education has to play a key role. I suggest a three-pronged strategy for the same: -

Revising the educational material so as to make it more practical and less pedantic and theoretical. Even if India is investing 3% of its GDP in education, then the primary concern is to make sure that right kind of education is being imparted and that it's a real value addition for the student.

Making sure that the education is reaching every nick and cranny of India through technological advancements.

Work diligently on India's current illiteracy and this has to start from today. Higher education is possible only when everyone is eligible and able to grasp those high-end educational materials.

Considering the constraints that we face as a nation, I believe that electronic means of communication is our answer to infrastructure woes. To enable India to become a knowledge super-power, education and knowledge resources have to reach out to a larger number of people through various means in a seamless way.

A large portion of India is still illiterate, and I believe everyone must have a basic minimum education, which could help them earn a living for themselves, and which would make them assets for India. Until and unless every Indian contributes towards the productivity, it's difficult to think of India as a self-reliant knowledge super-power and developed economy.

2. Solar Energy - With energy short-fall becoming a national concern due to changing consumer behavior, environmental awareness and rising industrial demand, this should be one of the important areas of focus for the Planning Commission. As compared to other countries, we are at an extremely favorable condition because of our geographical location. As of now, the proportion of installed

solar power capacity in India is still miniscule, but the potential here is immense, as large parts swathes of the country are fortunate to get abundant sunshine. While conventional energy sources would continue to play a major role, my vision is to have solar power generation, distribution and adoption increase to at least 25% of our total capacity as a nation.

3. IT-enabled Services - This booming area has seen exponential growth in the past decade. From cheap "cyber coolies", Indian IT professionals have matured over the past few years; our processes, methodologies and operational strategies are worth emulating. However, in spite of being in this space for years now, we serve the world for IT but internal IT penetration is still miniscule. We should graduate from providing outsourced services to actually helping penetration of IT to India. So, my vision for 2025 is that this industry continues to seek greater heights, Indian professionals be regarded as the best-in-class, and I hope that from establishing ourselves as a 'services base', we evolve into a 'product development' base as well.

4. Promote Entrepreneurship - Our employment generation system is not in a position to absorb the universities' graduates leading to an increase in educated unemployed, year after year. This situation will lead to instability in the social structure. The need is to create a multi-pronged-strategy of cultivating entrepreneurial skills in young educated citizens. Entrepreneurship is a critical element of a growth economy, and India is poised to unlock a Silicon Valley like entrepreneurial boom through the next 10 years.

I believe that the first step is to encourage entrepreneurship in young minds. The orientation has to start right from the schools. After been imparted the role of entrepreneurship on national development in the school, the students must be exposed to business development opportunities at college level and trained accordingly for setting up of the enterprises, which will provide them creativity, freedom and ability to generate wealth. The combination of entrepreneurship education by academia, the hassle free flow of venture capital, and evolution of good market, will give additional momentum for national growth. My vision is to create and provide a facilitating environment to cultivate a mind-set that "Idea is Wealth".

Thus, I do not see myself as just a visionary - I believe that if the youth of the nation can take up the mandate of transforming the country, then the future is ours, and India will be the nation that it truly deserves to be.

Source: Sept. 29, 2010/ Coolavenues.com

Is Indian education going to change?

It will, if a slew of proposed changes are implemented

India's answer to the West's Ivy League may be what the government plans to call the Navratna Universities.

Minister of Human Resource Development Kapil Sibal said in a meeting with central university vice chancellors (VCs) in Delhi that the modalities of which universities are fit to wear this mantle will be worked out by the special committee of VCs headed by the Jawaharlal Nehru University (JNU) VC, within the next two months.

Sibal also said that the navratna universities would be given financial and academic autonomy.

People aware of the matter told Financial World that there would be several factors such as the national and international ranking of the university and the quality of research – measured by the quality of publications and their impact – that will decide which university makes the cut. Other criteria would include peer recognition of different departments, ability to mobilise funds, and quality of infrastructure, faculty and students. Importance will also be given to the number of international students studying in a university and the flexibility of inter-disciplinary research programmes.

“There is no agency that ranks our universities. This was needed for a long time,” said Pondicherry University Vice Chancellor Jalees AK Tareen.

The VCs also agreed in principle on various other issues. There seems to be consensus that there should be a national common aptitude test for admission to undergraduate courses across the country, rather than subject-specific tests conducted by different institutions. This test along with the class XII scores should decide the merit of the students. There was general agreement that the weightage given to each should be decided by individual universities.

Some VCs are of the view that the contribution of class XII scores should be 60 per cent. However, it is expected that there will be resistance from both students and the faculty in various universities. “The new system can eventually be more pressurising on the students as their future will depend solely on these two exams. This will have to be discussed,” said Tareen. Others say students from rural areas will suffer the most as an aptitude test can prove to be an enormous challenge. “These aptitude tests are mostly multiple choice-based and I don't think they have a good format to follow and evaluate a student's aptitude. This will lower the quality of students,” adds Moushumi Basu, associate professor, JNU.

Sibal defended the new proposal, saying it will discourage learning by rote. But he clarified that those universities not willing to follow the proposed system will have the choice to stay with the present one.

The admission process to postgraduate programmes is also set to change. Entrance tests for different subjects may have common aptitude components. The other proposals mooted are possible memorandums of understanding for sharing of faculty between central universities, and a code of conduct for university administrators, faculty and students. Also, universities may

soon be able to create academic management programmes on the lines of Bachelor of Business Administration and Master of Business Administration courses.

Source: Sept.30, 2010/ Tehelka.com

US losing edge to India, China: Obama

WASHINGTON: With countries like India and China investing heavily in their education systems and in infrastructure, US President Barack Obama has warned that America is losing its competitive advantage and jobs to emerging nations.

"You saw countries like China, India and Brazil investing heavily in their education systems and in infrastructure ... And where we used to be ranked number one, for example, in the proportion of college graduates, we now rank number 12," President Barack Obama said at a public meeting in Iowa.

"So , slowly all the things that had made us the most productive country on earth were starting to slip away. And we were losing that competitive position," he said. Praising India , China and Brazil for "aggressively" educating their children than ever before, Obama said the US is facing tough competition from these developing nations and "sooner or later" they will move ahead of it in exports.

"I mean, you've got countries like China and India and Brazil that are really moving-... They are exporting much more than they ever were. And so we're having to compete at levels that we didn't have to compete before." PTI

Source: Oct 1, 2010/ Times of India

RESOURCE

Education loans in India

Study loans are a premium service offering made by almost all nationalized banks for domestic and international education

Aspire to be an MBA student but financially weak? Thinking what to do? How to arrange money for the high amount of fees structure of the course? Well, arranging money for higher studies needn't fret you anymore. Both domestic and international education has become much affordable with a plethora of options available today — one of the key tools being the bank loans. Team CoolAvenues presents an insightful detail about the availability, eligibility, procedure and other dynamics of a bank loan to help an aspiring MBA student.

Going by the current market trends, a management degree in a reputed B-schools in India would cost approximately

10, 000, 00 and if an international destination is on your mind then the figure may sore up to anywhere between £15,000 to \$50,000 per annum for an MBA or similar masters.

While it is almost impossible to retain such a lofty balance accounts, loaning the amount from the bank stands out as an easier option. The purpose and the amount of the loan, however, may vary as per individual needs. For instance, students may avail them for diverse needs like payment of fees, purchase of books / uniforms / instruments, travel expenses if the student is studying abroad, thesis, tour and projects, to list a few.

Study loans are a premium service offering made by almost all nationalized banks for domestic and international education. Besides some private trusts are also running study loan schemes, the terms and conditions in this case may vary as per individual organizational policies.

The financial organizations are advertising about their education loans in various campuses across the country. However, the eligibility criteria may differ from one bank to the other. Some of the key deciding factors, for instance, may be the past academic record of the candidate, nationality, annual income of the family and applicant's age limit. While most banks will adhere to the general guidelines, some may ask for additional details such as an approved list of expenses from the school, income tax statements from the student and possibly the parents, and an account of assets and liabilities that they own. Different banks have different schemes with some common features.

The amount of the loan, for example, will usually be up to a maximum of Rs. 7, 50,000 for studies within India and Rs. 15 lakh (Rs. 1.5 million) for studies abroad. (Many banks, however, do offer more — at the State Bank of India, one can loan up to Rs. 20,00,000 — Rs. 2 million for going abroad, whereas HSBC offers Rs. 25,00,000 or Rs. 2.5 million, for the same).

The interest rate in case of a bank loan will normally adhere with the prime lending rate of the banks, if the loan is up to Rs. 200,000, but if the loan is above 200,000 then security is needed. (Most banks have moved this dividing point from Rs. 2,00,000 up to Rs. 4,00,000).

In terms of payback, most banks give the candidates equated monthly installments (EMI) option. They also offer some cushion for job hunting before the commencement of the repayment. Either the State Bank, for instance, expects the candidate to start payments from six months after getting a job, or one year after the completion of your course— whichever comes first.

Some of the Banks that are providing educational loans for the post graduation courses in India are:

1. State Bank of India
2. State Bank of Mysore
3. Allahabad Bank
4. Bank of Baroda

5. Industrial Development Bank of India (IDBI).
6. ICICI bank
7. HDFC bank
8. Citibank

Source: Sept. 15, 2010/ Coolavenues.com

Better Education Attainment Saves Lives

Each additional year of schooling that a country's women attain cuts by nearly 10 percent the children who will die before age 5, according to a new study in this month's issue of the British health journal *The Lancet*.

That makes educational attainment a better predictor of a nation's child mortality than even economic growth.

The report, conducted by the Institute for Health Metrics and Evaluation at the University of Washington, Seattle, and paid for by the Bill and Melinda Gates Foundation, tracked the highest education attained in 219 industrialized and developing countries between 1970 and 2009, and compared that data to the countries' child mortality rates.

Researchers found the mean years of education for women of childbearing years, ages 15 to 44, increased from 2.2 years to 7.2 years during that time. (For perspective, the mean years of schooling for American women rose from 11 years & mdash just under high school graduation & mdash in 1970 to 13.7 years in 2009.)

The study found that 8.2 million fewer children died before age 5 in 2009 than in 1970. Researchers attribute more than half of that drop to higher educational attainment of women in their reproductive years. Specifically, researchers found that for every year of additional education reached by these women, the mortality rate for children dropped by 9.5 percent.

This is a pretty meaty report, complete with tables and maps of growth in education by country, so I'll end on one small note.

Afghanistan, where we have spent billions of dollars fighting a war for nearly a decade, has one of the lowest rates of educational attainment in the world: Afghan women on average have just 3.6 months of education—the sum of all their educational growth in nearly 40 years—and education for men is only 2.6 years. Could this be additional evidence of preventative medicine being cheaper than the cure?

Source: blogs.edweek.org/17 September 2010

Youth study shows huge disparities among states

India prides itself on its overwhelmingly large youth population. But even as this population is expected to increase by 34 million during 2011-21, the country has largely ignored the needs of the youth, reveals the country's first youth development index (YDI).

Made by the Tata Institute of Social Sciences (Tiss), it shows that the average index for India is low (0.453).

While Maharashtra (0.555) ranks fifth, Himachal Pradesh ranks first (0.590) in YDI, followed closely by Goa (0.588) and Delhi (0.587). Even as 21 states have YDI greater than the national average, Bihar ranks the lowest (0.383) among 29 states for which YDI was calculated.

“This is the first attempt in India to develop such an index and has been sponsored by the Rajiv Gandhi National Institute for Youth Development, Chennai. The aim was to assess the status of India's youth and help identify the gaps which need policy intervention,” said Professor Lata Narayan, who conducted the study along with professor Anil Kumar at Tiss.

The dimensions included education, work, health and amenities. “A YDI of 0.453 is low and gives the level of development of 41% of India's population. When gender disparities in YDI are considered, the value is reduced further,” Narayan said.

“This indicates that the youth population needs greater attention from policy makers and programme planners. India as a whole has a relatively low value for education index and youth modern amenities index, with some states showing dismal performance,” Narayan said.

Maharashtra ranks sixth in education index, which has a national average of 0.413. The highest ranking states are Himachal Pradesh (0.611), Delhi (0.603) and Kerala (0.575). While 12 states have an education index lower than the national average, the lowest ranking states are Bihar (0.298), Jharkhand (0.315) and Rajasthan (0.325).

“The greatest concern is low gross enrolment ratio (GER), which indicates poor access at the secondary and tertiary levels of education. India has a long way to go before it can achieve ‘Vision 2020’ targets in terms of producing a youth force ready for the challenges of a globalised world,” the report says. Also, the country must move beyond the parameters of literacy and primary education as yardsticks of educational achievement. “The mere expansion of colleges and universities won't achieve the desired results unless there is value addition in terms of quality and relevance,” the report says.

The report says that there is negative co-relation between education and work indices. “It is on expected lines. States with a high education index have a low work index as the youth in such states are still studying,” Narayan said.

Source: Mumbai dnaindia.com/20 September 2010

Different surveys for different stakeholders

The University of Cambridge tops the QS World University Rankings 2010, while it is behind five American institutions in the Times Higher Education (THE) World University Rankings 2010/11, both released in the past fortnight. There are much wider gaps in the result of three global surveys, reference points for many foreign education aspirants.

For instance, University of California, Berkeley, is second in the latest Shanghai Jiao Tong University rankings, 8th in THE's and 28th in QS's. University College London is fourth

in the THE list and 22nd in QS's. King's College London is number 77 in THE's and 21 in QS's. University of Bristol stands at 27 in QS and 68 in THE. So, what should students make of these rungs-apart findings?

Different means

A given cause is the difference in intended objectives (target users) and the methodology for each study.

Shanghai Jiao Tong University's Academic Ranking of World Universities (ARWU) evaluates research institutions. It "uses six objective indicators to rank world universities, including the number of alumni and staff winning Nobel Prizes and Fields Medals, number of highly cited researchers selected by Thomson Scientific, number of articles published in journals of Nature and Science, number of articles indexed in Science Citation Index – Expanded and Social Sciences Citation Index, and per capita performance with respect to the size of an institution." Thus it gives a different outcome.

Interestingly, the ARWU was conceived to find out the international standing of China's top universities.

On the other hand, the QS offering is mainly aimed at students. Ben Sowter, head of the QS Intelligence Unit, explained, "The ongoing QS methodology, which remains broadly unchanged since 2004, and the brand new THE approach are highly divergent. The QS mission is 'to enable motivated people anywhere in the world to fulfil their potential through educational achievement, international mobility and career development'. As such when we designed our ranking back in 2003/4, we sought to reflect the interests of a broad group of university stakeholders, students, parents, employers and academics, but with special emphasis on the needs of students and parents. THE's new rankings seem very oriented towards the interests of university administrators and academics, seeking to compare research income levels and citation impact, amongst other things. The Shanghai Jiaotong ranking, too, is an 'academic ranking'."

The THE survey, carried out with QS till 2009 and now based on Thomson Reuters data, is meant to gauge university performance which can be of help to students as well as academics and policymakers. The previous THE surveys, done with QS, had some different parameters. The latest study used 13 criteria in five categories. This time, it has reduced the weight given to the international mix of teachers and students. Also, it has done away with the employer survey in the reputation category. Also, THE boasts that its ranking system is the world's only one with a section on the teaching and learning environment, including the first-ever global survey of institutions' teaching reputation.

Phil Baty, editor, Times Higher Education World University Rankings, said, "The new methodology that has been introduced for the 2010-11 provides an accurate and reliable picture of global higher education."

THE's 2010-11 survey is based on data provided by Thomson Reuters from its Global Institutional Profiles

Project, "an ongoing, multi-stage process to collect and validate factual data about academic institutional performance across various aspects and multiple disciplines."

"As a consequence of these differences in rankings objectives and subsequent choice of indicators, the rankings yield substantially different results," said Sowter of QS.

"This contrast in results ought to encourage prospective students to dig beneath the surface of each ranking and find out what they actually measure. They will then refer to the system that makes the most sense to them. We believe that the employability component, unique to the QS system — introduces a particular relevance for prospective students and their parents and is a measure where all of the institutions you refer to appear in the world's top 50."

THE's Baty added, "Because of the change to the methodology, any movement up or down since 2009 cannot be seen as a change in performance by an individual country or institution. We do contend, however, that these tables are realistic, and so in some cases they may deliver an unpleasant wake-up call that the days of trading on reputation alone are coming to an end."

India's status

Only a handful of Indian institutions appear in the three listings: 10-odd in the QS top 500, only two in the ARWU top 500, and none in the top 200.

Among the QS top 200, the Indian Institute of Technology Bombay is ranked 187

Source: New Delhi [/hindustantimes.com](http://hindustantimes.com)/21 September 2010

Quality over quantity

The QS ranking of world universities was released recently. Like all such rankings, this one too has many critics who question its methodology and hence the accuracy of its ranking. But Indian universities and educational institutions fare far too badly for this to be attributed to faulty methodology. The highest-ranked Indian institution is IIT, Mumbai, with a rank of 187 in the world. What is perhaps more disheartening is that 35 other Asian institutions have been ranked above it. Clearly, we are falling far behind even countries like South Korea, Thailand, Malaysia and, of course, China and Japan in higher education.

Why should we care whether we have a world-class university when we do not have enough primary schools and inadequate healthcare facilities? This may well be the reaction of large numbers of Indians, who view top-quality higher educational institutions as a luxury good that cannot be afforded by developing countries. Unfortunately, this is an extremely myopic view. The absence of Harvards and Cambridges in India has resulted in gigantic outflows of the best Indian students leaving the country to study abroad. In fact, sometimes i feel that i hear more students speaking in Hindi in the University of Warwick campus than, for instance, in the Delhi School of Economics!

This migration would not have mattered if it had been temporary. It is not an overwhelming fraction of Indians who go abroad to study do not return to India. The sheer magnitude of the brain drain from India is mind-boggling. India does benefit from their presence abroad through remittances and goodwill earned overseas. But we suffer a far bigger loss because the direct benefits of their skills as managers, doctors, innovators and researchers accrue to the countries where they reside.

The UPA government started its second innings with the promise to build several world-class universities. We have not yet been told how it intends to keep its promise although half its term is over. Perhaps, the government believes that all it has to do is construct some new buildings and the rest will follow. But what we actually need is a dramatically new approach.

The strategy followed so far in developing higher education in India has been to gradually increase the number of universities, all of them with roughly the same scale of facilities. This emphasis on quantity has had a deplorable effect on quality because resources have been spread too thinly. Even the most well-funded university or research institute in India receives no more than a fraction of the funds available to comparable institutions in several Asian countries.

Consider, for example, the salaries on offer in Indian universities. Despite the quite large increase in salaries after the last pay commission report, university salaries remain grossly inadequate compared to remunerations available elsewhere. A bright young researcher who, after finishing a PhD abroad, has just received an assistant professorship in any North American university would have to attach an exceedingly high premium to the intangible joys of working "back home" in order to actually return to India.

Is it surprising then that even leading universities and research institutes find it impossible to reverse the brain drain? Similarly, a comparison of salaries in the corporate world with those in academia explains why increasingly large numbers of bright students opt for a career in the private sector instead of entering academia.

Of course, salaries are just one component of what young researchers look for when they evaluate alternative job offers. Although the internet, skype and e-mail have made the world a smaller place, it is imperative for young academics to have generous research grants so as to be able to travel abroad to attend conferences and workshops, to collaborate with foreign co-authors. Experimental scientists need state-of-the-art laboratories. Which Indian university offers these facilities?

So, the financial requirements of "world-class" universities are very large. This means that the only feasible option is to discard the current policy of uniformity same salary scale, same rules regarding travel grants, etc, across all universities. Instead, the government should build perhaps three or four universities with research facilities and salaries comparable to the best in Asia. Moreover, these

universities must be truly autonomous institutions. And they must be completely free from the draconian formulaic regime imposed by the UGC in particular and the government in general. For example, imagine that Harvard wants to hire an outstanding young academic as an associate professor, but is unable to do so because the person has not completed eight years after his PhD!

Ideally, these universities should have both undergraduate and graduate programmes. Moreover, the size of the undergraduate programme should be sufficiently small so that the entire teaching is done by the graduate faculty instead of being farmed out to affiliated colleges. This practice, which has also been advocated by the vice-chancellor of Delhi University in a recent newspaper article, will improve the quality of undergraduate teaching dramatically.

Of course, this will mean inequality in the education sector both in terms of the quality of teaching available to students as well as the remuneration package available to faculty. This will inevitably attract the charge of elitism. Unfortunately, this is the additional price which has to be paid for setting up world-class universities!

Source: timesofindia/21 September 2010

Make higher education stronger

For all its professionalism and forward thinking, the Kansas Board of Regents didn't have a long-term strategic plan to guide it until last week. The 10-year Foresight 2020 blueprint should be useful not only for the regents but also for lawmakers, the next governor and other Kansans as the regents and public universities work to make higher education stronger and as beneficial as it can be to the state's economy.

The six strategic goals in the plan sound familiar, because they cover much of what challenges higher education today:

- Better align the state's higher education system with K-12 schools and between the universities and colleges themselves.
- Better reflect the state's demographics and include more adult students.
- Improve retention and graduation rates.
- Ensure that graduates emerge with "foundational skills essential for success in work and in life."
- Better align the higher education system and the needs of the state's economy.
- Enhance the regional and national reputation of Kansas universities through "inspirational initiatives."

That last goal, related to the U.S. News & World Report rankings and other such lists, rankles some people, raising legitimate questions about why Kansas should be guided by some national rating system's criteria.

But Kansas can't afford to discount the importance of such rankings, because they certainly matter to potential

students, faculty and donors. With U.S. News & World Report ranking the University of Kansas 104th and Kansas State University 132nd among Tier 1 national universities, there is room for improvement.

One legislative change made this year could serve multiple goals by allowing different regents institutions to have different admissions standards. If KU, for example, could be more selective in admissions than its fall 2009 acceptance rate of 91 percent, it would move up the ranks.

Some of the recommendations the regents sent to the 2011 Legislature last week also could serve the Foresight 2020 goals, including a need-based \$10 million "Kan-Help" financial-aid program, partly funded by allowing universities to retain state sales tax collected on campus; \$14.1 million in special funding for high-demand academic programs such as engineering and nursing; and \$20.5 million to help make up ground lost to state budget cuts over the past several years.

Speaking about state leaders, Board of Regents chairman Gary Sherrer told The Eagle editorial board last week, "They can't continue to demand more from the system and fund it less."

The regents have given the Legislature three more months than usual to consider the annual recommendations, which spell out "what it takes to provide quality education in this state and to continue to build it," said Sherrer, an architect of the state's 1999 higher education reform as lieutenant governor in the Graves administration.

With the state economy still hurting and the likely next governor, Sam Brownback, advocating a spending freeze that would necessitate more cuts, the regents and the institutions they govern could be in for a disappointment next spring. But their advocacy and vision are laudable.

If Kansas is going to see its population grow and its businesses lead their industries, its higher education system must be of high quality.

Source: [/kansas.com](http://kansas.com)/23 September 2010

What's wrong with schools in America? A documentary attempts to explain.

This bit about the situation in America from a review of the documentary in New York Magazine drives home a harsh reality that is far more stark in the Indian context.

Watch [Waiting for Superman](#), the documentary that's just released in America.

A real revolution in education will require a more foundational change—one that addresses the way in which the nation goes about turning people into teachers in the first place.

The ridiculousness of how we do it now is a bugbear of Geoff Canada's. "We say to these young people, 'We're going to make a deal with you,'" he explains. " 'We are not going to pay you a lot of money, but we are going to give you a lot of time off. You'll always get home before dark. You won't work weekends, and you'll have every summer off.' It's a terrible message we're sending that these perks

come with their job. What kind of people does that attract to the profession?"

The answer to Canada's question is distressing and depressing. Whereas the best public-school systems in the world—Finland, Singapore, South Korea—recruit all of their teachers from the top third or better of their college graduates, in America the majority come from the bottom two-thirds, with just 14 percent of those entering teaching each year in high-needs schools coming from the upper third. And the numbers may be getting worse. According to a recent survey conducted by McKinsey, a meager 9 percent of top-third graduates have any interest in teaching whatsoever.

I think the corresponding numbers in India may be far worse. Much food for thought for us on how to address the challenges in India.

Source: Sept 29/ 2010/ Prayatna.typepad.com/education/

Top-Tier Teachers-Survey Report

Amid the ongoing debate about how to improve the performance of America's schools and students, new research draws attention to an often-ignored piece of the puzzle: the quality of incoming teachers.

A report shows that other countries make the profession of teaching more selective and attractive.

A report by McKinsey & Co. finds that in Finland, Singapore and South Korea, which have the world's best school systems, a remarkable 100% of incoming teachers come from the top third of their college cohort. In the U.S., only 23% do.

According to the report, the difference is that other countries make teaching not only more selective but also more attractive, by offering higher salaries and creating a more professional work environment.

Teaching in Finland, for example, ranks among the top career choices for the country's elite graduates. By contrast, research indicates that the cream of America's graduating crop do not view teaching as a profession that offers what they value.

Here's a link to the McKinsey Survey referred to in the review - [Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching](#). *Byron Auguste, Paul Kihn and Matt Miller. McKinsey & Co. (Sept. 2010)*

An earlier McKinsey report in 2007 titled [How the world's best school systems stay on top](#) summed up the challenge by stating "the quality of an education system can't exceed the quality of its teachers."

Contribute

If you are an academician, 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

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.

Disclaimer:

Data included in this newsletter is only for educational purpose and wider dissemination. All liabilities and rights belong to respective writers & authors.



Apeejay Stya Education Research Foundation

Apeejay Stya House
14 Commercial Complex, Masjid Moth, Greater Kailash, Part - II
New Delhi - 110048

Tel. No. (91 – 11) 29228296 / 97 / 98
Fax No. (91 – 11) 29223326

E-mail: aserf@apeejay.edu
Website: <http://aserf.org.in>