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

WISH YOU ALL A VERY HAPPY AND PROSPEROUS NEW YEAR .

CONTENT

Aspect

Right to Education Enforced from 1st April, 2010; Model Rules Prepared and Notified; Process of Aligning the Sarva Shiksha Abhiyan with the RTE Initiated Legislations for Reforms in Higher Education Sector Introduced in Parliament All Round Efforts by HRD

News

1. Private varsities may go national
2. Sibal's New Year gift may find few takers
3. Revised Norms for AICTE Approval
4. Round Table for Development of National VEQF for Telecom, IT Sector
5. Over 10,000 violations of Right to Education in Delhi
6. Rs 80k-loan for your child's education? That's how it is
7. DSIIDC says no to govt school facelift
8. No takers for nearly 20,000 engineering seats
9. Breather for PhD scholars
10. Demand a refund
11. India is favorite destination of Canadian varsities
12. HC questions NDMC, school on denial of admission
13. Schools also get freedom to choose their own calendars
14. CBSE to start school sanitation rating
15. Global pharma companies' research widens scope for entrepreneurs
16. Pvt. varsities meet Sibal to moot need for one-year MBA

Analysis/Opinion/Innovative Practice

1. A bagful of wishes
2. There is lack of good quality generic education in India'
3. Indian research institutes need another 20 yrs to bloom: V Ramakrishnan
4. India should allow entry of foreign varsities
5. Ansari favours greater funds for state varsities
6. I'd love to see Sarkozy sell the French education system to India'
7. Innovate to enliven students' curiosity
8. A novel way of taking education to the masses
9. Education in a new India: Fewer gurus, more guides
10. GLOBAL: 2010 - A year of shortages and partnerships
11. ASIA: Academics look East as region seeks talent
12. Panel discussion to evaluate the changing concepts in the field of education
13. Harvard prof for change in system of education
14. 'Do entrepreneurs need a college degree?'
15. This is the era of knowledge management
16. China Business Schools Hit Their Stride

Resources

1. University education needs paradigm shift
2. Hiring pickup will boost NIIT
3. Foreign institutes in India will raise the bar for local schools
4. A liberal arts education prepares you for a professional life
5. Healthcare generates maximum jobs in 2010
6. Paucity of Data on Indian Higher Education

ASPECT

Right to Education Enforced from 1st April, 2010; Model Rules Prepared and Notified; Process of Aligning the Sarva Shiksha Abhiyan with the RTE Initiated Legislations for Reforms in Higher Education Sector Introduced in Parliament All Round Efforts by HRD Ministry to bring in Reforms in Education Sector

The year 2010 was a landmark year for education in the country. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, representing the consequential legislation to the Constitutional (86th Amendment) Act, 2002, was enforced with effect from 1st April, 2010.The RTE Act secures the right of children to free and compulsory education till completion of elementary education in a neighbourhood school. The Act lays down the norms and standards relating to pupil teacher ratios, buildings and infrastructure, school working days and teacher working hours. The process of aligning the Sarva Shiksha Abhiyan strategies and norms with the RTE mandate was initiated.

PREPARATION OF MODEL RULES UNDER THE RTE ACT

The Model Rules under the Right of Children to Free and Compulsory Education Act have been prepared and circulated/sent to State Governments to adopt/adapt the same while making their own rules.

FRAMING OF CENTRAL RULES:

The Central Rules under the RTE Act titled "The Right of Children to Free and Compulsory Education Rules, 2010" was published in the Gazette on 9th April, 2010.

NOTIFICATIONS UNDER SECTION 29 AND 23 OF THE RTE ACT.

The Central Government has issued the following Notifications on 5th April, 2010.

i. in exercise of the powers conferred by sub-section (1) of Section 29 of the Right of Children to Free and Compulsory Education Act, 2009, the Central Government has authorized the National Council of Educational Research and Training would be the academic authority to lay down the curriculum and evaluation procedure for elementary education, and to develop a framework of national curriculum under clause (a) of sub-section (6) of Section 7 of the Act; and

 ii. in exercise of powers conferred by sub-section (1) of Section 23 of the Right of Children to Free and Compulsory Education Act, 2009, the Central Government has authorized the National Council for Teacher Education as the academic authority to lay down the minimum qualifications for a person to be eligible for appointment as a teacher.

LAYING DOWN MINIMUM QUALIFICATIONS FOR APPOINTMENT AS A TEACHER

The National Council for Teachers Education (NCTE) has vide Notification dated 23rd August, 2010 laid down the minimum qualifications for a person to be appointed as a teacher in schools.

FORMATION OF NATIONAL ADVISORY COUNCIL

Section 33(1) of the Right of Children to Free and Compulsory Education Act, 2009 provides for constitution of a National Advisory Council (NAC) by the Central Government. The functions of the NAC shall be to advise the Central Government on implementation of the provisions of the RTE Act in an effective manner. The National Advisory Council was constituted under the chairpersonship of Minister of Human Resource Development. Notification to this effect has been published in the Gazette of India on 8th July, 2010.

GUIDELINES ISSUED UNDER SECTION 35(1) OF THE RTE ACT:

a. Clarifications regarding Duties of teachers under Section 27: "Duties relating to election to the local authority or the State Legislatures or Parliament relate to actual conduct of elections and the consequent deployment of teachers on the days of poll and counting, the time spent on training imparted to them and collection of election material for such deployment. All other duties relating to electoral roll revisions will be undertaken on holidays and during non-teaching hours and non-teaching days."

b. Procedure for admission in schools under section 13(1) and section 12(1)(c) of the RTE Act – i.e. the unaided and 'specified category' 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 be not less than 25% of the strength of the class and for remaining 75% 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

c. Applicability of RTE to Minority Institutions - 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 and schools of minority organizations covered within the meaning of section 2(n) of the Act, will be governed by the provisions of the RTE Act, 2009.

d. Relax the minimum qualifications required for appointment of teacher for a period not exceeding five years as required under Sub-section (2) of Section 23 of RTE Act to a state along with the prescribed format for seeking relaxation by the State.

e. For maintaining PTR mentioned in the Schedule to the Act, the States may undertake two processes within a period of six months

i)Rationalize the deployment of existing teachers to address the problems of urban-rural and other spatial imbalances in teacher placements and

ii)Initiate the process of recruitment of new teachers to fill vacant posts as per the PTR stipulated in the Schedule.

Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan is the main vehicle for implementation of RTE Act, 2009.

The major achievements of SSA till September, 2010 are

(i)Opening of 309727 new schools,

(ii)Construction of 254935 school buildings,

(iii)Construction of 1166868 additional classrooms,

(iv)190961 drinking water facilities,

(v)Construction of 347857 toilets,

(vi)Supply of free textbooks to 8.70 crore children,

(vii) appointment of 11.13 lakh teachers

(viii) In-service training to 14.02 lakh teachers.

(ix)Central budget provision for SSA for 2010-11 is Rs.19000 crore, out of which Rs.15212 crore has been released to States/UTs till 30.11.2010.

GRADING SYSTEM IMPLEMENTED IN CLASS 10

2010 saw the initiation of the grading system at the class 10 level . It has also been decided to do away with Class X board examinations from 2011 in CBSE schools affiliated up to senior secondary level, for such students who are not moving out of the CBSE System. Further, students of class IX and X will be assessed on the basis on CCE (Continuous and Comprehensive Evaluation) to be implemented at the school level.

MODEL SCHOOLS

The government has decided to set up 6000 high quality model schools at the rate of one school per block. During 2010-11, 401 model schools in 5 States have been sanctioned and Rs.229.51crore released as first instalment of central share,

The Project Approval Board(PAB) has also recommended 53 more schools in 3 States as mentioned below:

i. Assam   24

ii.Uttar Pradesh   3

iii.Tamil Nadu   26

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN

This scheme was launched in March, 2009 with the objective to enhance access to secondary education and improve its quality and the implementation of the scheme started from 2009-10. It is envisaged to achieve an enrolment rate of 75% from 52.26% in 2005-06 at secondary stage within 5 years by providing a secondary school within a reasonable distance of any habitation.

During 2010-11, based on the Annual Plan proposals submitted by the State/UTs government upto 30.11.2010, the Project Approval Board (PAB) has approved following interventions in 13 States/UTs:

o New/ upgraded schools   :1257

o Additional class rooms   : 8511

o Science lab   : 4101

o Computer room   : 2554

o Art/craft/culture room   : 5359

o Library   : 5095

o Separate toilet block & drinking water facilities   : 4330

o In service training of teachers   : 459215

NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION

"National Curriculum Framework for Teacher Education" developed by the National Council for Teacher Education (NCTE) was released this year. Two significant developments – the National Curriculum Framework, 2005 and the Right of Children to Free and Compulsory Education Act, 2009, have guided the development of this Framework. The document deals with preparing and re-orienting teachers for enabling the child to learn through activities, discovery and exploration of his environment and surroundings in a child friendly and child-centred manner, inclusive education, perspective for equitable and sustainable development, gender perspectives, role of community knowledge in education and ICT in schooling as well as e-learning

COBSE UNANIMOUSLY ENDORSES CORE CURRICULUM FOR MATHS, SCIENCE AND COMMERCE FOR THE COUNTRY FOR PLUS TWO STAGE

The Council of Boards of School Education (COBSE) approved in two meetings, in the first one in Delhi a common core curriculum in Science and Mathematics, and in a later meeting in Jaipur, a common core curriculum for commerce, for the plus two stage, for the country. Most of the Boards were in favour of the implementation of the core curriculum for science and maths from the year 2011 and for commerce from 2012.

MOU SIGNED BETWEEN HRD AND RAILWAY MINISTRIES

An MoU was signed between the Ministry of Human Resource Development and the Ministry of Railways to develop educational infrastructure in the form of around 50

Kendriya Vidyalayas in civil sector (about 20 during the 11th Plan and the balance during the 12th Plan), 10 Residential Schools on the pattern of Navodaya Vidayalayas (to be set up by Ministry of Railways in collaboration with Ministry of HRD on mutually agreed terms), an appropriate number of Model Degree Colleges and Technical and Management institutions of National Importance to meet the demand for education including wards of Railway employees, either as per the norms specified under the existing schemes/programmes and projects being executed by Ministry of Human Resource Development or through special programmes and projects mutually agreed by the parties or through innovative financing under Public Private Partnership Models or any combinational thereof.

NCTE PORTAL LAUNCHED

An NCTE Portal was launched which provides for on-line application for recognition of teacher education institutions, on-line submission of appeals, on-line registration of teacher education institutions, teacher educators and teacher trainees, and electronic processing of applications submitted on-line through MIS-integration.

MOU SIGNED BETWEEN HRD AND UIDAI

Ministry of Human Resource Development and Unique Identification Authority of India have signed a Memorandum of Understanding on 27th October, 2010 The proposed MOU would be helpful in tracking student's mobility by creating an electronic registry of all students right from primary/elementary level through secondary and higher education, as also between the institutions. It would also be useful in the implementation of Mid-Day Meal Scheme. Imprinting of UID number on performance record of individual students (Marksheet.merit certificate, migration certificate) will also be helpful to prospective employers and educational institutions. UID number will help in tracking problems of fake degrees. UID can also be utilized while dematting of academic certificates as also education loan and scholarship schemes.

SAAKSHAR BHARAT

The Prime Minister launched Saakshar Bharat on 8th September, 2009 and it was operationalised w.e.f. 1st October, 2009. By 31st December, 2009, which is within six months of the Government's decision, the Mission has been rolled out in 167 districts in 19 States, covering over 81,000 Gram Panchayats, with a budgetary outlay of Rs.2524 crore up to 31st March, 2012. In all 3.82 crore non-literate adults will be benefited in these districts. The Government of India's share of Rs.374.35 crore, as the first installment, has been sanctioned. In 2010-11, 43 more districts are being taken up for implementation of Saakshar Bharat to cover over 11000 Gram Panchayats.

AN AUTONOMOUS OVERARCHING AUTHORITY FOR HIGHER EDUCATION AND RESEARCH BASED ON THE RECOMMENDATIONS OF YASH PAL COMMITTEE AND NATIONAL KNOWLEDGE COMMISSION.

The restructuring of the Higher Education sector, in the context of a knowledge economy that thrives on innovation, the ceaseless germination of new ideas and raising the consciousness of people, requires a new spirit of regulation that respects the autonomy of institutions amidst the need for accountability with opportunities for access to all. The establishment of an over-arching institution with power, inter-alia, to prescribe academic standard, norms of accreditation and mechanism for financing and governance of institutions, will enhance the endeavour to promote credible standards of higher education and research in the country. A Task Force has been constituted for aiding and advising the Government in the establishment of the Commission. The Task Force has submitted its report to the government on 21st October, 2010.

A LAW TO PREVENT, PROBIBIT AND PUNISH EDUCATIONAL MALPRACTICES

There is public concern that technical and medical educational institutions, and universities should not resort to unfair practices, such as charging of capitation fee and demanding donations for admitting students, no issuing receipts in respect of payments made by or on behalf of students, admission to professional programmes of study through non-transparent and questionable admission processes, low quality delivery of education services and false claims of quality of such services through misleading advertisements, engagement of unqualified or ineligible teaching faculty, forcible withholding of certificates and other documents of students. Responding to this concern, a comprehensive legislation that would prohibit and punish such practices has been introduced in Parliament in the month of May, 2010 to provide for prohibition and punishment for adopting of unfair practices.

A LAW FOR MANDATORY ASSESSMENT AND ACCREDITATION IN HIGHER EDUCATION THROUGH AN INDEPENDENT REGULATORY AUTHORITY

Objective quality assurance frameworks are needed for the student community to make informed choices about institutions and courses. Presently, accreditation is voluntary as a result of which less than one-fifth of the colleges and less than one-third of all universities have obtained accreditation. Mandatory accreditation in the higher education would enable the higher education system in the country to become a part of the global quality assurance system. A legislation has been introduced in Parliament in May this year to provide for mandatory accreditation of all institutions of higher education and creation of an institutional structure for the purpose. This is in accordance with the general principle of moving from "inspection approval" based mechanism of recognizing institutions to a "verification assessment" method, the attainment of which has often been stressed in public policy discourses.

A LAW TO REGULATE ENTRY AND OPERATION OF FOREIGN EDUCATIONAL PROVIDERS

A large number of foreign educational institutions are reportedly operating in the country. Some of them are resorting to various mal-practices to allure and attract students, particularly in smaller cities and towns. There is as yet neither any centralised policy nor regulatory regime for Foreign Educational Institutions in the country. The regulation on entry and operation of Foreign Educational Institutions is in the public interest to maintain the standards of higher education within the country as well as to protect the interest of the student's community. An ideal regulatory framework could be one in which reputed institutes are able to enter and operate in terms of India's national policy, while at the same time sub-standard or 'fly-by-night' operators are checked and controlled. The legislative proposal to regulate entry and operation of foreign educational institutions has also been introduced in Parliament.

A LAW TO ESTABILISH A TRIBUNAL FOR FAST – TRACK ADJUDICATION OF DISPUTES CONCERNING STAKEHOLDERS

The existing justice system suffers from delays and prolixity. Educational disputes need a fast-track and affordable adjudication mechanism. For this purpose, a legislation to establish Tribunals at the states and at National level, has been introduced in Parliament to perform the role of providing an independent, enforceable, speedy, fast track adjudication of disputes in a quasi-judicial manner in regard to students, teachers and other employees, between institutions and between institutions and the regulators. This legislation has already been passed by the Lok Sabha and is before the Rajya Sabha for consideration.

A LAW TO PROVIDE FOR ESTABILSHMENT OF UNIVERSITIES FOR INNOVATION

Another facilitating process has been set in motion, which contemplates creating institutions of excellence to attract world class faculty, advanced learning facilities and pure research oriented atmosphere. Despite having one of the largest higher education systems in the world, only a few institutions of learning have been able to make a mark on the global stage. The contribution of the alumni of the Indian Institutes of Technology (IITs), the Indian Institute of Sciences and the Indian Institutes of Management(IIMs) have been widely recognized all over the world. Recognizing this, the government has proposed establishment of Innovation Universities aimed at world class standards. These Universities would be at the fount of making India and global knowledge hub and set benchmarks for excellence for other Central and State Universities. The proposal would also facilitate participation of reputed private sector agencies in establishment of these universities in PPP mode. A legislative proposal in this regard has been already formulated by the Ministry and the proposal in the stage of inter-ministerial consultations.

A LAW TO PROVIDE FOR NATIONAL ACADEMIC DEPOSITORY

The ministry has also formulated a legislative proposal for creating and maintaining a national electronic database of academic records and awards in de-mat form. What is envisaged is a shift from the current practice, through dematerialisation of certificates, to a technology-based solution that would ensure confidentiality, authenticity and fidelity, enabling online verification and easy retrieval of academic qualifications. Holding of academic qualifications in an electronic depository would provide immense benefit to educational institutions, students, alumni and employers by enabling online access of academic qualifications, eliminating the need for persons to approach educational institutions for obtaining transcripts of such qualifications or for verification as well as reduce the need for institutions to preserve records related to academic performance of students over a long time. The system could also eliminate fraudulent practices such as forging of certificates and mark sheets through facilitating online verification.

INDIAN INSTITUTES OF TECHNOLOGY (IITs)

The Government has set up eight new IITs in Andhra Pradesh, Bihar, Rajasthan, Orissa, Punjab, Gujarat, Madhya Pradesh (Indore) and Himachal Pradesh. Out of these 8, Classes for B.Tech. couses have been started from 2009-10 in IITs at Mandi (H.P) and Indore (M.P.). classes had already been started from July-August 2008 in 6 new IITs in Andhra Pradesh, Bihar, Rajasthan, Orissa, Punjab and Gujarat .

INDIAN INSTITUTE OF MANAGEMENT (IIMs)

In view of the felt need for expansion of facilities for high quality management education, during XIth Five Year Plan seven new IIMs have been established in the country. The IIMs at Rohtak, Ranchi & Raipur have commenced their academic session from 2010-11. The IIM at Tiruchirappalli will be operationalized in 2010-11 with executive programmes and the IIMs at Udaipur & Kashipur would become functional from 2011-12.

LOW COST ACCESS –CUM-COMPUTING DEVICE UNVEILED

The Union Minister for human Resource Development unveiled a low cost computing-cum-access device in July this year. The price of the device is expected to be around $35 per piece. The aim is to reach such devices to the students of colleges and Universities and to provide these institutions a host of choices of low cost access devices around Rs. 1500/- ($35) or less in near future.

GATE ONLINE IN TWO SUBJECTS

Indian Institutes of Technology at Bombay, Delhi, Guwahati, Kanpur, Kharagpur, Madras, Roorkee and the Indian Institute of Science Bangalore successfully conducted online Graduate Aptitude Test in Engineering (GATE) 2010 for two out of 21 papers this year. Examinations in two subjects, namely Textile Engineering

and Fiber Science (TF), and Mining Engineering (MN) were conducted using computers by these institutes. About 1700 candidates were registered for these examinations which were conducted simultaneously in eight cities over two shifts.

E-GOVERNANCE MODEL FOR AICTE

The web portals of the All India Council for Technical Education (AICTE) and National Board of Accreditation (NBA) at URL://www.aicte-india.org and URL://www.nba-india.org respectively were launched in order to bring in transparency, accountability, efficiency and swiftness in its decision-making process. Through this portal, the processing of applications for approvals has been made on line this year.

INDIA AUSTRALIA EDUCATION COUNCIL TO BE CONSTITUTED

A landmark initiative to constitute the India-Australia Education Council has been agreed on by India and Australia A first of its kind, this Council will bring together government, academia, business and industry of both the countries to further bilateral collaboration in the education sector. Shri Kapil Sibal, Union Minister of Human Resource Development, and Ms. Julia Gillard, Deputy Prime Minister and Minister of Education, Employment and Workplace Relations, Australia decided upon this in a meeting held in Melbourne, Australia, in recognition of the fact that education is central to sustained, inclusive and equitable growth.

HRD MINISTRY FINALIZES SCHEME FOR INTEREST SUBSIDY FOR EDUCATION LOANS

Ministry of Human Resource Development has finalized the modalities for implementation of a new Central Scheme to provide full interest subsidy during the period of moratorium on educational loans for students belonging to economically weaker sections (with parental family income from all sources of less than Rs.4.5 lakh annually) from scheduled banks under the Educational Loan Scheme of the Indian Banks' Association (IBA) for pursuing courses of studies in professional/technical streams from recognized institutions in India. The modalities have been finalized in consultation with the Indian Banks' Association. The Scheme is effective for all IBA approved educational loans sanctioned in form of eligible students' in respect of approval course of studies from the academic year 2009-10.

YALE UNIVERSITY ENTERS INTO PARTNERSHIP WITH IIT KANPUR AND IIM KHOZIKHODE FOR DEVELOPING LEADERSHIP PROGRAMMES

Indian Institute of Management (IIM)-Kozhikode, Indian Institute of Technology (IIT) – Kanpur and Yale University, USA have entered into a partnership to advance higher education in India through academic leadership development programmes for higher education leaders in India and through research on Indian higher

education..The flagship programme of the partnership will be a new "India – Yale University Leadership Programme," to be developed by Yale University in consultation with IIM – Kozhikode and IIT – Kanpur, that will expose university and academic leaders in India at the levels of vice-chancellor, director, and deans to the best practices of academic administration and institutional management in the United States.

NATIONAL VOCATIONAL EDUCATION QUALIFICATION FRAME WORK

The HRD Ministry has initiated the process for the preparation of a National Vocational Education Qualification Framework. The first two round tables have been organized by the All India Council for Technical Education, (AICTE) for the development of a national vocational education qualification framework, the first one with regard to the automobile sector, and the second one with regard to the IT, ITES and Telecom Industry. More round tables are proposed to be organized in order to address a gamut of vocations. Subsequent to the discussions, to develop the course curriculum, core groups have been constituted for the preparation of the curriculum for the automobile, for the telecom and for the IT sector.. These groups are to submit their recommendations to the HRD Ministry within 3 months.

Source: Dec 31, 2010/PIB

NEWS

Private varsities may go national

The University Grants Commission plans to recognise private universities set up through Acts of Parliament for the first time under new regulations that remove a statutory obstruction to setting up private varsities nationally. Private universities can be established either by an Act of Parliament or by a State legislation under the new regulations for private varsities finalised by the UGC, top government officials have told *HT*.

The current regulations require a private university to be set up only through State Acts. The finalised regulations are now being vetted by the HRD ministry, the sources said.

The move comes at a time when the government is keener than ever before to attract private investment in higher education to meet its ambitious target of 30% gross enrolment ratio in higher education by 2020. India's GER in higher education currently stands at 12.4%.

Current UGC regulations on private universities, brought in 2003, specify that "each private university shall be established by a separate State Act" and shall "operate ordinarily within the boundary of the state" though in exceptional cases additional campuses can be allowed. The new regulations allow the establishment of private universities through Acts of Parliament too.

"The requirement of a State Act was in tune with the policy at the time which did not encourage private players to set up national universities. That perspective has changed and our rule books must reflect the change," a senior HRD ministry official said.

HRD minister Kapil Sibal has publicly stated that the government wants private participation in establishing 14 Innovation Universities proposed by Prime Minister Manmohan Singh focused on cutting-edge research to help India emerge a global knowledge hub.

The government is arguing that despite unprecedented public expenditure on higher education, it alone cannot provide the number of colleges required to meet India's GER target. Several top industrial houses have shown interest in setting up universities.

Source: Jan 01, 2011/ Hindustan Times

Sibal's New Year gift may find few takers

Kapil Sibal's New Year gift may not cheer many management and engineering institutions. The human resource development minister yesterday allowed an additional 200,000 engineering, 80,000 management and 2,200 architecture seats.

But data obtained from the All India Council for Technical Education (AICTE) showed that in 2010, around 60,000, or 30 per cent of the existing 200,000 management seats remained vacant. This is the highest vacancy ever in management education, with institutions even accepting money and selling seats to students without entrance test scores.

Ditto with engineering institutes, where nearly 530,000 seats or 40 per cent of the total 1.32 million seats remained unoccupied.

S S Mantha, officiating chairman of AICTE, however, refused to accept the figures. "Management and engineering seats do go vacant every year. But the numbers cannot be that high."

WHAT SIBAL PROPOSED

- Corporate sector to be allowed to start AICTE-approved courses under Company's Act
- 5 per cent engineering seats to be reserved for economically backward sections
- Institutes in rural areas will have to be housed in 10 acres, in other areas it can be 2.5 acres
- Engineering institutions will be allowed vertical expansion
- Institutes can have more than one engineering / architecture / pharmacy or management institutes on a single campus

- Fixed deposit receipt paid by institutes to AICTE will be converted into money deposit
- Institutions with more than one batch shall be eligible to get two courses

Institutions can be allowed evening courses for skill development

Mantha explained that on request of over 2,000 B-schools, AICTE has allowed institutes to increase the seats by 120 in every AICTE-approved institution. This, however, is subject to the infrastructure facility available at the institute. "We have to find eligible students for these institutes. This will only be possible if we have increased number of seats," he said.

But the academic community and test-preparing institutes are not enthused. In 2010, many regional B-schools in the northern, north-eastern and southern parts of the country admitted students who were ready to pay a hefty fee to sidestep the admission criteria.

These new management schools charge anywhere between Rs 4,00,000 and Rs 6,00,000 for a two-year management programme. The institutes are supplied students by consultants for a commission — anything between Rs 15,000 and Rs 60,000 per student. The cost of such admissions is adjusted in the fee.

"New B-schools do not have placement records to lure students with, so they recruit a liaison officer who approaches many coaching institutes and graduate colleges to get students. Students will not join institutes if they do not see a good return on investment. AICTE has facilitated the mushrooming of substandard B-schools in the country and this move will do no good to the sector," said a manager from an MBA test-preparing institute.

At engineering institutes, many seats have gone vacant for streams like instrumentation not known to be popular with students.

AICTE officials, however, said this move is in the interest of increasing the gross enrollment ratio (GER), which at present is 0.4 per cent against 82 per cent in the US and 75 per cent in Russia. "We have done this to achieve a gross enrollment ratio (GER) of 30 per cent by 2020. We have since long been seen as a regulator.

We want to tell people it's not a licence raj.

This will provide an option to institutes (good ones) if they wish to increase the seats or not," said a senior official of AICTE. To achieve a GER of 30 per cent, India would need another 700 universities and 25,000 colleges. AICTE, in 2010, had received 2,176 applications from various states and individuals to open technical institutes. In the last one year, AICTE received around 12,100 applications seeking other approvals.

Source: Jan 1, 2011/Business Standard

Revised Norms for AICTE Approval

Shri Kapil Sibal, Union Minister for Human Resource Development, announced revised norms for the approval process, for 2011-2012, of institutes that are regulated by the All Indian Council for Technical Education (AICTE), here today.

The AICTE has been making an effort to facilitate stake holders in establishing good technical institutions in the Country. In order that a planned and coordinated development is ensured in technical education, AICTE for the coming year 2011 -12 has taken the following facilitative measures for Institutions, Faculty and students and others.

1. Introduction of Section 25 of Company's Act to allow good corporates to setup Technical Institutions. However no Joint ventures can apply for this.

2. PPP and BOT model Extended to 241 Districts where currently no AICTE Institution exists. This will facilitate spread of Technical education to all under represented areas.

3. Benefits of MEGA Cities extended to Metros and MRDA regions. Now there shall be two classifications of Rural and Other areas where the land requirement is: Rural area 10 acres, Other areas 2.5 acres.

4. FSI / FAR shall be considered for vertical Expansion where Management Programs will be allowed on FSI / FAR basis

5. Social Responsibility 5pm to 8 pm Courses for skill development that are based on the expertise areas possessed by the respective Institutions in the areas of Engineering / Technology / Architecture / Town Planning / Hospitality / Pharmacy etc are being allowed to be conducted by AICTE approved Institutions. This will facilitate the community around the Institutions to benefit by acquiring the skills provided by these Institutes. These Institutions are expected to form clusters with other institutions in the neighbourhood and collaborate with the Industries in the area in running these skill based programs.

6. Upto year 2010, Architecture had 40 students / division. This has been raised to 60 Seats / division. to provide for larger no. of seats and optimisation of resources without having to set up new institutions in the area.

7.Upto year 2010, different Programs like Engineering / Architecture / Pharmacy / Management / Hotel management and catering Technology, one each were allowed to be integrated into a single campus so that resources can be shared and optimised. Now this facility has been extended to more than one program to be integrated. Ie, 2 or more Engineering colleges, 2 or more management colleges and so on can be integrated as Technical / integrated campus to optimise resources

8. Upto year 2010, Tuition fee waiver scheme operated by AICTE allows for providing 10% supernumerary seats that are given to students of economically backward category. These seats were provided for Instituitions who may apply for such a scheme. Now these seats are made manadatory for every Institute upto 5%.

9.Security Money Deposit that takes care of contingencies in case of Institutions defaulting on their obligations, shall be replaced as money deposit in AICTE account. All existing FDR's shall be converted to money deposit. This is necessitated because of

a. Earlier FDR's being encashed without AICTE knowledge or permission

b. Custody and logistics of maintaining FDR's being a source of problems.

10. The interest accrued shall be used to facilitate more stake holders like faculty, students, funding Institutions through schemes, and enhanced scholarships. AICTE has recently taken a decision to include all Government and Government aided Institutions as QIP centres in order to promote more research amongst faculty and produce more Ph. D's. Hence a lot more faculty would be needed to be provided with QIP scholarships. This is also expected to be met from the money so generated.

11.All institutions completing more than one batch shall be eligible to get 2 Courses / program / level / shift on self disclosure if facilities and infrastructure are available. One Course would mean an addition of 60 students or one division. The ceiling which was there earlier like no increase after an intake of 540 students has been removed.

12.Institutions not completing one batch of passed out students shall get 1 Courses / program / level / shift on self disclosure if facilities are available.

13. If institutions have accreditation a further 1 Courses / program / level / shift shall be given additional in the course accredited.

14. 2nd Shift Courses and Women to Co-Ed Institutions shall be processed only after expert visits confirm that the infrastructure required exists with the Institutions.

15. Stand alone PG Institutes can be started which was not the case earlier.

16. Indian Degrees can be given in Campuses of Indian Institutions abroad subject to local laws.

17. Overseas campus can be setup subject to local laws and Indian Government clearance.

18. PGDM courses to be regulated as per several representations made.

a. Date of admissions and Model curriculum to be given by AICTE

b. Admissions to be effected by States and Fee to be regulated by State fee committee.

19. All approvals for Polytechnics shall be processed by AICTE.

20. Students of XII Vocational / Technical of the State Boards or any other to be admitted to 2nd Year lateral entry of a Diploma Program

21. Students of B. Sc to be admitted to 2nd Year lateral entry onto a Degree Program provided they have passed Mathematics at XII or B Sc level and would be required to pass Engineering Graphics and Engineering Mechanics along with the second year subjects.

22. 10% lateral entry setas increased to 20% in all states except Andaman Nicobar, Lakshadweep and Diu Daman where it is 30%

23. A separate division of 60 students / course can be started from 2nd year onwards in all AICTE approved Institutions subject to availability of infrastructure, exclusively for Polytechnic students for lateral entry.

24. All approval process to be completed by May 31st 2011 to enable coordinated planning.

Source: Dec 30, 2010/PIB

Round Table for Development of National VEQF for Telecom, IT Sector

A round table was organized by the All India Council for Technical Education, (AICTE) for the development of a national vocational education qualification framework with regard to the IT, ITES and Telecom Industry, here, last evening. Shri Kapil Sibal, Union Minister for Human Resource Development presided over the conference. Subsequent to the discussions, to develop the course curriculum, two core groups were constituted, one under the chairmanship of Sh. N.K. Goyal, President CMAI Association of India (for the Telecom sector) and the other under the chairmanship of Shri Ravi Venkatesh, Director, Micosoft India (for the IT sector) with the option of co-opting other members in these core groups. These groups are to submit their recommendations to the HRD Ministry within 3 months.

In the course of the meeting, delegates from various industries deliberated on issues related to development of the qualification framework and there was consensus on the following:

• The IT, ITES and Telecom Industries will come forward and collaborate with the institutions by providing required hardware and suitable trainers for vocational education.

• Indian telecom Industry has about 5,00,000 towers where basic facilities like power, electricity, security, broadband etc. are available. Also, about 30,000 Common Service Centers (CSCs) established for providing various community services and having PC connectivity can act as educational sites for providing vocational skills with focus on rural areas. For maintaining these towers about 1 lac technicians are required. If vocational courses are designed considering the requirements of telecom tower sector the man power trained will be immediately employable.

• It is estimated that 150 million cell phones are manufactured in India which is far less than the number of actual Cell phone users. There is ample scope for setting up manufacturing units for cell phones and the connected spare parts etc.

• As IT and Telecom sectors face the threat of fast changing technology, there is ample opportunity in R&D fields.

• The country has to focus on mobile designing to compete with other global leaders in the field.

• There are repair factories where mobile instruments are repaired by unskilled manpower through hands on training. A structured approach is required for proper repair of mobiles. The five million customer pool of smart phone users is likely to increase 10 fold in the next 5 years. Skilled manpower is required for repairing of such telephones also.

• To ensure National Security we need to focus on the Indigenous manufacturing of SIM Cards, repairing and rolling out of telecom networks etc. Young skilled staff will be required for this purpose.

• Few Industries in the private sector have already adopted a number of colleges for imparting vocational training in a structured manner. Course modules of upto 120 man hours are designed for this purpose. The private sector can assist in setting up the vocational training centers for providing structured training with the industry experience leading to award of certificate.

• Cyber cafés may be assigned the nomenclature, 'Cyber schools' and can be transformed into vocational training centers.

• 8 million people are using IT enabled applications. We need skilled human resources to generate more of such applications. This skilled manpower needs to be certified and their certification needs to be connected to employment opportunities.

• The availability of 3G Spectrum will open up an opportunity for employment of retired teachers who can impart training through network applications, even from their own homes.

• There is a need for seamless training for development of sector specific skills by performing matrix analysis of the labor market today, and after 5 years.

• The regional training centers of telecom training having adequate infrastructure can be used as vocational training centers. The telecom sector is opening a number of broadband applications, one of which is telemedicine, which requires skilled manpower which can handle the functional operations of the telemedicine kit.

The workshop was attended by the representatives of companies in the field of IT & Telecom including Micro soft India, Ericsson, Intel Technologies Ltd., MTNL, British Telecom etc. The representatives of associations like Internet Service Providers Association of India, Cellular Association of India, Cable Federation of India, Association of Universal Service Providers of India etc. also participated in the deliberations. Future round table conferences will be in the sectors of Construction, Media & Entertainment and Banking & Finance.

Source: 24 Dec, 2010/ PIB

Over 10,000 violations of Right to Education in Delhi

Just nine months after the Right to Education (RTE) Act was implemented in India, promising free and compulsory education to all children in the age group of 6-14, over 10,000 cases of violation have been registered by a child rights body in the capital.

Some children were denied admission to school, some were subjected to corporal punishment by the school authorities and yet others were denied the benefit of the economically weaker section (EWS) quota for poorer students in Delhi schools.

According to Amod Kanth, chairman of the Delhi Commission for Protection of Child Rights (DCPCR), the body has registered 10,500 cases of RTE Act violation since its implementation.

'As per the RTE Act, the DCPCR monitors its implementation in Delhi. We have registered cases which involve violations of at least 15 kinds, like screening tests before admissions, corporal punishment, admission denial, mental harassment and others,' Kanth told IANS in an interview.

'Initially, we had taken suo motu cognisance of media reports, but gradually parents started approaching us and now it seems like the floodgates have opened. Wherever required, we approach the school authority concerned and the compliance level is as high as 95 percent,' he added.

The Right of Children to Free and Compulsory Education Act was enforced April 1, 2010. The Act promises free and compulsory education to all children in the age group of 6-14.

Among others, it says no child shall be denied admission for lack of documents or if the admission cycle in the school is over. Disabled students should also be enrolled in mainstream schools.

The violations registered by DCPCR have been on the same lines.

In one case, 10 girls living in Delhi's Azadpur area were denied admission to a school in Classes 6 to 8 because they could not provide school leaving certificates. The girls were tutored at home.

'The commission intervened and issued a notice to the school principal after which the girls were admitted to the Government Girls Senior Secondary School, Azadpur,' a DCPCR document revealed.

In another case, a physically handicapped father approached the commission after his daughter was denied admission under the EWS quota in a public school at Shalimar Bagh, northwest Delhi. In yet another instance, a Class 5 child was asked to take admission elsewhere on complaint of his 'poor hygiene' and behaviour, prompting his parents to approach the commission.

In the EWS quota case, a notice was issued to the school after which the girl was given admission under the quota, while in the other case the child was taken back to the school after counselling.

The main reason for these violations, Kanth said, is lack of awareness among teachers, school authorities and parents alike.

'For this reason, we have been conducting awareness programmes for teachers and others on the RTE Act. Teachers and schools have to realise that nearly half a million children in Delhi alone are out of school and most of them are homeless, working children. Across the country the number is nearly 60 million,' Kanth told IANS.

'They have to also understand that it's their responsibility to bring those children who are unreachable to schools. The role of voluntary organisations is important in this, but it is not mentioned in the RTE Act,' he added.

The DCPCR issued notice to the Delhi government Friday on the nursery admission guidelines that it says are against the provisions of the RTE Act.

Other than the random selection criteria for 25 percent seats in the EWS category, the notice said for the rest of the 75 percent the guidelines violated the RTE Act since schools would be able to formulate their own admission policy.

'The schools will be free to base their criteria like sibling, alumni, single parent, transfer case or neighbourhood. Multiple criteria would create preferences for certain types of categories of children over the other category of children which would be a clear violation of provisions of the RTE Act,' a DCPCR statement said.

Kanth added: 'The DCPCR is like a legal body. We are not toothless and our aim is not to act like an NGO. We act like a civil court.'

Source: 21 Dec 2010 / New Delhi / Sify News

Rs 80k-loan for your child's education? That's how it is

Devika Bhatt (name changed), an IT employee, took a personal loan of Rs 80,000 the year her child got admitted to school. "I did not want my child in any random school. I wanted her to study in a good institution," she says.

It has come to a stage when people take loans not just to buy a car or a house, but to give their child a good nursery education. Education has become an expensive business and it's only going to get costlier.

Educational institutions normally hike their fees by 5-10 per cent every year. And this increase can be expected this time as well. "The hike will be in tuition fees. Schools generally do it to meet their salary expenditure," said K S Krishna Iyer, secretary general, Associated Managements of Primary and Secondary Schools in Karnataka.

TRANSPORTATION FEE MAY RISE

With the hike in fuel prices, an increase in transportation fees can also be expected. "Diesel and petrol prices keep increasing throughout the year. This will force institutions to revise schoolbus fees," said M Srinivasan, president, Managements of Independent CBSE Schools.

Tuition fees vary with the management, infrastructure, curriculum and other facilities available. On an average, it might range from Rs 450 in a state syllabus school to Rs 1.10 lakh in international schools per year.

HIGHER EDUCATION COSTLY TOO

The scenario in higher education is no better. The Times of India reported on Sunday that Bangalore University has hiked its fees by nearly 265%. That for Karnataka students under management quota (50%) has gone up from Rs 3,966 to Rs 14,105 under the general category and Rs 9,105 for SC/ST students. While non-state students have to shell out Rs 15,425 instead of Rs 5,166, foreigners will have to pay Rs 30,000.

Private colleges might also follow the same system of nominal hikes (5-10 per cent) to meet increasing expenditure in maintaining the institute. "Usually, there's a nominal hike of 5-10 per cent in various courses. However, no decision has been taken for the next academic year," Christ University officials said.

CHANGING TIMES

That the parents will have to cough up more for a decent education is now certain. "It was quite a struggle for me when my children were in school. I have had no savings, but it was worth it. But I don't think I would have sacrificed something or given up on anything to meet the expenses," said Nirmala Rao, a parent.

SAVINGS PATTERN

In 2009, a study on young parents' savings and investment practices by Indian Market Research Bureau (IMRB) for Aviva Life Insurance showed a whopping 97% of Bangalore's young parents save primarily for their children's education. Now you know why!

MIND-BOGGLING FIGURES

• School, college fees go up by 5-10 per cent every year on average. Education is costly as a matter

• Students pay from as low as Rs 450 per year in a government school to as high as Rs 1.10 lakh in a private international school

• Parents take loans as high as Rs 80,000 and more to get their children educated in top schools notwithstanding the interest they have to pay on that

• A top CBSE school could cost parents approximately Rs 75,000 a year or more, which is Rs 6,000 roughly per month. This includes all forms of fee, from tuition to sports to trips to culture. Some schools cost lesser depending on facilities and infrastructure, number of students, salary structure of teachers

• BU has hiked fees for different courses by as much as 265 per cent

THE CHANGE WITH TIME

I finished my entire engineering in the 90s for just Rs 3,000. Now the monthly fee I pay for my child is Rs 5,000, which is Rs 60,000 per year.

Rajesh Chandrashekar | tech firm employee

Engineering degree course fee for private colleges in 2010

MERIT QUOTA: Rs 33,090 per year Rs 1.32 lakh for four years

MANAGEMENT QUOTA: Rs 1.25 lakh per year Rs 6 lakh for four years

Source: BANGALORE/Dec 20, 2010/Times of India

DSIIDC says no to govt school facelift

It is not just missed deadlines. The education department of Delhi, it seems, has more trouble on its hands with the ambitious Roopantar project. Top sources in DSIIDC – that is carrying out the work on the first phase of the project which aims at making school buildings more child and education friendly – has in a recent meeting told the department that they would not like to be associated with next phase as the project has turned out to be a drain on resources and not financially viable.

Delhi State Industrial and Infrastructure Development Corporation (DSIIDC) is currently working on 198 schools in east, northeast and northwest districts . The project that began in 2007 missed its October 2009 deadline by months and it is expected to be over only by March next year. The consultant for the project –that was originally pegged at Rs 250 crore but may now see a cost escalation of Rs 100 crore – is IL&FS Education and Technology Services Limited.

The idea was to make the buildings learning aids and the environment such that it is conducive to learning.

At a meeting with the education department earlier this week, corporation officials told the department the "live" nature of the project was something that they are not willing

to take up again. "A live project is one where there are people living or, in this case, studying even while the work is on. These schools have a constant cycle of examinations and classes that cannot be disrupted. Compared to the scope of the work, vacations are too short and contractors are unwilling. We have told them that we will not do the next phase," said a senior DSIIDC official.

Delhi government has 1300 schools and the present phase is just a pilot phase – which means that it will be an uphill task for the department. The official said that given the tardy pace of work, the corporation has now just two options. "We can blacklist the three contractors, but we need to get the work done. It is a difficult project and at this stage even if we float fresh tenders nobody will come forward. Our best bet at this point seems to be to keep pushing the contractors and hope that we get it done by March," he added.

Sources say the work should have, under ordinary circumstances, gone to PWD, but when the work was conceived and awarded in 2006, ties were not the best between the two ministers heading the two departments. This is the reason why DSIIDC, which is not into construction of school buildings, was roped in.

Source: NEW DELHI/Dec 20, 2010/The Times of India

No takers for nearly 20,000 engineering seats

Has supply outstripped demand in engineering education? Or have students have become picky when selecting a college? Nearly 20,000 seats have gone abegging this year, leaving empty classrooms across 187 colleges in Karnataka.

The speed at which engineering colleges were opened in the state has not kept pace with demand for BE courses. This year, only six colleges - all in Bangalore - have filled up all their seats. The number of vacant seats filled through Common Entrance Test conducted by the Karnataka Examinations Authority has shot up from 3,925 in 2009 to 8,067 this year. According to the Department of Technical Education, the total number of vacant seats is 19,652 for 2010-11.

"Except for a few reputed colleges in Bangalore, there's hardly any demand for seats in rural colleges. Despite opposition from several quarters, the government gave its approval for nine private colleges this year. The admission in the majority of colleges has been pathetic," Panduranga Shetty, vice-president, Karnataka Unaided Private Engineering Colleges Association, told STOI.

VSM Institute of Technology, Nippani, which opened this year, managed to fill only 18 of 300 sanctioned seats. At the Chikkaballapur-based Achutha Institute of Technology, only 50 of 300 seats were taken.

M S Shivakumar, principal, Atria Institute of Technology, Bangalore says the fall in demand for branches like information science, civil engineering, silk and textile technology has added to the demand-supply mismatch. "The market demand has a direct impact on students' choice. Civil engineering, for example, has very few takers this year. The number of vacant seats in information science, and electrical and electronics is also high," he said.

At Bangalore's Alpha College of Engineering, 50% of computer science seats are vacant. At PNS Institute of Technology for Women, admission to some courses has been in single digits.

neighbouring states like Andhra Pradesh, Tamil Nadu and Maharashtra, which account for more than half of the total engineering seats in the country, are also facing a grim future. In Maharashtra, nearly 22,000 engineering seats across 311 colleges were vacant and Andhra Pradesh has 43,000 vacant seats this year.

EMPTY CLASSROOMS

• In 2008, only 2,266 engineering seats were not filled through CET

• In 2010, vacant seats have gone up to 8,067

• Comed-K has 17,552 BE seats but total admission is 6,842

• Almost all seats in five evening engineering colleges have been taken this year

Source: BANGALORE/Dec 20, 2010/The Times of India

Breather for PhD scholars

Thousands of aspiring teachers who registered for their PhD programmes before June 11, 2009, need not take the National Eligibility Test (NET), the University Grants Commission has decided, relaxing tough new norms introduced last year. Students holding PhDs from foreign universities of repute will also be exempt from taking the NET in order to teach, the UGC has decided. The relaxations in norms come as relief for aspiring teachers as well as for universities across India struggling with massive faculty shortages.

Taken at a recent meeting of the commission, the UGC decision to relax its norms is based on recommendations of a panel it set up in August this year to examine concerns raised by various stakeholders including candidates and universities.

"The relaxation is a potential life-saver for Indian universities, which were already struggling. We have been requesting for this relaxation for some time but our pleas have till now been ignored," the vice-chancellor of a Delhi-based central university said, speaking on condition of anonymity.

The commission came out with tougher entry norms for teachers in higher education, along with regulations for

stricter standards in Ph.D programmes, following concerns over the quality of PhD scholars and their research in several universities.

The regulations, aimed at improving the quality of the teachers in the country's colleges and universities, however also instantly shrank an already inadequate pool of qualified teachers. Most Indian central universities have vacancies in faculty posts ranging between 20% and 50%.

State universities suffer from an even greater shortage in faculty.

One of the major concerns over the new UGC norms on PhD standards was over candidates who obtained their doctoral degrees abroad at institutions which, though renowned, may not be in strict compliance with the UGC norms.

Under the relaxation, a UGC panel of experts will scrutinise applicants of PhD holders from abroad, instead of these candidates needing to take the NET.

Source: New Delhi/ December 20, 2010/Hindustan Times

Demand a refund

If you are having trouble getting a refund from an educational institution, this is for you. In an order delivered on November 10, the highest consumer court in the country has made it clear that universities and other educational institutions cannot take shelter under terms and conditions that run contrary to the regulator's instructions on the subject and deny fee refunds to students.

In this particular case, the Punjab Technical University had taken the stand that as per conditions laid down by it, the student had no right to seek a refund and that he had to forfeit the entire fee deposited with the first institute if he moved to another.

The National Consumer Disputes Redressal Commission, however, dismissed this argument on the ground that the directions of the All India Council for Technical Education (AICTE) on the issue were supreme and the institution must refund the fee paid by the student (Shri Saravpreet Singh vs The Principal, Lala Lajpat Rai Institute of Engineering and Technology, Moga and Registrar, Punjab Technical University, RP No 343 of 2009).

This order should help all those students who are denied a refund on the basis of unfair terms and conditions drawn up by the colleges or universities themselves. In fact, following a large number of complaints pertaining to non-refund of fees, the AICTE issued a public notice in June 2009 saying that in the event of a student withdrawing before the start of a course, the entire fee collected from the student, after a deduction of a processing fee of not more than Rs 1,000, shall be refunded to him or her.

The AICTE also said, "Should a student leave after joining the course and if the seat consequently falling vacant has been filled by another candidate by the last date of admission, the institution must return the fee collected with proportionate deductions of monthly fee and proportionate hostel rent, wherever applicable."

It also warned educational institutions that any violation of these instructions shall call for punitive action, including withdrawal of approval and recognition of the erring institutions.

So, students can complain to the AICTE or the University Grants Commission (which has issued more or less similar instructions on fee refund) in cases such as these. If even after that, they fail to get the refund, they can seek redress before the consumer court. However, parents and students should ensure that an application for a refund is made without any delay.

Source: 20 Dec, 2010/ The Telegraph

India is favorite destination of Canadian varsities

India is back on the radar of Canadian universities and colleges which are looking to ramp up enrolment of Indian students, says the Association of Universities and Colleges of Canada (AUCC).

According to AUCC president Paul Davidson, who led a huge educational mission to India last month, India is now becoming the favourite destination for Canadian universities seeking to woo foreign students.

'There is greater interest in India among our universities. But India was also the most sought-after destination by Canadian students this summer for internship," Davidson told IANS in an interview.

But since there were only 2,800 India students compared to 18,000 Chinese among the 90,000 foreign students who enrolled in Canadian universities last year, Davidson said his mission was to turn the focus on India.

'Canadian universities are shifting focus towards India after China with which their engagement goes 40 years back. Engagement with India has begun late, but we will soon see a lot more Indian students studying in Canada," said Davidson.

He said the importance of his Indian mission, which included presidents from Canada's top 15 universities, could be gauged from the fact that it was the largest ever to visit any country.

'Firstly, we went there as part of our on-going strategic engagement with India. Secondly, we wanted to build upon the memorandum of understanding on higher education signed by Prime Minister (Manmohan) Singh during his visit here in June," said Davidson.

'Our mission was to put Canada on the map in India as people (students) there don't know much about this country. We discussed student exchange programmes and some

Canadian universities signed exchange agreements with Indian institutions," he said.

Describing their engagement with the Indian private sector as the third dimension of their mission, Davidson said, 'We sat for a whole with FICCI and it was a very successful meeting. We also spent some time with undergraduate students coming to Canada."

As a couple of Canadian universities have already set up campuses in India, he said more Canadian universities were interested tie-up with Indian institutions.

Since visa hassles are the most cited problem by Indian students eager to come to Canada, Davidson said his organization was working with immigration authorities and the Canadian high commission in New Delhi to ease this problem.

'We have been working with Immigration Canada for the past four-five years to address these issues," he said.

Foreign students pump more than $6 billion into the Canadian economy each year.

Source: Toronto, Dec 19 (IANS)/Sify

HC questions NDMC, school on denial of admission

The New Delhi Municipal Council and Navyug School, which is run by it, have been asked by the Delhi High Court to file their replies on the complaint of a group of parents, saying their children were denied admission in the school on the ground that their residences were no longer part of the New Delhi parliamentary constituency after delimitation.

The parents have alleged that the school's decision was arbitrary and without sound reason.

Moreover, the parents have argued through their lawyer Ashok Agarwal that children of many other families residing in the areas which are also not part of the constituency continue to study in the school, which raised question mark over the fairness of the decision.

Parents said 12 such students had been denied admission on this ground and the decision had the potential of affecting their career.

A division bench of Chief Justice Dipak Misra and Justice Manmohan has asked the NDMC and school to file their responses by February 7 next year.

Earlier, a single judge bench had upheld the school's decision on October 28 while dismissing the plea of the parents who had then appealed the order before a division bench.

Parents have contended that the school's decision violated their children's right to education and also negated the Delhi Education Act.

"If authorities decided to go for delimitation of constituencies, it should not go against them. It was neither their fault nor choice," they said.

The children mostly hailed from Mata Sundri Road and Minto Road, which have been excluded from the New Delhi parliamentary constituency following delimitation.

They added that the decision was discriminatory and that the children of NDMC employees hailing from the same areas had been admitted to the schools.

A NDMC official said the school's decision was as per the rules guiding admissions in the school.

Copy CAT, army plans to computerise exam system

The army has kicked off a drive to streamline its in-house promotion examinations, modelling it on the Common Admission Test (CAT). It has launched a pilot project to computerise exams, called Part B and Part D in service parlance, which have to be cracked before officers can be promoted to the rank of major and lieutenant colonel.

An officer said the existing testing model was cumbersome and required officers to be away from their units for extended periods. Crippled by a shortage of more than 11,250 officers, the force can hardly afford to keep more of them away from regular duties on the frontlines.

It is no secret that infantry battalions with an authorised strength of around 21 officers are somehow making do with half that number. The officer said computer-based tests would ensure greater availability of manpower, solve logistics problems such as transportation and accommodation and provide a more flexible option to officers.

Plans are afoot to set up 50 to 60 centres across the nation. The new model is expected to be functional by next year. More than 10,000 officers take promotion exams annually. While Part B has to be cleared before completing six years of service, to avoid loss of seniority, the deadline for Part D is 13 years. The exams are designed to test the knowledge of officers in military history, current affairs, law, administration and tactics.

The computerise model will also benefit officers who fail to clear these exams in the first attempt and have to give it another shot.

Source: 19 December, 2010/New Delhi/Hindustan Times

Schools also get freedom to choose their own calendars

Nursery admissions to continue from Jan 1 to Mar 31, parents complain against 'unstructured season'

Schools across Delhi will not follow a uniform schedule for this year's nursery admissions. Unlike the previous year when the sale of forms began on December 15 and submission closed on January 7 for all schools, this year no such dates have been notified.

As a result, the schools have the power to decide on their last date of submission of forms. This year, the admissions open on January 1 and are likely to close on March 31.

Parents, meanwhile, are complaining against this year's "unstructured admission season".

''This is painful. Now I will have to track all the schools. I think, last year it was easier," said the mother of a three-year-old.

The Delhi government issued the final guidelines for admission to nursery classes on Wednesday, giving the private unaided schools freedom to choose their criteria that are "just, fair and reasonable and within the ambit of the Right to Education Act".

Last year, the Directorate of Education (DoE) had asked schools to follow the admission calendar and action was planned against violators. Other than the last dates for sale and submission of forms, dates of declaration of results were also finalised.

''There seems to be a lot of confusion. It was bad enough that they kept the parents waiting for so long, this non-uniformity of calendar is worse. Imagine the number of days I will have to take leave from work. My wife and I will have to go through the trauma of selecting and applying to schools for three months," said Deepak P, from Mansarovar Garden in West Delhi. Parents are also raising questions about refund of money. "What happens if my child is selected in one school and I pay the fees, and a month later, my child gets through another school as well?"

Rajan Arora, founder of nurseryadmissions.com, said: "Smaller schools will give out the forms first so that they are able to fill the seats. So, if an applicant qualifies for this school, he is bound to pay the fees. Last year, the process was more or less structured."

The private schools, meanwhile, have been demanding the freedom to choose their calendar as they are autonomous bodies.

According to Education Minister Arvinder Singh Lovely, last date for information on criteria set by schools is December 31.

Source: 17 December,2010/New Delhi/ The Indian Express

CBSE to start school sanitation rating

While the academic performance of schools is rated annually by a number of private entities, the government itself is all set to step into the territory — only these ratings will assess a school's performance not on academics but on sanitation indices. To be kick started by the Central Board of Secondary Education (CBSE), which is a key partner for the National Urban School Sanitation Initiative, the country's online National School Sanitation Ratings will

be launched this month. Schools that score high on sanitation will also bag awards to be instituted for the cause.

The ratings will assess a school's sanitation record on parameters such as washroom hygiene, water supply, water conservation, campus cleanliness, hygiene awareness amongst students, teachers and staff and innovative methods towards the same end. It will start as a voluntary initiative for schools and it is hoped that the ratings will catch the imagination of school managements, encouraging others to join in, said sources.

The award categories will include sanitation awareness generation amongst students, technical innovation and interventions, creation and conservation of green spaces, public private partnership. Selection parameters will include potential for replicability, innovation in use of technology and resources, networking, cost effectiveness of intervention, demonstrable sustainable success, participation in sanitation programmes.

The CBSE will hold an inaugural cricket tournament, Sanitation Cup, with public figures captaining four teams. The CBSE will also make it compulsory for its 11,000-odd affiliated schools to install innovative waterless urinals. It is estimated that the use of this technology in schools will help save 40 lakh litres of water per day.

The National Urban School Sanitation Initiative was launched earlier this year by the Union Human Resource Development Ministry and the Urban Development Ministry. Actor Aamir Khan is the brand ambassador for the initiative.

Source:17 December,2010/New Delhi/The Indian Express

Global pharma companies' research widens scope for entrepreneurs

Global pharma companies developing new molecules are encouraging a new breed of entrepreneurs for testing laboratory products on patients.

Site Management Organisations or SMOs are a sub-segment of the clinical research organisations or CROs that test drugs on volunteers before launching them into market. Unlike CROs, site managers do not have their own set-ups but are attached with hospitals and check a drug's efficacy through accurate data. The notings are then passed on to the CROs and subsequently for regulatory approval.

India is a favourite clinical trials destination. The multi-racial population also consists of large numbers similar to the Caucasian race found mostly in Europe and fewer inter-community marriages ensures purity of the race.

The CRO business grew 84% during 2006-2008 as against the global average of 12%.

The number of clinical trial contracts has doubled in last six months thus assuring a promising business for SMOs growing at 50% in the country. The market size of SMOs is almost 30% of the Rs 500 crore clocked by the CRO

segment. "Six months ago 800 clinical trials were carried out in India. Today, the number has risen to 1,560," says K Sashi Kiran , managing director of D2LSMO , a division of D2L Pharma Research Solutions.

Earlier, CROs would approach doctors and hospitals themselves. Now, with more global companies coming in, the task is handed over to professionals . Some 25 SMOs function in India. SMO Clinica India , IRL, and Gokula Metropolis are a few established names.

Cosmos Clinical Research, Investigator Forum and Aurum Clinical Research are the new entrants in the segment that is mostly concentrated in Southern India and now spreading to the country's western parts like Gujarat and Maharashtra. Sanjeev Sengar, 32, started his own in SMO service in Ahmedabad last year after spending five years with CROs like Quintile, SIRO Clinpharm , Kendle and Lambda Therapeutics.

The new venture Cosmos Clinical Research clocked Rs 10 lakh turnover in the first year and Sengar says the growth will be rewarding. "Some of my friends working with CRO companies are thinking of starting their own SMOs," he said declining to give out names as many of them are still employed.

Akash Bhavsar, a 29 years old management graduate with lifescience background also recently plunged into SMO business setting up Investigator Forum. Recently, his company entered into strategic alliance with Shanghai SLG, a Chinese CRO.

"Pharmaceutical companies and CROs are demanding organised and well structured SMOs. They are no more satisfied with individual doctors or single location hospitals that double up as SMOs," Sengar said. "Doctors' primary responsibility is to treat patients and clinical trials are an add-on

They are not even equipped to handle trials and do not have the right attitude to conduct them," says A K Batham, executive director of ACEAS, a company engaged in CRO and clinical research training in Ahmedabad.

The growth in SMO spaces is evident with more number of youngsters joining SMO business ," says K H Ramanjaneya, managing director of SMO Clinica India, part of French SMO-CLINICA SAS that operates in the same segment. Nearly 65% of its Rs 4.5 crore Indian revenues comes from multinational pharma companies.

"Drug regulators across the globe are turning more stringent towards multinationals and insist on quality clinical data for drug research. SMOs fill this gap by maintaining quality standards during the trials at hospitals ," he says.

SMO companies have a well structured set-up , maintain the clinical trial documents for 10 years and provide training to their staff as per global standards . Hospitals witness high attrition of doctors, but SMOs maintain records that are not person-specific.

Also, they carry out pre-screening of patients and volunteers and include only the eligible subjects. "Apart from the quality issue, there is also rise in demand of multi-city clinical trials for conducting multi-city trials," says K Sashi Kiran, MD of D2L-SMO , a division of D2L Pharma Research Solutions.

Source:17 December,2010 / Ahmadabad / The Economic Times

Pvt. varsities meet Sibal to moot need for one-year MBA

Indian students may soon have the option of pursuing government recognised one-year MBAs in their own country, if the human resource development ministry accepts a proposal mooted by an informal group of the country's top private universities. The group of 17 private universities and deemed universities have requested HRD minister Kapil Sibal to allow one-year MBAs, currently not recognised by the All India Council for Technical Education (AICTE), government sources said. Most top B-schools globally have one-year MBA programmes.

The group, which includes many of the country's top B-schools other than the Indian Institutes of Management, met Sibal recently, and also requested that the government assist them financially, sources said.

Birla Institute of Technology (BITS) Pilani, BITS Messra, Xaviers Labour Research Institute Jamshedpur, Manipal University, TERI University, International Institutes of Information Technology in Hyderabad and Bangalore, Thapar University, Amrita University, Institute of Management Technology Ghaziabad Jamnalal Bajaj Institute of Management Sciences (JBIMS) and SP Jain are in the group among other institutes.

XLRI, SP Jain and JBIMS are three of the most popular private universities for MBAs.

The AICTE, India's apex technical education regulator, at present recognizes only two-year MBA programmes.

However, the Indian School of Business (ISB), Hyderabad, which offers a one-year programme, is increasingly becoming popular with Indian students and mid-career professionals seeking an MBA education. The ISB programme is not recognized by the government of India but is rated among the best globally. The Kellogg and Wharton schools of business support the ISB.

Source: Dec 15, 2010/The Hindustan Times

ANALYSIS/OPINION/INNOVATIVE PRACTICE

A bagful of wishes

Do not limit your child to your own education, for he was born in another time.

A Jewish proverb

The Right to Education Bill (affectionately RTE) was perhaps the defining education event of 2010 mandating good quality learning, and not just access to schooling, as a must-have for every child. This was a fitting end to arguably the most eventful decade for school education in India where several landmark policy prescriptions were given the stamp of approval.

CBSE made its Class 10 examinations optional and introduced a system of continuous and comprehensive evaluation (CCE) with the intent to end the tyranny of testing. The Sixth Pay Commission announced revised pay scales for teachers, bringing then at par with other professional sectors. A public-private-partnership (PPP) was announced to enable private organisations to service and manage failing public schools.

It is easy to discern the liberal philosophical roots of these policies, building on two centuries of thinking in India and across the world. Having its roots in the Latin word liber, which means "free"; liberal education is mostly centred around a vision of a rounded school education that is relevant to real life and is centred around the needs of the child. Globally, educators such as Dewey, Steiner and Montessori have shown the way to child-centred schooling that emphasises genuine leaning and creative expression.

At home, J. Krishnamurthy spoke of education without fear, Sri Aurobindo advocated "free-progress", and Mahatma Gandhi's Nai-Talim emphasised vocational skills and dignity of labour. More recently, the NCERT's National Curricular Framework 2005 made a substantial case around two common sense principles: one, make the classroom content more useful to children in real life; two, shift away from tiresome rote learning to methods that make learning enjoyable.

I congratulate the vision and intent of the makers of these policies. However, I am less sure if liberal policies, on their own, will actually translate to meaningful learning for our children. In my decade-long association with hundreds of schools across the country, I have learnt that what needs to change are the practices at the last-mile of school education. To that end, I want three wishes for critical practices that can make liberal education a reality in every classroom.

I wish that hands-on exploration be part of our classroom curriculum. What if children were treated as little scientists who conducted experiments with their own hands, made observations, asked questions and came to their own conclusions while guided by the teacher?

For me personally, a defining experience was a class I attended with Eleanor Duckworth. She was our professor at Harvard University who would run classes in a very hands-on and experiential way. She would make us do permutations and combination exercises with clips, make us do area and volume exercises with chocolate bars, keep us up late at night and make us watch the moon to see what its shape was and the direction of the "rabbit". It was an astonishing experience in hands-on learning.

My second wish is to inculcate a reflective mindset and openness to feedback as part of the programmes to educate our teachers. Theoretical knowledge of psychology and subject matter understanding is certainly necessary but not sufficient to create good teaching practice, which is often limited to repeated transmission of textbook content. What if teachers observed each other inside the classroom, reflected honestly on how they performed, gave each other feedback and continuously improved on their practices?

After training over 10,000 teachers in this manner, I have seen the visible difference a reflective teacher can make on her students. Instead of running after marks and ranks, children in these classrooms think on their own, thirst for objective feedback on their performance, are not afraid to fail in new tasks and try repeatedly until they succeed.

My final wish is to get school leaders to be role-model teachers and learners. When I visited Kiran Sethi's acclaimed Riverside School in Ahmedabad, Mary Roy's painstakingly created Pallikodam in Kottayam, and the vibrant Harishree Vidyalyam in Chennai, I found one thing in common. The leaders of these schools spent their time and energy in the classroom; immersed in learning, modelling good teaching and coaching their colleagues.

For my wishes to come true, the theoretical world of academics and policy must meet the real world of teachers and students. Today they lie estranged in different galaxies. Good education management means bringing them together.

Once this happens, we can then look forward to a generation of curious, creative and fearless learners who can solve the most pressing challenges of our country. No problem will be too big for them. They will say: "Let's figure it out", and not, "It's out of syllabus"! That is when we will deliver a truly liberal education.

Ashish Rajpal is the co-founder & managing director of iDiscoveri Education.

Source: January 1st, 2011 / Deccan Chronicle

There is lack of good quality generic education in India'

Sandeep Anjea of Kaizen Private Equity believes that any significant improvement in the quality of higher education in India can come only through the entry of foreign universities

Kaizen Private Equity is India's first equity fund focused on the education sector. The company, set up on the initiative of parents, is focusing on improving the quality of education in all areas. In an interview to Moneylife, Sandeep Anjea, founder and managing director of Kaizen Private Equity, discussed different aspects about investment in education, the changing trends, regulatory hurdles and expectations from the sector. Excerpts from the interview.

Moneylife (ML): The K-12 segment (kindergarten to class 12) is said to be a $20 billion business, according to your report. Would you tell us more about the report, the findings, research methodology and the different aspects of investment in the education sector?

Sandeep Aneja (SA): When we looked at education, we understood the structure and core of various sub-segments. Each segment is unique and different. Each school has to deliver quality education. It gives a high return on profit and loss account compared to technology companies, who sell the services to schools. The technology companies' main foundation is sales and marketing.

In our report we have studied the different areas of the education sector, namely core education, which consists of K-12 and higher education; parallel education segments comprising pre-schools, tutoring, test preparation, vocational training; and ancillary education segment which consists of multimedia and ICT, books and stationery. These segments were studied using parameters like investment, returns, scalability, barriers to entry, regulation, market size and pedagogy. The investment, pedagogy, market size of core education is higher than in the parallel segment, where it is medium, and the ancillary segment where it is low.

Investment in education is questioned when new opportunities emerge and new investors wish to invest, mainly for two reasons—regulation and real estate. The investment can be made by debt, which is granted by the bank against assets. This works most of the time. Companies with heavy balance sheet having high assets also invest in the sector as they can hold and control stakes. A third way is equity funds, where items within the purview of regulation are avoided while investing. Funds which are big in size and have high return percentage mainly invest in the real estate of the education institute.

ML: Which companies has Kaizen invested in? What do you look for when you invest in a particular company?

SA: We are in the process of launching our first investment. As per the policy of our company we won't reveal the name of the fund. While investing, the most important thing we look into is the promoters' quality. It has to be very high in terms of service, governance, quality and past records. We look for companies having past record of investment in the education sector and a promoter having a good past record in the core education segment. We won't invest in companies with low revenue and those who are in an early stage. Though, we can provide them professional advice.

ML: Through 2010, investors have been waiting for reforms in the education sector. What kind of reforms can we realistically expect?

SA: Education is a concurrent matter. There may be reforms at the central level but at the state level there is not much movement. We are expecting few reforms like the states to come up with a Private Education Act. Maharashtra is working on it now; earlier it was only in nine states, but we expect more states to come up with it. There are other reforms like increasing the reservation for the government's Sarv Siksha Abhiyan up to 25%. Karnataka is a fore-runner in this.

We are expecting implementation of the Educational Tribunal Act, which will ensure curbing corruption at the local level. There are expectations that the National Commission for Higher Education and Research will be formulated with focus on managing capitalisation.

We are expecting the development of the curriculum of the Central Board of Secondary Education (CBSE) as many states are adopting its syllabus. Going by the market movement, currently there is a huge demand for CBSE. We are also expecting the implementation of The Foreign Educational Institutions (Regulation of Entry and Operations, Maintenance of Quality and Prevention of Commercialisation) Bill.

Further we are expecting clarity on distance education, school education and digitalisation which will ensure governance and reduce paper work.

ML: Regulatory issues have been identified as a hurdle by many private equity players in the education sector. And the investment is mostly done in parallel/ancillary services in education, like coaching classes and test preparation, pre-school education, vocational training and books. Do you think this is likely to continue in the coming years or will things be smoother for PE players?

SA: Going by the data, the investment in core education has increased by seven to eight times. This trend will continue in the future as well. The investment is done in terms of school management, distance education and many other areas. Earlier, there was repeated investment in one particular company. Now, private equity funds have started to invest in new and fresh educational companies as well. This is the 'new silk route' and we will look at this opportunity.

ML: One such issue is the law specifying that schools can only be run by trusts or institutions that are 'not-for-profit'. This has not prevented a number of players from investing in the sector. What is your view on this?'

SA: Our view is to avoid investing where regulation is an issue. Investment can be done in companies that are providing services to schools. Investment in assets like real estate also comes under the regulatory scanner and we don't see any exit on that. Again, that is better avoided. Other than this, related party transactions should be minimised as we don't want the same party to run the trust and the company.

ML: The Foreign Educational Institutions (Regulation of Entry and Operations, Maintenance of Quality and Prevention of Commercialisation) Bill is one of the highly-

awaited reforms in the sector. What are the implications if this is passed?

SA: Once the bill is cleared there will be a line of foreign universities setting up campuses in India, in partnership with local universities. The universities from the UK, the US, Australia are coming to India for recruitment, as for them a foreign student (here an Indian student) is a net profit when compared to a student in their native country. Basically they come for revenue opportunities.

Once the bill is passed this will be changed and the universities will come to set up research base. The research base then will no longer be a repeatable process like Business Process Outsourcings (BPO). It will be a non-repeatable process for the universities emerging from Asian countries. India has clearly emerged as the potential candidate but it lacks in research institutes. Many foreign universities (may be around 35 years old) will set up campuses here, for mere expansion. Others will come only for revenue and expansion, compromising on quality of education.

There is a lack of good quality generic education in India. And with the entry of foreign universities, students will be offered specialised courses and the choice will be wider. Such courses can only be imported, it can't be created here. The know-how has to be imported. '

ML: Earlier, you had mentioned that you might consider working in a public-private partnership to target the middle class market. Is there any progress in this direction?

SA: It is up to our portfolio company. We can guide them on targeting the middle class market, which is the largest segment. We think that the public-private partnership (PPP) should be emphasised. If there is good fund disbursement in PPP and high transparency, then it is good to opt for PPP. Also, there is no margin gain in it. Recently, the Planning Commission announced that infrastructure and the social sector are to be focus areas in the forthcoming plan. So, clearly, education which is a part of the social sector will also be carefully looked at by the government.

ML: Given the escalating rise in the cost of education, will private equity end up making education even more expensive by emphasising the bottom line?

SA: I vehemently oppose this view that cost of education is high in India. It is actually cheap here compared to other nations. In the US, a student from a public-supported school ends up paying $10,000-30,000 for free education. In the UK the universities have increased the fees by three times. The returns from investment in the social sector are long and amorphous, so more is invested in something physical like roads. Free is not good. There has to be some amount, even if it is very little, to be paid by everyone as education fees which will ensure that people actually respect the free education given to them. Many people depend on the government for basic education for their children, which is good, but there should also be

responsibility on the part of parents. One cannot solely depend on the school authority and teachers.

Many of the institutes don't follow the sixth pay commission and teachers aren't paid adequate. Unless they are paid sufficient, there won't be quality education. Going by the current market sense, masses can afford to invest more in education, which of course will get quality education.

Community-supported schools in the past have done well. If more such schools come up, they will do better. Each community should start their own school through which they can carve their own niche.

ML: How has the experience of Kaizen been? What are your future plans?

SA: The experience has been very good. Most of us are parents who started this fund; so we picked up the education sector over others, with the aim of emphasising on quality. Many invest in the education sector either for revenue, or for change, or for both. We believe in the third option, revenue and change. The private equity funds are a very minuscule part of the education sector to bring any change. Like I said, we are in the process of our first investment and by calendar 2011 we will have three investments.

Source: Dec 30, 2010/Money Life

Indian research institutes need another 20 yrs to bloom: V Ramakrishnan

Venkatraman Ramakrishnan , who shared the Nobel prize for Chemistry in 2009, is currently on a visit to India. He spoke to Gaurie Agthey Athale in Pune. Excerpts:

Is there a lack of research in the curricula of Indian universities, leading to people of Indian origin doing well when they go abroad?

There is a lot of excitement and exciting things happening in Indian science. The government is funding science in a big way and setting up new institutes. Besides, I am the wrong person to ask questions about Indian curriculum or systems because I left India at the age of 19.

But where are the results? There isn't a single Nobel working in the country...

There are no results today because there is a lot of nurturing needed by the Indian scientific community. It takes twenty years for sustainable results. One generation has to do well... then there is need for continuity. Institutes have to become sustainable. So, give it at least another twenty years.

Institutes and local scientific community complain about lack of funding...

The government has begun to invest in science after 1990, after the Indian economy was opened up. Before this, the investments were lower. Give it some time—a generation maybe. The sustainability and continuity of research

institutes is mandatory because there may be a good person at the head of an institute and he retires. Research institutes need continuity and sustainability.

There are some remarkably fine traditional institutes in India such as the Tata Fundamental Research Institute , the Centre for Cellular & Molecular Biology and National Centre for Biological Sciences . They have been working for a long time and doing good work. There is a misperception about their contribution and there are too few such institutes.

So, what according to you is the biggest challenge faced by Indian science today?

To attract good faculty that work overseas. That is the main problem—to get young scientists to come here and fill faculty positions, giving them the freedom to work. I cannot compare the Indian system to the West since I left at 19 and have not been part of the system here. But yes, salaries are much better than they were 50 years ago, the infrastructure facilities are also a lot better now. A lot of young people are returning. I know of one young structural biologist who is coming back (from the UK's Cambridge University), to ISSER, Pune.

'India should allow entry of foreign varsities

Higher education in India needs to open up to allow entry of foreign universities in the country, deputy director of UNESCO-United Nations Relief and Works Agency (UNRWA) for Palestine refugees in the Near East Education Programme professor Mohan Menon said here on Monday.

Menon, who is an alumnus of M S University, was in the city to attend the two-day international seminar on 'Global Reforms in Higher Education' that kicked off at the faculty of education and psychology, which is celebrating its platinum jubilee year.

"There are lots of uncertainties that higher education is facing in India. Private universities are on expansion mode. They have money, but they still have to work in terms of their quality. Public universities on the other hand have deteriorated because they have not changed with time. As a policy, India will have to open up its higher education sector so that Indian universities compete with foreign universities. Although not all foreign universities follow a good education practice, good foreigners should be allowed to enter the sector with riders put in place," said Menon, adding that bodies like NAAC should be given the mandate for assessment of such universities.

Talking about the higher education scenario, Menon opined that teachers need to adopt new ways of learning such as e-learning. "At the same time, there is too much of emphasis on professional courses like medicine and engineering, for which students even get enrolled in non performing colleges. But 70 per cent of engineers are not really qualified. Hence, students need to be encouraged to take up non-professional or basic courses," Menon added.

Source: VADODARA/21 Dec, 2010/The Times of India

Ansari favours greater funds for state varsities

Vice-President M Hamid Ansari on Monday said "higher education cannot improve in India unless state universities are able to obtain greater funds". "Higher education cannot improve unless state universities, which are the backbone and represent bulk of enrolment, are able to obtain greater funds, create new infrastructure in their existing academic programmes," said the Vice-President while delivering the second Calcutta University foundation day lecture here.

Referring to Yashpal Committee recommendations, he pointed out that sometimes the budget of one central university in a state is either the same as or more than that of all state universities in that state. "Many state universities, including the old and reputed ones of Kolkata, Mumbai, Chennai and Pune, are starved of funds, and this allocation could be used for improving the existing state universities and colleges which face a severe paucity of resources," said Ansari, who is an alumnus of the CU.

Governor M K Naraynan expressed his concern that the Calcutta University had slipped from its position in the past few decades. "I think the CU has dipped slightly over the past many years as compared to the first hundred or 120 years. This is unfortunate," he added.

Source: 21 Dec, 2010/ India Express

'I'd love to see Sarkozy sell the French education system to India'

Is France better able to engage India?

There are two issues, how we engage and the grounds for engagement. On the first we have had to change, on the latter we hope India changes. Our shift was apparent during David Cameron's visit. Trade engagements used to be ad hoc and about what we excelled at and trying to sell it. Now the prime minister leads a team, which has thought through what India wants. That's because India has a range of options when it comes to procuring whatever it might be. So obviously India won't come to the UK, but rather go to Germany, if it wants high-precision machine tools. For nuclear reactors, naturally India looks to France because they have vast experience in that field. But i'd love to see Sarkozy try to sell the French education system to India! So, each country has its specialisation, which matches a particular Indian need. Our specialisation - financial services, retail and certification - unfortunately fall into areas that India is unwilling to open to foreign investment. But other things can be done. Meanwhile, we hope that India will look to change its policies in these areas. It is of importance to India.

Why is it of importance to India and how can the UK contribute?

Our areas of specialisation are most important to India because they can help build and develop infrastructure. Interlinked is certification. World-class facilities demand technicians qualified to maintain and operate them. It means educating people along the entire spectrum from Oxbridge type degrees to providing training to plumbers and household electricians. India seems focussed on elite degrees, but not on professional qualifications required by technicians who alone can ensure that the standards required by an industrialised country are maintained. We can provide training for these 'low' level technicians. Already, the vast number of students in the UK shows, we are well regarded by Indians. It is a pity that we cannot build on that expertise and fulfil the demand by setting up campuses in India. There appears to be no active and organised lobby opposing this, whereas there is one in retail. So while we also have much to offer in retail - the world comes to shop in London - i would hope that the education sector opens to FDI.

What are the concerns of the UK industry?

The UK industry is based here for a long time and has appropriately Indianised itself well. JCB is a great example of this. What companies have to realise is that they cannot operate in alien ways if they want to make a success of themselves in India. There is of course the perennial problem of red tape.

What are the prospects for an EU-India Free Trade Agreement (FTA)?

The EU very much wants an FTA with India whose main concern is the imposition of what are misleadingly called non-tariff barriers. But the question for India to consider is this. Is asking to ensure that child labour is not used in manufacturing goods unreasonable? This is not a cultural issue. Nor is it a trade issue. It is a human issue and must be observed by all. It's the same for CO2 emissions. Is it unreasonable to insist on limiting pollution in the production of goods in India to be sold in the EU? Cleaner technologies must be used to produce goods destined for both the EU and Indian consumers. My experience of EU parliamentarians is that they are not acting to protect themselves, but that they are committed to a set of ideas. These are common human values, or should be.

Source: Dec 20, 2010/The Times of India

Innovate to enliven students' curiosity

Like most other 12-year-olds in his social circle, S Nishanth is an adept video-gamer, junk food-lover, internet surfer and overall fast-learner. Attuned to a culture of tech literacy', his parents say he is most active in the Computer Science period at school when he's constantly volunteering new bits of information.

Corroborating them, A Rathi, computer science teacher at Vael's Billabong High International School, says she is used to students discovering new methods for teachers to use in class.

"I was handling a session for students of class V last week. While I showed them three ways to demonstrate a slideshow, a student discovered a fourth option that was not in the textbook. Information and communication have a great impact on children's minds today," she says.

In a fast-changing world, there are many challenges for administrators and teachers with respect to school education and there is a constant need to innovate. Some researchers see a need to enliven students' curiosity to prevent them from developing mental blocks towards learning.

Arguing for inclusion of design and construction at school, researchers from the Homi Bhabha Centre for Science Education, TIFR, Mumbai, conducted a trial among class VI students in three Maharashtra schools. They were asked to design and make a bag to carry a set of books to a friend's place, a windmill to lift weights and puppets to collaboratively stage a puppet show.

In their paper submitted for an international conference on Desigining for Children,' Ritesh Khunyakari, Swati Mehrotra, Sugra Chunawala and Chitra Nagarajan cited previous scientific work which said "empirical studies show students have a narrow view of technology, predominantly as electronic objects." This needs to be challenged by providing con-texts and learning experiences, they add.

"Design, at the core of any technological endeavour, involves visual thinking, constructive use of mental imagery and purposeful manipulation of available materials and resources in problem-solving.

Co-ordination of the mental (head) and the manual (hand) towards generating a desired outcome (heart), and integration of knowledge, skills and values in authentic design problem-solving situations are two of the most compelling implications of integrating design and technology in school curricula," the paper notes.

With students learning from multiple sources, experts say there is also a fine line to cross from being well-informed to aggressively using that information to seek attention.

According to guidelines of the Centre for Teaching and Learning from Queen's University, Ontario, Canada, it is best for a teacher to deal with know-it-all' students who constantly raise questions aimed more at interrupting the class by acknowledging their contribution but by also impressing upon them the reason why the issue was being considered by a group.

A strategy suggested for coping with the loudmouth' student, who would seek to dominate classroom discussion with an opinion, would be to interrupt tactfully using a question requiring a yes or no' answer or summarising the statement.

Another challenge is an increasingly multicultural classroom where pre-formed judgments can get negatively reinforced. In such cases. teachers say, it is important to build trust.

Mallika Krishnan handled children from Canada, Malaysia, Maldives, Singapore, Korea and Japan along with Indians during a stint at an international residential school in the city. "Initially, students come to us with mental blocks. They say they cannot understand the way we speak English or that we are teaching lessons differently from those taught in their country. Due to this, we know it is important to build their trust. We help them realise it's a two-way street wherein they have certain needs that have to be met by us and vice-versa," she says.

The school held an orientation programme in the initial stages for teachers. "This helped us in both fostering their academic inputs as well as other grades. The bottom line is that children remain understanding of each other. When they are exposed to a culture that is different from their own, they are naturally curious to learn about it," she said.

(This is the concluding analysis in a series that looks at current challenges in school education.)

Source: Chennai/Dec 20, 2010/The Times of India

A novel way of taking education to the masses

Pune-based Amplify Mindware Group of Institutions recently signed a collaborative memorandum of understanding (MoU) with Enhance Education to provide one lakh units of Enhance Pads to its students over the next two years. Enhance Pads (E-Pads) are tablet PCs that provide a platform for inclusive education that is easily accessible and cost-effective.

CEO of Enhance Education, Akshat Shrivastava, said, "With the core purpose of taking education to the masses and making it sustainable, we tried various methods of e-learning. We found that using E-Pads are the most innovative option. Two years of extensive research went into integrating the education process to the technology platform of tablet PCs, at the same time making it a cheaper delivery mechanism."

Enhance Education has also started building its network to make the technology available in around 80,000 locations across India, through government community service centres under the ministry of human resource and development, said Shrivastava. "Our aim is to bring down the cost in the range of Rs500 to Rs900, especially for skill-based and vocational education. Some of the vocational modules include plumbing, electrician work, vehicle maintenance and others. This will allow aspirants in villages to get connected to mainstream education," he said.

A hand-held hardware platform that students can use as their personal notebook, the E-Pads will be supported by the My Open Campus (MOC) portal, a collaborative learning and interactive program managed by Enhance Education. Benefiting students, professors and institutes, the MOC package includes course content, dedicated android application, unlimited space for content, various recording modules, free upgrades and a support system.

"This latest innovative tool will be provided to our students at no extra cost. It will come pre-loaded with semester plans, subject content, presentations, case studies, assessments, general knowledge, e-books and so on. As a communication device, interaction between the teaching fraternity and students will be possible anywhere and at anytime," said CEO of Amplify Mindware Group of Institutions, Joy Basu.

With a full-fledged research and development centre on the Bharati Vidyapeeth campus, Enhance Education is the technology and software provider, whereas Amplify Mindware will offer the curriculum and other educational content. "The hardware will be imported from China, but the application and methodology will be ours, including our own exclusive branding. In the initial phase, we have launched it in Amplify Mindware to see how the social community reacts," said Shrivastava.

"A revolutionary approach towards interactive learning, it will be an immersive environment for students and faculty. It will include virtual classrooms, mails, chat and SMS. Our aim is to make learning a social activity and free it from isolation and a restrictive environment," said Basu.

Shrivastava said that the E-Pads are bound to face resistance like any another technology does. "However, they will hugely benefit students by making education affordable by at least 80%. We want to bring the same mass accessibility that the Internet and cellphones have to education in India," he added.

Source: Dec 20, 2010/DNA India

Education in a new India: Fewer gurus, more guides

IN NEEMRANA, INDIA For generations, the professor was the unquestioned god and guru of the Indian classroom, able to hold forth for hours with no one daring to ask a question or confess they hadn't understood a concept. Students would kneel and touch the teacher's feet whenever they met as a sign of unfaltering respect.

Such a level of hero worship didn't always create the best atmosphere for learning, and even senior professors admit that students often fell asleep during lectures.

When the students went off to work in India's fast-growing high-tech industry, they were often too intimidated to offer ideas. This was especially true for graduates of thousands of new rural colleges, where memorizing facts was stressed more than developing critical thinking skills.

But some of India's top technology companies are trying to revolutionize teaching at these newer colleges, which opened during the IT boom of the past decade, and to

better prepare one of the world's largest workforces. The companies want professors to step out of the role of grandstanding gurus and become mentors who encourage students to be more creative and self-assured.

The programs mark an important shift for this nation of 1.2 billion, where the higher-education system has started to change as India aspires to become a global superpower and an economic rival to China.

The shift is also a sign of a more egalitarian India, where low-caste students from modest economic backgrounds not only are able to rise into the middle classes but also can act with more confidence in the classroom and workplace in this traditionally hierarchal society.

At the same time, the Internet provides a sea of information to anyone with computer access, allowing young Indians to learn without the help of the all-knowing neighborhood guru.

"It's the end of the guru. It had to happen for a new, more global India," said Nargarjuna S, general manager of Mission 10X, a teacher training program recently launched by Wipro, India's third-largest information technology company. "There's so much aspiration in our lower and middle classes. We want to harness that talent. These teachers, if they are trained well, could be teaching our future CEOs."

Clash of cultures

Here in Neemrana, amid mustard fields, dusty cattle farms and ancient forts, young professors at St. Margaret Engineering College are learning how to be more dynamic. They are participating in a free workshop offered by Wipro, which has reached 10,000 computer science and engineering professors at campuses across the country and hopes to train 25,000 more in the next three years.

Training teachers to be less guru and more guide illustrates the clash of cultures underway in a new India, education experts and economists say. The corporate world wants to maximize the country's vast potential, but old methods of learning and cultural traditions make those changes difficult.

Few areas have been as slow to change as education, with its rote learning methods and outdated curriculum that is often years behind India's IT industry.

Many IT companies, such as Infosys and Tata Consultancy Services, have set up their own schools on corporate campuses to retrain graduates. But Wipro's program and others like it target college professors.

"Indian teaching is very orthodox and outdated," said Vivek Anand, who heads St. Margaret, a rural school three hours north of New Delhi nestled beneath the rugged hills of Rajasthan.

The school opened 10 years ago, attracting the sons and daughters of farmers and laborers who aspired to work in multinational call centers and IT centers.

"The way we teach now is stuck in the past," Anand said. "It doesn't feel connected with what's happening in the outside world." The global economic recession motivated him to call Wipro.

"Before the recession, 100 percent of our students were getting jobs. After that, it was only 30 percent," Anand said. "We thought there must be a way to improve our students instead of just waiting for the market to improve."

The programs also give corporate India a way to leapfrog the government, which has been slow to change proven but outdated teaching methods.

"We are not just creating soldiers who are happy to take orders," said Aditya Sharma, a Wipro teacher trainer. "India's IT industry is based on innovation. That style of thinking is what we want to build for India to be competitive across the world."

New world for students

Teaching teachers to change may be difficult. But it has been even harder to persuade Indian students to be more curious and questioning.

Vinita Dhondiyal, an associate professor of communications at an engineering school in Bhopal, said she realized the depths of the "guru syndrome" after she held a month-long English-language course for middle-age union leaders.

"When they didn't do their homework, they would plead with me to beat them. Beat them! Imagine!" said Dhondiyal, an expert on Indian teaching styles who completed the Wipro training.

"In India, all our lives, teachers tell the students to shut up. But then to get a job in corporate India, they need to be outgoing, confident. It's changing. But total democratizing of the Indian classroom takes time."

Many of St. Margaret's young teachers have degrees in computers and engineering but no coursework in education. The Wipro training is the first time they are actually learning how to teach.

Poonam Yadav, 29, an assistant professor who recently completed the training, said she now explains complex computer programs, such as how a cellphone records a missed call, by using an actual cellphone and computer to demonstrate.

"It makes the student's brain perk up," she said. "Earlier, I was not feeling right when the students fell asleep after listening to me for over an hour."

But some of India's most respectful traditions may never change. On the last day of their training workshop, the teachers presented Sharma with flowers and a plaque.

"At least we didn't touch his feet," Yadav said, laughing. "But we are still Indian. We wanted him to know that he had our respect."

Source: Dec 19, 2010/ The Washington Post

GLOBAL: 2010 - A year of shortages and partnerships

The UK's tripling of a tuition fee cap made a significant impact globally in 2010, especially in light of the world now having to deal with the bill for all those stimulus injections by so many governments. Where there are funding shortfall stories, there can usually be found stories on how some countries try to make up for the lack of funds. Foreign enrolment is the go-to category for that. This year saw, in particular, a significant continued rise by Chinese students flocking to the US and other Western countries, but it also saw the West forging numerous partnerships with Chinese, Indian and African countries, as well as the rise of Asia as a university ranking powerhouse. Many vice-chancellors also racked up some regional air miles, with key partnerships being cemented among geographical groupings of countries.

With cash-strapped governments trying to decide where they'll put their funding, there are some victims: disciplines that fall under the social sciences are seeing less support; some key professions, such as nuclear engineering, are not seeing adequate numbers and even some important survey data are making a country like Canada fumble for answers in a year where shortages seemed to be an overriding theme. For this year's final edition of *University World News*, *PHILIP FINE* gathered articles from our correspondents that point to some significant trends in the world of universities.

In global higher education, 2010 was marked by a major decision this autumn in Britain. The Browne review heralded the biggest shake-up of higher education in the UK for 50 years, and led to the government decision to fundamentally reshape the financing of the sector in England, slashing the teaching budget by 80% and loading the cost on to students via a tripling of the tuition fee cap.

This coming year, countries elsewhere in Europe and the world will be looking to see if this is a more viable model for future funding in an era of growing competitiveness, mass access to university education and global economic downturn.

Students in England went on to vent their anger in mass protests outside parliament, and occupation of MPs' offices and university buildings. Interestingly, the devolved Scottish Parliament and Welsh assembly chose not to follow the English example.

UWN's Diane Spencer reported on the issue in October and in the same month she and Brendan O'Malley covered what that would mean for the sector. Spencer then covered the universities' response to this and the resulting student riots the following month.

Funding shortages heated up an already hot recruitment drive for foreign students, which continued this year. One of the traditional magnets for foreign students, the US, showed modest increases, wrote Sarah King Head when she reported on the Council of Graduate Schools'

International Graduate Admissions Survey. But the US did see significant increases in Chinese student enrolment.

While universities around the world are looking to recruit foreign students, vice-chancellors flew many air miles to meet up with counterparts in other countries.

This latter half of the decade has seen significant higher education expansion in Asia and particularly China, and there was a rush for universities in the West to forge partnerships - albeit only in science and technology - with Asia, the world's largest higher education sector. However, the end of the decade has seen unprecedented interest in India in all sectors of higher education, science, humanities and social science.

As Alya Mishra reported in November, the West has been beating a path to India's door and later in the month Philip Fine talked to members of a large Canadian university delegation that made some significant inroads in India.

Meanwhile, Asia has shown that it is holding its own against those partners with news from Yojana Sharma in November that Asian institutions are beginning to replace US institutions in World University Rankings.

Many university partnerships have a development component and that was brought out in an October article that detailed a significant partnership announced by the US - a strategic capacity-building partnerships between 22 universities in Africa and the US.

However, development partnerships are not always initiated by state-sponsored aid agencies, as was reported in May, with an article by Sarah King Head on Professors Beyond Borders.

Not just international, but regional partnerships have also played a significant role in capacity building in 2010. As Wagdy Sawahel reported in May, the Virtual University for Cancer Control (VUCC) will cooperate with cancer centres associated with medical faculties in Ghana, Tanzania, Uganda and Zambia, as well as leading research institutions in other countries in the region such as Egypt and South Africa. VUCC will develop a web-based portal to deliver curriculum content and establish a certification process.

He also tackled that same theme in a look at university cooperation along the Nile, which brings together neighbouring universities to take on environmental challenges.

And those virtual partnerships have in 2010 also been bringing together language groups. The largest virtual network of Spanish and Portuguese-speaking universities signed the Guadalajara Declaration and proposed to create a uniquely Ibero-American space for "socially responsible and cooperative knowledge over the next 10 years".

And then there are partnerships that bring together disciplines. Despite the significant role they play in society, from population growth to health and globalisation to

climate-change adaptation, social scientists tend to be largely ignored by the public media.

In higher education, too, academics working in the humanities and social sciences miss out on most of the large grants allocated by governments and research agencies to other fields.

It was this lack of attention, even among higher education publications, that led Geoff Maslen to write about an account of the social sciences in the Asia-Pacific region.

Drawn from this year's World Social Science Report and published last August, it highlights the lack of support available to social science researchers around the globe, which is a mere fraction of that provided to their scientific and technological colleagues. This, despite the evident human and social problems that face their governments and for which they are trying to find solutions.

While shortages were mostly measured in hard currency this past year, in Brazil the shortage came in the form of student numbers, as Alecia D Mackenzie reported from the OECD conference in Paris. The Brazilian government is trying to solve a systemic problem in a country where only 35% of young people finish high school. Shortages were also brought up in Jan Petter Myklebust's *story* on the worldwide lack of nuclear engineers.

Shortages in 2010 were also measured in data, or the lack thereof. As Philip Fine reported in August, the Canadian federal government cut funding for three significant data collection agencies that break down higher education into various measurables, less than a year after it had mothballed three others.

Source: 19 December 2010 /Issue: 152 /University World News

ASIA: Academics look East as region seeks talent

With the growth rate in higher education enrolments among the highest in the world, expanding universities in the Asia-Pacific region have been stepping up their search for academic talent. This year a number of Asian countries launched or scaled up their overseas talent hunts, made easier by education cutbacks in the West.

"We are in a region where higher education is growing very fast," said Zaini Ujang, Vice-chancellor of Universiti Teknologi Malaysia. Between 1970 and 2010 the growth rate in the Asia Pacific was 28%, the highest in the world, he pointed out.

"Countries like China, Singapore and Malaysia started five year ago to tap the market for overseas students and to provide higher education at a cheaper price than the US," Ujang told *University World News*.

But the growth in the region is not just from institutions raising their enrolments locally and from foreign students and increasing research funding, but also from new branch campuses of overseas universities, including two new

partnerships planned for Singapore in the next few years, one in Malaysia, three in South Korea, and others in China including a second campus for Britain's Nottingham University slated for Shanghai.

"Western countries are interested to position themselves in the Asia-Pacific. They know that the growth market is in this region," said Ujang. "In addition, academic and research job markets are very saturated in some parts of the West."

Malaysia is encouraging internationalisation of its universities and has said that top universities must recruit around 20% of their academics from abroad.

Ujang continued: "A lot of new people from British universities have been joining us this year. Those who are already here have started to recruit their colleagues and academic staff from Britain, particularly those in the first years of their academic career who might be looking to go from being senior lecturer to professor."

China's attempts to attract talent have gained more attention this year, although the recruitment of top academics has been ongoing for several years. Official media are full of success stories of happy returning academics.

But the Medium and Long Term Talent Development Plan 2010-2020 with details emerging this year, has put that policy on a new footing with funds to attract talent from abroad.

Lin Jun, Chairman of the All-Federation of Returned Overseas Chinese, said in September: "These are the fiercest of times in the competition for talent."

He said in the official party newspaper *People's Daily* that around 81% of researchers in the Chinese Academy of Sciences, 54% of academics in the Chinese Academy of Engineering, and 72% of chief scientists in 863 programmes had "studied abroad and returned home to make great contributions in their fields".

In 2009, the latest year for which figures are available, China's Ministry of Education reports that 108,000 overseas academics returned to China, compared to 44,000 in 2007.

In India proposals modelled on the Chinese example for a US$500 million government fund to attract academics stars from abroad has not made much headway this year, but the country is also set on attracting talent as it sets up new central universities.

Eight new prestigious Indian Institutes of Technology opened this year, with another five to open in 2011 - and they have faced a shortage of staff. The government is trawling further afield to attract professors of Indian origin as well as top-flight foreign faculty.

"There is currently an overflow of applicants [from overseas] wanting to teach in our institutes, as employment opportunities for PhD fellows in the US and Europe are not very bright," said Surendra Prasad, Director of the Indian Institute for Technology in New Delhi.

Singapore's higher education sector is already one of the most internationalised in the region and the preferred destinations for western academics looking East. This year the appointment of Swedish Professor Bertil Andersson as the incoming president of Nanyang Technological University means that three out of four heads of Singaporean universities will be from abroad, others being from Belgium and the US.

Josephine Teo, chair of Singapore's Government Parliamentary Committee for Education said: "It is great news that we can attract all these top talents to head our schools [universities]. If we are settling for second-best foreigners because there aren't enough Singaporeans, I would be worried. But this isn't the case."

Singapore's ability to provide the conditions to attract the very best from the West, has made it more difficult for others in the region. Nonetheless the Malaysian government has been preparing to launch its 'Talent Corporation' in January 2011 to aggressively lure back academic talent.

"Previously we waited for them to get back to us, but this time we will search them out," Malaysian Prime Minister Najib Razak said during a visit to Belgium in October. Earlier attempts by the government to attract talent have not been too successful. But Najib said: "Our policies are more open now."

Meanwhile it is not just teaching jobs as university enrolments rise, but research is also a growth area in the region.

"Some countries are offering a lot of incentives. Malaysia and Singapore are not just offering jobs to talent from other countries but also residence, research facilities, research partnerships," Ujang said.

Hong Kong announced this year that it needed to recruit at least 1,000 professors as it shifts from a three-year degree system to a four-year degree by 2012.

"Around 52% of Hong Kong academics are not from Hong Kong they are from Australia, the United Kingdom, Europe, the US, Canada. But there are also increasingly more mainland Chinese in Hong Kong," said Kevin Downing of Hong Kong's City University.

Many universities are successfully recruiting short-term staff from the West, but for top posts and permanent posts the market is highly competitive. "We have had to travel far and wide to recruit highly qualified academics to City University, and talking to my colleagues, the same seems to be true of other universities [in Hong Kong]," Downing told *University World News*.

In particular China is making strong efforts to attract talent. "Some top Chinese universities are beginning to attract high quality faculty in specific areas, for example medical technology. China seems to be attracting returning Chinese who have in front of them very glittering careers," said Downing.

Academics get preferential treatment for coveted city residence permits. City governments like Beijing and Shanghai offer to pay temporary luxury accommodation, tax breaks, support staff and other perks alongside the substantial research funds on tap.

However Western academics and even returning Chinese academics find the culture shock is significant, in particular the learning environment which tends to be very traditional.

This is also true for South Korea where a large proportion of newly hired professors this year have been from abroad, mostly returning Koreans. Eight foreign professors took up posts at Seoul National University this year, eight joined Yonsei University and Konkuk hired another 10 foreign professors to join 47 hired the previous year.

"Places like Hong Kong and Singapore are more 'foreigner-friendly because of the widespread use of English and way of life as well as the infrastructure and facilities," said Downing.

The previous strong trend for academics from Asia, particularly from South Korea and China, but also Singapore and Malaysia, to go West is being stemmed by stricter visa policies, and more restrictions are on the cards for next year.

"It has become difficult for Western universities to recruit internationally for this reason, but Asian countries are going the other way," Downing said. Rules are being relaxed, for example to allow postgraduate students to stay on and work in Hong Kong and Singapore.

But the hunt for talent is a competitive one. "We are not attracting top older professors, they are the most difficult to get," admitted Ujang in Malaysia. "But we are interested in attracting the top talent among the younger academics. They are more dynamic and they are the most mobile, and they may return to Europe and become the top professors there," he said, referring to the phenomenon of brain circulation where academic careers are no longer restricted to one country or region.

But with rising research spending, many Asian countries are able to attract talent by offering superior research labs compared even to some Western countries. That is really what is drawing much of the science talent to Asia, western academics acknowledge. And they see greater opportunities for them in Asia because of the region's expanding economies.

"Higher education institutions are part of the general shift East," said Downing.

Source: Dec 19, 2010, Issue: 152/The Washington Post

Panel discussion to evaluate the changing concepts in the field of education

According to a recent survey, employers are taking note that they must accept foreign education or experience in order to gain an edge in the "race for talent". Seeing this

potential, Citizens Welfare Association, the promoters of Billabong High International School - Juhu & Thane and ECube Global College, the leader in creating newer avenues in the field of education has organized a panel discussion on "Integration of Foreign Education with Indian" unfolding the benefits of combining international education, with Indian by involving eminent personalities and academicians from India and the UK.

According to a recent survey, employers are taking note that they must accept foreign education or experience in order to gain an edge in the "race for talent". Seeing this potential, Citizens Welfare Association, the promoters of Billabong High International School - Juhu & Thane and ECube Global College, the leader in creating newer avenues in the field of education has organized a panel discussion on "Integration of Foreign Education with Indian" unfolding the benefits of combining international education, with Indian by involving eminent personalities and academicians from India and the UK. The purpose of this panel discussion was to evaluate the importance of bringing down foreign curriculums and how it will help our students match up to international competition. If young children are to take on challenging global leadership roles in the future, they must possess a deep understanding and appreciation for other cultures, economies, diverse skills, research abilities etc. The impact of the rapid growth of international education is felt at institutional, national and international levels, and these are inter-related.

Chief Guest for the panel discussion is CA Snehal N. Muzoomdar - President, Indo-American Society acknowledged and accepted that foreign higher education is qualitative and its availability is around the corner. As President, IAS, he threw light on new reforms, regulations that were on the anvil for the education sector, especially foreign education. Moderator for the panel discussion was Ms. Vandana Lulla - Principal, Podar International School (IB) and she initiated conversation and directed the flow of the subject effectively bringing out the conclusion that Foreign Education is inevitable. We as educationists have to look for ways and means to extend this basic facility to our students. We must drive in the fact that for easy access, collaborations and associations with Foreign Universities are ways of extending their curriculum to more and more students.

Key eminent speakers for the panel discussion were Dr. Alun J Harris - Senior Lecturer, Newcastle University (UK), Mrs. Pratibha Jain - Director, eduboard and Education Counselor, Education Times, Mr. Anand Joshi - Director, Gates Solutions, Ms. Anu Singh - Head School Support, Pearson Edexcel and Mr. Govindraj Ethiraj - Head Outreach, UIDAI who presented their views on integration of Foreign education with Indian. Principals from leading schools and colleges like Atomic Energy Central School, Army School - Colaba, Springfield High school, Arya Cambridge International School, St. Francis Institute of Technology, K. G. Somaiya College Of Engineering and many more were present to share their views as they are

considered to be instructional leaders to promote a productive working and learning environment. Education is an essential tool for achieving sustainability.

People around the world recognize that current economic development trends are not sustainable and that public awareness, education, and training are key to moving society toward sustainability. "The lives of children and young people are increasingly shaped by what happens in other parts of the world. Education for Global Citizenship gives them the knowledge, understanding, skills and values that they need if they are to participate fully in ensuring their own, and others', well-being and to make a positive contribution, both locally and globally," said Mr. Sandeep Goenka, Director, ECube Global College. The purpose of education in this society is to bring the kids up to be conversant with the most important ideas and the representation systems that are used to express them. International trade in education is under increasing scrutiny. The likely impact of GATS is keenly debated. The new structures to higher education evolving through the Bologna process are closely negotiated. The emergence of regional trade and other international agreements ensures that international education is high on the agenda of national politicians and international organizations.

Source: Mumbai, Maharashtra, Dec 18, 2010 /India PRwire/ --

Harvard prof for change in system of education

The students of Lady Shri Ram College (LSR) had a tryst with Harvard's economics teaching as professor Gita Gopinath visited the college for an interaction on Thursday. A 1992-batch student of LSR, Gopinath was earlier this year named tenured professor at Harvard University's high-brow economics department.

She became the third woman, and the first Indian after Nobel laureate Amartya Sen, to receive the honour. Gopinath is the first Indian-origin woman professor of economics at Harvard.

Apart from elucidating on her journey to Harvard, she spoke at length on subjects ranging from international economics to the global financial crisis — and of Greece and Ireland in particular — to her research in international prices and exchange rates. Stating that there is a huge gap in supply and demand of quality education at undergraduate level in India, she stressed on the urgent need for flexibility and variety in choice of subject for undergraduate students.

On the fact that the world has witnessed one of the worst economic crisis of all times in spite of so many 'smart' economists in the corridors of high learning, Gopinath said that the issue can be seen from two angles — the disconnect between the academic and real world, and complacency.

"It was not a case of people not seeing it coming. Academics like to think in a more abstract way. There was

disconnect with the real world. It was all about micro details, which have been missed. Secondly, there was a bit of complacency. But the strength of the mechanism is that we have responded well."

"Economics is a social science where there is a human dimension which is why things can go wrong often," added Gopinath.

When asked about the difference between an average undergraduate student of economics at Harvard and in colleges such as LSR, Gopinath said that as far as raw talent is concerned there is hardly any difference.

But it is the approach towards education which makes a difference.

"At Harvard you don't come to study any economics. In first year, one gets to study whole bunch of subjects from science to history and then you figure out what you are good at, which is not a bad idea. There is flexibility in classes. Here (in India) we have set classes for students from different spectrum, whereas at Harvard if a student is good in hard mathematics he or she can go for that class and the others can go for a different mathematics class. This is why students there shine early enough. These are essential if India wants to transform undergraduate studies."

The economist briefed students on how to do research. Her message to the young generation was that "There is no easy way out. One has to work extremely hard to achieve one's dream."

Source: 17 December 2010/New Delhi/Times of India

'Do entrepreneurs need a college degree?'

The question - 'Do entrepreneurs need a college degree?' is quite relative and highly debatable. Many believe that entrepreneurship is all about taking risks and therefore, leaving school to become an entrepreneur is indeed one of them. But others argue that although education may not be a 'must have factor', it does equip entrepreneurs with the skills that can make them more effective.

We do have the examples of many successful billionaires like Dhirubhai Ambani, Bill Gates, Mark Zuckerberg, Richard Branson, Michael Dell, Walt Disney and Steve Jobs who considered 'willingness to take risk' rather than a collage degree as the basic parameter for being an entrepreneur. While a few of these great men are 'dropouts by situation', most of them are 'dropouts of choice'.

Peter Thiel, the Founder of PayPal, strongly believe that higher education doesn't prepare students to be successful entrepreneurs. In fact, he has offered 20 kids under 20 up to $100,000 to drop out of school to work on their business ideas. He believes that stepping out of school gives them a chance to put their formal educations on hold and they can continue it when it's convenient. He

feels the modern-day higher education is more likely to cripple a young person with debt than it is to give them the freedom and the tools to pursue their big ideas.

The noted entrepreneur, academic, researcher, and writer Vivek Wadhwa has a different view about chasing the dream of entrepreneurship. He feel that to build a business, one need to understand subjects like finance, marketing, intellectual property and corporate law. He says although the initial idea is vital, but it is a debatable issue as to how far it can take you without proper educational backup.

The time spent at the college gives an opportunity to cross path with potentially thousands of people and the depth of knowledge increases. It is also true that a decent college degree will open better business opportunities. On the other hand, college is expensive and quite time consuming. There is no 100 percent pass out in colleges and many students take years to obtain their degrees. Moreover, for a young student who is an entrepreneur in heart, the courses offered in our traditional educational system are mostly irrelevant.

However, a handful of such success stories cannot deny the truth that there are countless dropouts who have failed. Many feel that the aforementioned men are by far the exceptions to the rule and that education is necessary to gain the skills needed to succeed and to build character. It is essential to have proper education, only which can provide the traits of decision-making and leadership that are vital to be an entrepreneur to the young minds. The old models of higher education should be redesigned in a way that education and entrepreneurship go hand-in-hand. And once at the point of decision making, just do what you feel is right, trust and stick on with your decision, and you can make a difference in the world.

Source: 17 Dec, 2010/Silicon India

This is the era of knowledge management

International B-schools may be closely following the passage of Union HRD minister Kapil Sibal's pet legislation, Foreign Universities Act, to set up shop in India, but an enterprising set of Indian B-schools have made the first steps to go global. Mr Nitish Jain, the Singapore-based president of the SP Jain Center of Management , speaks to Economic Times on the changing landscape of management education globally. Excerpts:

Why do you think more and more Indian students are going abroad for studies?

India holds second position in sending students for studies in foreign countries. Annually India sends more than 1.5 lakh students abroad to pursue various courses in streams like science, arts, travel & tourism, hospitality, information technology & system, business management, etc, at undergraduate (bachelor's) and graduate level (master's). China has taken a quantum leap by sending over 4.2 lakh students overseas, as per the recent estimates. Apart from

the favourite study destinations like the US & the UK, in the past decade there has been a surge in terms of students going to countries like Canada, Australia, New Zealand, Germany, France and Singapore.

What makes Singapore a popular destination for international education?

Singapore's reputation as a center of excellence in education, its development as an educational hub and its transparent and open government and economy are the factors favorable for making it a popular destination. In 2007, more than 8 lakh international students enrolled themselves with various institutions in Singapore. Out of these, 4% of the students were from India. The average fee for courses in Singapore is approx $14642 which effectively translates into an outflow of Indian currency of more than Rs 2100 crore. This goes to show how a small island city like Singapore can attract a huge influx of international students.

What do you think about the changing landscape of management education globally?

There has been a paradigm shift in the way management education is imparted across the B-schools. Education is no longer equivalent to just knowledge. Today is the era of knowledge management where knowledge needs to be assimilated, synthesized and employed appropriately. The difference between success and failure is how one is able to use knowledge effectively. Other than knowledge, companies are looking for skill sets such as critical thinking, problem solving, brain storming, decision making skills, etc. It has become imperative for one to have adequate thinking and behavioral skills. There is need for global managers who are able to adapt as per the external environment and embrace diversity, ambiguity and complexity.

What do you think are the major problems plaguing the Indian education system?

Historically India has been a low-cost, low-quality market. Apart from a few good institutes of repute, a majority of them are facing problems. Since the teachers and the faculty are grossly underpaid, there is little or no motivation for faculty to pursue teaching careers. Syllabi with many schools, institutions and universities are obsolete and defunct. There is undue stress on text book learning unlike practical aspects. There is a virtuous cycle of good students getting admitted to good schools and in turn getting good career prospects. On the other hand, there exists a vicious cycle of deprived students getting admitted to substandard school and not doing so well later on. There is a huge lacuna that exists between Indian and foreign institutions and it will take at least 10 years to bridge this gap.

There are so many B-schools proliferating around the world. How do you differentiate SP JCM from the rest?

SP JCM follows an extremely unique pedagogy and academic rigor. With the changing economic landscape, SP JCM has reacted positively by acclimatizing to the information technology revolution and globalization. We believe in not just seeking information, but using it effectively. We have realized that exposure to various cultures is of paramount importance for global managers to survive and succeed. Our campuses at Dubai and Singapore comprise students from diverse nationalities, backgrounds, qualifications, experiences, et al. They contribute to immense cross functional learning of each other. We also have faculty from various parts of the world who add a global perspective to the program. We update the curriculum every 6 months to keep ourselves abreast of the dynamic business world. The one year program causes a genuine transformation in the students and imbibes time management and stress management in them. At SP JCM a classroom resembles a board room discussion. We have CEOs of top-notch companies who help in curriculum improvement, conducting workshops, real life projects, mock training for interview, etc. There is a marked shift from the textbook/academic learning to application based learning. Even our Alumni Committee whets our MBA program and provides regular inputs.

Source: 16 Dec 2010 / New Delhi /The Economic Times

China Business Schools Hit Their Stride

China's B-schools may not be Harvard-caliber yet, but for Chinese students, and even some Westerners, they're increasingly on the short list

A decade ago, if an ambitious Chinese professional wanted an MBA, practically the only option would have been to go abroad. But with startling speed, Chinese MBA programs have upped their game, keeping some of the country's top talent at home while also drawing foreign high-flyers who have their sights set on China's economy. Their international recognition has not yet caught up with their caliber, but it shouldn't be surprising to see such names as China Europe International Business School (CEIBS) and Tsinghua University ranked right behind ones like Kellogg and Sloan within the next 10 years.

In 1991, the Chinese government formally authorized MBA programs at nine schools. As of the end of next year, however, that number will have exploded to 236, a 25 percent increase over 2010. More than 20,000 MBAs graduate every year, but only a few programs offer serious international MBAs, with courses taught in English often by professors from such schools as the Massachusetts Institute of Technology Sloan School of Management (Sloan Full-Time MBA Profile), Harvard Business School (Harvard Full-Time MBA Profile), and Stanford Graduate School of Business (Stanford Full-Time MBA Profile). These programs alone won't come close to satisfying demand. Over the next 10 years, China will need an additional 75,000 international MBAs who speak at least

one foreign language, according to education research firm DHD Consulting.

But where those MBAs are going to work could be surprising, if trends hold. Even before the financial crisis, when foreign companies suffered layoffs and hiring freezes, Chinese students' preferences had been shifting toward domestic private businesses and well-performing state-run companies, such as Cofco and ICBC, that have major business overseas. Only three foreign companies—Google (GOOG), Microsoft (MSFT), and Procter & Gamble (PG)—were among the 50 most-preferred companies to work for in a survey, released in August, of more than 200,000 university students, according to ChinaHR.com.

The Appeal of Job Stability

While international MBAs are different—they tend to go to finance and consulting, fields dominated by foreign companies—the shift to Chinese employers is picking up there, too.

"Only students who have already had experience at multinational companies would choose to work for them after graduation," says Alex Tian, an international MBA student at Tsinghua who has worked for Mercedes Benz (DAI) and Rolls Royce (RR). "Even those of us who've been at foreign firms might not go back because of culture differences and job stability."

As Chinese continue to stay for international MBAs, more foreign students are being snatched away from top schools in the West, a sign that the value of an MBA degree in ChWith work experience at KPMG and an undergraduate degree from Brigham Young University, Clarke Schaumann would have been a shoe-in for a top U.S. business school. "But I just felt that my career ended up in China," says the CPA, who is now studying at CEIBS in Shanghai. "I didn't even apply to other schools."

Schaumann isn't alone. Every Chinese business school contacted for this report has reported a massive influx in foreign applicants, with Guanghua, Tsinghua, and CEIBS leading the pack with student bodies that are around 40 percent international.

Moving China Knowledge Elsewhere

While nearly all the foreign students come to Chinese business schools for the local knowledge, connections, and interest, a new trend is emerging that bodes well for the international status of the mainland's MBA programs.

We're seeing a small percentage of our students getting hired by multinational firms here in China and then getting posted overseas," says Lydia Price, associate dean at CEIBS. "The firms want people with China knowledge in other parts of the globe—sometimes even in their headquarters. This just started happening in the past year, so there aren't many examples. But we see this as the tip of the iceberg."

And while Chinese graduates are being sent abroad by multinationals, more foreign MBAs are getting pulled in by Chinese companies. "We now have some state-owned companies come to us and ask, 'How can we get foreign graduates to work for us?'" Price says. While only a few Chinese state-owned enterprises have been successful at putting together packages attractive enough for top international MBA graduates, Price predicts this will evolve into a more widespread trend as more state-owned companies try to break into foreign markets.

Links With Western Schools

If Chinese schools are challenging traditional B-school heavyweights in the U.S. and Europe, they couldn't have done it alone. CEIBS's foreign roots are apparent in its name, but it isn't an anomaly—every other top school has close ties to foreign universities, most notably to MIT's Sloan School of Management.

Sloan has been working with Shanghai Jiaotong, Tsinghua, and Fudan since the mid-1990s, while Peking University's BiMBA (BiMBA Full-Time MBA Profile) was founded through New York City's Fordham University (Fordham Full-Time MBA Profile) and its degree-granting institution is now Vlerick Leuven Gent Management, Belgium's top MBA program.

These arrangements have left a deep Western imprint on the schools, but they aren't mere copies of their foreign partner institutions.

"One of the main selling points is the China knowledge you can get here," says Mateo Radnic, a Chilean MBA student at Shanghai Jiaotong's Antai College of Economics and Management. A majority of the full-time faculty at all the profiled schools remains Chinese, and every school has heavy resources devoted to producing local case studies, a key component of business education.

Sharing With Regions That Lag

The top Chinese schools are also following their foreign partners' examples. Tsinghua and Fudan are helping smaller schools in less-developed interior provinces through professor and curriculum exchanges based on their cooperative experiences with Sloan.

"China should be viewed as at least two countries," says Yin Zhiwen from Fudan University, which has partnered with Southwest China's Yunnan University. "Since we are in the wealthier region, we have a duty to help out the other areas that aren't as well off."

Are they concerned that the leading business schools might be helping to cultivate their very own competitors? Not so much. "Like everything in China, this market is so large that it can't be served by just a handful of schools," Yin says. "So we like to view other MBA programs as our friends."

The top Chinese schools are making the same deal Sloan signed with them 15 years ago. When high-speed growth shifts from the coast to the western and central regions, as

it already is, it will be good for such places as Tsinghua and Fudan to have some friends.

Scrimenti is a freelance writer for Businessweek.com. A graduate of George Washington University with a BA in history, Scrimenti writes for the English-language edition of the *Global Times* in Beijing. He previously wrote for *Fortune Times*, a Chinese language publication. Fluent in Mandarin, Scrimenti also works as a translator for Pan Media Corp. and ChinaGeeks, a Chinese news and analysis web site.

Source: 16 December,2010 / [Business Week](#)

RESOURCE

University education needs paradigm shift

Certain institutions in the region are making conscious efforts to make higher education comparable to international standards, writes Charandeep Singh

University education in India is not in right shape. Educationists feel that our university education has to undergo a paradigm shift if we want our homegrown resources to compete globally. More so in regard to professional courses as the scenario there is pathetic. There is a huge gap between what the industry demands and what is being taught in B-School lectures.

Sanjay Modi, senior dean at Lovely Professional University, Jalandhar, feels, "Professional education in India is not at all matching the level of education in developed countries. There is a huge difference in the pedagogy as well as in the focus". Echoing similar sentiments is Mohit Chitkara, vice-president, Chitkara University, who has himself done a leadership course from Harvard Business School, says, "In terms of systems and curriculum, the established universities are A-Class. Our system of administering higher education is no match to them, and if we continue with the same processes, we would never be able to match them".

So the moot question is what should be done? How should we rectify all the maladies that plague our system of higher education?

What is ailing university education?

"All along in my interaction with the students of various institutes, what I have found out is that the course curriculum or the syllabi which is being taught is incongruent to the needs of market demand. I was astonished to know that burning subjects like infrastructure and retail are not even part of the course curriculum" says Sharat Pathak who is the director of 5th Quarter, which conducts workshops on business communication for the MBA students. The course curriculum which is being taught needs to be upgraded. "We don't even understand what is teachable and what is not teachable. It is a total loss. Institutes of higher education have just become certificate distribution centers. This is not the way how it

should be", observes Dr Vijay Gupta, vice-chancellor of Lovely Professional University. The slant of the syllabi should more towards analysis.

Problem finding and then giving solutions to the problem should be the core of professional education in India. The students should be given practical orientation. "Unfortunately what we have been doing all along is that we teach a student 26 subjects like QT, BSRM etc. during the programme, but the practical component is missing. We should ideally lay more stress on case studies and live projects", says Col Dr SPS Bedi, executive director, Chandigarh Group of Colleges. But what comes to mind is that, how the students would come to know what are the requirements of industry till the time they don't hear it from the 'horse's mouth'.

Interface of students with the mandarins of corporate world is very important. Seminars and presentations should form the fulcrum of the programme. But unfortunately, this is missing. "10 million IT graduates are required by the IT sector by 2020. So the demand is there. But there is complete gap between the supply of resources and expected demand. Nobody is even making an effort to plug this gap. Vigorous interaction with industry is the need of the hour if the educational institutes want to churn out graduates who are employable", feels Dr Sandeep Kaura, AMD, Rayat and Bahra Group.

To some extent a need is felt that teaching methodology also has to be changed. Our teaching style is more or less obsolete and not at par with the international standards. More participative pedagogy should be encouraged rather than, giving lectures. "Over a period of time, government has withdrawn the financial support. Lot of investment and continuous flow of funds is required for the expansion and timely upgradation of professional programmes. So most of the universities these days are in a fix, because of paucity of funds at their disposal", informs Dr A S Chawla, head, School of Management Studies, Punjabi University, Patiala.

International standards being inculcated

"Faculty development programme", a capsule course which is very popular in the established universities has started finding its feet in India. LPU, Jalandhar, has started with the concept of "Master Teacher". A senior faculty member will first teach the topic to the teachers before it is taken up for class room teaching in subsequent days. Adds Sandip Kaura, "When the new faculty joins we ensure that first of all we train them for three months at our residential campus and then we introduce him/her to our students". Another transition being seen in the university system these days is the adoption of

grading system. LPU, Jalandhar, Chitkara University and Rayat and Bahra college besides a few others are following this pattern. "In the grading system you tend to broad band the students. Like all the students having A+ grades are good. This also eradicates the false sense of superiority which the students used to have earlier on the basis of

some extra marks. It is certainly a better way of education" feels Mohit Chitkara.

As followed in the education system of developed countries 'trimester' system has come into place replacing the old 'bimester' system. More stress is being laid on analytical teaching and analytical question papers. Management courses these days are taking measures to groom the students and special emphasis is being laid on their developmental

aptitude, the spirit of team work, eloquence of their presentations, how much participative they were in group discussions and so on, and this is in sync with the western 'Ivy League institutions'. For this "case-based teaching" method is being adopted. Teachers only discuss the case and the student are made to understand a concept from the deductions drawn from the case.

Another innovation in the Indian system of education as a consequence to its international success was starting with the system of credits. "At LPU we have started the system of giving credits. A student who is doing his major in management can pursue a course in journalism side by side. And he would get credits for clearing different stages of the course and a set number of credits make a student eligible to get a certificate for the second course. Similarly a student doing engineering can do a certified course in sports", says Dr Modi. The credit system ensures that a student not only gets a chance to pursue his talent or hobby in academic circles but because of his flexible academic qualification his chances are brighter in the job market also.

Other new practices

Since there is demand for good resources in the industry, in order to give "tailor made" product to the corporate world 'Academic-Industry' partnership has to be forged. "We have devised a model which is a win win situation for the industry as well as the universities. We would be setting up 'Centers of Excellence' in partnership with the industry. Educational institutions will bear the cost of civil infrastructure as per the demand of the industry, and the industry would be investing in training the trainers, devising the curriculum as per their own standards and employment. Our first such centre would be coming up Mohali, and would be exclusively focused on churning out graduates as per the requirements of the automobile sector for which we have inked an MoU with Maruti, Volkswagon, Volvo and 40 other companies" informs Dr Kaura. A lot of emphasis is being given to make our teaching more practical as well. The institutes should make the students attempt live projects in every semester, rather than doing one project in two years. "I have started 'earn while you learn', programme on my campus. Every student must do some kind of a part time job for four hours in the evening. For this we have tie-ups also, and this practice would ensure that students get experience, some kind of job training and this would be a massive boost to

his confidence once they start earning money", adds Dr Bedi.

Then, need is also being felt to fine tune the course curriculum. We should make or content more crisp and relative to the needs of the market. "We should always have tie ups with foreign universities as we are not very strong in content development. These tie ups would ensure that our students would be having access to their content and the faculty exchange programme would ensure that our teachers get the requisite exposure and devise methodology more in sync with the international standards. It would be a sure shot value addition for both the students and the teachers," feels Dr Modi.

Source: 22 Dec 2010/[The Tribune](#)

Hiring pickup will boost NIIT

With economic growth gathering pace, companies across sectors have lined up expansion plans, which is leading to increased hiring and higher spends on employee training to increase productivity.

NIIT, a leading global talent development corporation, stands to benefit from this improved business confidence.

Business

NIIT Ltd provides information technology (IT) learning solutions for individuals, enterprises, schools, and colleges in India and abroad. The company has a learning content development facility with presence in more than 40 countries worldwide and a global student strength of 5 million. The company's business is divided into four major verticals:

• Individual learning solutions (ILS): Under this segment, the company offers IT training to school and college students, housewifes and working professionals though various programmes like GNIIT,Edgeineers, Globalnet+ (for network and infrastructure management) and Swift (for basic IT skill development).

This segment constitutes almost 60% to the system-wide revenues and almost three-fourths to operating profits. With a 20% rise in order book to `141.7 crore in the September 2010 quarter, NIIT has 68% of orders executable in the next 12 months.

• School learning solutions (SLS): NIIT, under this segment, offers turnkey IT integration programmes for schools in India through the 'eGuru suite', catering to the requirements of over 15,000 schools (government and private) for IT education, multimedia education for all subjects andteachers training.

This segment, which contributes almost 10% each to topline and bottomline, has seen degrowth as the company is adopting a cautious approach in the government segment, where there have been delays in ordering and more competition.

However, private school addition of 350 in the first half of this fiscal has surpassed the additions made for the whole of last fiscal, and is growing at a faster rate. The company's pending order book in this segment stands at `465 crore, with 30% expected to be executed in the next 12 months.

• Corporate learning solutions: Under this segment, which contributes almost 25% to overall revenues, NIIT offers advisory, IT and soft skills training, content development, content library and training administration services. The segment has seen recovery with more number of corporates outsourcing training activities apart from increased adoption of online learning products by corporates.

• New businesses: NIIT has recently ventured into finance and management training, BPO training and basic English training. Large hiring in banking and desire by professionals to upgrade their educational qualifications is driving strong enrolments for this segment, which now contributes 2% to overall revenues.

Investment rationale

With the domestic economy back on track to achieve over 8% growth, employee-hiring trends in IT, banking and other services sectors are extremely robust.

IT majors like TCS, Infosys and Wipro are expected to hire nearly 90,000 people in the current fiscal, while the banking industry would absorb close to 50,000 new people. This would drive demand for IT training, leading to higher enrolments.

The company has a well-diversified business model with each of the segments contributing significantly to the overall revenues. Also, within each of these segments, it has multiple products for various category of people which makes its product mix balanced. Though India continues to contribute majority to revenues, NIIT is witnessing increasing traction in emerging markets like China, which offers huge potential. Also, its new businesses such as banking and finance training, have seen a turnaround and contributed to profits last quarter.

Concerns

Any slowdown in the economy may affect the hiring plans of the corporates across sectors, which may lead to lower enrolments. Also, the company which has a presence in developed markets like the US and Europe, may suffer due to slower growth there.

Valuations

Driven by higher enrolments in the ILS segment and strong order book across the segments, the company is expected to show decent revenue growth in coming years. Revenues are expected to grow at CAGR of 10% over FY10-FY12E and net profits at 25% over the same period.

At current market price of Rs54.35, the stock trades at 9.97 times its expected FY11 earnings and at 8.16 times its expected FY12 earnings per share. Investors with 1-2 years perspective can consider the stock at current levels.

Source: Dec 20, 2010/DNA

Foreign institutes in India will raise the bar for local schools'

Born in Karachi (Pakistan), Giri Dua started his career in 1962 as an office assistant for a small export company in Mumbai. After getting a break in the advertising world in 1966, in just five years he rose from executive trainee to the post of deputy general manager. He also started his own ad agency in Mumbai, but had to sell it off to pay his debts.

Dua moved to Pune in 1991 and started Tasmac in a 600 sq ft basement of a commercial complex. After years of struggle, he pioneered an Indo-British collaboration in higher education and made Tasmac one of India's premier B-schools.

Today, a multi-crore company, Tasmac has campuses in Pune, Bangalore and Kolkata, apart from two full-fledged campuses in London. It is the first Indian institution to have campuses in London under the foreign direct investmentroute, validated by the University of Wales (UK). In an interview with **DNA**, Dua elaborates on his journey…

Why did you decide to make a transition from the advertising world to education?

It is my destiny to a certain extent. I was 45 years old by the time I had spent 25 years in advertising. While I did grow in the field, towards the end I was not satisfied with my life. The work pressure overwhelmed my personal life, leaving me with no time for my family. I moved to Pune with the intention of getting away from the advertising world and retiring.

I got an opportunity to set up the Indian Merchant Chamber (IMC) study centre in Pune and that is when my advertising and marketing knowledge became useful to me. In those days, there was no branding for education and I brought in the marketing aspect for the study centre. In the very first intake, the IMC centre in Pune got 240 students; this number was more than its six centres around India with Mumbai put together. That is how I got into education.

What has your 48-year career span taught you?

It has taught me the value of sustained hard work and commitment. I have never thought of myself as talented or brilliant; I overcame hurdles with sheer hard work. If I did not know something, I would find someone to help me understand how to get the job done. Even today, there are so many vacuum areas that I do not understand, but I manage to handle them.

Are foreign institutes cashing in on the growing demand for management education among students in India?

It's not that they are cashing in, but if you look at it in the reverse way, we are spending over $14 billion every year

on our students who go out of India and study. I see a great advantage than disadvantage in providing the same education in India. If these foreign institutes come to India, it is good for education as local schools will have to pull up their socks to match up with these institutes.

What should the focus of B-schools be concerning the development of students?

Today, most of our students come through referral; we do not advertise. If an institute's curriculum and its delivery as well as assessment pattern are of a good quality, students will be happy and will recommend the institute to others. This is how you build your image.

The teaching is actually too theoretical with no real inputs from the industry. The B-schools here are subject centred rather than progressive centred. The schools must be able to evaluate and implement knowledge doing justice to students.

For a corporate body running an educational institute with the motive of profit, you received a lot of flak when you started Tasmac.

How did you face the criticism?

It is still the same. If the intent is to make profits, pay taxes and use the balance to better your infrastructure, then I see no harm in corporate bodies running education institutes with a profit motive. We are not doing any disservice to society. For example, we have not increased our fees for the last 10 years.

Are B-schools in India associated with a high degree of excellence proving to be benchmark for management education for the world to emulate?

I must say that the time is coming. At least students from African countries, the Middle-East, southern Europe and South Asia are coming to India to study. We at Tasmac are anticipating that in the next five years, at least 20% of student intake will be from outside India.

In the UK, the average study per week is 15 hours of attending lectures. In India, students have to take loans or parents are forced to finance studies. Somehow they feel shortchanged if they do not study from morning to evening.

Is management education in India very student-centric without any industry consultation?

There is a movement to involve industry in academics. I still think it is in the nascent stage and a lot more needs to be done in India.

In addition to the knowledge you are providing and the assessment of the students, you must put in efforts to make them employment ready. You should know the students' industry preference and train them in their field of choice. Soft skills and industry knowledge are the two main elements.

Source: Dec 20, 2010/DNA India

'A liberal arts education prepares you for a professional life'

Smith College, a private, liberal arts college in Massachusetts, USA is the largest of the prestigious Seven Sisters. 'The Sisters', as they are now called, are women's colleges set up in between 1837 and 1889 to provide an equal opportunity to a liberal arts education to deserving women, since the Ivy League was single sex until the 1970s; Columbia University went co-educational as recently as 1983. **Carol T Christ**, *the president of Smith College, talks about the benefits and dispels myths about the studying at a women's college. On a recent visit to India, as a part of an Asia tour across four countries, she spoke to FE's* **Nikhila Gill**. *Excerpts:*

How does a liberal arts education prepare one for the real world?

I think that a liberal arts education is the most powerful way you can prepare yourself for professional life in the 21st century. If you think about what you need, a liberal arts education has it all. You need cultural fluency or the ability to cross borders with sophistication and understanding, it gives you that. You need critical thinking, good writing, clear thinking, it gives you that. Most people can expect in their career, not just to have five different jobs but really have five different careers, so it prepares you for that. Most complicated problems require multiple disciplines to solve, again derived from a liberal arts curriculum.

Graduates pursue careers in every field conceivable—research, finance, business, law, the art world, a liberal arts education prepares you for everything, as it were. And indeed, many employers they look for people who have a passion for doing something and have accomplished it, who can have broad conversation (talk to clients) and who are broadly educated.

But when you say liberal 'arts', does it mean one can only study the humanities?

No, it absolutely does not mean that. A third of our students major in the sciences. We have a higher percentage of women majoring in the sciences than the percentage of women who choose to major in science in other elite co-ed colleges. A big problem in the US is students dropping out of the sciences, but at Smith, we don't have attrition in the sciences, we have an increase.

Smith, in fact, is the first and only women's college in the US to grant its own undergraduate degrees in engineering. The Picker Engineering Program is project-based, which means that students do hands-on projects and every senior (final year) student does a design project. Here students work in teams of four, and partner with corporate firms to solve some engineering and design problems they need help with. Also, Picker students who maintain an overall GPA of 3.5 and a GPA of 3.5 within the major are automatically admitted to graduate study in engineering at

Dartmouth College, Johns Hopkins University, Tufts University and the University of Michigan.

To switch streams a little, how big is the student body and how much of it is international?

It is a very selective institution, with a student population of 2,700 students. The student to professor ratio is very high – of 9:1, i.e., we encourage small class size so students receive personal attention. Smith has a large representation from across the world, with students from 62 countries, this year, including India, Afghanistan, the UK, Turkey, Bolivia, France, Egypt, Nigeria and many more.

What is one of issues on the Smith campus that students and the administration work towards together?

Sustainability. Smith was one of the first colleges to sign what is called the President's Climate Commitment, which commits you to reduce your carbon foot-print to zero as soon as possible. We have 25 years to accomplish that goal. We also have a new centre called the CEEDS— Centre for the Environment, Ecological Design and Sustainability that introduces students at all different levels of sophistication to sustainability issues. We have a very powerful, self-formed team of students, faculty and staff— the Green Team—which is always trying to locate ways of reducing ways of reducing our use of energy. So, sustainability is like gospel on our campus.

Last, young women often associate a women's college with the lack of opportunity to interact with the opposite sex. Is that true?

It is important to recognise that going to a women's college is not like going to a convent. There are men on campus. We are members of a five-college consortium and three of those five are co-educational institutions. There are lots of opportunities for social life. But the wonderful thing about a women's college is the way it builds your confidence, leadership skills and it gives you very deep friendships with women that are a life-time resource. All students, past and present, have access to the Smith network, which is a very powerful network of women. Smithies help each other and so whatever city you go to, you'll have an automatic set of women with professional connections to help you .

Source: 20 December 2010/ The Financial Express

Healthcare generates maximum jobs in 2010

The healthcare sector has consistently reported the largest employment generation in the year 2010 by generating 2,60,052 jobs, according to a survey. Among the cities surveyed, Delhi & NCR has reported the greatest employment generation by creating 1,13,897 jobs in the year 2010 followed by Mumbai.

"The healthcare sector has emerged as one of the most progressive and largest service sectors in the country with an expected GDP spend of 8 per cent by 2012 from 5.5

per cent in 2009. It is believed to be the next big sector," said Ma Foi Randstad Employment Trends Survey (METS).

The organised sector in India created 7,39,064 jobs between January-September 2010 and 3,94,700 more jobs are getting added in the current quarter, the survey said. "The latest projection for the October-December 2010 period clearly shows that India is almost back in track with the high growth rate it had achieved before the economic crisis. "The latest METS survey reflects a more-than-anticipated growth in the hiring sector of India with few sectors such as healthcare, real estate & construction, hospitality and IT & ITES leading this momentum," the survey said.

The Delhi/NCR region created 44,183 jobs during October-December 2010, which is the highest in the year so far. Large-scale hiring was in place during the third quarter 2010. The Commonwealth Games 2010 was also a significant contributor for the region in terms of hiring activities in the third quarter of 2010, METS said.

Delhi was closely followed by Mumbai with 1,07,806 jobs. The hiring situation has improved significantly in the third quarter compared to previous two quarters. BFSI, Trade, Real Estate and Hospitality sectors have played a key role in this growth. In the current quarter, hiring situation is expected to be almost stable, though the growth rate may be lower due to the base effect, it said.

Compared to a dull scenario during H1 in Chennai, job creation has improved significantly in Q3 and is growing at a faster rate in Q4. This region is expected to generate 32,087 jobs during the current quarter. The hiring scenario in the cities like Kolkata, Bangalore and Hyderabad has seen tremendous improvement during the third quarter and was substantially higher than the previous two quarters. All these three metro cities are together adding 26,534 more jobs in the current quarter, it said.

The survey said Ahmedabad and Pune have been showing a strong positive movement in hiring consecutively for the third quarter of the year. Both the cities are generating 11,345 new jobs in the current quarter.

Sectors like hospitality, real estate & construction, IT & ITES have also joined the 1 lakh-plus jobs pack for the year 2010. Hospitality sector with a total number of 1,65,700 jobs in 2010, grew tremendously during the last six months. "This is due to a combination of factors like increase in foreign tourists arrival, massive investment in hotel infrastructure and open sky policies made by the government. A large number of approvals for new hotels is also likely to result in substantial job creation in the near future," the survey said .

The latest projection for October-December and estimates of actual job creation from January-September 2010, for the organised sector was arrived at after surveying employment trends in 660 companies across 13 industry sectors in eight major cities — Ahmedabad, Bangalore, Chennai, Delhi, Hyderabad, Kolkata, Mumbai and Pune. The METS

findings showed that while advanced economies are still going through the process of recovery from global recession, the Indian economy has gained momentum during the first two quarters of the fiscal year.

K Pandia Rajan, MD, Ma Foi Randstad, said, "We see a strong positive growth in the overall picture of the organised employment in the country, as companies are recruiting more than what was anticipated during the beginning of this year. We expect aggressive hiring in the coming months and also increase in salary levels."

Source: 19 December,2010/Mumbai/The India Express

Paucity of Data on Indian Higher Education

The absence of vital data and the discrepancies in the existing data constantly pose questions on the credibility of the higher education database in India. An examination of this unfortunate situation with the suggestion of an institutional research model, which would help institutions to engage in a periodic review process to identify the strengths and weaknesses at various levels.

After a long gap, far-reaching changes are being brought about in the governance of higher education in India. But comparatively very little attention has so far been paid by the government and various agencies like the University Grants Commission (UGC) to collect and disseminate accurate data on the higher educational system. How long can we function in the present manner is an important question that needs immediate attention of all, especially the policymakers.

Reliable and continuous statistical data are fundamental not only to understand and evaluate the performance of any higher education system, but also to anticipate future requirements. However, the importance of collecting reliable data on higher education has been greatly undermined in independent India.

Although the country has been investing heavily in higher education sector during the past few years, there is no mechanism currently in place to provide policymakers with the required data they need to make more informed decisions. As a result, various agencies of the government and a majority of Indian higher educational institutions lack detailed information on the sector. This is evident from the scanty data the state and its various agencies have on higher education system. Data on private higher educational institutions have become increasingly scarce as private institutions, especially in the for-profit sector, are not always willing to disclose details about their functioning.

At present the UGC and the Planning, Monitoring and Statistics Division of the Ministry of Human Resource Development (MHRD) are the agencies that are involved in the collection and compilation of statistics on Indian higher education. However, the present state of our higher educational statistical system is very dismal. The official

website of MHRD itself is an indication of this sorry state of affairs. It could provide statistics till the year 2005-06 only. Different estimates of basic indicators such as gross enrolment ratio (GER) by different agencies are another reflection of this pathetic state, not to mention qualitative data, particularly in the area of teaching-learning process. This is perhaps not surprising as for many in India collection of educational statistics is still an academic exercise undertaken haphazardly by individual researchers.

The department of higher education under the MHRD had constituted a review committee on educational statistics under the chairmanship of S Sathyam, former secretary to the government, in 2006 to revamp the existing system of collection of educational statistics in the country. The committee submitted its report in 2009, and in the same year, Vijay P Goel, the then deputy director general of the MHRD, in a letter addressed to the state education secretaries, sought comments on the report and information regarding institutions, coursewise enrolment, teaching staff, details of students, etc, on higher education. The lackadaisical attitude of the majority of our state governments has proven to be a major hindrance for achieving the stated objectives of this initiative. Only a few states like Kerala have been actively cooperating with this project. This underlines the fact that more co-ordination among various states, universities and affiliated colleges in the country is essential for the harmonious and prioritised development of this goal.

Questions on Credibility

The absence of vital data and the discrepancies in the existing data constantly pose questions on the credibility of the higher education database of the country. The absence of accuracy and reliability of the data currently available with the policymaking bodies would make policy planning unscientific and unreliable.

Let us examine the important reasons for this unfortunate situation. Data collection on higher education is always a demand-driven exercise in India and there is a general tendency to collect and analyse data only when a need arises.

In spite of several recommendations, data collection on Indian higher education remains a non-starter and the collection and compilation of information still remains a minor concern for a majority of the state governments. No wonder, the UGC, MHRD, universities and various state agencies face continuing difficulties in the production of appropriate information.

A radical change in the present situation is needed. Otherwise, the higher education policymaking process in India would become meaningless. Of course, there are many hurdles on the path. Therefore, in a federal polity like ours, before venturing upon new tasks, governments – both at the centre and the states – need to carefully examine how other countries addressed similar issues. This is where

the value of establishing university-level institutional research offices has to be examined.

New Strategy

The institutional research model prevalent in the United States (US) and Chinese universities is one answer to the problems faced by the government and policymaking bodies. It is a sort of internal research conducted by institutions rather than a centralised state-level agency. It would make sense if the central government follows this model by making it adaptable to our requirements.

In most of the US universities, institutional research offices (IROs) adopt a common framework to collect and disseminate information about almost everything, from student enrolment to bus routes. The main objective of IROs is to promote institutional effectiveness by providing information for policy formation. Information related to admissions, finances, curriculum, course offerings, learning outcomes, staffing, enrolment, facilities, alumni relations, retention and graduation rates, trends in the enrolment by gender, research, special students, etc, among others are collected by the IROs. Data collection through this process helps institutions to engage in a periodic review process and to identify strengths and weaknesses at various levels.

A key issue is that the collected data need to be constructively used. There has been much discussion about this in the US, where there is much data collected but not effectively utilised by some universities. This needs to be kept in mind when we think about introducing this model in India. The proposed IROs in the Indian universities should be made responsible for the collection, analysis, interpretation and dissemination of accurate and timely information on all aspects of institutions. It should be made mandatory that all higher educational institutions in the country – both universities and affiliated institutions – support such offices for providing a comprehensive source of information. These offices should be equipped to collect data through surveys and compile various information from the administrative records of universities and colleges. At the state level, it would be ideal to have a unit under the ministry of education or the higher education council entirely devoted to the collection of data from the IROs of the universities and colleges. This unit should function in association with national bodies like the UGC, MHRD, All India Council for Technical Education (AICTE), etc, as this would help avoid duplication of effort and unnecessary costs.

Transparency and Accountability

The information provided by the IROs will be crucial not only for policymaking, but also for improving transparency and accountability in higher education. It is important to be aware that the value of this process will be inextricably related to the accuracy of the information obtained and the way collected information is presented to stakeholders. Here lies the importance of publishing annual "fact books"

– at the university, college, state and national-level – which should serve as windows to the functioning of institutions and government departments. Great efforts must be taken to ensure that the data obtained by the IROs are presented to the stakeholders clearly and understandably in the "factbooks".

IROs could also function as contact points for various governmental agencies and the findings presented in the "fact books" could be ploughed back for making projections. The state governments could think about maintaining a state-level data warehouse by using the resources available with university and college-level IROs. This information could be used for maintaining an online information system and a clearing house for data on higher education.

Better coordination between centre, states and the universities and well-staffed institutional level research offices at the college and university level is essential to achieve these objectives. Given the present situation, it would be difficult for the colleges and universities to shoulder an additional financial burden by appointing a new personnel. The solution lies in improving the capacity of existing staff and making available more financial assistance to individual institutions to produce accurate data. Not all these proposals would be immediately welcomed by all the institutions, particularly the private ones, which form majority of the higher educational institutions in the country. Necessary legislations have to be enacted by the government that makes it mandatory to disclose necessary information by these institutions.

In higher education, the more accurate information a state has, the better it will be able to meet the requirements of society. But very little attention has so far been paid by the government to evaluate the performance of our institutions in a systematic manner. The proposed university-level institutional research offices with the active support of the centre and the states could act as a springboard for broader and systematic interventions focused on improving the overall quality of higher education in the country.

References

MHRD (2007): Department of School Education and Literacy; Department of Higher Education, *Annual Report 2006-07*, http://www.education.nic.in/AR/AR0607-en.pdf, accessed on 27 October 2010.

– (2009): *Review Committee on Educational Statistics*, Volume 1.

Eldho Mathews (*eldhomathews@gmail.com*) is with the Kerala State Higher Education Council, Thiruvananthapuram.

Source: Vol XLV No.48 November 27, 2010/EPW

Contribute

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

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

Please email your contributions to aserf@apeejay.edu

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

Disclaimer:

Data included in this newsletter is only for educational purpose and

wider dissemination. All liabilities and rights belong to respective writers & authors.

Apeejay Stya Education Research Foundation

Apeejay Stya House
14 Commercial Complex, Masjid Moth, Greater Kailash, Part - II
New Delhi - 110048
Tel. No. (91 – 11) 29228296 / 97 / 98   E-mail: aserf@apeejay.edu
Fax No. (91 – 11) 29223326   Website: http://aserf.org.in