



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

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ASPECT

Higher education for a changing world

Achieving and sustaining quality in higher education is a tough challenge. A new stakeholder contract may be needed, and better performance measures would help light the way forward.

Higher education is attracting unprecedented public attention across the world. In Germany a competition to create universities of excellence is fuelling debate; in France discussions continue about struggling mainstream universities versus more well-endowed grandes écoles; in the UK there is a debate about education as a public good versus faculties as market-oriented enterprises; US continues on accessibility, competition and costs and in the India public focus continues on accessibility, equity, quality and relevance.

The list goes on. These concerns are to be expected since knowledge is so important to our economies. They also reflect the globalised nature of tertiary education, which in some countries, particularly in Europe, is in something of a quandary. Top US universities, though expensive in terms of fees, draw top talent and appear to outshine many leading European ones. Why is this?

Historical influences, institutional developments, the role of education in society, past and current attitudes to funding, quality and access: when it comes to measuring quality, relevance and impact of universities, we simply need more evidence. Institutions of higher education everywhere are increasingly encouraged—if not obliged—to draw a higher proportion of their resources from non-state funds. Just as the health system and pension funds can no longer be solely funded with public money, university “consumers” will increasingly be asked for a financial contribution.

There is a paradox: on the one hand governments and the public request public universities to provide greater access, improved quality and to cut costs. On the other hand, public funding is reduced. In some countries higher education may as a consequence become scarcer, and access more limited. Some change, whether in approach or structure, seems inevitable.

Regional drivers

Education reform is far more than just about funding or turning educational institutions into businesses. It is about promoting a new social contract involving all stakeholders, beyond governments, teachers and students. The terms of the social contract which has underpinned these institutions until now—mainly public finance based mainly on taxation—are changing. Also, governments have to make sure the challenges are met quickly, since the knowledge economy relies heavily on higher education for its raw material of human capital.

It is important to consider higher education in a regional as well as a global context. The higher education and

research institutes made their entry into regional policy in the 1980s, when entrepreneurship became central to local development. There were new incentives to create closer ties between knowledge institutions and trade and industry, led by the likes of Silicon Valley in California, Route 128 in Boston and other high technology centres. The idea of growth centres, including a university or a university-affiliated research institute, has conquered the world from Tokyo to Paris and Helsinki to Munich.

Regions and their universities have drawn new “road maps” towards dynamic local forces capable of competing in a global economy and delivering social well-being. Such forces require a stable infrastructure, including best-performance schools and universities, research laboratories and a networked technological infrastructure. As Microsoft’s Bill Gates puts it, cutting-edge companies now base their location decisions on the availability of talent pools and a culture for innovation, rather than tax policy.

This is not just theory and it is not just happening in the US. Consider Finland, for instance. Between 1990 and 2000 the Finns doubled their higher education enrolments. The decision to do so was taken when the Finnish economy had lurched into a long and deep recession following the collapse of the Soviet Union. But rather than doubling the size of the existing rather rigid university system, they decided to create a new one based on a regional infrastructure. This led to the creation of a polytechnic system, aimed at upgrading vocationally-oriented education and catering for changing local needs, including in the labour market. Whether Finland’s economic resurgence, including in employment, is due to these innovations in education is an open question.

Nor has regionalisation solved all the problems: Finland still faces the prospect of a long-term decline in student numbers, and as a consequence, will soon begin consolidating a number of institutions. The OECD is acting as advisor on this question.

Testing performance

Clearly, adequate funding is a key element in assuring the quality of any higher education institution. But while much emphasis has been placed on the evaluation and quality assessment of research, little attention has been given to the quality of teaching at higher education institutions, or indeed to how they serve regional requirements. Measuring these contributions may require different approaches, but the choices are unclear. We need to build a better understanding of the advantages and disadvantages of the different ways to evaluate quality.

An issue we should be careful about is the use of league tables. One of the major problems with rankings, especially where they cover whole institutions rather than individual faculties or disciplines, is that they compress everything into a single indicator that fails to capture the diverse meaning and objective of quality. In other words, simplistic,

narrowly-defined, quantitative assessments of quality can actually harm the diverse missions of higher education.

For accountability, certain elements are worth measuring in relation to particular disciplines or courses: number of graduates, duration of studies, costs per student, etc. But do these measures help set overall strategies in higher education? Measuring quality should go beyond quantitative measures of cost, for instance. To assess regional involvement, quite different metrics are required. We are conducting a major study of the precise ways institutions of higher education support economic, social and cultural development across the OECD. It is a challenging exercise.

So far as teaching in higher education is concerned, a measure of student competencies would probably be the most credible tool, rather as the OECD has done with PISA for secondary education. However, this would be expensive and difficult to carry out. Even if such a measure were made available, it would have to be supplemented by ways of determining whether better results reflected the quality teaching or, say, a more advantaged student intake. After all, do some US colleges shine because of their teaching or because they only admit high calibre students in the first place? Do some old-fashioned European universities suffer because they take on too many students?

This raises the problem of how to compare like with like. Different countries have different traditions, and the status of universities and other institutions varies from place to place. For instance, for engineering, do we compare, say, Stanford with a mainstream French university, or with a specialised school such as the Ponts et Chaussées? Are these schools producing to new employment demands? Can French, German or other European universities continue to supply skills to the likes of Siemens or Airbus, or indeed, to emerging European knowledge-based industries?

Such questions need to be cleared up. The OECD's tertiary reviews, regulatory reform reports on education and innovative work on university futures offer some insights, but also reveal gaps in measurements for comparing countries. A productive route would be to look at consumer judgements about the perceived quality of teaching. By consumers, (students), though also parents and future employers.

There are some good examples to examine, such as the German Centre for Higher Education Development's online tool, which aims to dispense with all-institution ranking of data by comparing single disciplines in Austria, Germany and Switzerland. As it is interactive, "client" students can rank institutions according to their needs. A study on the methods used in gathering such consumer information across the OECD would be quite straightforward to set up, and the OECD could achieve quite a lot with a relatively modest investment.

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NEWS

Toyota launches tech programme for ITI students

Toyota Kirloskar Motor Pvt Ltd (TKM), in collaboration with Toyota Motor Corporation (TMC) and its nationwide dealer network, has introduced a training model for body and paint repair under the Toyota technical education programme (T-TEP), at the Government Industrial Training Institute (ITI) in Aundh.

T-TEP, a special training module, was launched in 2006 in India. In a span of 5 years, 19 institutes have been covered under the programme. A company communication said the "Body and Paint Repair Syllabus" focuses on enhancing specific skills required for body and paint repair. The syllabus has been developed in collaboration with the state government's department of training and technical education.

With this special programme, Toyota Kirloskar Motor intends to enhance the technical abilities and employability of ITI students in the age group of 16 to 18 years. The program will help ITIs build skilful technicians for the Indian automotive service industry.

The communication said the current automobile service industry is characterised by inadequately skilled manpower and lack of professional training for repair and diagnostics, especially for the vehicles introduced recently in the market. This often forces the dealerships to recruit manpower from local garages. Thus, Toyota has designed the special training programme. T-TEP body and paint is an initiative undertaken by TKM, in partnership with ITIs and its dealers across India, to remove this lacuna, the communication said.

The students will also receive, on-the-job training, at Toyota's dealerships. As a part of this programme, TKM will also train institute instructors in the latest technology used in Toyota and the automobile industry. TKM and TMC together provide T-TEP institutes with hi-tech training packages and Toyota service training manuals and materials. Supplier partners like DuPont and 3M have also extended their support by providing latest equipments and material required for training. To begin with, the course will provide training to over 35 students every year.

Source: PUNE/18 Nov, 2010/[The Times of India](#)

RTE, computerization to top education meet agenda

The pending project to bring about computerization in government schools is going to be a major issue in the meeting of education officers and district coordinators with the education minister slated for Friday. Apart from this, implementation of right to education (RTE) and Punjabi language in state's schools, developmental issues and policies in the education sector is going to top the agenda. Details of students, teachers and schools will be discussed

with the district education officers to help fulfil the requirements.

While review of the court cases will be top priority, issues pertaining to discipline, pension cases, medical claims, delayed audit process, Sarv Shiksha Abhiyaan, mid-day meal, implementation of central schemes, Adarsh and model schools will also be taken up. An effort will be made to redress the complaints of employees and teachers.

District education officer Harbhajan Ram said the meeting would help boost education in the district and the state. The main agenda pertaining to the district is vacant posts, pension issues and developmental work in schools.

The problems encountered in implementation of state and central government policies will be resolved to enable efficient working of government schools.

Source: Nov 18,2010 / Ludhiana / [Times News Network](#)

After suicides, IIT-K to ease academic rules

Rattled by yet another suicide on campus, the Indian Institute of Technology (IIT) Kanpur is set to amend its academic progression rules and 'rationalise' the cut-off cumulative performance index from 5 points to 4 points to ease pressure of students.

While the institute claims it is not precisely academic pressure that can be blamed for the recent spate of suicides and several other factors are responsible, they also admit their academic progression rules are one of the most stringent across IITs.

The IIT has already put before its Senate a proposal to amend the existing academic progression rules. It has suggested major changes in the way warning, probation and termination clauses are handed down to students and, most importantly, bringing down the cut-off for getting an IIT degree to the pass percentage of CPI value 4.

The CPI is a measure of a student's performance in all courses. At IIT Kanpur, if a student passes all the courses, he gets a D, which means a minimum CPI score of 4.0.

But according to current rules at IIT-K, a student needs to get a CPI of 5.0 to graduate. All students who attain a CPI less than 5.0 — and that is a substantial number — are unable to graduate and consequently face academic stress, get warnings, probations and are even terminated.

Now, it has been proposed that the CPI value of 4 itself be made the reference point for a more humane and less stress-free performance appraisal of students. However, provisions for warnings, probations and terminations with appeal have been retained.

Source: Kanpur / Nov 19, 2010 / [The Indian Express](#)

Shri Kapil Sibal Meets with Private Higher Education Institutes

The representatives of private higher education institutions met with Shri Kapil Sibal, Union Minister for Human

Resource Development, here today. In the meeting with the Minister they underlined the requirement of transparency in the education system based on a regime of self disclosure. They also welcomed the Ministry's initiatives regarding the proposal to set up a National Accreditation Regulatory Authority through legislation introduced in Parliament. They underlined the need to distinguish between higher quality institutes from the ordinary institutions within the sphere of private higher education as at present they are clubbed into one lot with same rules and checks applying to all. They said that quality institutions should have a different yardstick for them from the rest.

The Institutions also made a pitch for the education sector to have access to long term funding at priority landing rates for setting up additional infrastructure. They also appealed to the government to encourage research and Ph.Ds in the private sector also, on the lines of the policy for the Government's higher education institutions. They also said that AICTE could look at some form of a one year MBA programme, as is the practice in some other countries.

Also present in the meeting were Smt. D. Purandeswari, MOS, Ministry of HRD, Smt. Vibha Puri Das, Secretary (Higher Education) and the representatives of the Manipal University, Manipal, BITs, Pilani, TERI University, New Delhi, Thapar Institute, Patiala, Nirma Institute of Management, Chandlodia, Gujarat, Dhirubhai Ambani Institute of Communication, Ahmedabad, XLRI Jamshedpur, SP Jain Institute of Management, Mumbai, IIIT, Hyderabad, IIIT, Bangalore and DAV Institute of Engineering, Jalandhar.

Source: 23 Nov, 2010/[PIB](#)

EDUSAT-Teacher Student Connectivity through audio visual mode

EDUSAT (Education Satellite) network is completely an audio-visual medium using multimedia technology wherein teacher-student connectivity is facilitated in distance mode by creating a Teaching End and Classroom End. The teacher teaches in a studio in audio/visual format which is transmitted and received by students at multiple classrooms throughout the country. The interaction between teacher and students takes place through video to video mode, through audio and through online chat mode.

EDUSAT, a project of Indian space Research Organisation (ISRO), is in operation since 2005 wherein an Internet Protocol (IP) based network is provided to all States, Union Territories and major national educational institutions EDUSAT provides both Ku-band and C-band transponders to cover the entire country with two-way audio-video connectivity.

The two types of terminals, namely Satellite Interactive Terminals (SITs) and Receive Only Terminals (ROTs) are deployed under EDUSAT programme. The ROTs are used for providing primary and secondary education and the SITs are used for providing higher and professional education. The live classes conducted the expert teachers

are transmitted from the studios to these schools and colleges. Using SITs the students can have live interaction with the expert teacher. Most of these terminals are deployed in rural areas.

This information was given by the Minister of State for Human Resource Development Smt. D. Purandeswari, in a written reply to a question, in the Lok Sabha

Source: 24 Nov, 2010/[PIB](#)

Proposals for Polytechnic Colleges

Under the Scheme of 'Sub-Mission on Polytechnics Under Coordinated Action For Skill Development', Government of India is providing one time financial assistance of Rs. 12.3 crore per polytechnic to the State Governments/Union Territories for setting up of new polytechnics in 300 un-served and under-served districts of the country subject to the respective State Governments/ Union Territories providing land free of cost and meeting the recurring expenditure in running these polytechnics. These polytechnics are to be set up by the concerned State Governments in these districts. So far, out of 300 districts, 239 districts have already been provided financial assistance for the purpose. The concerned State Government of the remaining 61 districts can avail of assistance by providing land free of cost and agreeing to meet the recurring expenditure

This information was given by the Minister of State for Human Resource Development Smt. D. Purandeswari, in a written reply to a question, in the Lok Sabha

Source: 24 Nov, 2010/[PIB](#)

Education sector comes under ASCI scanner

ASCI finds claims by Career Launcher, T.I.M.E Institute and Education Matters unsubstantial.

The self regulatory voluntary organisation of the advertising industry, Advertising Standards Council of India (ASCI), recently introduced guidelines for the education sector, which seems to have made an impact among the masses as the number of complaints against education institutions' ads have gone up. ASCI has received the maximum number of complaints against the education sector since the guidelines went up on the website for public viewing in August.

Of the 12 complaints received by ASCI, six were against ads of education institutes and the rest from FMCG, travel, realty and appliances companies.

ASCI's Consumer Complaints Council (CCC) upheld three advertisements of Career Launcher, the coaching institute for exams such as CAT, GRE, GATE and others, as the claims could not be substantiated. The complaints pertained to claims of highest success rate, number of students taking tests and being the most successful trainer in Mumbai. Career Launcher could not substantiate any of the claims with data and hence, under ASCI code's

Chapter I, Clause1, the CCC asked for the ads to be withdrawn - which was done.

Similarly, another coaching institute, T.I.M.E Institute, was asked to withdraw ads as the institute did not substantiate its claim of being the No. 1 institute for GMAT at the time. A claim by Education Matters on its website about its association with the British Deputy High Commission was unsubstantiated and therefore, it was directed to withdraw the claim from its website.

Alan Collaco, secretary general, ASCI, says, "The recent introduction of education sector guidelines seems to be showing visible effects. The guidelines were much debated and well received by the industry and citizens alike. More than 50 per cent of the complaints this time were against educational institutes. The growing awareness and increased complaints is a good sign for the self regulated ad content guidelines of ASCI in India."

Other than the educational institutes, a TVC of Colgate Sensitive toothpaste was found to be misleading from the aspect of its visual showing "other" toothpastes having only one out of four dentists recommending them, when the figure was actually more. The company was asked to modify this aspect of the TVC.

However, Colgate was able to substantiate its claims of "relief from pain for sensitive teeth" and "3 out of every 4 dentists recommend Colgate Sensitive" with supporting data. Colgate-Palmolive has assured appropriate modification of the TVC.

CCC also upheld Dabur Pudim Hara's claim that the product does not contain any chemicals. ASCI found the claim misleading and instructed the company to modify it appropriately. However, the company was successful in substantiating the claim of "relief from pain and acidity" with supporting data.

In a case of comparative advertising, an ice-cream brand of Kochi based Supreme Food Industries - MeriiBoy Ice Cream - was found to be misleading the consumers by claiming that the contents of competitors' products were artificial. The CCC found the comparison unfair and misleading. As per the CCC decision, the leaflets were withdrawn from the market and the website content modified by the advertiser.

Source: Nov 24,2010 / New Delhi / [AgencyFacts](#)

Multiple Entrance Tests

In order to reform the present system of multiple entrance system, a committee has been constituted to explore the possibility of having one exam in place of IIT-JEE, AIEEE and other State Entrance Examination. The main recommendation of the Acharya Committee, include (i) Standard XII Scores normalized appropriately across Boards should be used to capture the School Science Performance (SSP) (ii) National Aptitude Test (NAT) should be used to capture parameters of interest such as raw intelligence, aptitude general awareness, comprehension

and written communication skills (iii) A Composite Weighted Performance (CWP) Score to be computed.

This information was given by the Minister of State for Human Resource Development Smt. D. Purandeswari, in a written reply to a question, in the Lok Sabha.

Source: 24 Nov, 2010/[PIB](#)

Indian institutions ink pact with Spanish varsities

New Delhi, Nov 24 (IANS) Six Indian educational institutions have signed an agreement with Spanish universities for 'internationalisation of higher education'.

'Indian and Spanish institutions have signed a memorandum of understanding to collaborate on internationalisation of higher education and develop programs that benefit student and faculty exchange between the two countries,' Alliance 4 Universities (A-4U), a grouping of Spanish universities, said in a statement.

The alliance comprises of four Spanish universities - Universitat Autònoma de Barcelona (UAB), Universidad Autònoma de Madrid (UAM), Universidad Carlos III de Madrid (UC3M) and Universitat Pompeu Fabra in Barcelona (UPF).

Indian institutions that have signed the agreement are the Indian Institute of Foreign Trade, New Delhi; International Institute of Information Technology, Bangalore; Indian Institute of Science, Bangalore; National Institute of Technology, Hamirpur; Birla Institute of Management and Technology (BIMTECH) and Jaypee Education.

'With this collaboration, we aim to enhance international mobility of students, researchers and academics and help establish research collaboration partnerships worldwide,' said Ana Ripoll Aracil, president of Alliance 4 Universities (A-4U), Spain.

Source: 24 Nov, 2010/[Sifi.com](#)

Opening a brave new world WITH KID LIT

From moral fables to contemporary issues, children's literature has evolved over the years. Bookaroo fest aims to showcase the new trend

From a small rack in one corner to a dedicated section in the bookstores, children's literature has undergone a revolutionary change in the last decade. Moving away from time-tested traditional fables such as Panchatantra, which taught a moral lesson, authors today are writing fun stories and also touching on contemporary issues.

The three-day Bookaroo children's literature festival from November 26 will showcase the wide variety in children's literature. Till a few years back, there were very few children's authors in India and not many believed in experimenting with new ideas. "Ruskin Bond was the most read Indian author and still enjoys a big fan following. But there has been a dramatic shift in children's literature in the last few years. There used to be just 10% books by Indian authors in the children's section earlier. Today, it's

close to 40%," said M Venkatesh, co-owner of Eureka bookstore and trustee of Bookaroo Trust, which is organising the festival.

Venkatesh admits that popular American books such as Nancy Drew, Hardy Boys, The Famous Five and other works of Enid Blyton are still an essential part of childhood reading. As Indian authors experiment with different genres, publishers say, we might soon have our own famous series like Harry Potter. "Books on adventure, magical powers, mystery, horror, etc, still attract the kids' attention. They connect better with Indian characters and images of contemporary India," said Swati Roy, coowner of Eureka bookstore.

Publishers say that kids today don't want to read stories that teach a moral lesson. "Not all stories need to convey a message. Kids want to read some fun stuff. If the lesson is weaved into the story, it's an added advantage. The idea is to cultivate reading habits in children and we have to constantly keep their imagination engaged in new ideas," said Manisha Chaudhry, head of content development at Pratham Books. Some authors are daring to write on issues such as terrorism, teenage relationships, female foeticide, etc. "Kids are well informed and mature to handle serious issues. They are quick to connect with real life problems about growing up, etc. I don't have to walk on an eggshell while writing about teenage relationships," said Paro Anand, author of I'm Not Butter Chicken and Other Teenage Stories, which deal with teenage problems. Anand's book Wingless deals with the issue of disability and accepting people with special needs. The idea behind Bookaroo, Swati says, is to make "books fashionable" among kids and it is also a platform for the authors to connect with their audience. "It is a learning experience for children and also the authors. We have workshops on making graphic novels, pop-up books, picture books, etc," said Swati.

Into its third year, the festival is getting bigger. "In the first year, we were expecting 450 children but close to 3000 turned up. Last year, close to 6000 kids participated. This time we have spread it over three days and also added a school visit section for which around 1,000 kids have already enrolled," said Venkatesh.

Source: 25th Nov, 2010, [The Times of India](#)

Procedure for Admission in Schools Under Section 13(1) and Section 12(1)(C) of the Right of Children to Free and Compulsory Education Act : HRD Ministry Issues Guidelines.

The HRD Ministry has received representations from several unaided and aided schools seeking clarification on the procedure to be followed for admission. The Ministry held a meeting with various stakeholders on the 14th August, 2010 to elicit their views for formulating a guideline for admission, which would be consistent with the spirit of the RTE Act, specifically with section 13(1) read with section 2(o) of the Act.

Section 13(1) of the Right of Children to Free and Compulsory Education (RTE) Act 2009 provides, that while admitting a child, no school or person shall subject the child or his/her parents to any 'screening procedure'. Section 2(o) of the RTE Act defines the term 'screening procedure' to mean the 'method of selection for admission of a child, in preference over another, other than a random method'. Further, section 12(1)(c) of the Act provides that unaided schools and specified category schools shall admit at least 25 per cent of the strength of class 1, children belonging to weaker section and children belonging to disadvantaged group from the neighbourhood and provide them free and compulsory education till completion of elementary education. Further, where the school admits children at pre-primary level, such admissions shall be made at that level.

The objective of the provisions of section 13(1) read with section 2(a) is to ensure that schools adopt an admission procedure which is non-discriminatory, rational and transparent and that schools do not subject children and their parents to admission tests and interview in order to decide whether they will admit a child or not. Admission tests and interviews are generally a tool for profiling and eliminating children, and therefore, screening to assess a child's intelligence' should be prohibited. The RTE Act is approved in the belief that availability of equal educational opportunities to children belonging to different social and economic background will reinforce the idea of equality ensures to our Constitution and ensure that children are not discriminated on the basis to social or economic background or any such criteria. There is need for moving towards composite classrooms with children from diverse backgrounds rather than homogenous and exclusivist schools. It is an academically established point that heterogeneity in the classroom leads to greater creativity.

Keeping these objectives in view, the following guidelines are issued under section 25(1) of the RTE Act, 2009.

(i) With regard to admissions in class 1 (or pre-primary class as the case may be) under section 12(1)(c) of the RTE Act in unaided and 'specified category' schools, schools shall follow a system of random selection out of the applications received from children belonging to disadvantaged groups and weaker sections for filling the pre-determined number of seats in that class, which should not be not less than 25 per cent of the strength of the class.

(ii) For admission to remaining 75 per cent of the seats (or a lesser percentage depending upon the number of seats fixed by the school for admission under section 12(1)(c), in respect of unaided schools and specified category schools, and for all the seats in the aided schools, each school should formulate a policy under which admissions are to take place. This policy should include criteria for categorization of applicants in terms of the objectives of the school on a rational reasonable and just basis. There shall be no profiling of the child based on parental

educational qualifications. The policy should be placed by the school in the public domain, given wide publicity and explicitly seated in the school prospectus. There shall be no testing and interviews for any child/parent falling within or outside the categories, and selection would be on a random basis. Admission should be made strictly on the basis.

Source: 25 Nov, 2010/[PIB](#)

Applicability to Minority Institutions Under Section 35(1) of the Right of Children to Free and Compulsory Education Act: HRD Ministry Issues Guidelines

The HRD Ministry has received representations from several minority organizations seeking clarification on the applicability of the provisions of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 on minority institutions in light of the provisions of Article 29 and 30 of the Constitution.

The matter has been examined in the HRD Ministry. Wide ranging consultations have also been held to obtain views and opinion of various stakeholders on the subject, and the following guidelines are accordingly issued under section 35(1) of the RTE Act, 2009. Institutions including Madrasa and Vedic Pathshalas especially serving religious and linguistic minorities are protected under Article 29 and 30 of the Constitution. The RTE Act does not come in the way of continuance of such institutions or the rights of children in such institutions.

Schools are defined in section 2(n) of the RTE Act. Sections or minority organizations covered within the meaning of section 2(n) of the Act, will be governed by the provisions of the RTE Act, 2009.

Appropriate Governments and local authorities shall ensure that the rights of Minority Institutions, guaranteed under Article 29 and 30 of the Constitution, are protected while implementing the provisions of the RTE Act.

Source: 25 Nov, 2010/[PIB](#)

No lessons learnt: Parents, schools in dark about nursery admission criteria

Parents' grind for securing a nursery admission for their children is set to begin soon, but there is no end in sight to their confusion.

While Delhi Education Minister Arvinder Singh Lovely had earlier said the criteria to be followed this year for nursery admission will remain the same as last year's, there have been conflicting reports of a new set of guidelines coming into play. According to sources, the final date of beginning of the admission process too is yet to be decided. Every year the number of applications for admission to nursery increases by approximately 10 per cent in the city, according to estimates. There are approximately 1.5 lakh seats available in the city schools. And schools across the city receive about 4 lakh applications on an average each year.

“There are parents who re-apply after missing their chance of securing a seat for their child the previous year,” said Ashok Agarwal, a lawyer. “There are parents who migrate from other cities as well.”

“Last year we had 120 seats but we received applications from about 2,000 parents,” said Abha Sahgal, principal of Sanskriti School in Chanakyapuri.

The story is similar in other schools as well. L V Sehgal, principal of Bal Baharati Public School-Gangaram Hospital Marg, said: “Last year we had about 3,000 parents applying for a total of 313 seats in nursery. This year too we are expecting a big number. Parents have already started calling us for various clarifications.”

The ambiguity over the admission criteria, meanwhile, has most parents looking at every avenue of information.

What makes the matters worse is the lack of communication from the Directorate of Education (DoE) to schools across the Capital. With the implementation of the Right of Children to Free and Compulsory Education Act (RTE) this year, schools are waiting to get a set of guidelines for the admission procedure.

Usha Ram, principal of Laxman Public School, Hauz Khas, said, “We can’t do anything till the DoE comes up with the guidelines. What criteria we have to follow, on what basis shall we admit a child in the school, etc — all that will be clarified when the guidelines are out.”

The RTE bans any kind of screening of the child at the time of admission. It also mandates free and compulsory education to children aged 6 to 14 years.

“I am so confused. My daughter Prisha will turn three in December. In March 2011, she will be three plus. Is she eligible for admission to nursery this year?” asked Rajni Rathore, a homemaker from Karol Bagh, who is seeking admission for her daughter in a “good” school near her home. Education Minister Lovely had earlier said the age of four plus in nursery should be applied to all schools across the country, in all states and not only in Delhi.

On the issue of selection criteria to be followed this year, Lovely had earlier told Newsline that “last year’s admission criteria will be followed this year as well”. Later, he was reported to have said that “random selection” process will be followed.

Source: New Delhi/25 Nov, 2010/[Indian Express](#)

ASCI cracks down on education ads after self-regulation guidelines

Advertising Standards Council of India (ASCI) says it has upheld complaints against six advertisements by educational institutions in July and August.

ASCI, which had recently incorporated a set of self-regulatory guidelines for the education sector, said that of the 12 complaints received in July-August, six were against educational institutes.

“The growing awareness and increased complaints is a good sign for the self-regulated ad content guidelines of ASCI in India,” the regulator said in a statement.

ASCI’s Consumer Complaints Council (CCC) upheld complaints against three advertisements of coaching institute Career Launcher as it’s claims of “highest success rate”, “number of students taking tests” and “most successful trainer in Mumbai” could not be substantiated and were asked to be withdrawn.

Another coaching institute, TIME Institute, was asked to withdraw ads as the institute could not substantiate its claim of “No1 institute for GMAT” at the time.

Similarly, Education Matters was asked to withdraw its claim of being associated with the British Deputy High Commission from its website since it could not be substantiated.

Besides educational institutes the regulator also upheld complaints against Colgate Sensitive toothpaste, Dabur Pudina Hara, MeriBoy Ice Cream, Nirali Appliances and Raj Travel World.

Source: New Delhi/25 Nov, 2010/[Domain b.com](#)

Bridging the education gulf

Major boosts in higher education enrollment and working-age population present an unprecedented opportunity. Can India take it?

In as much as an expanding knowledge base is crucial for a country’s economic growth, human resource development minister Kapil Sibal’s recent assertion—that India’s higher education sector will have 44 million enrolments by 2020—is a welcome sign.

India is slated to add around 120 million people to the working age segment in the same period, and education can, theoretically, make many of these people better workers, adding to their output and contributing towards economic growth.

Yet that is just one part of the story. Despite India being one of the largest higher education centres in the world—with almost 14 million students enrolled in more than 25,000 institutions—various studies have shown that size often doesn’t translate into employable quality.

The ensuing skill shortage and mismatch raise two problems: falling labour productivity and higher unemployment (the government currently pegs unemployment at close to 10%).

Added to these are the disruptive socio-political effects of a large but unemployed or non-gainfully employed body of people.

A causal point here is the nature of jobs created. In a speech earlier this year, Subir Gokarn, deputy governor of the Reserve Bank of India, showed how agriculture continues to have the largest share of the workforce even

though industry and services clearly boost average labour productivity by as much as five times, and yield higher earnings.

This has implications for India's external position as well. Gokarn points out that increases in India's working age population in the next 20 years will dwarf that of China, which will likely see a decrease of 62 million in the 2020-30 period. Japan, another powerhouse, is already undergoing this process of ageing: Its working age population is expected to fall to 52 million by 2050—similar to that at the end of World War II.

Consequently, as Chinese labour becomes more expensive and countries such as Japan become more reliant on foreign workers, there will be an opportunity for India to become what Gokarn calls the "factory to the world". But given the current ramshackle state of the country's higher education sector, and the slow transition of labour from agriculture to other sectors, there is a risk India will miss the bus.

How can India's higher education sector be fixed?

Source: New Delhi/25 Nov, 2010/[Live Mint](#)

Western education establishing supremacy over Indian system

The Western education system was establishing a hegemony over the Indian education structure in terms of pedagogy, knowledge systems and even language, Gujarat Vidyapith Vice-Chancellor Sudershan Iyengar said on Thursday.

He was speaking at the first international conference by the government-initiated Knowledge Consortium of Gujarat on future prospects in higher education. "The problem in India is that except from the top literary works, we have hardly any translations of other topics and we are then forced to use English to absorb these topics. We are undergoing a vision confusion. We are not here to copy from our western counterparts, and neither are they here to copy from us," said Iyengar.

Academicians and heads of institutions deliberated on topics as diverse as the existential issues of language, technology, cultural identity, isolation to plain academic backwardness at the seminar.

Chief Minister Narendra Modi and Prof Vivian Bromfield of Glasgow University, Scotland had first pitched these topics in their speeches at the inaugural ceremony.

Prof Bromfield said: "Globalisation has now come to denote uniformity of products that are born from a supply chain that makes everything similar, even identical. Internationalisation on the other hand leaves room for uniqueness and separate entities, different ways of manifestation. So I would prefer to use internationalisation when we refer to partnerships in education."

During the session on "Higher Education in an era of globalisation", issues relating to these partnerships were discussed at length.

Prof Jonathan Osmond said every the approach every department in each university takes on a topic is different, which needs to be preserved.

A professor from MSU said while Amity University and a host of other Indian universities were using communications technology to broadcast classes and lectures to 53 African nations, universities in India had failed on such collaborations.

Former UGC secretary G D Sharma spoke on the ongoing trends in global education — migration of students, multi-source funding for institutes (he proposed a shareholder system).

Source: 26 Nov, 2010/[Indian Express](#)

Don't screen children, schools told

Guidelines for admission into schools, issued under the Right of Children to Free and Compulsory Education (RTE) Act, 2009, prohibit screening of children and interviewing their parents.

The guidelines issued by the Union Human Resource Development (HRD) Ministry have also asked the schools to adopt a random selection process. "The schools have to adopt an admission procedure which is non-discriminatory, rational and transparent and that schools do not subject children and their parents to admission tests and interviews in order to decide whether they will admit a child or not."

This procedure can include admissions based on a first-come, first-served basis or a lottery system, but interviewing parents and children will not be permitted. Institutions run by minority groups will also have to comply with these screening provisions in case these schools fall within the meaning of Section 2(n) of the Act.

However, institutions, including Madrasa and Vedic Pathshalas, especially serving religious and linguistic minorities, are out of the purview of the Act as they are protected under Article 29 and 30 of the Constitution.

These norms were formulated after the Ministry received representations from several unaided and aided schools seeking clarifications on the procedure to be followed for admission.

Accordingly, admissions to class 1 (or pre-primary class as the case may be) under Section 12(1)(c) of the RTE Act in unaided and 'specified category' schools shall be through a system of random selection out of the applications received from children belonging to disadvantaged groups and weaker sections for filling the pre-determined number of seats in that class, which should be not less than 25 per cent of the strength of the class.

For admission to the remaining 75 per cent of the seats (or a lesser percentage depending upon the number of seats

fixed by the school) each school should formulate a policy under which admissions will take place.

As per the norms, this policy should include criteria for categorisation of applicants in terms of the objectives of the school on a rational, reasonable and just basis. There shall be no profiling of the child based on parental educational qualifications. The policy should be placed by the school in the public domain and given wide publicity.

Source: 26 Nov, 2010/ [The Hindu](#)

Link between varsities, industries stressed

The delegates from the regional countries have urged for developing greater linkages among international universities with industries, communities and local leadership for sustainable economic growth.

These views came at the three-day Regional Policy Dialogue which concluded here on Thursday. The dialogue was organised by the Higher Education Commission (HEC) in collaboration with the British Council under their INSPIRE programme.

The 35 delegates of eight regional countries pledged to collaborate in knowledge transfer as well as creating a culture of innovation and research in the region.

There was a consensus that universities are not only essential for developing the knowledge economy but they must also play a leadership role in their respective communities.

The dialogue was attended by academic and government experts from Afghanistan, Turkey, Egypt, Bangladesh, Kazakhstan, Uzbekistan, Pakistan and the UK.

The experts also agreed to develop a mechanism to promote knowledge, stimulate innovation and commercialize university research.

They observed that absence of strong linkages of universities with the industry was a setback for economic development and the participants resolved to take the issue on priority and sort out ways to create synergy with the industry in a way that it is beneficial to all the parties.

Source: 26 Nov, 2010/ [The Tribune](#)

52 candidates admitted to IIT by mistake

Clarifying the withdrawal of offer of admission to 52 candidates from IITs, the human resource development ministry on Friday said that the offers were made "erroneously" to the candidates.

In a written reply to the Rajya Sabha, Human Resource Development Minister Kapil Sibal said that according to the Joint Admission Board, 52 candidates in the general category were offered admission to IIT though they had not qualified in the test.

"Some candidates who wrote the JEE 2010 were erroneously offered admission. The inadvertent error in

course allocation pertained to candidates who had not qualified in the architecture/design aptitude test, were offered admission," Sibal said quoting information from the Joint Admission Board.

"Their admission was later withdrawn and the places were filled by eligible candidates," he said.

According to the ministry, 41 of the candidates were provided admission in the second list while the rest 11 could not be taken as "they had not filled a large number of choices even though they has been advised to do so during their counseling".

The minister also said that two of the candidates had gone to court.

"The JEE system has introduced additional checks in their procedure so that such an error does not recur," Sibal added.

Source: New Delhi/IANS /27Nov,2010/[INDIAedunews.NET](#)

Interactive Meeting with State Literacy Mission Authority and Zila Lok Shiksha Samities on Implementation of Saakshar Bharat

An interactive meeting with State Literacy Mission Authority and Zila Lok Shiksha Samities on implementation of Saakshar Bharat was inaugurated by Smt. D. Purandeswari, Minister of State for Human Resource Development (HRD) here today. Speaking on the occasion Smt. Purandeswari, underlined that importance of "Saakshar Bharat" keeping in context the fact that India is among the countries with the largest number of illiterates. She said that adult literacy will empower the beneficiaries towards better employment opportunities. She said literacy is the most significant element in empowerment of people with skills and knowledge and giving them access to productive employment. Shri also said that at the local Government/ Panchayat level, with 33 per cent reservation for women, the importance of literacy among women as a means to empower them when they hold these electoral posts must also be appreciated.

Smt. Purandeswari said that an important point is how to bring convergence between the Sarva Shiksha Abhiyan and The Saakshar Bharat. She said that using common infrastructure can be looked at. She also sought the support of Gram Panchayats in the implementation of the programme especially with regard to proper listing of beneficiaries.

The goal of Saakshar Bharat Programme is to impart functional literacy and numeracy to non-literate and non-numerate adults in 15 + age group and enable, them to continue their learning beyond basic literacy and acquire equivalency to formal education system. The Saakshar Bharat, the flagship programme of government of India is to provide an opportunity for literacy and further learning to the people deprived of school education. The programme is an opportunity for formal education for excluded population, deprived sections of society and minorities, especially

women. The Saakshar Bharat programme is rolled out in 167 districts covering 19 states and additional 118 districts have been sanctioned this year.

The two plenary sessions in the Conference were on “Towards Effective Convergence” (chaired by Smt. D. Purandeswari), and the second Session on “Centrality of Literacy and Women to Development”.

Source: 29 Nov, 2010/[PIB](#)

Core Projects ventures into higher education

Core Projects and Technologies Limited, an education service provider company, will set up a university in Hyderabad next year. The company, which is in talks with six North-American and British Universities for a partnership, will set up the first phase on 50 acres of land at the cost of Rs 200 crore. Core Projects has acquired 194 acres of land for Rs 130 crore for the university at Gadchiroli, Andhra Pradesh, in close vicinity of the Indian School of Business (ISB).

“If India has to reap demographic dividends over the next few decades, there will have to be nationwide availability of reputed higher education institutions that deliver high quality post graduate courses in various professions. Our foray into higher education will be driven by this national need and will be supplemented by our technological expertise and our intimate relationships with American and British Institutions of Higher Learning,” Sanjeev Mansotra, CMD Core Projects and Technologies.

Core says its collaboration with an international institute will help it build a seamless campus in India. While infrastructure would be provided by Core, the campus would be that of a foreign university. The company is awaiting the Parliamentary nod to the Foreign Educational Institutions (Regulation of Entry and Operations) Bill.

Ernst & Young, a professional services organizations, is drawing up the plan for the company.

“By February 2011 we would be clear who will be our partners. The campus will be up and running by March 2012,” added Mansotra. The university, to begin with, will offer professional courses like post graduate diploma in management, hospitality and computer application and engineering and weekend courses for professionals. It is targeting a total student strength of 4500 .

Core, which was founded in 2003, is present in seven states in India; 20 states in the US; 40 institutions in the UK; 8 African and 3 Caribbean nations.

The company, listed on the Bombay Stock Exchange and with a market valuation of over Rs 3,000 crore, offers products and solutions spanning across — K12 (Kindergarten to 12), higher education; vocational training courses and teacher training.

Core Projects has also planned a foray into the school management business. It is expected to invest Rs 150

crore for setting up schools over the next three years. These schools are divided into three — K-12 schools targeting tier I cities; IB schools targeting the IB school population and traditional K-12 schools for tier II and tier III cities.

“We have earmarked Rs 400 crore for the schools. While Rs 150 crore will be from internal accruals, Rs 250 crore will be raised via debt as and when the projects are finalised,” added Mansotra.

Chennai-based Everonn Education and Educomp Solutions, two companies which are also technology provider to educational institutions, have laid out education plans for their companies.

While Everonn Education plans to open 300 schools over the next five years at a total investment of Rs 3,600 crore. Everonn has also firmed up plans to open around 25 B-schools across the country in the next few years with an investment of around Rs 250 crore. Everonn also offers teacher training and courses in hospitality and animation and gaming education in association with the Indira Gandhi National Open University (IGNOU).

Delhi-based Educomp Solutions, another technology service provider to educational institutions, has also ventured across education spectrum —primary, vocational, professional, test preparation and higher.

Educomp has also partnered with 14 state governments covering over 14,500 government schools and benefiting 7.9 million students.

The company through its Raffles Millennium International brand, offers courses in creative arts, design, lifestyle and business management.

It would soon venture into offering courses in law, paramedics and engineering through its Millennium Academy of Professional Studies. The academy will be launched next year.

“We do not have any plans to establish a university at present as we are looking at professional courses. We are offering management programmes in various subjects on a smaller scale. We sought approval from the All India Council for Technical Education and tied up with local education partners to offer the courses,” said an official from Educomp Solutions

Source: Mumbai/Nov 29, 2010/ [Business Standard](#)

INSEAD eyes executive education market

France based management institution INSEAD, will offer one year leadership programme in India beginning August 2011.

The programme, called INSEAD Leadership Programme for Senior Indian Executives (ILPSIE) will be conducted at INSEAD’s global campuses in France and Singapore.

The programme will cost Rs 16.5 lakh plus service tax. The B-school has also tied up with Credila, a non-bank finance company and subsidiary of HDFC limited, to provide collateral free education loan to the tune of Rs 12 lakh.

Executive education in India is a Rs 300 crore market. While Harvard Business School and Tuck School of Business are already present in India in a limited way, they would soon be joined by others like Oxford University's Said Business School and Duke University. The Said Business School at the University of Oxford proposes to establish a Center for Indian business studies — the Oxford University India Business Center which will, among other things, also deliver executive education programmes.

INSEAD is introducing the programme in association with Eruditus, its programme partner in India and senior executives with over 10 years of work experience will be eligible to enrol for the programme.

“The programme will enhance leadership skills of senior executives and help them face the challenges created by the huge business opportunities in India,” said Professor Paddy Padmanabhan, John H Loudon Professor of International Management at INSEAD and co-programme director for ILPSIE.

Professor Bala Vissa, associate professor of Entrepreneurship at INSEAD and co-programme director said, “ILPSIE has been tailored to address the relative scarcity of general management and leadership skills in Indian companies.”

Source: Mumbai/ 29 Nov, 2010 / [Business Standard](#)

MCD to bring its teachers under biometric

A day after 18 regular teachers from MCD schools were suspended and 14 contractual teachers sacked, the civic body plans to bring its teaching fraternity under the biometric system. There are about 20,000 teachers on roll of the Municipal Corporation of Delhi, who have been opposing the introduction of biometric system for quite some time. In fact, a proposal to this effect has been pending since December 17, 2008, but it was never implemented by the MCD.

The MCD has already put its staff in other departments under the system. The first biometric system was introduced on August 1, 2008, at the Commissioner's office in Ambedkar Stadium and also at the Town Hall, the MCD's current headquarters. Now, at its Education Committee's weekly meeting on Tuesday, the MCD is planning to take up discussion on the issue again.

"Issues such as how the project would be implemented, in phases or at one go, whether the contractual teachers would be part of it or not and how many machines are required would be discussed in the meeting," said a senior MCD official.

In a move to check dereliction of duty and absenteeism among teachers, the MCD, on Saturday, had suspended 18 of its regular teachers, including a principal after an inspection.

Source: New Delhi / Nov 29, 2010 / [Hindustan Times](#)

HDFC chalks out a major foray into education

No one minds a moderate profit on quality education: Parekh.

Housing Development Finance Corporation (HDFC), India's largest housing finance company, will make a big-bang entry into education. HDFC Chairman Deepak Parekh has told Business Standard that the group's HDFC will look at small towns to either set up schools or take over defunct boarding schools. “The opportunity is huge, as the need for quality education will only increase. Parents in even rural areas want to give their children a good education. Higher education is also on our radar,” Parekh said.

The entry into education will be made through a separate subsidiary. “No one would mind if one makes a moderate profit by providing quality education,” Parekh said. According to McKinsey Global Institute's Bird of Gold report, discretionary spending on education is set to increase from 5 per cent in 2005 to 6 per cent in 2015.

According to players in the education sector, several schools are looking at a model that is profitable and scalable, as operating under trusts makes it difficult to segregate profits. Many schools would be open to the “takeover model” that HDFC plans to adopt. Trusts can't sell stakes, as they are not allowed to give dividends.

Analysts explain that for such a venture, HDFC directors will need to be on the board of schools as trustees. “When a company director becomes a trustee on a school's board, he can co-opt another trustee and the trust can be taken over. The trust can then sign agreements with interested parties to manage the assets,” said an analyst.

- Will set up schools or take over schools in small towns
- Entry into education will be through a separate subsidiary
- It already has 51% stake In Credila educational loan unit
- K-12 seen as most attractive segment of education market

“Many missionary trusts or individual families, which have been running institutions the conventional way, are now exploring the private equity route of raising funds. Also, with parents giving importance to factors like a school's infrastructure (both physical and IT), curriculum and extra-curricular activities, educational institutions are choosing various parameters to build their brands,” said a Mumbai-based analyst.

Kindergarten to class 12 (K-12) is said to be the most attractive segment of the education market, as a student usually stays on for 12 years. The K-12 segment will be the direct beneficiary of rising middle-class incomes in India.

HDFC already has an educational loan unit — Credila Financial Services — in which it raised its stake to 51 per cent in July. Credila plans to leverage the distribution network and customer base of HDFC Bank to expand and also bring down the cost of funds.

Credila, which hopes to grow its loan book 2.5 times in the current financial year, is also in talks with other banks to diversify sources of funds. It has a line of credit from Punjab National Bank.

At present, Credila lends around 65 per cent to students pursuing courses within the country. The company charges interest rates of between 9.75 per cent and 12.5 per cent on loans of up to Rs 50 lakh, unlike PSBs, which do not lend more than Rs 20 lakh.

Source: Mumbai /Nov 29, 2010 / [Business Standard](#)

No criteria yet, nursery admissions delayed till January

Nursery admissions for the 2011-12 academic session could be delayed as the government is yet to formulate the criteria to be followed for the process. Sources said the sale of nursery admission forms in city schools will now start from January 1, 2011 as against the earlier date of December 15.

Sources said the January 1 date was decided at a meeting of various stakeholders and Education Minister Arvinder Singh Lovely on Monday. "I heard that the admissions have been postponed. Let us wait a bit more," said Usha Ram, principal of Laxman Public School in Hauz Khas.

Meanwhile, despite the notice from the Delhi Commission for the Protection of Child Rights (DCPCR), the Directorate of Education (DoE) has still not come out with the admission criteria. The Right of Children to Free and Compulsory Education Act implemented this April bans any kind of screening of children during admission. So schools have been at a loss to understand how the process will be done next academic session

Adding to the confusion this year are the conflicting statements from Union Human Resource Development (HRD) Minister Kapil Sibal and Lovely. Sibal recently said a "random selection process", entirely based on a draw of lots, will be followed for admission for the next session. Lovely, however, said last year's admission criteria will be followed again. Last year's admission criteria was based on the points system formulated by the Ganguly Committee with criteria like distance from school, alumni and siblings being taken into consideration.

At Monday's meeting, sources said, Lovely asked schools to give their suggestions and comments on the criteria to be followed next session by Thursday. The new guidelines are expected to be out on Monday. Lovely could not be reached for comments.

'Draw of Lots not educationally sound'

Draw of lots is a matter of luck. If a child is not selected, then from Day One, we are giving the message that the child has bad luck. The whole concept of draw of lots is not educationally sound

S K Bhattacharya, president of the Action Committee Unaided Recognised Private Schools

We have not been told anything. I cannot tell you what criteria we will follow this year, let the guidelines come first

Amita Wattal, Principal, Springdales School, Pusa Road

Schools in the Capital are not governed by the HRD Ministry, they are governed by the Delhi School Education Act, 1973, which empowers the administrator of Delhi, the Lieutenant-Governor, to formulate the rules for Delhi. And the L-G solicits its power to the DoE. So on behalf of the L-G, the DoE passes orders. The HRD Ministry has come up with broader guidelines. The DoE will explain to us the nitty gritty of these rules. We too are waiting

D K Bedi, Principal, Apeejay School, Pitampura

Giving schools the power to formulate their own categories is against the spirit of RTE. If the RTE says only the neighbourhood criteria should be followed, then why has the HRD Minister said schools can form their categories. This is wrong and gives undue advantage to schools

A school principal (on the condition of anonymity)

Source: Nov 30, 2010/ New Delhi / [The Indian Express](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE

Pvt funds must for education: Kapil Sibal

The private sector's participation in higher education alone can help India achieve its goal of 30 per cent college enrolment rates by 2020, human resource development minister Kapil Sibal said on Friday. Speaking at the HT Leadership Summit, Sibal said India needed to send a critical mass of youth

into higher education if it wanted to evolve from a developing to a first-world country.

Sibal's views on the need for private sector participation in higher education was independently endorsed by Dipak Jain, former dean of the Kellogg School of Management and the dean-designate of Europe's famed B-school INSEAD. Chad Edelstein, CEO of the Apollo Group of educational institutions, was the third speaker at the session on whether India can achieve both its quality and quantity goals in education.

"We are seeing the rusting of the West and the shine of the East in the sense that the West has human resources but no jobs and India has jobs but no trained human resources. Our first task as a nation needs to be to send a critical mass of students to college," Sibal said. Of the 220 million students who go to school, only 30 million go to college at present. Jain cited American higher education to argue that

top private educational institutions — like a Harvard — need not work for profit.

Greater partnerships — like the collaboration between Kellogg and Wharton on the Indian School of Business — foreign direct investment in higher education and setting up knowledge cities were other possibilities that needed to be explored to hike enrolment, Jain argued.

Edelstein argued that multiple definitions of quality must be allowed to coexist. "Different institutions can define quality differently. A robust and successful education system must encourage and allow that," he said.

Source: Nov 20, 2010/ New Delhi / [Hindustan Times](#)

Gujarat varsity students can get live lectures on mobiles now

The Gujarat University (GU) on Tuesday staked claim to be the first digital university when it launched a facility that will allow students to listen to lectures given by professors live in the classrooms, watch live cricket and even get updates on the best movies and entertainment things to do on their mobiles! The system was launched to mark the diamond jubilee of the university.

"The system has been launched as part of our initiative for the overall development of the students. Since almost every student has a mobile, we have digitalised things in a way that any student who has a GPRS on his or her mobile will be able to get live lectures. Apart from this, if the student goes to a university in another city, he will get guidance on different departments and courses offered there," said GU vice-chancellor Dr Parimal Trivedi.

Education minister Ramanlal Vora inaugurated seven buildings on the GU campus to mark the diamond jubilee celebrations. He said that the parents and the teachers were equally responsible for students' growing need for tuitions.

Vora said that there are one lakh technical education seats in the state and 25,000 seats are expected to be increased in the near future. "Only students who are far below average need to take admission in technical courses outside the state. There are enough vacant seats where students who get even 35 per cent marks are eligible," the minister said. Announcing that Children's University was now functional, Vora said research will be conducted on all issues which concern a child, right from a three-month-old fetus to 14-year-old teenager. "Research will be conducted on all aspects including nutrition, psycho-social development and other issues," Vora said. Interestingly, Vora said pregnant women today eat pani puri which is unhealthy.

Source: AHMEDABAD/24 Nov 2010/[The Times of India](#)

Pratibha Patil lauds brand India education

DUBAI // Pratibha Patil, the Indian president, yesterday urged her nation's universities with an overseas presence to raise the bar of academic excellence, while praising the

Federal Government for embracing higher education hubs in the Emirates.

Mrs Patil met with the heads of leading Indian higher education institutes in Dubai and addressed students and teachers on the penultimate day of her four-day state visit to the UAE.

"I am heartened that such globally recognised Indian brands of education are increasingly venturing outside and setting up bases abroad," she said.

"Students in the UAE have the unique privilege of receiving knowledge transferred in the Indian way, while being exposed to a global milieu."

Mrs Patil praised the Federal Government for its emphasis on education and setting up higher education hubs, such as Dubai Academic City, to attract talent from across the world.

"Knowledge is the one treasure that increases manifold by sharing," Mrs Patil said to loud applause from academics and students gathered at Dubai Men's College.

Recent years have shown a definitive shift to the Emirates, with Indian and Asian students completing their educations in fields such as engineering and management. That trend represents a reversal of the previous pattern, when students headed to India, the US and Britain for higher studies.

Mrs Patil urged Indian academics and students to be visible ambassadors of their home country through their outstanding work.

"In the coming millennia the world will see a lot more of India," she said.

"India has made rapid strides in the field of human resource development because of the importance we attach to the acquisition of knowledge.

You can contribute to India's visibility and growth through your work and conduct. You represent the strength, potential and future of a resurgent India on the world stage."

Mrs Patil's meetings with academics helped engage the institutions overseas with India's education plans, said Sanjay Verma, the consul general of India in Dubai.

"The educational system must be revolutionised, institutions must revamp and move up the education ladder so that they produce a generation of youngsters who are skilled, educated, trained, productive and employable," he said. "India is blessed with a young and productive population and we must prepare this young generation to be fully equipped when they enter the sphere of work."

APJ Abdul Kalam, India's former president, visited the campus of the Birla Institute of Technology and Science (BITS) Pilani, the Dubai branch of a prestigious Indian engineering college, during his 2003 visit.

Academics viewed yesterday's event as a milestone that would bolster the growth of regional institutions. "The president choosing to visit Academic City fits into a new chapter between the UAE and India," said Dr RK Mittal, the director of BITS Pilani Dubai. "It has moved beyond trade and economy and shifted to building stronger ties in knowledge and intellectual capital."

There are 19 campuses of Indian post-graduate institutions in Dubai, five of which are located in Academic City.

Indian universities could draw in students from beyond the region as a by-product of the event, said Dr B Ramjee, the director of Manipal University, a renowned Indian medical institution.

"The president's visit shows the commitment of our nation to this nation," he said. "Her visit cements the relationship, not just in the area of education, but in culture [and] politics. It augurs well for the future."

"We are on the threshold of a new beginning. Within the next 15 to 20 years this will be an educational hub not just for expatriate Indians - Dubai is strategically located to serve Africa and the Middle East, countries from Jordan to Egypt and Kenya."

Academics voiced hope that firm links between the countries will help iron out some problems faced by Indian students. Simplifying the degree verification process required in the Emirates would make it easier for Indian students headed here, Dr Mittal said.

Source: 25 Nov, 2010/[The National](#)

Bridging the education gulf

Major boosts in higher education enrollment and working-age population present an unprecedented opportunity. Can India take it?

In as much as an expanding knowledge base is crucial for a country's economic growth, human resource development minister Kapil Sibal's recent assertion—that India's higher education sector will have 44 million enrolments by 2020—is a welcome sign.

India is slated to add around 120 million people to the working age segment in the same period, and education can, theoretically, make many of these people better workers, adding to their output and contributing towards economic growth.

Yet that is just one part of the story. Despite India being one of the largest higher education centres in the world—with almost 14 million students enrolled in more than 25,000 institutions—various studies have shown that size often doesn't translate into employable quality.

The ensuing skill shortage and mismatch raise two problems: falling labour productivity and higher unemployment (the government currently pegs unemployment at close to 10%).

Added to these are the disruptive socio-political effects of a large but unemployed or non-gainfully employed body of people.

A causal point here is the nature of jobs created. In a speech earlier this year, Subir Gokarn, deputy governor of the Reserve Bank of India, showed how agriculture continues to have the largest share of the workforce even though industry and services clearly boost average labour productivity by as much as five times, and yield higher earnings.

This has implications for India's external position as well. Gokarn points out that increases in India's working age population in the next 20 years will dwarf that of China, which will likely see a decrease of 62 million in the 2020-30 period. Japan, another powerhouse, is already undergoing this process of ageing: Its working age population is expected to fall to 52 million by 2050—similar to that at the end of World War II.

Consequently, as Chinese labour becomes more expensive and countries such as Japan become more reliant on foreign workers, there will be an opportunity for India to become what Gokarn calls the "factory to the world". But given the current ramshackle state of the country's higher education sector, and the slow transition of labour from agriculture to other sectors, there is a risk India will miss the bus.

Source: Nov 25, 2010/[Livemint.com](#)

Indo-EU free trade should focus on skill development, education: Planning commission

Indo-European Union Free Trade Agreement (FTA) should look beyond trade and investments and also concentrate on skill development and education, member, planning commission, Dr Narendra Jadhav, said.

"India and the EU have a lot to share. There is a healthy bilateral trade, with EU being one of the major foreign direct investors (FDI) in India. But now there is a need to go beyond conventional trade and investment and concentrate on other areas including skill development and education," Jadhav told PTI on the sidelines of a conference on 'Implications of Indo-EU FTA' in Mumbai today.

Prime Minister Manmohan Singh has set a target of 500 million skilled workforce by 2022 to achieve a double-digit GDP growth.

"Over the next decade, the working population in India is expected to rise considerably with the average age of Indians being 29 years. This demographic dividend would turn into a demographic nightmare if we do not put higher education and skill development sectors in order," he said.

"This should be the priority for India and EU has so much to offer in these sectors. While negotiating on the FTA, we need to also address various other challenges facing both -- India and EU -- like human rights, energy, security,

environment concern, counter terrorism and education, apart from trade and investments" Jadhav said.

Source: 28 Nov, 2010/ Mumbai / [DNA-PTI](#)

A for Apple on my touch screen

Samayaka eagerly waits for her father to come home every evening. He carries something the five-year-old regards as magical. An iPhone. "She just grabs it when I return. My iPhone is more with her than with me," says Samson Naik, deputy manager at Stock Holding Corporation of India Ltd, indulgently. Initially, it was games and art apps that had Samayaka hooked. "Now, I have educational apps like spellings, mental maths, etc. Why not use it productively?" Naik reasons.

It's the same story for Diwakar Kaiwar, founder-director of Pravva, a business mobile applications company. His two young daughters are hooked on his iPad. His six-year-old now finds TV uninteresting. And crayons are so yesterday. The iPad is her virtual easel of creativity. "She loves the art apps and has picked up her tables faster on the iPad," says Kaiwar.

From nursery rhymes to cursive writing, today's tech-savvy generation is learning to draw, spell, colour and count on smartphones. As if that weren't all, Kimberly-Clark, of Huggies diapers, has introduced a new iPhone app, iGo Potty, where children receive calls throughout the day from Patty the Potty telling them it's time to 'go'.

In fact, today's children seem hardwired to touch screen user interfaces. This is borne out by technology research and advisory company Gartner, which says that touch technology will soon be an inextricable part of the lives of children under 15. By 2015, it says, more than 50% of PCs bought for the under-15 will have touch screens. Education will use these devices in a big way. The generation that leaves school within the next 10 to 15 years will find touch input very natural, it adds in its findings.

This has already begun in Mumbai. The Universal Education Group (UEG) has introduced the iPod Touch in kindergarten. Jesus S M Lall, UEG's chairman and CEO, says they "researched (this) thoroughly, started it as a pilot project and it worked well." Each child is given an iPod Touch with pre-loaded applications to use half-an-hour at a time four times a week. The apps are divided into math, language and environmental studies.

Asha Bhargav Patel, who teaches at UEG Malad, says that it's easier for children to commit concepts and facts to memory when visuals are paired with audio. For example, when a child is learning to write alphabets on the iPod, he learns phonics too. This is particularly beneficial for slow learners.

Meanwhile, Shemrock School in Delhi has installed touch screen interactive whiteboards. Amol Arora, the school's managing director, says, "The iPad apps are very good, but its price and fragility are a deterrent. It's too delicate to hand over to a two-year-old." There are other concerns

too. Kaiwar wonders how good cursive writing will be on an iPad. "What of good old paper and pen? And their handwriting?" he asks.

But which child can resist the touch of magic?

Source: Nov 29,2010/ [Times News Network](#)

Uphill task

Kapil Sibal should try to free government institutes at all levels from the scourge of unionism, corruption, nepotism, misuse of public resources and political appointments and interference because, as Ardhendu Chatterjee points out, autonomy doesn't mean freedom from accountability and the licence to loot

CONTRARY to the pervasive cynicism and adverse criticisms about our higher education system, there is no denying the fact that it is at a crossroads with universities in both the UK and the USA now beginning to evince a keen interest in tying up with some of our universities. Of course, we have miles to go before we can claim that we should be ranked among the best universities in the world. But that long-term vision should not prevent us from appreciating what the higher education sector has already achieved, both quantitatively and qualitatively.

Statistics reflect a phenomenal growth in higher education in our country. India has today 504 universities against 28 in 1950-51! In terms of the numerical strength of institutes of higher learning and the gross enrollment ratio, we are the largest and the third largest in the world respectively. India can boast of some 13.6 million students in 25,951 higher education institutions against the USA's 17.76 million in 6,700 institutions and China's 25.35 million in 4,000 institutes. The annual expenditure has touched a whopping Rs 46, 200 crore which is likely to grow over Rs 150, 000 crore over the next 10 years. The development, according to the report prepared jointly by the audit and consulting firm Ernst and Young and industry lobby Federation of Indian Chambers of Commerce and Industry, points to an average annual growth of 12.8 per cent. The expenditure envisaged does also point to "robust growth".

Private participation

The country owes this tremendous growth mostly to private participation contributing 92 per cent of education spending of which professional courses have a share of 62 per cent. In striking contrast, government-financed institutions spend 62 per cent of its resources on general courses. Rajan Bharti Mittal, president of FICCI, looks upon education as the "biggest game changer" for India and "critical for sustained economic growth".

More investment is, however, required to expand higher education further and reach the target of 30 per cent gross enrolment ratio by 2020. To make it happen Human Resource Development Minister, Kapil Sibal advocates a "paradigm shift in the education sector" and stresses the need for "a policy framework". In his address during the recent higher summit hosted by the Federation of Indian

Chambers of Commerce and Industry, Sibal did also invite private participation on a larger scale to provide the necessary infrastructure to set up 800 new universities and 40,000 new colleges so that we can meet the targeted Ger. The minister was, however, prompt to advise private institutes that they should not refrain from focusing on “accountability issues”.

Foreign tie-ups

During his recent visit to India President Barack Obama emphasised bilateral cooperation in education to forge a lasting relationship between the USA and India and took the Indian Space Research Organization off the Entity List that did not permit transfer of any dual-use technology to it. Much to the chagrin of his detractors, Sibal, too, seems to have no qualms about inviting foreign universities to India with a view to our long-term interest. He thinks global partnership is of crucial importance in our quest for growth in higher education.

Indian ambassador to the USA, Meera Shankar echoed him while speaking at a function commemorating the 60th Year of the Nehru-Fulbright Educational Exchange Programme in Washington a few days back. She observed that education was the key to India’s much-hyped “inclusive growth” and hailed the bill as facilitating the opening of our education sector to foreign universities: “This provides an excellent opportunity for US universities to increase the number of Indian students studying in their institutions, not only in the United States, but also in India, through opening up of their off-shore locations or through tie-ups with Indian institutions.” Cooperation in the education sector, according to her, is much more effective than political partnership in cementing bilateral or international relations.

A Unesco Institute for Statistics 2009 report says that there are about three million students pursuing courses in foreign countries with the USA having more than 671,000 foreign students. Surprisingly, China has now overtaken India in respect of student population in the USA. It has about 128,000 students, against India’s 105,000. China and India form the first and second largest international student groups in America. According to Sibal, despite huge job opportunities, India lacks “trained human resource” but “capital must move to the place where human resource is.”

The UK, too, is eager to have more student exchange programmes with India. According to minister for universities and science, David Willetts who visited India recently, the University of Pune “is a good place to start with the United Kingdom government’s focus on increasing the flow of students from Britain to India”. He regretted that although 40,000 Indian students flock to British institutions annually, only 500 British students choose to come to study in India. He said that in view of UoP’s links with the University of Salford in North West England in research in multiple areas, the number of British students to India could increase at least in areas like public health.

Another field of shared programme could be type II diabetes, a perennial problem with both countries. Willetts rightly observed, “Medical research would be one area where we can expect shared projects... Eventually, we will move on to undergraduate level studies.”

He visited the National Chemical Laboratory and described it as an “exceptional research centre” having ties with the University of Birmingham in fuel cell technology research. UoP has also tied up with Cambridge University in some areas. He was highly satisfied with the high quality programmes undertaken at the Isro Satellite Centre and called for “a broader and deeper partnership between the two countries that builds on the complementary strengths of the UK and Indian expertise in space science”.

Sibal is a man with a vision, but to improve the quality of higher education he would need to do some urgent homework and play it by the ear. While facilitating private participation he must introduce a system of checks and balances and see to it that colleges and universities launched by private trusts, organisations or individuals strictly conform to guidelines prescribed by regulatory bodies like the Aicte or UGC. While privately managed schools do often perform better than government institutions, higher institutions in the private sector, especially engineering and management colleges, often fail to match the standards of their government counterparts. If need be, the government can grant money periodically to improve their infrastructure, which the private players should have the option to repay on a long-term basis. The Centre and states can also jointly set up such educational institutions.

Sibal should also try to free government institutes at all levels from the scourge of unionism, cheating during exams, corruption, nepotism, misuse of money, political appointments and interference. Is it not shameful that 52 candidates in the general category were offered admission to the IITs “by mistake”, despite not qualifying in the test? Autonomy should not mean freedom from accountability and the licence to loot.

Source : Nov 30, 2010/ [The Statesman](#)

Let an exam be an exam

By making the compulsory language papers at the undergraduate level utterly redundant, Calcutta University has again been caught with its pants down,

WITH a century-old institution doing away with the qualifying marks in compulsory subjects from the next session onwards, the state education system has again been caught with its pants down. Calcutta University recently announced that even if undergraduate students failed to qualify in their compulsory papers — Bengali and English — they would still be certified graduates!

It is often urged, and not without reason, that the CPI-M led Secondary Education Board did irreparable harm by

relegating English learning to the backseat at the primary level. Not before Class V could learners initiate the rather arduous process of learning the alphabets. However, following fierce protests by student unions and freethinkers, the state government, though after considerable damage had already been done, again introduced English from Class I.

Swatilekha Sharma, a schoolteacher defends the government saying, “Many English medium students cannot write correct English. Who would you blame for this? Actually what we lack is a proper English teaching methodology and teachers are not educated the right way. A large pool of employees in private firms gets the walking ticket for inability to interact with foreign clients.”

Nevertheless, the Calcutta university syndicate is also planning reducing the examination load by asking affiliated colleges to conduct the compulsory examinations. Dhrubojyoti Chatterjee, pro-vice chancellor of the university, says the new procedure will likely quicken the process of preparing results and will allow students some relief by making the syllabus less exacting.

In a somewhat similar regulation, an undergraduate student is expected to score at least 15 per cent in the compulsory language papers, and once the new procedure is introduced they would only need to sit for the exams; it wouldn't in the least matter whether they pass or not. Students, henceforth, will be awarded grades on a three-point scale — those scoring 60 per cent or above will be awarded Grade A, those between 31 and 59 per cent Grade B and the rest Grade C.

CU authorities will send question papers to the respective colleges and students, from the next year academic session, will not have to travel to some other venue for their exams, as was hitherto the norm. The new system would, it is hoped, quicken the publication of undergraduate results, as CU authorities maintain; but is an administrative convenience sufficient justification for making two compulsory papers utterly redundant?

Partha Ray, lecturer in English at Presidency College, thinks the move will do more harm than good. “Any examination should be taken seriously. There are multiple choices for students abroad and CU should be serious about the syllabus and specific academic requirements. I believe we are blindly following foreign models and not sticking to academic professionalism,” he says.

Veteran academicians echo Ray: the university, they say, should take the compulsory papers seriously and shouldn't send out the message that language learning is unimportant, at whatever academic level.

Source: Nov 30, 2010/ Kolkata/ [The Statesman](#)

Big jobs in small towns

Are our graduates mere degree-holders or a workforce. India has over 2.6 crore unemployed graduates. Can we put them to work, asks amit bhatia

THIS is the century of “global economic land-grab”. Adam Smith belongs more to the 21st century than to 20th century. Look at history. Marco Polo, Columbus, Vasco da Gama and Magellan discovered new shores — China, America, India, Brazil — from the 13th to the 16th centuries. The lure of trade led to an era of colonisation led by the British. The Declaration of Independence in 1776 by the USA started the process of reversals and new nation states were born for the next two centuries. The 20th century saw Germany unite, the USSR divide and capitalism win. Paranoia of Y2K created an offshoring revolution and embedded seeds of a flat world. New global balance of “competitive advantage”, led first by the manufacturing sector and later by services, is today omnipresent.

Globalisation has created a momentum, which is re-allocating work around the world. China won the manufacturing round and India is winning the services round. In India, the metro cities — Delhi/Gurgaon, Mumbai, Bangalore, Pune, Chennai, Hyderabad, Kolkata — won the first wave of new jobs. The IT/ITES sectors created nearly two crore new direct jobs! Financial services and retail are following the trend. In wave two, new jobs will go to Tier 2 towns — Jaipur, Chandigarh, Nasik, Vizag, Siliguri. with all benefit. Economic prosperity will be redistributed. The “small towns” are set-up for a bonanza. But are they ready?

Alas! Our education system may let us down. We are graduating students, not a workforce. India has over 2.6 crore unemployed graduates. Can we put them to work? Yes, but it requires hard work. Young people must shake off the curse of the three As — Angrezi, Aptitude and Attitude. The lack of them is a recipe for disaster. Youths should not wait to graduate and find that they are unemployable. They must take proactive steps.

India has had a knowledge-based education system for centuries but now our students must quickly embrace skills and an employment-oriented education to reap the benefits of ensuing job influx.

Interestingly and thankfully, the government of India also seems to be waking up to the call of the hour and has embarked on a Herculean task of overhauling the ageing education system. The government has mooted seven new bills and legislations which are at different stages of proposal and execution — the Right to Education Bill, Higher Education and Research Bill, Prohibition of Unfair Practices in Technical Educational Institutions, Medical Educational Institutions and Universities Bill, The National Accreditation Regulatory Authority for Higher Educational Institutions Bill, The Educational Tribunal Bill, The Foreign Educational Institutions (Regulation of Entry and Operations) Bill and The Universities for Innovation Bill. The government has never shown a greater sense of urgency to address the endemic problems of education; critics say the government is probably doing too much in haste and not building a consensus on reforms.

However, industrialisation, globalisation and now digitisation have dramatically changed the way the world works and how growing economic and non-economic activities define jobs and careers. A skills-based system can catalyse the gross enrollment ratios beyond the meagre 12.4 per cent and generate a more employable output. Access and capacity must be augmented through private and public investments, as India needs over 100 universities and 10,000 colleges in the next five years.

India scores well in jobs and salaries when you look at the top tier institutions like the IITs and IIMs. We graduate five million students annually and at least five of them get around \$100,000 a year. They deserve it! But that's 0.0001 per cent of our graduates. When we look at the tier two, three, four institutions, the scene is alarming. Despite fancy advertisements, most colleges and universities in this category have less than 10 per cent placements for jobs in the range of Rs 8,000-17,000 a month. At the bottom end, MBAs can earn barely 25-50 per cent more than uneducated daily wage earners! Is that what education should deliver?

Clearly, these students could get these jobs with vocational or professional education, which would cost much less and take less time. In contrast, the war for talent is pushing salaries in corporate India up at an alarming pace — 12 per cent CAGR over the last decade. High cost will render the Indian service industry uncompetitive over time (we lost the manufacturing race to China and are losing contact centres to Philippines). If only we could create more employable MBAs and engineers who can take the good-paying jobs and stem the high attrition rate and high salary endemic in corporate India, we will have a more equitable and progressive nation.

Our system must immediately embrace skills or employability focus, as theoretical knowledge-based education does not help create an employable workforce. Like many private universities and autonomous colleges are quickly adopting, employability education must be made mandatory in higher education.

Employability education refers to non-technical knowledge, skills and attitude requirements essential for winning and retaining jobs (eg aptitude and problem Solving, English language and communication skills, sector and role-based skills like sales or customer service and personality/presence and soft skills).

Employability skills are imperative in India, as we expect 500 million new job-seekers between 2007 and 2022. We must put these people to work to create national wealth, build an equitable society and seize the opportunity of an once-in-a-lifetime demographic dividend. The youngest nation on the planet continues to be plagued with a severe job-talent mismatch and needs employability education to maintain its growth trajectory.

The good news is that the skills gap can be bridged with appropriate training, ideally delivered over a period of time

inside schools and colleges. Institutions need to emphasise and plan for this. Students need to be seriously concerned about this.

Companies like Aspire are showing the way on how industry-endorsed content, industry-experienced trainers, technology and social purpose can come together to create a meaningful impact. Our 160-hour ProHire and EnglishPro products guarantee improvement in employability skills and are delivered over a two-year period in an age-appropriate, experiential-learning format. Aspire has brought iCarnegie — a 100 per cent subsidiary of Carnegie Mellon University — and Harvard Business Publishing — a 100 per cent subsidiary of Harvard Business School — to elevate the overall industry-centric education quality through embedded education — the next frontier.

Source: 30 Nov 2010 Kolkata/ [The Statesman](#)

Kind act

Studying in Britain is expensive, not ideal, that is, for the Indian middle class. And, as sarthak gangopadhyay explains, because college scholarships are meagre, some of the leading institutes in the UK are willing to decrease fees.

A LARGE pool of Indian students goes abroad for postgraduate studies and research every year. The British Council held a two-day career fair last week where leading universities participated. Representatives of universities like the University of Southampton, University of Bedfordshire and University of Glasgow, among a clutch of others, invited Indian students to seek admission to postgraduate and doctoral programmes offered by some of the front ranking British universities. Because studying in Britain is expensive, not ideal that is for the middle-income group, and also because college scholarships are usually too meagre, some of the leading institutes are mulling decreasing fees to attract Indian students.

Fulbright fellowships for Indian students have innovative courses like conflict resolution, heritage conservation and museum studies, urban and regional planning and women's studies. Moreover, the East West Graduate Degree Fellowship provides substantial funding for graduates from Asia to participate in research programmes. The provision includes tuition fees and health insurance, book allowance as well as a partial living stipend. There are also professional Fulbright Programmes like the East-West Center Senior Journalist Seminar, a dialogue and exchange programme between journalists in the USA with those in India, Bangladesh, Pakistan, Afghanistan and Malaysia. The programme offers young journalists the scope to engage with their peers on issues like the relationship between Asian countries and the USA, especially since 9/11. The East-West Women's Leadership programme, launched in 2002, seeks to motivate professional lower and middleclass women. The Jefferson Fellowship is a 21-day programme involving a professional dialogue and study tour for print and electronic reporters from America, Asia and the Pacific

region. The New Generation Seminar is a two-week intensive educational dialogue and travel study that focuses on the regional networks across geographies.

The Indo-US agreement on educational exchange, agreed to by Jawaharlal Nehru and US ambassador, Loy Henderson on 2 February 1950 in New Delhi, vested the United States Educational Foundation with the right to administer the Fulbright Programme in India. A couple of years back, the government signed a new agreement to strengthen educational exchange with USA. Several organisations have joined hands to help Indian students bear the cost of Fulbright Programmes.

Source: Nov 30, 2010/ Kolkata/ [The Statesman](#)

We are looking for raw talent'

Rohan Srinivasan, director of Eulogy! India Private Ltd, tells payal shah why good PR is essential to forging constructive relationships

EXECUTIVES need to inculcate immediacy and transparency in businesses to counter the volatility of the market, and public relations has become more important than ever. At bottom, PR revolves around a universal truth — people react on the perception of facts. By managing, controlling or influencing people's perceptions, PR professionals initiate a sequence of actions that yield business, the prime objective being to create, change or reinforce opinion through persuasion. PR inevitably comes into play because consumers today are more alert and intelligent, but equally sceptical of new advertising campaigns, products and approaches. Thus from creating a positive corporate image to reaching out to influencers within the industry or media, PR can shape both internal and external stakeholders' views within a company, and given the speed at which communication tactics are changing, it is fundamental that a company's PR strategy is up-to-date and in line with corporate goals. PR can be difficult, but is fun, too. There's nothing more rewarding than learning that the people you reach are consuming some valuable information, whether they choose to take immediate action or not. They impact the consumer's mind and shape his decision. Rohan Srinivasan, director of Eulogy!, a UK-based PR company that is already making its presence felt in Kolkata, shares with *The Statesman* his views on the need for good PR and explains why it is a challenging and exciting career. Excerpts from an interview:

What is the role of good PR in the current business scenario?

One just needs to look around to find how fruitful is PR today and what it does for you, the clear example being the Commonwealth Games — good PR was needed at the very start. Thankfully, we came out unscathed, but as a nation we are still feeling the pinch owing to those embarrassing images from the villages. I believe if we had a planned PR strategy prior to the games (and in this instance crisis management) we could have averted the

embarrassment when those images were flashed around the world. From the Indian perspective, we have discovered that the economy is booming while the rest of the world is in dire need of a boost. Marketing departments play key roles in how a business is perceived by the public and this is where PR comes into play. It helps businesses identify their key target audiences and the company's message is conveyed to all through various media. A good PR strategy assures that the right message reaches the right place to registers the right impact.

How important it is to connect communication strategy with creativity?

Creativity is what sets Eulogy! apart from other players in the arena. Our London office won the Agency of the Year award in 2009 and has also won other awards for our campaigns. The reason behind this is the all round, and especially creative approach, to every brief. This is an essential part of any communications strategy and I ensure that my team includes creative ideas along with standard media relations activity like one-to-one meetings. By thinking out of box and delivering creative ideas that can be implemented we are showcasing the various ways in which extra mileage can be achieved, be it through quirky picture stories or research.

What's special about Eulogy!, India?

Our unique culture, creativity and award winning mentality are what we are banking on. Eulogy!, India, is only seven months old and already we have made a tremendous impact in the market. We currently work with some big brands and have a presence in Delhi, Mumbai and Bangalore, followed by Kolkata. We are also looking to open up in other cities very shortly. The fact that we are an independent agency also contributes to how decisions are made within the company. There is no hierarchy here and everyone has his/her own say. I encourage my team to contribute to all proposals and also to be part of client meetings. I feel this is not always the case with other agencies in India, .but here there is direct involvement from the team and senior management in London, so on a daily basis one might find someone here talking to colleagues in London. This helps in developing a team outlook and contributes to understanding how PR works globally. We like to reward our team. There are initiatives like internal training sessions which help individuals develop their skills and team bonding sessions where we all go out for lunch once every month or on a staff outing. During the next year there will also be an opportunity for our team members to travel to London and meet their colleagues.

How would you use your foreign skills (and ensure that they suit the Indian mindset and business conditions)to tap the best talent?

In the UK our work speaks for itself, now it is my aim to bring the same working practices and excellent client servicing processes to our customers in India. From creativity to everyday account management, I encourage

my employees to contribute. It's essential everyone feels and gets involved because as Eulogy! grows and makes a name for itself in the Indian market, the team will also gather valuable experience. So far, we have fared quite well and will go on striving to deliver on a daily basis.

What, precisely, are the qualities aspirants should look to inculcate?

I am always on the lookout for raw talent as we are expanding very quickly. PR is essentially about communication, thus being a good communicator is vitally important. If someone has a proactive approach then its a major advantage as well, it helps one establish a good relationship with journalists. Qualifications are important but not the be all and end all. Prior experience in PR surely helps, but above all there must be the determination to succeed.

Source: Nov 30, 2010/ Kolkata/ [The Statesman](#)

RESOURCE

The growing jobs challenge

A recent report shows unemployment in the country could be more entrenched than previously estimated

The Labour Bureau recently released its first report on employment in the country. Till now, job estimates have usually been available in the employment-unemployment surveys of the National Sample Survey Organisation (NSSO). The most recent of these is the 64th round (2007-08), preliminary results of which were reported in this column on 20 July. The 64th round estimates were disappointing, with annual employment growth during 2004-05 and 2007-08 at 0.8 million per year—a fraction of the total annual increase in the labour force of around eight million. The government, on the other hand, has projected nine million jobs annually in the 11th Plan. The preliminary estimates from NSSO confirmed the apprehension that the present spell of growth may be jobless, and, therefore, a setback to the inclusive growth agenda.

The new report is largely silent about its methodologies, which precludes any comparison with the NSSO surveys. However, the bureau must be commended for bringing out the report in a short time, which makes it useful to look at recent trends, unlike the NSSO reports that are available with a lag of two-three years. The survey gives the first estimates of employment and unemployment trends in 2009-10.

While some of the broad trends are similar to what NSSO reported, there are two estimates that merit attention. The first is the usual status unemployment rate at 9.4%. Although this is close to NSSO's daily status unemployment rates, it is almost four times the organization's usual status (yearly reference period) rates. In absolute terms, the bureau report suggests that the total

number of unemployed people is almost 40 million, compared with 11 million reported by NSSO.

How seriously should one take these estimates? In general, capturing employment status through such surveys is quite complicated. This is more so in the case of developing countries with large agrarian economies. The problem is two fold. First, what is measured in such surveys using a long-term reference period is open unemployment. In this, a person is defined as unemployed not only if he is jobless, but also if he is seeking work. In agrarian societies, even though individuals may not be adding to the production process (that is, their marginal productivity is zero), they may not report themselves as unemployed. Second, they may also not report themselves as jobless in societies where being unemployed is associated with some kind of social stigma. This is precisely why farmers or cultivators report the lowest unemployment rates. These twin issues also mean that open jobless rates by usual status are generally low. Ever since the employment-unemployment surveys were started in 1972-73, that rate has remained in the range of 2-3%.

However, the Labour Bureau estimates may not be completely untrue, because of two factors. First, 2009-10 was a drought year. Although this did not lead to a sharp reduction in agricultural production, some sections of the population are likely to have joined the rank of the unemployed. Second, the 2008-09 slowdown could also have affected employment availability in the non-farm sectors, particularly in construction. There is some evidence of this from the quarterly surveys initiated after the slowdown to track employment trends. These suggest that the total number of jobs created in manufacturing and services has been only one million in the last two years. This number is also in line with the jobless growth estimates coming from NSSO surveys. But if these trends are true, they confirm the spectre of jobless growth shown by NSSO's 64th round. At the same time, they should also ring alarm bells for a government which considers productive employment creation as the cornerstone of inclusive growth. If not, the demographic dividend may turn out to be the population curse.

Along with this negative story, the report also suggests that there are some positive changes in the workforce structure. Agricultural employment, it says, may be only 45%—not 55% as NSSO estimated. If this is true, it implies that employment trends may finally be responding to the changes in the sectoral contribution of agriculture to the gross domestic product, which has been declining much faster than its employment share. Such likelihood is not entirely ruled out. One, this could be a response to falling real incomes as a result of drought and inflation, pushing people to seek jobs in non-farm sectors. Two, it could be a response to the cumulative growth of non-farm sectors in the last five years, pulling labour from the farm sector. If the second reason is operative, it is worth celebrating as the signal of a trend break in the sectoral share of employment.

But if the first is operative, then this is only temporary, and implies a worsening of livelihood in rural areas.

These issues signal the need for some serious thinking on the part of the government. That is crucial for a successful labour transition in a fast growing population with nine million annual additions in the labour force. Jobless growth could also spell disaster for the larger ambition of achieving double-digit growth. Whatever the interpretation, the recent estimates of employment and unemployment do suggest that the government may have a serious challenge on its hands, one that needs to be addressed immediately.

Source: 23 Nov, 2010/[Live Mint](#)

Can India garner the demographic dividend?

The promise of demographic dividend will not last long. Can India take advantage of this demographic window in the next couple of decades and benefit from it?

Much has been said recently about India's demographic dividend: that its working-age (15-59 years) population, as of now, largely consists of youth (15-34 years), and as a result its economy has the potential to grow more quickly than that of many other countries, including China. China, because of its "one-child" policy over the past several decades will soon begin ageing and, as a result, say the demographers, will become less competitive. But can India hope to garner its demographic gift?

Demographic realities

According to the Census of India, while the proportion of population in the under 14 age group declined from 41 per cent in 1961 to 35.3 per cent in 2001 (that is, by 5.7 percentage points), the proportion of population in the age group 15-59 increased from 53.3 per cent to 56.9 per cent (that is, by 3.6 percentage points) during the same period. The proportion of those above 60 years of age also increased from 5.6 per cent to 7.4 per cent (that is, by 1.8 percentage points). In terms of absolute numbers, the increase in the 15-34 age-group population is even more dramatic: from 174.26 million (31.79 per cent) in 1970 to 354.15 million (34.43 per cent) in 2000. The youth segment of the population is projected to peak at 484.86 million in 2030.

This demographic fact has important implications for the labour market. According to official data, India's labour force, which was 472 million in 2006, is expected to be around 526 million in 2011 and 653 million in 2031. It is noteworthy that the growth rate of labour force will continue to be higher than that of the population until 2021. According to the Indian Labour Report, 300 million youth would enter the labour force by 2025, and 25 per cent of the world's workers in the next three years would be Indians.

The United Nations Population Division projections show that, while in absolute numbers the youth segment (15-34

years) of the Indian population tapers off after 2030, as a proportion to the total population it tapers off from 2010 itself. Although this tapering off is marginal (from 35.4 per cent in 2010 to 34.5 per cent in 2020, to 32.4 per cent in 2030) in the next three decades, it will be swift to follow (to 29.7 per cent in 2040, to 26.6 per cent in 2050). Even so, the youth segment of the population will be a massive 441.1 million in 2050.

Since a majority of the youth knock on the doors of the labour market right by the age of 15, the youth segment of the population will also have to be considered in relation to the larger working-age (15-59 years) population. The United Nations Population Division's analysis and projections offer valuable insights on this development. Although the percentage of the 15-34 age group reaches its peak (35.4 per cent) in 2010 and tapers off from then onwards, the percentage of the 15-59 age group reaches its peak (64.6 per cent) only in 2035, and tapers off gradually over the next 15 years to 61.6 per cent in 2050 (still marginally higher than what it was in 2005, that is, 59.5 per cent).

Educational deficits

Thus the demographic predictions are loud and clear: that the promise of demographic dividend will not last long, in any case beyond 2050. Can India take advantage of this demographic window in the next couple of decades and garner its benefits? One cannot be too optimistic about this trend considering its poor education system from bottom to top. India's literacy rate, after 60 years of independence, is around 63 per cent — China's is 93 per cent. The largest part of India's schools is of poor quality. Teachers are inadequately prepared, weakly motivated, poorly paid, and frequently absent.

The situation in higher education is even more problematic for India's participation in the global knowledge economy. The overall quality of the higher education system is well below global standards and it has shown no significant sign of improving. High-tech employers complain that a large majority of engineering and other graduates are inadequately trained and must be "re-educated," at considerable expense, by their employers or not hired at all. The large high-tech firms — such as IBM, Infosys and Wipro — have set up their own in-house academies to prepare employees for productive work.

The highly regarded Indian Institutes of Technology and a small number of other Indian world-class institutions produce only a small number of graduates each year. Many of these graduates leave the country for employment or further education immediately after graduation.

The government's plans for expanding and upgrading higher education are inadequate both in size and scope. They are also impractical. For example, the IITs are already short of staff and cannot find the quality of professors that they need. The "protective discrimination" policy in vogue that reserves close to half of teaching positions for

members of indigenous tribes, disadvantaged castes, and other groups makes it even less likely that top-quality faculty can be found. Some of the new IITs, now in the planning stage, are located far from metropolitan areas, and convincing well-qualified faculty to relocate there will be difficult if not impossible.

On the quantitative side too, there are problems. India now educates only 10 per cent of the age group in higher education. Dropout rates among that 10 per cent are high. A growing number now attends often low-quality colleges and other institutions that are not funded by the government — some of which are little more than teaching shops and degree mills. Current plans to raise the participation rate to 15 per cent by 2015 — still well under what other emerging economies are now educating — seem inadequate to achieve 15 per cent participation.

India has a serious “infrastructure problem” in education as it does with roads, ports, public transportation, electricity, and so on. Long-term inadequate spending and poor planning will catch up with India’s booming economy at some point. In terms of human resource, it is not enough to have lots of young people — these young people need to be properly educated to fully contribute to the new economy. After all, as the Swiss psychologist and psychiatrist, Carl Gustav Jung (1875–1961), expresses: “The wine of youth does not always clear with advancing years; sometimes it grows turbid.”

Source: by Philip G. Altbach & N. Jayaram/ [The Hindu](#)

Education system needs to be upgraded, says FICCI-E&Y Report

The higher education system in the country is poised at a crucial stage in its growth. This report highlights the changing face of higher education.

“The higher education system in the country is poised at a crucial stage in its growth. On one hand, it can empower our youth, unleash the potential presented by India’s demographic advantage and propel India into the ranks of the developed nations of the world. However, if the higher education system does not reform and upgrade itself, our demographic dividend could turn into a demographic disaster.

The study has done a reality check on the drivers of change and the possibilities in the higher education sector in the coming decade that would help take quality higher education to the masses.”

The challenges ahead pertaining to the six proposed bills:

- Effective functioning of regulatory framework while changes are implemented.
- Coordination and connectivity between different bills – establish linkages between accreditation and unfair practices.
- Monitoring of quality of implementation of these bills.

- Creating incentives for greater private sector participation.
- Aligning education regulators to all the needs and as pushers of our country and society – deciding whether all HEIs should be governed by the same set of standards.
- Promoting diversity in the education landscape.
- Students financing – how do we get around the need for collateral and get to a more collaborative level, from an institutional standpoint?

The FICCI – E&Y report explores rich and varied dimensions in India’s higher education sector. The new demand and supply realities, the new possibilities for promoting diversity, collaboration and industry engagement are undergoing tremendous change today and this evolution is well represented and evaluated in the report. With substantial participation from the private sector and growing interest from foreign players, the report highlights how this alignment can be brought about through diversification and collaboration in the country’s higher education space. The government’s role in facilitating these new changes and possibilities are evaluated within the backdrop of increased private sector participation in higher education to meet the funding gaps.

Source: [The Hindu](#)

India in top 4 among B-school destinations

MUMBAI: That the US and the UK are the most popular destinations for management studies is not big news. But the findings of a survey conducted by the Graduate Management Admission Council (GMAC), which conducts GMAT, a B-school entrance test used globally, have thrown up some surprises.

Number 4 on the list of the Top 10 preferred destinations for B-school aspirants is India, with Canada at No 3. Israel and Spain are the other surprise entrants.

According to experts, India’s foray into the elite league has a lot to do with the emergence of institutions such as the Indian School of Business, Hyderabad, which was ranked No. 12 globally in the Financial Times (London) Global MBA rankings earlier this year. The IIMs, which use GMAT as an entrance test for their executive MBA programmes, are also responsible for India’s popularity.

“B-school aspirants are looking at a return on their investment, and with the investment being lower for management education in India when compared to the US and the UK, the returns are higher,” said an expert. Many feel that India can soon emerge as a hub for management studies amongst Asian countries such as Singapore and the Philippines as the country will be a far less expensive destination than western giants.

Although making it to the US has, for long, been the great Indian dream, it is not the only North American country that’s attracting desi students. Many are now making a beeline for Canada, which not only has a robust economy

and liberal visa policies but also promises good job prospects. "In testing year 2010, India was the top foreign country that sent score reports to Canadian graduate management programmes," reveals GMAC's survey.

According to the report, 78% of full-time MBA programmes in Canada received the largest number of foreign applications from Indians. Not surprisingly, all Canadian management programmes that recruited foreigners targeted India, as did 44% of European programmes that undertook special recruitment efforts to attract overseas candidates.

Source: c2clive.com

More Indian students are taking the GMAT and TOEFL!

Recession, economic downturn and job cuts notwithstanding, the craze for studying abroad has not waned among Indian students if some finding are to be believed. Not only did enrolment of Indians in US universities go up by 2 per cent this year, more Indians are taking the GMAT and TOEFL examinations with a view to joining universities abroad than from any other country.

The largest number of foreign applications received for admission to nearly two-third of the US full-time MBA programmes were from Indian students - only one fifth of the programmes received more applications from Chinese students - according to GMAC, an international association of business schools and owner of the Graduate Management Admission Test (GMAT).

TOEFL administrators said that India consistently represents one of the top five countries with the largest numbers of TOEFL test takers. "We have seen a 5% increase in the number of Indian TOEFL test-takers," an official spokesperson said.

Further, the Institute of International Education that releases its annual Open Doors report on international education, said: "Students from India increased by 2% to a total of nearly 105,000. Indian students represent 15% of all international students in US higher education.

Together, the top three sending countries-China, India and South Korea-comprise nearly half (44%) of the total international enrolments in U S higher education."In 2010, Canadian graduate management programmes received the largest number of foreign applications from Indian citizens.

The increased demand for MBA course could be because of the fact that nine in 10 MBA alumni from the class of 2010 had managed to land jobs three months after graduation. The results represent a slight improvement from 2009, when 84 percent of new MBA alumni said they were employed three months after receiving their degrees.

The MBA graduates of 2010 also said that they received higher starting salaries than their counterparts from the class of 2009, according to the GMAC Alumni Perspectives Survey.

The median starting salary for 2010 graduates was US\$78,819, up from US\$75,000 for those who graduated in 2009. Students graduating in 2010 were significantly more optimistic about the economy in general compared with last year's graduates

Source: c2clive.com

CRISIL report reveals India will have 423m unemployed people by 2030

CRISIL Report highlights the challenges ahead for India in providing education and employment opportunities to ensure that its young workforce will be productively employed. The report, 'Skilling India - The Billion People Challenge' is part of CRISIL endeavor to help markets function better and bring thought leadership to Indian businesses.

The CRISIL Centre for Economic Research has released a comprehensive report on the Indian education sector titled 'Skilling India – The Billion People Challenge.' The report highlights challenges that India has to tackle in the coming years in providing education, and imparting employability skills, to its people over the next two decades.

The emphasis of the report is that improving the quality of education will be critical to India's growth and development, given that large numbers of its educated youths continue to be unemployed. The report examines India's labor market imbalances and highlights how skills mismatch and shortage can affect productivity and growth which is critical to India's long term growth. It also identifies fiscal implications of India's population dynamics.

Some key highlights of the report are as given below:

- India is set to become the world's largest contributor to the global workforce spanning the age group 15 to 59 years. This is estimated to increase from 749 million to 962 over 2010 to 2030.
- If India's working age population, now called as its demographic dividend, is productively employed, India's economic growth prospects will brighten.
- If current unemployment trends continue, India will have about 423 million people who are either unemployed or unable to participate in the job market by 2030.
- Since the job market is biased towards high skill labor, the creation of jobs for low skill labor, who would continue to dominate its workforce, will challenge India.
- Closing the skill gaps of its workforce will be critical as India depends more on human capital than its peer countries that have a similar level of economic development.
- The workforce will increase in the states that are poorest and offer the lowest employment opportunity. Creating jobs for the swelling workforce in these states will be a major challenge.

•Labor mismatch and shortage could adversely affect India's economic growth and wage costs; India would have to bear a greater fiscal burden to support its unemployed.

CRISIL has established itself in tracking events in the education sector for several years now and moves ahead to play an integral role in India's human skill development agenda. The report, 'Skilling India – The Billion People Challenge' is part of CRISIL's endeavor to help markets function better and bring thought leadership to Indian businesses.

Source: 25 Nov 2010/ [MBA Universe](#)

Indian students ditching Australian education plans

AUSTRALIA'S multi-billion-dollar Indian student market has collapsed in just 12 months.

This is because new students are turning their backs on the once-prized Australian education sector in favour of Canada, New Zealand and Britain, *The Australian* reported.

Enrolments from the Indian student market -- which until last year was showing annual growth rates of up to 40 per cent and was worth almost \$3 billion a year to the Australian economy -- have been dropping since March.

By September, commencements were down almost 50 per cent on last year, due to the combined effect of onerous new financial requirements, last year's street attacks on Indian students, vocational school closures and the rising Australian dollar.

The sharp decline is expected to cost Australia and Victoria in particular dearly, as it had attracted most of the Indian students over the past decade.

The education sector is Australia's fourth-largest export earner, contributing more than \$17 billion last year.

Economic modelling for the Australian universities sector in August warned that a worst-case scenario -- in which new foreign student enrolments in higher education institutions would drop by 30 per cent by 2015 -- would cost 36,000 jobs nationwide.

And a recent Access Economic report for the Australian Council for Private Education and Training warned of a \$3.8bn hit to the economy by 2012 if the decline in overall international student numbers continued.

The latest student visa and enrolment statistics show the education sector's "perfect storm" is now looming.

International Education Association of Australia president Stephen Connelly said Australia was on track to lose 125,000 foreign students in two years by the end of next year, translating to massive job losses at universities and allied sectors.

The government's statistics show new foreign student visa numbers have dropped from 320,000 in 2008-09 to

270,000 in 2009-10, and the numbers are now falling more steeply.

Enrolments from nine out of Australia's top 10 source countries for foreign students are in decline, but India has experienced by far the largest fall. Many Victorian institutions have recorded a drop in new applications of more than 50 per cent this year.

Education agents have reported declines of up to 85 per cent in expressions of interest by Indian students considering taking courses in Australia.

The major cause is the new requirement this year that foreign students show they have enough money to cover living expenses, return airfares and tuition fees for the duration of their course -- an amount that frequently exceeds \$100,000 in total.

Source: 29 Nov, 2010/[News.Com.au](#)

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.

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