Dr. S. Vaidhyasubramaniam

EXPRESS RIGHTings

Expressing right things for India's New Educational Policy

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To begin with, the Vice-Chancellor of the SASTRA University Prof. R. Sethuraman has been kind enough to provide the much needed independence and institutional support to write on a variety of issues, including certain critical and incisive pieces. The feeling of being identified as a columnist and the meeting of people at various places who come and shake hands with me to say that they read my articles gave me a satisfying experience. Such an experience to an upcoming columnist like me came from an opportunity provided by the ever-supportive Editorial Director of New Indian Express, Mr. Prabhu Chawla. His charitable breakthrough with a regular slot from the mid-2011 has made my regular writing for NIE a learning as well as a satisfying experience. Thanks are also due to Editors of other dailies and Mr. Cho Ramaswmay of Thuglak for accommodating my pieces as and when possible.

To the readers and particularly those who regularly share their feedback like Prof. K. Aludiapillai (Former Vice-Chancellor of Madurai Kamaraj University), Dr. A. K. Pattabhiraman (TCS), Mr. Satish Parasaran (Advocate), etc., I express my sincerest gratitude. My colleague
Dr. N. Seshadri deserves special thanks for helping me in my venture into Tamil articles also and so do some of my office staff. To the staff of NIE, especially Anika Mohla who rings the warning bell for the article deadlines, a big thanks. Thanks to my lawyer-friend Goda A. Raghavan for her timely cartoon help and I am sure the cartoons break the reading monotony. Sincere thanks to Mr. Krishna Iyer for the printing services.

I am thankful to my family members – mother, wife, daughters and brother’s family for providing the right amount of time at the cost of theirs as and when required and for their understanding & co-operation.

If my book has been influential in any particular way, I owe it to the Almighty GOD and my Revered teachers. My eternal Vandhanams to them.
Foreword

“The process of education is the transmission of civilization”.
-WILL DURANT.

Education is a potent and powerful instrument that can transform a nation and its people to make it a better place to live in.

An ever changing world is leading to tectonic changes in all spheres of business and our lives. This is placing new demands from education and skills across the globe. Every nation has its own unique challenges from STEM related issues in Europe and US to need for systemic educational reform in others. Those who are pro-actively capable of putting in place a visionary educational policy are the ones that help propel their country forward in this never-ending race for educational leadership.

It is globally accepted that education is a life-time opportunity to nurture knowledge, skills and competencies amongst individuals. The role of various educational providers in contributing to this huge responsibility is as critical as the role of policy makers in providing path-breaking methodologies to meet India's growing educational aspirations. The country is facing immense pressure at all levels of education and a multitude of challenges like faculty shortage, regulatory constraints, lack of infrastructure, pedagogy related issues are to be addressed. The tell-tale signs of these challenges are clearly visible on the output across various levels – student, teacher and institution. It is thus imperative that India needs educational reform and the attempt of the present Union Government through the Ministry of Human Resource Development to devise a new educational policy needs input and support from various bodies and eminent people of the industry. The people of this country hope that the new policy captures the growing aspirations of a diverse learner community that has the propensity to push India to the frontiers of a knowledge based economy.
Dr. S. Vaidhyasubramaniam's compilation of articles certainly capture the various aspects of the education space in an objective manner. As someone, who has read almost all the articles, I have no hesitation in holding this compilation as a prescriptive compendium of policy inputs that needs due consideration by the concerned decision makers. The broad range of the topics that the author has chosen, captures various issues that confront education at all levels – primary, secondary, vocational, professional and research. The author continues to explore the areas of concern in his incisive but insightful style. I am sure that some of them are in place, some are being actively considered and there are some that need consideration. The topical bandwidth of the articles has also rightly encompassed the supportive educational ecosystem that includes Industry, NGOs, Philanthropists, Entrepreneurs, etc. who are the critical participants of India's educational growth.

I would like to take this opportunity to congratulate Dr. S. Vaidhyasubramaniam on bringing out this compilation that will give readers an immediate reference resource along with a deeper understanding of this space. True to his capabilities, he has also written a few articles on issues other than education which are equally important for a vast and diverse country like India. This present compilation is a portfolio of articles which allows its readers to read topics based on their interest. While the compilation is diverse, the underlying message is clear - “India's future lies in an educated & skilled workforce.”

This compilation is a 'must-read' for all those who are interested in public policy and above all are looking to better the future of the Indian citizens.

S. Ramadorai
Chairman, National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC)
Former Vice Chairman, Tata Consultancy Services
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SEMINAR ON
TEACHER ABSENTEEISM

Principal

Teacher
Budget Headline on Teachers Can Change India's Lifeline

One hundred thirty-five million is not a small number. Especially if it’s 135 million people, the significance can only get bigger. It is more than the population of over 50 countries like Mauritius, Suriname, Brunei, Tonga, Seychelles, etc. It is more than France and German population put together or more than three times Canada’s population. But for an academic like me, it represents the total number of children in elementary and primary education who need immediate attention. The recently released Annual Statistics of School Education Report (2014) has raised important issues. Amid the good news in increased school enrolment and attendance is a concerning trend among the 135 million students in Class I to V. Of the 55 million in Class I and II, the number of kids who cannot recognise letters has been increasing in the last five years—from 13 per cent to 32 per cent. Of the 80 million between Class III and V, nearly 50 per cent need basic training in foundational arithmetic, and their reading levels is a mixed bag. Less said about the grave crisis that higher education is facing due to shortage of faculty the better. Our school system of grade-based grouping compromising level-based learning and our college-based 'certificate to exit campus and not enter career' cannot be changed overnight, but certainly can be addressed by the real heroines (or heroes) of education—the teachers. I wrote about a degree programme on higher education teaching in my previous article and promised to write on tax rebates this time.

Prime Minister Narendra Modi in his inspirational Teacher's Day address wanted to revive the noble profession of teaching and make India the exporter of good teachers to the world. A transformational vision like this needs transactional interventions. The NCTE seems to have put its act together and its recent four-year integrated UG and education degree programme is an innovative 'catch them young' initiative
similar to a five-year integrated PG programme started by a university in 2008 after a long struggle. A transactional academic innovation like this needs a transformational financial incubation and there cannot be a time more appropriate than now for Finance Minister Arun Jaitley to provide some good news for teachers.

Without stepping into the debate generated by P Sainath's coinage, Survival of the Fattest Syndrome (SFS), discretionary powers have resulted in an estimated corporate tax revenue foregone to the tune of `40 lakh crore in the last eight years. Some have articulated the resultant economic growth while some have reservations. I don't need a corporate 'kuberic hat' expecting such huge tax write-off when I need as an academic a 'kuchelic hat' legitimately expecting a nano-scale write-off.

The profession of teaching has to be resurrected amidst the growing discontent. A 'no-income tax for teachers' policy will not only be a gesture to demonstrate the Prime Minister's concern for this noble profession but also a recognition for teachers. Mindful of the fact that teachers wouldn't like a freebie without responsibility, this 100 per cent income-tax waiver comes with a self-submission of an annual academic return which can undergo a random scrutiny. The academic return must capture a teacher's four-dimensional value creation to—student learning, self-development, institutional growth and social contribution. A teacher failing to meet certain achievable criterion need not be eligible for the 100 per cent rebate.

A country that benefitted from its democratic dividend in the May 2014 elections cannot afford to lose its demographic dividend. An enriched demographic dividend lies in the hands of teachers, the intellectual enablers. A 'no-income tax' news will always remain close to their heart. Will this be the budget headline that will change India's lifeline? Let us wait.
Need Qualified Teachers, not Just Postgraduates

The news of a Class XII student in Chennai slapping a teacher shook the education fraternity, which has not yet recovered from the stab-shock of a Class IX student stabbing to death a teacher two years ago. The recent despatch of the popular Tamil magazine, Thuglak, carried a cartoon in which the headmaster of a school takes pride in celebrating the 'student stabbing/slapping free' year. Teachers, a highly respected member of a professional community like doctors or lawyers, shudder to think at such an emerging scenario in higher educational institutions. There needs to be an overall overhaul to elevate the perceptual mindscape of this noble profession in which teachers are unfortunately 'competing' with students to earn their respect.

According to the Ministry of Human Resource Development's September 2014 report, the faculty vacancy position in IITs is 37 per cent, in NITs is 28 per cent and the situation in IIITs is no better. This on one hand, the overall quality of faculty in other institutions is not satisfactory with sporadic sparks of excellence. The no or bad faculty syndrome needs a prescriptive remedy with the bad faculty issue needing to be addressed on a war footing as the scale is high. Among many reasons for the drop in the quality of engineering graduates is the declining teacher quality, which needs both subject matter expertise and teaching skills. Majority of the students joining postgraduate engineering courses are the ones who are not able to find jobs or able to fly to foreign destinations for higher studies. After postgraduation, they again try to board the missed bus and many miss again. Barring the minority exceptions who choose teaching as a career, the majority take up teaching in professional colleges out of compulsion. The reality of the situation cannot be changed overnight and needs a transformational disruption. The quality of teaching skills
can be improved faster to enhance the teaching-learning mechanism than to churn out subject matter postgraduates. There are close to 70 Academic Staff Colleges (ASC) established by the UGC in many universities to conduct orientation, short-term and refresher courses for teaching faculty. This laudable initiative can bring an impactful change if the UGC starts a two-year postgraduate programme in engineering education offered by the ACS in all these universities following a common curriculum that is aligned with similar global initiatives and closely integrates the disruptive power of technology and its derivatives like social networks, mobility, analytics, cloud, etc. The existing MTech/ME programmes are more towards creating focused subject matter expertise, but missing the most critical 'how to teach' component? Most of the teachers teach only undergraduate subjects needing more teaching skills and not specialised subject knowledge. A teacher with average subject knowledge can build on it throughout their career, but with best teaching skills at the entry level can make a forceful impact. An engineering education postgraduate programme strongly driven by technology interventions can change the pedagogical dynamics and increase quality of student output by generating qualified teachers and not just postgraduates.

On a related recent development, the recent move of the MHRD to start a four-year integrated BSc/BA BEd programme is an innovative attempt to attract students after Class XII. This will not only reduce the duration by one year but also encourage bright students to choose teaching as their first choice out of passion and not by compulsion. Wish the MHRD success in this new endeavour.

The Union Budget expectations have started. Many hope that it will solve all sorts of problems and I join them for solutions to the confronting teaching problems. More on how in my next article. The writer is Dean, Planning & Development, SASTRA University
Entrepreneurial Skill Needs an Inclusive Pathway

Married couples across the country almost started believing that kissing and hugging in the streets is the only way to express affection and confining it within their homes is being unfair to the spouse. The alarming rate at which media attention shifted to the hissing 'Kiss of Love,' it took a fizzing 'Cabinet 2.0' to divert media attention temporarily and also ensure that Swachh Bharat was not misunderstood as Smooch Bharat. The avoidable but continuing media discourse on the travails of marginal deviants has fortunately not blinded us from the birth of the new baby in the Cabinet expansion—Ministry of Skill and Entrepreneurship. Detached from Youth Affairs and Sports, this independent creation is essential for strengthening India’s economic backbone—its entrepreneurial skilled workforce.

Education has been identified as a major priority area in the post-2015 development agenda discussions involving the Millennium Development Goals (MDG), Education for All (EFA) and other multi-lateral global initiatives. According to the UNESCO Institute of Statistics, the primary school enrolment in South Asia has increased from the levels of 75 per cent in 2000 to 90 per cent in 2011. India’s response has been reasonable good in primary education with dropout rates not being very high as a percentage when compared to the numbers (because of the population size) of its South Asian neighbours Pakistan or Bangladesh. However, considering the size of the biggest South Asian nation, India, the number of non-schoolgoing children is still alarmingly high. Various socio-cultural barriers along with other policy bottlenecks are reasons for this massive exclusion which are clearly visible in the huge number of non-participant children or those at the risk of dropping out from school. The concerning trend is in the increasing dropout in the post-
lower secondary school education and the risk of this number growing in the future. On one hand, retention is a good strategy to arrest this trend and on the other hand, developing sustainable models of engagement for the dropouts/potential dropouts is necessary to avoid a huge social crisis.

The focus of education must shift from enrolment to empowerment. An increased gross enrolment ratio is critical for progress, but equally critical is an alternate livelihood mechanism for school dropouts. They need to be part of the formal national skill development framework through an institutionalised mechanism designed for them. The vision of the Union Government in certain national tasks like Make in India, Swachh Bharat, Jan Dhan, Smart Cities, etc. has a common skilled workforce requirement that necessitates massive skill development programmes for school dropouts leading to job creation or self-employment opportunities. School dropouts cannot be left behind as academic outcasts.

Prof. R Vaidyanathan, in his book titled India UnInc. explores the Indian economic architecture through the lens of its proprietors and partners (P&P)—according to him, the real national economic players and not highly educated. The P&P constitute the entrepreneurial non-corporate sector which provides 90 per cent of the country's employment and is 45 per cent of India's economy, which is three times the corporate share of economy. It is unfortunate that this economic spine of our country is also the most neglected one. The formal banking system has failed to serve the small and medium enterprises with adequate financial support covering less than 10 per cent of the people involved in the non-corporate sector, forcing many to borrow at non-competitive costs of capital. Non-corporates cannot be left behind as financial outcasts.

The Ministry of Skill and Entrepreneurship jointly with ministries of HRD and finance needs to build a coherently synergistic model to ensure financial and academic inclusivity or 'finandemic inclusivity'.
Deemed Varsity Inspections: Nothing Can Beat the Eye

As the nation recovers from festival and political fireworks, this Diwali episode in a family still occupies my mindscape.

“This cracker is meant for outdoor lighting and must be lit under strict adult supervision,” screamed the young boy reading the instructions wearing his Diwali dress—denim shorts and bright T-shirt. He felt that at his age of 14, he needed no supervision and wanted to clarify his eligibility with his father. After consultations with his cousins who could pass judgments arbitrarily without the need to check the cracker’s capacity or the maturity of present teens, the combined wisdom of the yester-generation fathers passed their final order—you need to wear full trousers to burst this cracker. The boy’s elder brother aged 16 with a lighted match argued with his younger brother that since he wore a full trouser, he becomes eligible to light the cracker. Not satisfied, the 14-year-old boy ran to his grandfather, whose final word was law. The grandfather reasonably ordered the father to physically burst the cracker and decide the issue accordingly. The younger brother now argued that “if the cracker law is settled based on a certain principle, it has to be administered uniformly”. He was right, and both patiently waited for their father to decide the issue based on their grandfather’s judgment.

Stretching the cracker law to the issue of Tandon Committee on deemed universities, the Supreme Court of India on September 27, 2014, while disposing of Interlocutory Applications (IA) of 10 deemed universities in the Viplav Sharma case observed “the UGC instead of taking recourse to physical inspection of the concerned institution, has adopted an innovative modus operandi by inspecting through photographs and video camera. We cannot conceive of such a
situation. In our considered opinion, inspection would mean, in all its connotative expanse, physical inspection from all scores and spectrums. Neither the petitioners can have a restrictive or constricted meaning on the same nor the UGC can put a gloss over it. A physical inspection is fundamentally a physical inspection and we so repeat at the cost of repetition.”

The issue that the Supreme Court settled through this order is that an inspection means physical inspection of each of the deemed universities. The court cannot be more direct in its observation than this and has ordered UGC to visit each of the 10 deemed universities as part of the review exercise. This interim court order is in the larger issue concerning the Tandon Committee and hence cannot be viewed in isolation restricting it to the 10 deemed universities alone. It is a well-settled principle by the Supreme Court in Bhanu Kumar Jain vs Archana Kumar (2005 SCC 1 787) that the principle of res judicata applies in different stages of same proceeding. This principle is squarely applicable in the case of Tandon Committee which classified deemed universities into A, B and C categories based on a faulty and questionable methodology without conducting any physical inspection. It is hence a legitimate expectation that the committee review report can no longer be valid and is imperative that no decision by the HRD ministry or any competent authority can be taken based on the committee classification as the entire committee review is arbitrary and sans physical inspection.

The 14- and 16-year-old boys (all deemed universities) wait for their father’s (UGC’s) review which is based on the grandfather’s (Supreme Court’s) final word. But will Diwali wait? It is everybody’s wish in the interest of quality that at least before next Diwali, the UGC reviews all deemed universities to fix the long-pending issue and in the process regain its statutory power which was outsourced to Tandon Committee since 2009.
Administer Triple Test to Eradicate Capitation Fee

The National Institute of Public Finance and Policy in its recent report has ranked education sector number two in the list of black money generators in India. The capitation fee for professional colleges last year was `5,953 crore due to the monstrous capitation fee syndrome that generates an assured annual continuous flow of black money—thanks to the troika of selfish and/or helpless parents, opportunist college management and silent regulators. The perpetual demand for professional education puts the value of this perpetual motion machine at `66,144 crore (present value of this perpetuity at 9 per cent discount rate). The Supreme Court has recently appointed Salman Khurshid as amicus curiae to analyse and submit a report on how the value of this golden goose asset be reduced to zero. Can it be? Yes, it can be reduced to zero.

The Supreme Court in the TMA Pai Foundation case (2002) has insulated administrative rights of private colleges from government intrusion and in P A Inamdar (2005) directed private institutions to ensure transparency, fairness and non-exploitation in their admission mechanism. As directed by the court, concerned state governments and private colleges have a working formula in place with a 50:50 or 40:60 or 30:70 ratio allowing private colleges a certain percentage of seats to be filled by themselves as management quota though they are entitled for the entire 100 per cent. While the state government's allocation is capitation-free, the issue of capitation fee in the management quota seats needs to be arrested without violating the rights of private institutions.

While, the Supreme Court in P A Inamdar has held that right to administer includes admission, the onus is on the private college managements to prove that they pass Supreme Court's triple test of transparency, fairness and non-exploitation. The court can also lay down a scheme just as it did in the case of
Unnikrishnan in 1993 which was later scrapped and held unconstitutional in TMA Pai. The unconstitutionality was in the snatching of rights from the private managements and not in the broad methodology. With the advent of technology, the court can direct the Central and state governments to constitute a Professional Colleges Admissions Authority (PCAA) to monitor the triple test of admissions and put in place a fool-proof mechanism to do the same.

To begin with, the increasing multiplicity of entrance exams must be halted, as this is not only becoming a torturous burden for the students but also a huge revenue model for private institutions through application sales and back-door entry breeding capitation fee. The PCAA must ensure that all private institutions, either deemed universities or affiliated colleges or autonomous institutions, admit only based on national tests like JEE or NEET along with +2 marks or follow local state government policy.

Without interfering in the admission rights of private institutions, the PCAA can create an online admission exchange powered by latest technology that ensures a student with unique application ID can apply to any number of institutions using standard test and +2 scores and that the institution admits such students without collecting any capitation fee. This fool-proof technology-driven online system can be established to monitor proper compliance through filing of annual admission returns. Such a robust online system will expose any unfair admission practice by any institution. This way, the right of admission of private institutions is not compromised and at the same time the admission triple test is administered. The court which is “a sentinel on the qui vive” using Article 142 can administer the triple test without affecting rights flowing from Articles 19, 25, 26, 29 and 30, and put to rest the issue of capitation fee.
Education Fraternity Hopes for Hope in 2015 Budget

The good news about the recently presented Union Budget is that there is no bad news, and the bad news is that there is not enough good news, understandable from the fact that the shelf life of the budget is only eight months. The news, however, is that the first Union Budget is over and expectations are high for the 'real budget' in 2015 which promises 'hope'. There are some reasons to be happy for education service providers as this budget has provided clarity on certain contentious issues that hitherto ensured educational administrators spend more time arguing their cases before various authorities than teaching their students. On one hand, educational institutions are spending a lot of time in courts arguing against arbitrary decision of various regulatory bodies, and on the other challenging missives from various Central and state statutory authorities on para-educational issues like electricity, land allotment, income-tax, etc. Going by the sheer number of such cases, educational institutions are even contemplating establishing a separate legal cell. Such a need, however, has been reduced by the budget from the income tax viewpoint.

The finance ministry notification No.25/2012 dated June 20, 2012, said “services provided to or by an educational institution in respect of education exempted from service tax, by way of, (a) auxiliary educational services, or (b) renting of immovable property” are exempted from service tax. Notification No.3 /2013 dated February 28, 2013, however, replaced the words “services provided to or by” with “services provided to” only. This gave a false impression that auxiliary services (as defined by the gazette notification) and renting of immovable property by educational institutions attract service tax. The author of this article among others personally wrote to P Chidambaram seeking clarification following which the finance ministry issued another circular 172/7/2013.
dated September 13, 2013, which partly addressed the issue, but gave room for more confusions and litigations. The same situation prevailed in the issue of treating depreciation as an application of income. Since the principle of res judicata is not applicable to the Income Tax Act, despite many high courts in the country deciding in favour of the trusts running educational institutions, handling depreciation continued to be an annual legal ritual. The current budget has put an end to a possible landmine of cases which could have been a goldmine for lawyers.

First, the Finance Bill 2014 has categorically amended the existing provisions, and in future, depreciation will not be considered as an application of income if the assets on which the depreciation is charged has already been considered as application of income. Though this puts to rest all pending litigations, the finance minister should reconsider his decision and amend it in line with the decisions of all the high courts allowing depreciation as application of income again.

On the service tax front, the bill has clearly listed out the auxiliary educational services provided to educational institutions—(i) transportation of students, faculty and staff (ii) catering service (iii) security or cleaning or house-keeping services & (iv) services relating to admission or conduct of examination. While these services are exempted from service tax, there are other critical auxiliary educational services offered by outside agencies —Annual Maintenance Contract for the maintenance of sophisticated educational infrastructure used for teaching and research, training activities provided to students and faculty to improve student employability and faculty standards and thirdly, patent services that protect intellectual property. Adding these to the existing four is not going to be a heavy financial burden. The education fraternity awaits the 2015 budget with a ray of hope.
Non-consuming Students Need to Consume Learning

Professor Clay Christensen's disruptive genius manifested itself in the latest despatch of Harvard Magazine (www.harvardmagazine.com/2014/07/disruptive-genius). The article dwells on the theory of competing with non-consumption. Existing market players compete among themselves to increase share of consumers—either grabbing consumers of competing products or adding new user-consumers. Disruptors ignore existing suppliers and product users to enter the virgin non-consumption marketplace by converting a non-consumer to a new product consumer. The article explains this with a good example. Disney World's competition is not another theme park but a building in the heart of a city that provides simulated rides in an IMAX environment. Those who cannot afford the expensive trip and tickets to Disneyland, experience the same in the multi-storeyed simulation rides for just $20. Result: Non-consumption becomes new-consumption. Why is this relevant?

The government has fixed targets for enrolment into school and higher education, and announced various schemes to achieve these targets. In the education space, students are the consumers and those who are unable to enrol are the non-consumers. Before attempting to disrupt and address the virgin non-consumers, a massive disruption is required for the existing consumers who are victims of non-consumption. Professor Christensen holds online education as a major disruption in the education ecosphere. The symptoms of an educational viral attack is telling from Pratham’s Annual School Education Report and many reports on the quality of college graduates highlighting the malnourished educational consumption. Teachers at school and college levels are the feeders of nourishment, and a major disruption must happen at their levels.
Teacher education needs the boldest of reforms as it directly influences the lives of over 200 million students at schools. The current fragmented Teacher Education Institutions (TEIs), teacher recruitment practice, teaching-learning ecosystem at TEIs and schools, assessment patterns, etc. needs a major overhaul. It is impossible to address all of them immediately, but it’s possible to begin with small disruptions delivering big impact. The current levels of technology in school classrooms are very primitive and least disruptive. The greatest common denominator that links all schools is a set of standard subjects in different languages. Technology can be used to drive a disruptive agenda that is driven by teachers and taken to the students. Every classroom in schools must be provided with a technology console (TC) that is customisable to the school board, class level and language of instruction. The content for the TC will include learning objectives, detailed lecture notes, exercises, animations, assessments, etc. for each subject in each class. This exercise is similar to the NPTEL courses in engineering education but delivered in classroom TCs meeting local needs.

Non-consumption by consumers (students) is due to high level of teacher absenteeism, low level of teaching abilities, lack of content, etc. This is prevalent in single-teacher primary schools in remote areas. TCs need to address these issues and every TEI must have these TCs and integrate them as part of the teacher education course so that every teacher graduate is adept at handling TCs. A multi-stakeholder approach to develop a TC at affordable prices must be in place and the MHRD should install them in single-teacher government primary schools and encourage use in private schools. The nature of consumption by student-consumers will undergo a transformational change and gradually such attempts can be replicated in all types of schools at all levels. We have a high-volume problem in India and such problems can be addressed only by disruptive forces capable of delivering at a large scale. I have other ideas in college education also. But, let us begin this disruption.
I am warmed up with a fresh round of disappointment with the outgone UPA's unsolicitously logodaedalist comment on the new HRD minister. Status check: many who are formally educated with degrees (including me) do not know the meaning of logodaedalist. Used in the recently concluded Spellbee finals, it means the clever use of words. I am not against being clever but insist on being solicitous. The proponents of the "degree-only HRD minister" seem to voluntarily suffer from selective amnesia. UPA must immediately recollect the outstanding misdeeds in the last 10 years—a triple-barrelled HRD ministry that saw three ministers in its two avatars with a one-bullet ammunition: “If you can't fix it, spoil it.” Many have listened to Smriti Irani speaking in Parliament, TV shows, live panel discussions and are amazed by her well-researched preparations that leave no stones unturned. In her attitude to always be well prepared for the occasion lies my confidence that she will not do what UPA I and II did. In short, she will not push education to its abysmal nadir. My confidence gets doubled as she allows her performance to do the talking in response to her critics' avoidable superfluity. While I positively await her actions, there are certain UPA blunders that I am triply confident that Minister Irani will not commit.

The ministry will not allow the National Educational Policy die in cold storage, but will reheat it with modern gadgets to put India's education journey on proper track through a Higher Education Commission insulated from neo-modern (read Western) influence.

The ministry will not undermine the role of statutory bodies created by Parliament. For instance, the University Grants Commission—supposed to be the change agent for university education—was shamefully reduced to a silent bystander by UPA.
The ministry will not survive on policy rhetoric of RTE, SSA, etc. and other flagship schemes that were excessively glorified by the world’s largest NGO—the erstwhile National Advisory Council. Such glorification resulted in school education being enrolment and not enlightenment-driven. Pratham’s annual school education reports is testimony to this.

The ministry will not reduce teacher education to a mere body-shopping exercise, but find innovative mechanisms to create a coherent synergy among various stakeholders to strengthen the future of India—its school teachers.

The ministry will not massify professional education in the name of inclusivity, affordability and accessibility—the triple tataka mantra that ensured the disappearance of the fourth dimension—quality along with other forms of higher education, social sciences, arts and humanities.

The ministry will not give step-motherly treatment to polytechnic and vocational education but ensure coordinated development that can harness the non-formal but high-quality skills of millions of artisans and tradesmen who yearn for formal academic recognition.

The ministry will not take policy decisions based on ‘expert inputs’ from third innings academics who after their two full innings are ready to play as many academic T20s as possible and in the process strangulate progressive private higher educational institutions in the name of regulations and let scot-free erring public/private institutions.

The ministry will not charitably confer deemed university status to undeserving institutions by granting ‘conditional deemed university status’ subject to review after three or five years. No licensing authority issues a driving licence with a condition that the holder learns car driving in three to six months.

The ministry will not resort to legislative gimmicks through toxic pills (read bills) but use existing regulations and statutory enactments to clean the education mess.
Not Just Five, Our Education System Needs a 50-year Plan

“Objects in the mirror are closer than they appear.” This cautionary advice in a car's side-view mirror ensures that there is no error in judgment while driving. If you drive the Indian education policy road, you will understand that “policies on paper are farther from ground realities”. Education policies that should have galvanised the country into action have been refrigerated in cold storage—the colder they get, the deeper is the education crisis. More pronounced in higher education. Result: India continues to be plagued with systemic deficiencies that strangulate its education ecosystem instead of oxygenating it.

“If you are planning for a year, sow a seed; if it is for 10 years, plant a tree, and for 100 years, teach the people.” This Confucian ideology believed that an enlightened human society forms the fundamental bedrock for a nation's development. The Confucian vs Confusing gap is clearly visible from the Chinese march over India due to its strategic and calibrated growth of education at all levels. Result: PISA scores place China way ahead of India in the school education. Repeatedly, ASER studies expose the falling standards of Indian school education, which is more enrolment and less enlightenment-driven. The higher education scene is equally deplorable with it being McDonaldised—IITs and IIMs opening up at a rate faster than McDonald's franchises and other higher education institutions churning out students with a certificate to exit campus and not to enter career. Less talked about is the deplorable state of other non-professional higher educational institutions. The status of skills education is counter-directional. The current engineering:diploma institutions ratio is 1.5:1 as against a desired 1:3. This is disproportionate considering the availability of job opportunities for skilled workforce than for professional graduates.
All forms of education lack the visionary perspective to build a long-term sustainable road map for Indian education. Nani Palkhivala succinctly summed this state of Indian policymaking when he said: “We try to solve century-old problems with five-year plans, three-year officials and one-year budgets, and still hope that the problems will be solved as we are all Indians.” How long can we continue to rest on the greatness of our past when the entire world awaits India’s announcement for its future demographic assets that has the propensity to not only solve India’s problems but also the world’s?

It is high time that the much-needed policy-oxygenation revives the entire Indian education system to move from the current mindless massification of school and higher education that is excessively driven by expansion and inclusivity with scant regard to quality. A positively disruptive long-term model is necessary to break the regimental shackles at all levels—from KG to PhD—and encourage an outcome-based approach instead of the existing outlay-based ones. Year after year, policymakers in many of their chest-beating annual rituals provide increased allocation of financial resources for education. Still, UNESCO puts India among the lowest per-capita education spenders. An outcome-based approach is doable and China has demonstrated through its state-sponsored yet forward moving educational policies. India, not through state-sponsored but through a multi-dimensional integrated framework, needs to build a coherent synergy among all education stakeholders—both at the Centre and state levels.

Photogenic policymaking will only appear as headlines in the media to give way for the next day’s. The refrigerated Indian educational policy material that has undergone a cryogenic study needs a pyrogenic push that can heat it up to convert headlines to history. To create global history, Indian education needs a plan for the next 50 years, not just five years.
Need Enlightenment, Not Entitlement, Approach

All powerful ideas need a time that has to come and once it comes, nothing can stop the ideas becoming actions. The dawn of May 16 will decide who India's 'don' will be and whoever it is, the Ministry of Human Resource Development (MHRD) under a new boss needs to charter the course of Indian education for the next five years to begin with. The new boss needs newer ideas and must first shed the burden of the Dramatic-Theatric-Populist (DTP) schemes of the MHRD in the last 10 years. The four quadrant approach in all the DTP schemes had the four important elements—accessibility, affordability, inclusivity and quality. It also followed the established laws of sciences that explain output under constant conditions of temperature, time or pressure. The massive enrolment and expansion in education at all levels have ensured that rapid and mindless growth (astronomical increase in number of engineering and MBA institutions) resulted in quality output being constant at worst and fading signs of marginal improvement at best. Result: Polarised massification adds only marginal utility value.

The NDA or UPA or a new political cocktail that takes the political Numero Uno position cannot afford to treat the next five years as an extension of the previous 10 insofar education is concerned. If it does, 15 years is a generation loss that is irreparable and irreversible. The Cabinet Secretary's note dated March 13, 2014 to all the Union secretaries assumes significant importance at this stage. The note has asked for all department secretaries to submit a status-quo report and suggestions to facilitate the incoming government's transition. The Cabinet Secretary has generously provided three pages with 1.15 line spacing and Arial font size 12. I only wish I had that luxury for this article. Nevertheless, I seize this opportunity to only hope that the MHRD secretary has
included these suggestions in his note that should have been submitted by March 25, 2014.

- Innovative Centre-state model to improve standards, facilities, teacher quality, etc. in government schools through a cooperatively competitive yet participative approach

- A strong public-private partnership in primary and secondary education with adequate monitoring mechanisms

- Ground-breaking initiatives to incentivise RTE in private non-minority institutions, as the current model of the 'no child left behind' programme is infested with inefficiencies

- Freeing higher education from regimental regulations that currently through outsourced biased committees strangulate progressive institutions and oxygenate erring ones

- Weeding out capitation fee menace through a compulsory National Test Facility (NTF) for admissions to all deemed universities and incentives for eligible private institutions joining the NTF

- Allowing foreign universities only in PG and PhD education with their own faculty and resources and curbing the fly by night operators’ free run in India

- Integrating non-formal skill education with mainstream formal education and revising Gross Enrolment Ratio parameters to factor such non-formal and other formal skill education initiatives

- Encourage research in higher education institutions through a collaborative approach than isolated 'ivory towerism' which ensures survival of the fattest, not the fittest
● Create an ecosystem that produces contributors to education system than selfish consumers by establishing the Indian Education Service on the lines of IAS, IPS, IFS, etc.

● Generous tax-waivers for key educational stakeholders - teachers and deserving institutions

NaMo's 'Shreshtha Bharat' or RaGa's 'Change the System', both need enlightened educational policies radically different from the current entitlement-based policies.
In one of my articles during 2013, I had qualified myself as a selfish academic and requested the finance minister for more budgetary allocations for education. I now rebrand myself as an academic activist. It needs reasonable activism than prolonged patience for education to get its due. The Annual School Education Reports (ASER), the gross neglect of higher education reflected in the battle for power between UGC and AICTE, curtailed research grants in the name of fiscal discipline, etc. are pointers calling for a tectonic shift in the thought process of policymakers. The fundamental unit in the education value chain is school education. Let us begin there first.

The ASER and PISA reports on the status of Indian school education are reduced to innocuous annual rituals—the media reports, policymakers react, readers read and the nation forgets in the noise generated by the high-decibel chest-thumpers who at the drop of the hat claim that Right to Education (RTE) as the sarva roga nivarana (cure for all diseases) for school education. RTE has definitely increased enrolment and UNESCO compliments India for that. But has it increased enlightenment? Indian school education system needs, in Clay Christensen's words, “disruptive action”. Here are some disruptive ideas that need sustained and genuine activism from concerned stakeholders.

Government schools despite receiving the largest proportion from budget allocations are still struggling. Why should students attending government schools be victims of systemic inefficiency? They certainly deserve good education considering the salaries teachers get or they be provided with alternate pathways for private school education. The ongoing teacher recruitment and disproportionately huge salaries or
the RTE rhetoric is certainly not the right solution. There are two quick solutions.

Using my good friend Prof. R Vaidyanathan’s analogy, educational loans in India must follow the housing loan policy—not in the interest rates or repayment terms, but in the extent of coverage. A housing loan covers the entire house, beginning from foundation to terrace. There is no housing loan for a new house meant only for the first or second floor. Unfortunately, educational loans in India are only for the first and second floors. Not for the foundation. The gap between the costs of government and private school education is definitely huge. While higher education is important for a country’s economic progress, isn’t school education also equally, if not more, important? The Government of India is careful in ensuring that no student is deprived of higher education (public or private) for want of finances. In similar measure, no student must be deprived of private school education for want of finance and hence must have access to interest-free bank loans for school education. Such interest-waiver is definitely not a burden to the government but an investment for India’s future.

ASER reports are time and again critical of the poor teacher attendance and the resultant student output in government schools. The Government of India must announce a zero income tax for all school teachers (public and private) and such income tax waivers must be linked with teacher performance. Teacher performance shall be measured by a fool-proof mechanism that tests four critical parameters—student output, self-development, contribution to school and contribution to community. A teacher who satisfies all the four dimensions shall be eligible for full income tax waiver and this system needs to be administered diligently.

When corporate India asked for more, UPA (I & II) gave them a waiver of over Rs 35,00,000 crore (Government of India’s foregone revenue). It’s asking time now. I have asked. Will other academic activists join me?
The election announcement for the 16th Lok Sabha empowers the Election Commission (EC) to monitor the activities of the caretaker government. This is to ensure that no new policies in the immediate interest of public good are announced to gain electoral advantage. The EC’s job is made easy as far as education policies are concerned with the MHRD lacking any good policy decision and also in the name of policy making the education system is saved from victimization for the next 2 months. However, it doesn’t guarantee that the new government (whichever formation it is) is going to cruise the education-ship through troubled waters. The problem of Indian education cannot be fixed through Band-Aid policy making. It needs a Multiple Organ Transplant.

Education reforms in independent India could not produce the type of pre-independent thinkers or scientists like Sir C.V.Raman, Swami Vivekananda, Aurobindo, Tagore, Sarvepalli Radhakrishnan, etc. It is unfortunate that products of an imported educational system in post-independent India are still dwarfs before such intellectual giants. Is our system of education incapable of producing such great visionaries despite the western packaging it has? The answer is simple: The process is more important than the packaging. The 'modernised' policy wrapper ignores the dysfunctional realities at all levels of education – K to 12 to Ph.D. and this explains why despite the plan grants for education (which is less than global comparable average) and budgetary provisions, the outcome is pathetic at all levels.

There needs to be a fundamental shift in our thought process that guides educational reforms. Reforms cannot happen over trips to USA, Australia, Europe, etc. by bureaucrats and ministry officials who are only passengers alighting at their next destination. Reforms cannot happen during conclaves.
and summits in which the sounds of the clinking crockery drown the sound of twinkling thoughts. Reforms cannot happen by rules and policies on paper. Reforms can happen only if there is a strong change agent which has a positive force-multiplier effect. The first such force multiplier is to understand that the hysteric theatrics surrounding the 'RTE noise' is only an academic renaissance and not an achievement to celebrate with ecstasy. After all, India's historical educational attainment record is its pride.

On October 30, 1931, Mahatma Gandhi delivered a historic speech at the Cheetham Hall in London praising the Gurukula system of Indian education and how it stood like a Beautiful Tree. He explained how the British administration rooted out the educational system of India and ensured that “The Beautiful Indian Educational Tree” was crushed by the imperial might of the British government. Gandhiji (Mahatma) charged the British establishment for decaying indigenous Indian education that India became more illiterate when compared to the literacy rates fifty to hundred years back. Gandhian scholar and eminent historian, Dharam Pal was deeply influenced that he named his seminal book, “The Beautiful Tree.”

It is in this book, Dharam Pal shared the findings of his masterly research that opened many eyes to the glorious past of India’s education and literacy, a past that today’s youth and the careless policy makers need to understand. The book reproduces the findings of the numerous survey reports conducted by the British in the Bengal, Punjab and Madras Presidencies during 1800 to 1830 to understand the state of Indian education. The depth of this study makes it an academic census than a survey. They touched many points: number of schools, mode of instruction, curriculum, textbooks, hours of coaching, tuition fees, financial support and also contained information regarding the state of female education, caste-composition of the scholars and the teachers and also their religious and linguistic affiliations. Dharam Pal
records that, these reports, besides throwing light on the educational state of the period became a mine of information on many sociological facts.

Some of the findings of the reports were indigestible truth for the British. The total number of literates was more in proportion in Indian than in Britain. The content and method of Indian education was far superior when compared to the British education system. The education system was inherently inclusive to include learners from all sections of the society. The literacy rates were considered high accomplishments by the Indian education system. The quality of teaching and life of the teachers were impeccable that they were role models and known for their simplicity.

The Madras influence in Britain is tellingly visible through the works of Andrew Bell who studied the Madras System of Education and took it back to bring about a revolutionary change in teaching methods in the schools of Britain during the early 1800s. His work was permanently rewarded with a tomb in Westminster Abbey reading “The Author of the Madras System of Education.”

There are many historical examples of India's rich contribution to the occidental world which unfortunately is not factored even accidentally by our policy makers. The school education needs to undergo a major reform process recognising our indigenous strengths. Theatrics like the nationwide RTE roll out, unquestionable government school system, abysmally low student turnout (enrolment is different), poor teacher attendance, etc. are bad news. The good news is that these can be redressed.

In Nani Palkhivala’s words, “we try to solve century-old problems with 5-year plans, 3-year officials and one-year budgets and still hope that the problems will be solved as we are all Indians.” We need an educationist’s long vision and not policy maker’s short mission. Between the long and the short lies the future of India and in the process, the world.
Need Just Four, Not Sixer to Improve Education

This will be my last article before the code of conduct for the world’s largest democratic election process comes to force in preparation for the 16th Lok Sabha. The code of conduct will replace the parliamentary impasse as an excuse for policy paralysis. Landmark bills are stranded in Parliament and most of them are critical to the country’s politico-socio-economic good. In this policy paralysis fuelled by parliamentary chaos, education, especially higher education, policymakers are taking shelter under the slew of pending bills. Fourteen is my last count on them. The pending bills, except a few, are cosmetic additions to inflate the arithmetic count and not the prosthetic to replace the missing heart among policymakers to enrich quality.

Various questionable executive decisions of the Ministry of Human Resource Development retarded the progress of progressives. Did Right to Education guarantee knowledge? Did the PPP school model achieve anything significant? Will the abolishment of Distance Education Council and the almost-dead AICTE give more power to University Grants Commission (UGC) than it can handle? Will the skill-spine of India get strong through a stronger vocational education ecosystem? More questions seek more answers. One answer is clear—Passing of bills is not the solution and pending bills are an excuse for lack of outright decision-making. The desired output from a majority of the pending bills can be achieved through strict enforcement of existing statutes and regulations. The country is sick of Acts and needs action. Action by way of some policy announcements before the code of conduct can do the overall system some good. Here are some.

Action 1: While the PPP school model is moving at snail’s pace for reasons best known to all, the Union and state
governments should encourage private accredited universities and progressive professional colleges to adopt select government schools in their immediate vicinity to provide substantial financial and academic support. The quality of infrastructure and the feeling of being in a good teaching environment is certainly a welcome signal for any schoolgoing kid. Various ASER reports are critical on the missing core and support infrastructure in rural area schools.

Action 2: Overhauling the entire university system through a major UGC review of public and private universities instead of targeted pseudo-reviews. After all, there are good and bad public and private universities. Encourage private professional institutions to use national tests like JEE, NEET, etc. and ensure admission is done transparently. Such institutions must be provided priority support for research and plan grants. This shall not only eradicate the capitation fee menace but also elevate the quality of enrolment which, according to Prof. Yash Pal, will enhance research productivity.

Action 3: Leave polytechnic education to the control of respective state governments. States are more capable and reliable to identify local skills to develop skill-based competency clusters. The existing model of AICTE (hub) and state government (spoke) arrangement is killing and not skilling polytechnic graduates.

Action 4: Research funding should be based on research output and not based on the wrong faith that IITs, NITs and public universities are inherently capable of doing research. Collaborative research must be made mandatory to ensure diffusion of best practices to the last academic mile instead of the remaining at the 'elitist' top.

Javed Miandad hit a six off Chetan Sharma when Pakistan required only four runs in the finals at Sharjah. The last ball is now being bowled and I am not greedy. I only wish that the MHRD scores the above four in one single policy shot. Can it? Let us wait till the last ball!
UGC Should Review All Deemed Universities

The role of judiciary has shaped the operational contours of government, business, civil society, etc. The essence of jurisprudence tests whether a proposed or committed act by a person or institution is right or wrong as per the law of the land. If right, the court upholds it and if wrong the court strikes it down. The court has under extreme circumstances rightly intervened to put back to normal course various abnormalities. Some are branded judicial overreach and some judicial responsibility. It depends on which side of the fence you are.

Without being on any side of the fence, I have silently observed the judicial and executive proceedings in the battle between deemed universities and the Tandon Committee. The power of the Union of India to constitute the Tandon Committee is the central issue that is intensely litigated in the Supreme Court. Ever since this case was tagged with Vipalav Sharma vs Union of India (142 of 2006) during 2009, 23 interim orders have been delivered by the Supreme Court. Another one was orally pronounced on January 9, 2014, and when available in print format will complete the dual dozen for this long duel. Some more is in the pipeline.

The dispensation of justice has been in dual mode and, to put it in Senior Advocate K M Vijayan’s words, its either “adjudicative or accommodative justice”. The litigation before the Supreme Court in the case of Tandon Committee is still awaiting the court’s final adjudication on the issue whether the composition of the committee by the Union of India is ultra vires. Parliament has conferred University Grants Commission (UGC) the statutory powers to review deemed universities which is now outsourced to Tandon Committee by MHRD. Pending adjudication, the Supreme Court rendered
accommodative justice on many occasions maintaining status quo after hearing various parties without adjudicating the issue on the merits of the case. The January 9 order of accommodative justice, in my humble opinion, missed an opportunity to cleanse the deemed university system.

During detailed arguments on January 8 and 9, the Supreme Court ascertained the statutory role of UGC to review deemed universities when it took cognisance of the fact that MHRD did not place the Tandon Committee report before UGC to seek its advice and that the UGC was by-passed. Finally, the Supreme Court ordered UGC to review the entire 'C' category deemed universities and while doing so, the Bench raised a valid point that was hijacked by the Additional Solicitor General (ASG), Indira Jaising. The court was concerned about the validity of the Tandon Committee findings as it was based on 2009 data and wanted UGC to do a complete review of all the 120-plus deemed universities. The ASG shot down the idea immediately with her legal ammunition and the opportunity to clean the entire deemed university system was demolished right under the helpless eyes of the UGC counsel.

The court was right. The Tandon Committee report is old and committee members are reported to have resigned. Deemed universities categorised as A are not eternally excellent nor those categorised B can afford to be in a long state of animated suspension. Similarly, those in C are not permanently disabled. No entity, including Tandon Committee report, can outlive its expiry date and the time has come to set right the various anomalies manifest in Tandon Committee findings. UGC's power to conduct a review flows from its parent Act and it must take clue from the court's observation to exercise its statutory duty and review all the deemed universities and sanitise the system.
The annual ritual of preparing the list of most memorable events of 2013 is getting ready. Readers and TV viewers have no choice but to consume them—at least for the readers, newspapers have a resale value. For TV viewers, it’s avoidable expense. Nevertheless, one certainty in the menu from the list-kitchen is the list of landmark Supreme Court judgments during 2013. The list will definitely have cases involving Section 377 of IPC, convicted MLAs/MPs, Novartis, mining companies, Italian marines, etc. I am not attempting to release a top 10 list and seeking sponsorship for an event to announce this. As an academic, I am seeking readers’ attention on the deafening silence of TV channels on judgments of the Supreme Court in matters related to higher education. The amount of chorus generated by the nocturnal TV noise on many issues was completely missing on an issue that affects the intellectual capital of our country and in the process the future of our country. Isn’t intellectual capital one of India’s main strength?

The Supreme Court during 2013 delivered landmark judgments concerning Indian higher education—the National Eligibility cum Entrance Test (NEET) judgment on admission to private medical colleges, power of All India Council of Technical Education (AICTE), need to curb unfair practices in the case of Rohilkhand Medical College, commoditisation of PhDs in the case of CMJ University, etc. Of these, two cases are important for two differing reasons—the AICTE case for the last opportunity and the NEET case for the lost opportunity.

The May mayhem for Indian technical education started with the Supreme Court clipping the statutory powers of AICTE and dwarfing it to a mere advisory body without approval powers. The deadly double barrelled explosion came in July. The opportunity to set right the medical college admission system of our country presented itself before the Supreme Court in
the NEET case. The Supreme Court failed to render responsible justice amid the dissenting voice of Justice Anil Dave. The second for the month of July came as a bolt for AICTE when its review petition was dismissed. During September, the apex court slowly realised the growing menace of capitation fee and the failure of existing legislative and regulatory mechanism to take strict action against erring institutions. Such institutions have over a period of time perfected the professional college admission system akin to the stock market. 'Highest bidder is the ultimate buyer.'

Some relief appeared in the form of hope when the court during October agreed to relook its own order of scrapping NEET. We only hope that the review process is complete before the damage (admission) season begins. In some institutions, it has already begun. On the issue of technical education, the direction of hope turns to Parliament. With very little hope for a larger bench to review, the onus is on the parliamentary power to amend the AICTE Act and ensure that AICTE’s statutory power is regained in unambiguous terms. Otherwise, the proposed system of asking University Grants Commission (UGC) to control technical education will further worsen the present dismal state of technical education. The cataclysmic consequences are beyond comprehension as UGC itself is excessively burdened with its own burning issues that need special attention.

In a country where a District Magistrate gave life to a person declared dead by the executive, I am signing off 2013 with a hope that the next functional Parliament will give life to AICTE that is almost declared dead by the Supreme Court. Let 2014 announce the arrival of AICTE as a good re-born adult.
Uncork the Necessary New Wine in a New Bottle

The Department of Higher Education of the HRD ministry has recently constituted an over-arching coordinating body called the Higher Education Apex Coordination Committee (HEACC). The HEACC will be headed by the HRD minister with the MHRD Secretary, Chairman of UGC and AICTE and president of the Council of Architecture as its members. Some view this as an alternate to the National Council for Higher Education and Research (NCHER) which hit the roadblock as some felt that their power was being hijacked by NCHER. During a public hearing in early 2010, I submitted a representation on how the aggregate NCHER which represents the comity of regulators will provide an 'instant solution' to the 'constant confusion' plaguing Indian higher education. Unfortunately, the NCHER was short-circuited in full because of the short-sightedness of a few.

The proposed HEACC is intended to remove conflicts among various statutory bodies and promote interdisciplinary learning and research. It stresses on enabling and creating an “environment of joint and cross-disciplinary learning in higher education, especially in emerging and new fields of knowledge, and promote research in universities and higher educational institution with other research agencies”. But the members are from a heavily burdened UGC, future-uncertain AICTE and a registration-centric Council of Architecture. Even without the HEACC, the statutory bodies cited have mutual cooperation in discharging their statutory functions. Though HEACC’s intent is noble, its composition is ignoble and distantly far from its capacity to deliver the desired objective. HEACC should not be a cosmetic arithmetic addition but a pragmatic academic revolution. The chairman of HEACC is the Union HRD minister who can usher this revolution. How?
Thomson Reuters published a report on the global research and innovation impact of Brazil, Russia, India, China and South Korea (BRICK). Titled 'Building Bricks,' this February 2013 report found that the BRICK nations represented the most significant and growing influence in the global economy and research landscape. The BRICK nations contribute a 23% share of the global publication output, with China alone contributing 11%. Chinese share needs to be looked with scepticism due to its rampant plagiarism and piracy. Also, the renowned magazine Economist in its cover story article of October 19, 2013 dispatch came down heavily on the “load of rubbish” being published in reputed journals which rely on modern scientists “trusting” and not “verifying”. Back to the Reuters report.

Though the R&D spend as a proportion of GDP is comparatively lower, the diversity in research makes India stand tall. The Indian share is a meagre 3.4% of the global publication output, but the individual share of India in all of the 10 research areas exceeds its national average, spreading its specialisation across a wider range than China. A rare distinction that none of the other nations have. The top five areas for India are chemistry (6.4%), pharmacology and toxicology and agricultural sciences (6.1%), material science (5.9%) and microbiology (5.1%). It is everybody’s comprehension that research in these areas predominantly comes from institutions that are outside the orbit of UGC, AICTE and Architecture Council. The composition of HEACC must be expanded to include nominated members from various funding agencies like DST, DBT, ISRO, DRDO, ICAR, ICMR, etc. UGC and AICTE can charter the learning contours but definitely cannot set the agenda for multi-disciplinary research in higher education. HEACC needs the accumulated wisdom from a broad stakeholder community, including research-intense public and private industry and educational institutions. In short: The new wine is necessary and will be tasty if it is uncorked in a new bottle.
Academic Research Needs Focus

Last week, the stentorian chorus of the print and electronic media brought the issue of inadequate funding for research to the national limelight. Another reputable international magazine carried articles during September and October of 2013 on academic research that raised genuine concerns.

The Economist in one of its September issues reported a raid conducted by the Chinese police on September 1 at a flat in Beijing. Two suspects tossed a bag from the 15th floor spilling yuan notes worth 50,000 US dollars (₹30 lakh) into the platform. The raid was not to seize pirated DVDs or apparels but scholarly journals and research papers! The pressure on Chinese academics to take the top spot has resulted in this academic mafia. Wuhan University has estimated that the fake journals and false research industry is estimated to be 150 million USD (₹900 crore) in 2009. This was 30 million USD (₹180 crore) in 2007. Many academics have glorified Chinese publications in the renowned Nature journal. However, the same journal was concerned about the quality of growth of Chinese academic intellectualism. In a survey it conducted in 2010, about 2,000 of the 6,000 researchers in China admitted to plagiarism or fabrication of data. The article mentions that PubMed, a well-known American Medical Database, found China active in paper retractions for two reasons — duplication (published in more than one journal) and fraud (data integrity issues). China led the world in the first category and fourth behind the US, Germany and Japan in the second. No mention of India. Our publication output is low but the integrity output is higher. We have our own cases of plagiarism but definitely unlike China.

The incentive system for Chinese academics is heavily linked to publication and has caused this serious fraud. Not only are
journal papers being fabricated but fake journals are also being published. According to the article, the cost of publishing in a counterfeit journal is USD 650 (₹39,000) and purchasing a fake article is USD 250 (₹15,000). The Chinese police that burst the racket said more than USD 500,000 (₹3 crore) was made from this roaring business from 2009 and many “customers” were medical researchers who wanted promotion. Even the election to Chinese Academy of Sciences is rigged with such fraud. The Economist article points out that Zhang Shuguang, a former railway ministry official with limited academic achievement, spent nearly 4 Million USD (₹24 crore) to be elected to the Chinese Academy of Sciences. He used the money to hire ghost writers and finally lost the election and landed in jail.

It doesn’t mean that publication is not a barometer for research productivity. The quality of publication is a key and that is not only directly proportional to the prestige of the journal but also the ethical value of the research output. The Economist in its issue dated October 19 uncharacteristically carried the cover story titled How Science Goes Wrong and backed it up with an interesting article (Unreliable Research – Trouble at the Lab). The articles highlight that science’s premium status is because of scientists’ capacity to be right most of the time and the possibility to correct mistakes if things go wrong. These two cardinal principles of research appear shaky in the light of findings by scientists.

Amgen, a biotech company in their research article published in Nature last year found they could reproduce only six of the 53 landmark studies on cancer research despite coordinating with the original researchers in most cases. The Economist article flags a concern on the USD 59 billion spent by OECD nations on biomedical research in 2012 that relies on basic science research for drug development. There are many reasons for such poor replicability — access to original raw data format, methodology and also lack of interest in studies aiming at replication that is not considered career enhancing.
The issue of non-reporting research failure is another area of concern that the article raises. The hypothesis of a research problem may be proven true or false in any research expedition. Failure to present, leave alone publish, the failure to prove hypotheses may escalate the cost of research due to avoidable duplication. The purpose of research is not only to know the truth behind science but also untruth. The article cites a study done by University of Edinburgh where out of 4,600 papers across various scientific disciplines published during 1990-2007, the proportion of negative results dropped from 30 to 14 per cent. What if the US’s National Institutes of Health’s research dole out of USD 30 billion ends up funding research that have already failed but not known because they were not published?

The pressure on academics to publish because of the publish-or-perish syndrome in American and leading European universities may also have resulted in “peer reviewers” turning a blind eye to flawed research. A Harvard biologist, Dr John Bohannon, conducted a sting operation and sent a fictitious research paper with flaws to 304 peer-reviewed journals and to his and everyone’s shock 157 journals accepted the paper for publication. Another 1998 study revealed that even among 200 reviewers to whom the editor of British Medical Journal sent an article with eight intentional mistakes, not one identified all of them and the average score was less than two and some did not spot any. This finding is corroborated by University of San Francisco after a longitudinal study done over 14 years found that among 1,500 reviewers rated by editors of leading journals, around 92 per cent reported drop in scores that reflect their reviewing skills.

The articles in The Economist have shaken the academic research community. It has also come at a right time when India has a noticeable edge in terms of diversity in research. A Thomson Reuters report this February puts Indian share of global publication output in each of the 10 research areas
above its national average of 3.4%. Many are in areas that deeply influence growing economies—chemistry, materials science, pharmacology, toxicology, agriculture, microbiology, engineering, and plant and animal science. There is no doubt the finding is based on questionable publication data. But it is a pointer to India’s research strength and hopefully scientific leaders like Prof C N R Rao set the direction for the future course of academic research. Its purpose should be to advance a nation’s growth in areas of comparative advantage and research funding prioritised accordingly. Is anybody listening?
When Westuition is Better Than Westoxification

The recent murder of an engineering college principal by a student has shocked the education community. The man-making purpose of education seems to have lost its way to man-hunting. Recent episodes of campus violence in India and the unreasonable demands of students in colleges with the support of critical external stakeholders is putting educational administrators in a tizzy. The administrators' reasonable rule-making as a tool for campus discipline is welcomed by students with indiscipline starting with a minor offence extending to murder, gang violence, extortion, etc.

There are four critical stakeholders in a student's upbringing—family, educational institutions, religion and state. Reforming students through the state (read law and order) is the least sought-after form of upbringing. Religion forms the Theological Common Denominator (TCD) that sanitises students' thoughts and behaviour. Unfortunately, in today's 'secular polity', the TCD value is not allowed to manifest fully in its proper form within a secular curriculum. Any move to use religion as a socio-intellectual vehicle is shot down with brutal force by policy-makers. An educational institution is critical in an individual's formative years. Colleges need to enforce military-like discipline on its campuses which is unfortunately viewed as a militant incursion into the 'rights' of the students. NGOs and mainstream media that overspend newsprint and air-time ensure that such newly found 'rights' override responsibilities. Since when was a dress code in colleges invasion of individual rights when it is accepted in high school and corporate? The three or four years of college education is now viewed by many students as a Special Entertainment Zone in which reasonable rule-making becomes a casualty and education becomes a “by the way by-product”. In fact,
some students demand as a fundamental right, not only a
degree but also a job.

Lastly, the role of families. The US Department of Justice
compiles and maintains the National Crime Victimisation
Survey in which it points out that violent behaviour has
increased among schoolgoing adolescents. A 2006 study by
the US Department of Education and the Department of Justice
reveals that public schools experiencing violent incidents
increased from 71 to 81 per cent over a five-year period
(1999-2004). During 2009-10, an estimated 1.9 million
crimes have been recorded in public schools which translates
to a rate of 40 crimes per 1,000 public school students
enrolled and 4,33,800 serious disciplinary actions were taken.
The survey points out that most educators and education
researchers agree that school violence arises from various
risk factors, including the role of family, and lack of family
system in the US is an area of serious concern.

Although our culture expects the family to deal with childhood
problems, contemporary lifestyle makes it difficult. When
both parents work, some children are subject to neglect giving
room for many forms of abuse. Some families, however, still
consider it as their duty to ensure proper upbringing without
outsourcing their responsibilities to domestic help
(housemaids or drivers) and schools/colleges. Under these
circumstances, educational institutions are finding it difficult
to play multiple roles—as educators, surrogate parents and
law enforcement agencies.

Educational institutions need support from media, parents
and other critical external stakeholders when they discharge
this multi-tasking man-making exercise. College campuses are
fertile soils of academic divinity. They cannot afford to be a
platform for cosmetic glamour, vindictive valour, neo-liberal
lifestyle or other forms of distorted modernity fuelled by
marginally deviant protagonists. In short, our college
campuses cannot be subjects of 'westoxification' through
Western universities' mindless modernity but can undertake
'westuition' for their teaching-learning practices.
The Ministry of Human Resources Development (MHRD) has received the green signal enabling Foreign Educational Institutions (FEIs) to establish campuses in India as non-profit companies under Section 25 of the Indian Companies Act, 1956. The finance and commerce ministries have submitted positive recommendations on the MHRD's proposal which will be transplanted through the University Grants Commission's proposed UGC (Established and Operation of Campuses of Foreign Educational Institutions) Rules. For academic and trans-academic cheerleaders, this is good news. When the proposed Foreign University Bill is pending in Parliament, the urgency with which the academic atithis (guests) are welcomed baffles serious academics.

I have written articles on why the pending bill is a toxic pill. In addition to the toxicology of the Bill, the pathology of the proposed UGC Regulations is also critical. The proposed regulations raise a fundamental legal question: How can a subordinate legislation usurp statutory powers? Section 22 of the UGC Act confers the right to award a degree on Indian soil to institutions established through a Central Act or state Act or under Section 3 of the UGC Act or institutions empowered by Parliament. The UGC Act does not provide any scope for any other type of institutions to award degrees. The degrees awarded by FEIs hence cannot be recognised in India and this explains why the UGC treats the FEI degrees as foreign degrees and prescribes equivalence from Association of Indian Universities. UGC’s plan to notify FEIs as Foreign Educational Providers (FEPs) will have legal ramifications as the FEIs cannot be empowered through a subordinate legislation overriding the parent Act. Award of unrecognised foreign degrees in India is already a subject matter of a PIL in the Madras High Court from 1998. Given the supply side problem
in India, which is currently suffering from an intense 'vacant seats syndrome', the hurry to push for un-recognised foreign degrees and then 'irregularise' through equivalence is in Justice Krishna Iyer's words a “riddle wrapped in a mystery inside an enigma.”

Resting the legalities, let us take a peep into the modalities and possible solutions that can avert the possible damage. Though the proposed regulation is planning to allow only the top 400 universities in the world, it doesn't require a seer to procrastinate the possible dilution in this policy. What surprises is the fact that one arm of policy advisers give credence to the QS Rankings while the other brand it as a 'scam'. Be that as it may, the proposed regulations should not ignore the recommendations of the Parliamentary Standing Committee report number 237 on the Foreign University Bill. Among various recommendations, two are critical in the interest of Indian higher education.

The standing committee has suggested to consider Prof. CNR Rao Committee recommendation to build faculty safeguards. Given the kind of tsunamic vacancy position in IITs, Central and state universities and other higher education institutions, it would be a catastrophic calamity to allow FEIs to poach Indian faculty from institutions that are the country’s pride. The committee also did not want FEIs to offer generic degree programmes but specific ones based on India’s needs. It would be a welcome move to allow FEIs to offer only PG and PhD programmes without poaching faculty. This will certainly improve the faculty scenario in our country.

Indifference to Indian institutions (public and private) and reverence to FEIs as if they are the panacea for Indian higher education will create academic disruption. A harmonious policy that supports Indian institutions and restrictively welcomes FEIs is the need of the hour.
Enough of Acts, Now Enough Action is Needed

The massive expansion of higher education in BRIC economies was studied by the Freeman Spogli Institute for International Studies at Stanford University to analyse the shift of power in the knowledge economy from the US, Europe or Japan to these economies. The Indian finance minister delivered a talk titled 'Rise of the East, Implications for the Global Economy' during April 2013 in Boston. Addressing the Harvard University alumni, Chidambaram was categorical in his assertion that China and India will be drivers of the world’s economic growth. I was hoping for such a major finding from the Spogli study and to my 'expected disappointment', there was nothing of that sort when it came to knowledge economy.

The Spogli study was to assess the impact of qualified engineers coming out of the BRIC universities and whether they have the propensity to shift the poles of technological innovation from the US or Europe or Japan. The study found that the American worry may best be legitimate as the feared outcome was still far from reality. Meaning: The concern that BRIC countries will develop indigenous research centres leading to technological and innovative discoveries and draw global competitive research grants to BRIC shores is still premature. This multidisciplinary research analysed the quantity and quality of the university education system of the BRIC countries. The fundamental belief in the entire research was that investment in and organisation of public higher education system characterise governance and societal behaviour. The BRIC countries in the last 10 years have increased undergraduate education from 19 million in 2000 to 40 million in 2010 and this number will further increase in mass proportions. McDonaldisation of IITs and IIMs and reckless expansion of affiliated colleges characterise the Indian higher education system. This year, 24 new
engineering colleges in Tamil Nadu have been approved by MHRD despite the Madras High Court questioning this mushrooming growth. More about the Spogli study.

The World Bank postulates that deregulating higher education market will allocatively and technically yield efficiency than expanding enrolment in public run universities. This is happening in all the BRIC economies but the concern is the allocation of resources which is skewed towards elite institutions and differently skewed across the BRIC economies. All the BRIC countries are pumping huge financial resources in the elite institutions at the cost of quality in mass level institutions which are non-elite. According to the study, this shall create slow economic growth domestically, deepen income inequality and create less social mobility. Despite this, the BRC countries want to build world-class institutions and have higher proportion GDP spent for higher education than India. China, Russia and Brazil have increased the gap between the per-student cost in elite vs non-elite institutions. In China, the expenditure per student in elite and non-elite institutions is 2.5:1-a huge improvement from 1.5:1 which it had 12 years ago. The ratios for Russia and Brazil are 2:1 and 3:1 and they used to be 1.2:1 and 1.5:1 respectively a decade ago. The Indian figure is a flat 5:1.

The Indian scenario needs special attention as the current policy-making is mindlessly creating new IITs, IIMs and Central universities. There is no corresponding increase in the allocation of financial resources for these chest-beating schemes that have more than enough cheerleaders wanting such ‘elite’ institutions. This shall reduce the elite vs non-elite expenditure gap and will not only lead to poor mass enrolment institutions but also to poorer elite institutions. We need a balanced approach to create world class and ordinary class institutions. Mere sound bytes by promulgating Act(s) is not enough. We need action.
NEET idea: A Three-phase Solution Needs Single Vision

My previous article on National Eligibility-cum-Entrance Test (NEET) stressed on the need for Lordship V R Krishna Iyer’s responsible justice and how the Supreme Court (SC) failed to render the same. Whether the Union government will move for review is a question that will perpetually be searching for an answer. There are interim solutions.

In the NEET case, the legal eagles against the Medical Council of India (MCI) stressed on three major issues: i) NEET is a subordinate legislation of MCI and cannot denude the power of state legislature; ii) NEET not only stifles and stultifies fundamental rights guaranteed under Article 19 (1)(g) but also snatches the special protection enjoyed by minorities guaranteed under Article 30 which provides special right to establish and administer educational institutions “of their choice” and; iii) NEET is not harmonious with SC order on TMA Pai Foundation (2002 8 SCC 481). The Supreme Court struck down NEET as ultra vires and also held that MCI Act of 1956 doesn’t empower it to conduct the NEET. This order has a three-phase solution. The issue is heavily loaded and MCI can begin by operating on each phase before providing the three-phase solution.

Phase 1: The SC in NEET case has reiterated the 11-judge order in TMA Pai that right to admit is an integral part of the right to administer and cannot be intervened except in cases of lack of transparency. Isn’t the court aware that the capitation fee is symptomatic of lack of transparency? I am sure it is. That is why it provides one small hope that MCI can intervene with a limited purpose regulation. So, why not a new “Regulation to check admission process of private medical and dental institutions”? Many may wonder how this is different from the existing state legislatures and regulations curbing capitation
fees. The proposed new regulations need to be applicant-centric as against the existing institution/regulator-centric and disconnected from the student or applicant. The country still suffers from the Indian Independence Day hangover that minorities are not safe in India and hence Articles 29 & 30 provide protection and special rights to minorities. The SC has failed to consider whether statutory authorities, like deemed universities, can claim minority status? Without affecting those special rights, however, the proposed regulation can be made applicable to minority and non-minority institutions as allowed by the SC in the NEET order (page 150) to check for transparency without violating any constitutional provisions.

Phase 2: The SC has held that MCI Act of 1956 doesn't empower it to conduct entrance exams. The Union government may either entrust this job to CBSE or any other reputed testing agency or can amend the MCI Act to provide powers to MCI to conduct exams.

Phase 3: The state's power cannot be denuded by a subordinate legislation like MCI's NEET but only by a plenary legislation under Entry 66 of List 1. MCI's NEET is a delegated legislation and cannot take primacy over any state law and the SC has clearly differentiated Preeti Srivastava vs State of Maharashtra (1999 7 SCC 120) case from this. The SC has correctly rendered the regulation invalid as MCI did not consult state governments but proceeded unilaterally. If the Union government is very serious (I wish it is) about quality of medical education, let the consultative process begin. There is no doubt that states' power cannot be interfered by the Centre with hurried, half-baked subordinate legislations in the name of 'progressive policy-making'.
A case for reviving NEET

In the judicial Waterloo at the Supreme Court (SC), the Medical Council of India’s one-stop solution National Eligibility cum Entrance Test (NEET) was neatly laid to rest. Some mourn. Some celebrate. I mournfully celebrate; celebrate the reinforcement of private institutions’ right but mourn for the opportunity lost. The ageless rhetoric of rural-urban divide and the legal weaponry that drilled the constitutional armoury ensured the SC missed the opportunity to streamline the admission chaos. SC’s puritan legal discipline failed to check the medical college admission indiscipline.

Justice V R Krishna Iyer in State of Kerala vs T P Roshana (1979 AIR 765) defined the karuna of the law. He wrote, “The rule of law should not petrify life or be inflexibly mulish. It is tempered by experience, mellowed by principled compromise, informed by the anxiety to avoid injustice and softens the blow within the marginal limits of legality. That is the karuna of the law. Nor is law unimaginative, especially in the writ jurisdiction where responsible justice is the goal. The court cannot adopt a rigid attitude of negativity and sit back after striking down the scheme of Government, leaving it to the helpless Government caught in a crisis to make do as best as it may, or throwing the situation open to agitational chaos to find a solution by demonstrations in the streets and worse. We are, therefore, unable to stop with merely declaring that the scheme of admission accepted by Government is ultra vires and granting the relief to the petitioner of admission to the medical college. The need for controlling its repercussions calls for judicial response. After all, law is not a brooding omnipresence in the sky but an operational art in society.”

The SC’s order that NEET is ultra vires the provisions of Articles 19(1)(g), 25, 26(a), 29(1) and 30(1) of the
Constitution also reinforces the SC’s 11-judge constitution bench assertion in the T M A Pai Foundation vs State of Karnataka (2002) that right to admit students is an integral facet of right to administer. However, the SC failed to administer the triple test it had laid down in the P A Inamdar vs State of Maharashtra (2005) to check whether the present system of admission by private institutions is fair, transparent and non-exploitative. The SC could and should have laid down a broad scheme for administering the triple test and render, in Justice Krishna Iyer’s words, responsible justice.

In this SC order, Justice Anil R Dave, though in minority, points out, “I fail to understand as to how autonomy of the said institutions would be adversely affected because of the NEET. The Government authorities or the professional bodies named hereinabove would not be creating any hindrance in the administrative affairs of the institutions. Implementation of the NEET would only give better students to such institutions and from and among such highly qualified and suitable students, the minority institutions will have a right to select the students of their choice.” He adds, “It would be open to them to give weightage to the religion, caste, etc. of the student. The institutions would get rid of the work of conducting their separate examinations and that would be a great relief to them.” If the majority judges felt that NEET interferes with right of linguistic and religious minority institutions, then by the same yardstick, the qualifying +2 examination conducted by various boards is interference!

The crux of the SC order is the constitutional validity of the MCI and DCI regulations. The present government’s unparalleled skill to bring new legislations and regulations contrary to law makes one think that the government is doing its best and the SC is playing spoilsport. But that is not the case. During 1986, in Dr Dinesh Kumar vs Motilal Nehru Medical College, the Government of India conceded before the SC that MCI is not competent to conduct the All India entrance exam (AIR 1986, page 1884). When MCI was put in a ventilator in
1986, why did the government put it on an escalator in 2012?
Justice Dave’s minority judgment provides a key takeaway. Private educational institutions have been vested with the right to administer (admit) by the SC in the T M A Pai Foundation case. With the advent of technology and socio-economic progress across the country, this right can be positively channelised to fix the existing loopholes and ensure that the benefits reach all the students. A larger bench of the SC appears to be the only alternative to set things right as it now involves issues of fundamental rights.

Picking from Justice Dave’s observation, a Centralised Testing Agency (CTA) can be one form of responsible justice. CTA shall conduct centralised exams like NEET, JEE, CAT and CLAT two to four times a year. This shall provide enough opportunities to rural students as lack of opportunities for them has often been cited as the main reason to thwart attempts to create a national testing facility.

The CTA shall maintain a foolproof online portal by which every student submits basic information and secures a unique ID. With the ID, a student can appear for a centralised test and apply to any institution in the country for admission to the programme concerned. All private institutions shall admit students based on the ranks secured in NEET/JEE/CLAT, etc. conducted by CTA and +2 marks. This way, their right to admit is not compromised. Post-admission data submission by individual institutions and strict compliance of norms shall ensure no deserving student is denied admission. This transparent admission system will pass the triple test prescribed by the SC in the Inamdar case and ensure that meritorious students’ aspirations are not doomed.

I recollect one of my students during a debate — In India, religion has been politicised, politics criminalised and crime nationalised. Likewise, education has been rightly privatised, some privates wrongly commercialised it and commerce almost legalised. However, private education is still providing
public good. The need of the hour is a CTA akin to Election Commission. This solution will not only pass the triple test but also the constitutional validity without affecting the rights of minority/non-minority, aided or unaided institutions. The loss of NEET in the judicial Waterloo can be resurrected in the next. Let the resurrection begin. Is anybody listening?
Vishwakarma to The Rescue of Indian Higher Education

The eternal cosmic season also called Yugas can be distinctly characterised based on the presence of good and bad. Swami Chinmayananda explains this distinction beginning with Kruta Yuga in which the Devas resided in a world completely separated form the world of Asuras. In Treta Yuga, two countries as the separating medium kept Lord Rama (in India) from King Ravana (in Lanka). In Dvapara Yuga, the good and the bad resided in the same country but separated by different families—Pandavas and Kauravas. Come Kali Yuga. The good and the bad reside in the same individual making distinct characterisation a distant reality.

The comity of such binary state individuals makes binary state institutions. Institutions responsible for discharging statutory functions toggle between the binary stages based on the extent of 'goodness' and 'badness' in the individuals working for them. Citizens of democratic India cannot be victims of such binary state institutions' administration lapse. Eminent Jurist M C Setalvad germinated the idea of an Ombudsman during the All India Lawyer's Conference in 1962 and subsequently the Administrative Reforms Commission submitted its recommendation in 1966 paving the way for Ombudsman, Lokpal and Lokayukta. The common thread connecting all of these is the need to uphold the Indian democratic spirit guided by the cardinal rule that a democratic government is “of the people, by the people and for the people”. It is in this light that the University Grants Commission's (UGC) recent Grievance Redressal Regulations need to be studied.

The Indian higher education system is controlled by various statutory bodies with extraordinary discretionary powers. The Kali Yuga symptoms show up in varying proportions
across the different bodies like Medical Council of India (MCI), All India Council for Technical Education (AICTE), UGC, National Council for Teacher Education, etc. There are enough reports by various committees, expert bodies, associations, etc. that are critical about the mindless expansion of deemed universities, engineering colleges or management institutes. The suo moto cognisance of the Madras High Court hearing a writ petition during April questions the approval policy of the AICTE. Corporate India is complaining about the falling standards of graduates. Pradhan’s Annual School Education Report points out the pathetic state of teachers and students in Indian schools. MCI and AICTE officials are under CBI investigation. The recent National Law School Review reports also point out to the glaring flaws in the system. Amid this chaos, UGC’s recent academic elixir attempts to address grievance of students/parents in universities and colleges through its recent regulations that call for universities to appoint Ombudsman and colleges, a grievance redressal committee.

The intent of UGC is correct. There are bad institutions but there are enough good laws to check them. The UGC has conveniently forgotten that there are enough regulations and statutory provisions to address grievances. Statutory bodies like UGC, AICTE, MCI, etc. enjoy a great amount of discretionary power and discharge expansive range of government functions with 'binary state' individuals. To expect all of them to be upright is utopian. More administration may mean more mal-administration and hence these bodies must first require an Ombudsman who can be a trusted intermediary to check the flush of power. Statutory bodies cannot absolve themselves of their administrative lapse through such tokenistic regulations. They must first have an effective Ombudsman and lead from the front and create a feel-good factor. The Indian higher education power corridors need the cosmic Kruta Yuga in which the regulators reside in the world of good just as Devas did. Oh Vishwakarma! When will this good world get ready?
The Thiel Fellowship recipients for 2013 include India’s 19-year-old entrepreneur Ritesh Agarwal. Twenty under-20 achievers from all over the world receive a no-strings-attached grant of $100,000 to drop out of college and focus on their own idea, research or self-education.

Awarded by the Thiel Foundation, set up by German born US-based billionaire venture capitalist and co-founder of PayPal Peter Thiel, Ritesh was selected from a pool of over thousand applicants from 50 countries and will be mentored by successful entrepreneurs, thought leaders, scientists, etc. during his two-year stint in the USA. Thiel Foundation believes in intellectual curiosity, commitment, risk-taking, grit, et al to become successful in life. It attaches no importance to a formal degree and that explains why it awards the prestigious fellowship to drop out of college. When this fellowship programme was started in 2011 it was received with an array of responses — critical and supportive. Within two years, Thiel Fellowship is getting more competitive than Harvard or Princeton creating a disruptive force strong enough to prick the education bubble. Are such initiatives strong enough to substitute formal education? Not in India.

There is a strong global move towards other forms of non-formal learning. The website notgoinguni.co.uk is a one-stop shop that provides apprenticeship for youth without a formal degree. Many universities, philanthropic organisations, corporates, et al are creating their own forms of non-formal education. According to the US department of education, the cost of education rose by 72% between 2000 and 2012 but the average earnings for US students with a bachelor’s degree fell by 14.7%. The value of a degree is expected to fall globally and definitely in India, given its poor higher education regulatory
system that has a minimalist approach to quality, maximalist approach to quantity and partisan approach to statutory obligations. But do we care about the value of a degree?

Programmes like the Thiel Fellowship may be branded elitist. Indian versions of Thiel may elicit a strong “no-no” by any Union government of the day and by India’s largest NGO — the National Advisory Council — as higher education policy is strongly driven by the triple taraka mantra “Inclusive, Accessible and Affordable”. It is strange that there is no mention about the word “Quality” in the mantra! We are successfully producing more and more unemployable engineering and management graduates. Universities are now ranked by employers based on graduates’ performance at workplace and employers are slowly exerting pressure on universities to impart skills in their graduates. However, if the present mode of university education in India continues, employers may even look for alternative entry-level requirements.

Hardcore academics argue the need for applied and basic research in university campuses. Universities have traditionally been research platforms resulting in pathbreaking discoveries. Globally, university research is supported by outstanding faculty who are endowed with huge financial grants and intellectually vibrant student community. There is no doubt that such students cannot be prepared for their first job after their first degree. They are the future hope for academic research to create new knowledge.

In the last several years there has been a stentorian chorus from all stakeholders on the absence of any Indian centre in the list of top 200 universities of the world. A quick scan of the parameters used by the three popular ranking agencies — QS, ARWU and Times Higher Education — clearly indicate the dominance of research that receives over 50% weightage. Research productivity of India is not encouraging. According to a study by Thomson Reuters, India’s share in the global research output in 2010 is just 3.5%. With the
McDonaldisation of IITs and NITs, whether India can hold on to the share is anybody's guess. On the other hand, the Indian higher education enrolment figures establish the growing rate of undergraduate (UG) and declining rate of postgraduate (PG) enrolment. The research output of Indian varsities has minimal impact on a student's UG experience creating an imbalance in the university ecosystem in which universities pursue and fail at both research and teaching. The tug of war between research and teaching will continue forever unless the components of the 21st century Indian university are unbundled and redefined to arrest the falling values of a conventional degree and research output.

There cannot be a time more appropriate than now to take stock of the purpose of universities and university education. The winds of change driven by technology and globalisation are blowing hard, changing the paradigm and shaking the foundation of 20th century university education. India cannot afford to be a sleeping giant. The need for a formal degree will never die down and no amount of Thiel Fellowship or other non-formal education opportunities will dampen the demand for formal degree programmes.

The antiquated regulatory framework is well oiled by second innings academics who are far behind the emerging trends of 21st century university education. Harvard University professor Clay Christensen's Disruptive Innovation forms the very core of the 21st century Indian university. The demand for Indian higher education is so huge and diverse that all universities cannot be doing the same set of functions. We need to disrupt and break the warped logic of categorising all universities based on the same set of parameters. In short, policy makers need to think beyond the traditional frameworks and call for a multi-stakeholder approach in redefining university education and inventing new models. We need different types of universities, each focussing on the aim for which they are created. There is no point in comparing IITs, progressive private and public varsities with weaker ones. America never compares Harvard, DeVry or Phoenix.
In India, the policy makers driven by rhetoric want every university to become a Harvard or Stanford. It will never happen. Firms with large market capitalisation like Apple and Google were founded in the last 20 years. They harnessed the winds of change by leveraging technology and globalisation. Universities that charter the next generation of economic and social growth cannot afford to miss this wind. As the winds of change blow hard, the best build windmills while the rest build shelters. India needs to be the best.
AICTE can be distance Education's new Parent

The curse on Indian higher education is the widening gap between committee recommendations and committed implementation. Committees on capitation fee abolition have not abolished the capitation fee syndrome. Committees on curriculum reforms in professional education have not increased the quality of graduate output. Committees on streamlining admission system through a National Test Facility have not solved the Centre-state issues. Committees on promoting postgraduate and Ph.D education have not produced the desired levels of output which is tellingly visible looking at the nationwide faculty crisis. Amidst all of these, the Madhava Menon Committee on Distance Education Reforms has submitted its recommendations to the Ministry of Human Resource Development (MHRD).

Based on the Menon committee recommendations, the Distance Education Council has been abolished bringing Online & Distance Learning (ODL) under the control of University Grants Commission (UGC). There is dissent from a member of the UGC for this hastened move which, according to him, is bureaucratic overtake of a statutory function. Be that as it may. That certain universities (public and private) that are experts in the distant education mela should not capitalise on the emerging lack of policy clarity is the author’s main concern. Last week, UGC wrote to all universities imposing temporary curfew on all new distant education programmes until new regulations are in place and virtually established itself as the sole regulatory authority for ODL. This letter read with the recent order of the Supreme Court that made All India Council for Technical Education (AICTE) powerless seems to indicate a turf war between UGC and AICTE. The AICTE, based on the recommendation of a committee comprising Prof Sanjay Dhande and Prof M Anandakrishnan, is also exploring
the possibility of engineering degree through distant mode (read diluting engineering education quality!).

The UGC which is responsible for the careless post-2004 deemed university boom is now carefully guarding many unapproved deemed university campuses and must handle this new responsibility with utmost care. The three-dimensional shade of UGC-careless, careful and caring-is a complex challenge that it has to surmount. Whether UGC has the capacity to regulate ODL in India is a million-dollar question. In India, the socio-economic value of a degree needs no emphasis. Most of the conventional degrees of intrinsic value to the individual are in economic terms less worthy than the paper they are written on! Less said about distance education degrees and the resultant unchecked commoditisation of the same. On that count alone, UGC needs to handle ODL with extraordinary caution. It must ensure that only non-professional courses are conducted in ODL mode and not professional courses like engineering as suggested by the AICTE committee. ODL cannot be an academic freebie and victim of modern marketing gimmicks. A world renowned Harvard University professor was hired by a leading online university in USA that developed content using his live lectures. To add more spice to increase enrolments, the university hired good looking models as students. The professor’s face which became boring to watch for a long time at times was substituted with the beautiful models who were paid to smile and nod their heads as though they have reached a state of academic enlightenment. ODL for Dummies!

The MHRD should disband Sibal’s one-stop higher education boutique idea-National Council for Higher Education & Research. The MHRD should accept Menon committee recommendation of constituting a separate regulatory body for ODL instead of thrusting it on UGC.

Result: ODL needs permanent parents and cannot be the foster child of UGC. The almost childless AICTE can be ODL’s new parent. Let the family reconstitution begin!
An academic coin of any denomination has knowledge on one side and skill on the other. Unfortunately, in the coin-flipping exercise, knowledge outnumbers skills. That doesn't mean that our graduates are knowledgeable but it definitely means that we have ignored skill-based education. The twin purpose of education is to impart knowledge and skills. The lack of clarity has reduced this twin purpose to a singular option-engineering education for knowledge or polytechnic education for skills. Compounding this erroneous distinction is the polarised and mindless proliferation of engineering education. Thanks to AICTE’s unjustifiable generosity.

There are over 3,500 polytechnics offering diploma and post-diploma programmes approved by the AICTE. Over 1.2 million students study in these polytechnics as of 2012-13—a three-fold increase compared to 2007-08. Contrast this with engineering education to uncover the mismatch. The total number of engineering colleges is 3,495 and the total number of students enrolled as of 2012-13 is 1.8 million. Removing those enrolled for PG programmes, the current engineering:diploma ratio is 1.5:1 as against a desired 1:3. This is disproportionate considering the availability of job opportunities which is more for skilled workforce than for professional graduates. What professional graduates? In a recent survey, more than 30 per cent of engineering graduates could not answer this question: What is the probability that I pick one banana from a bag of 20? Why are we then expanding a system that produces more and more of unemployable professional graduates?
The rate at which polytechnic enrolment is not growing has the explosive potential to create huge socio-economic imbalance. This trend needs to be addressed with some corrective policies to encourage more polytechnics and not engineering colleges. There is no need to emphasise the need for skilled workforce. The government’s National Vocational Education Qualification Framework (NVEQF) is a step in the right direction to ensure a formal academic framework that integrates vocational education (VE) with conventional education. This framework provides a seamless integration with mainstream education through a carefully designed modular vocational/diploma/advanced diploma/degree programmes. The issue, however, is the role of AICTE with its scary legacy approval system and the extent to which it is flexible.

AICTE’s approval Handbook for VE/Community Colleges and Skill Knowledge Provider under NVEQF for 2013-14 is as laborious as it is for conventional degree programmes. Universities are empowered to offer vocational degree/advanced diploma/diploma. However, to facilitate integration with/transition to other AICTE approved institutions they require a formal approval. Skill development programmes conducted by all universities or institutions accredited with top grades by National Assessment and Accreditation Council or National Board of Accreditation should deemed to be approved by AICTE. The approval must be simplified and the application and processing fee must be reasonable for the rest. The present approval process is cumbersome and expensive, and will discourage applicants from undergoing this process.

The way forward: It is the power of disruptive thinking that has created success stories. It is time that skill education is freed from antiquated approval processes and regimental bureaucracy. The Skill Advisory Council to the Prime Minister must be empowered to identify sector-specific professional bodies that shall prescribe model curricula for various skill
courses, assess and certify students who successfully complete such courses. Industries, training institutions, colleges, universities, etc. should come forward and adopt this model curriculum and contribute to the growing requirement of skilled workforce. In short: To skill India, kill legacy systems.
AICTE's Newtonian Downfall

MBA and MCA outside the purview of AICTE.” “SC snubs AICTE.” “AICTE approval not necessary for MBA/MCA.” The stentorian chorus of the entire print media on a recent Supreme Court order virtually celebrated the release of management education from the control of the All India Council for Technical Education (AICTE). The media however failed to see the hidden academic time bomb in the detailed order that has far-reaching consequences.

On April 25, the Supreme Court disposed of a batch of civil appeals with regard to the power of AICTE to grant approval to MBA & MCA programmes offered by affiliated colleges and triggered an academic tsunami of sorts. The Supreme Court transferred the approval powers of AICTE to universities through the UGC. Though it is good news for those who were critical of AICTE's mindless McDonaldisation of engineering and management education, the swing of the pendulum to the other extreme is not only legally tenable but also has cataclysmic academic repercussions. Let us see why?

The appellants before the Supreme Court were arts and science colleges affiliated to the Bharathidasan University offering MBA/MCA courses. They questioned the power of AICTE to grant approval to their MCA programmes holding that it does not fall under technical education and that the new regulations of AICTE lacked the power as they were not placed before the Houses of Parliament. The Supreme Court framed five questions of law, the important one being the question of “whether colleges affiliated to a university are obligated to take separate permission/approval from the AICTE to run classes in technical courses in which the affiliated university of the colleges is not required to obtain any permission/approval under the AICTE Act itself?”
The Supreme Court in Bharathidasan University vs AICTE (2001 (8) SCC 676) held that universities are not technical institutions as defined by Section 2(h) of the AICTE Act and hence need not obtain approval from AICTE to start technical courses. The University Grants Commission (UGC) under section 22 of the UGC Act of 1956 confers the power to award degrees to Central, State and Deemed Universities and to institutions of national importance created by legislation. Unless the statutes require, these institutions need not obtain prior approval for starting any course.

However, affiliated colleges do not enjoy this status as they are not academically mature to handle such high levels of academic autonomy nor is the university affiliating system robust enough to ensure quality through strict compliance. It is in this perspective that the recent Supreme Court order has shocked academics.

The argument put forth by legal eagles on behalf of the appellant colleges was that Section 13 of the UGC Act vests the power to inspect to ascertain the financial needs of a university and its standards of teaching, examination and research. Quoting provisions from Sections 12, 13 and 25 of the UGC Act along with various rules and regulations of UGC and juxtaposing with Parshvanath Charitable Trust case (2002 (8) SCC 481), they reduced the role of AICTE to that of an advisory and recommendatory nature without any administrative control over colleges affiliated to universities which fall within the definition of Section 2 (f) of the UGC Act. Reliance was also made on the Kothari Commission (1964-66) and National Policy of Education (1986) to the effect that AICTE cannot have any kind of control over university education, and cannot control or regulate the functioning of colleges affiliated to universities which are governed by provisions of respective universities Act and UGC rules and regulations. In short, the legal luminaries accorded princely status to affiliated colleges through backdoor and used legal loopholes to circumvent the need for academic standards.
Let us see what the Supreme Court felt after listening to the AICTE's counsel who vehemently shielded AICTE from the legal ammunition fired by the appellants'.

Para 39 of the Supreme Court order shakes the foundational architecture of AICTE's power to grant approval. The Supreme Court records “A careful reading of sub-sections (2)(c), (3), (4) and (5) of Section 12A of the UGC Act makes it abundantly clear about colleges which are required to be affiliated to run the courses for which sanction/approval will be accorded by the university or under the control and supervision of such universities. Therefore, affiliated colleges to the university/universities are part of them and the exclusion of university in the definition of technical institution as defined in Section 2(h) of the AICTE Act must be extended to the affiliated colleges to the university also. Otherwise, the object and purpose of the UGC Act enacted by the Parliament will be defeated.” Adding more salt to AICTE’s injury the Supreme Court further held that “the role of the AICTE Act is only advisory in nature and is confined to submitting report or giving suggestions to the UGC for the purpose of implementing its suggestions to maintain good standards in technical education in terms of definition under Section 2(h) of the AICTE Act and to see that there shall be uniform education standard throughout the country to be maintained which is the laudable object of the AICTE Act for which it is enacted by the Parliament.”

The effect of such a sweeping Supreme Court order is not as simple as it was originally captured by various newspapers. Any of the over 30,000 affiliated colleges can start new courses or programmes that come under the purview of AICTE without seeking its approval. All that the affiliated college must ensure is that it has the approval of the affiliating university and follow or at least appear to follow the norms and standards prescribed by AICTE. Such an academic explosion is unthinkable considering that despite being under AICTE’s control, the state of engineering education is pathetic.
There is certainly no doubt that the Supreme Court has enlarged an MBA/MCA approval issue to decide on the power and role of AICTE. AICTE deserves a jolt for its antiquated policy making, but the Supreme Court order throws the baby along with the bath tub and cannot hold the field for long. We need a Herculean effort to arrest AICTE’s Newtonian downfall. Will MHRD rise to the occasion? It has to, in the interest of Indian engineering education.
Policy paralysis hits India

Education regulatory authorities either have rules that are not enforced strictly or just have rules, but do not continuously evaluate and guide the institutions. Indian institutions face different problems internally and externally. The mere appearance of executing the regulations are just not enough. A strong model for the education system is necessary, and India must realise and acknowledge it. Addition of bills or addition of regulations will not yield a solution. Ensuring that the current system works properly and improvising on it is the current need.

In coma
The state of higher education in India is symptomatic of how policy paralysis can not only bring to comatose all forms of education, but also kill the cure for the disease. A Medical Council of India administered by an interim Board of Governors, a University Grants Commission that has the shocking potential to survive headless or with a temporary head for two years, an All India Council for Technical Education, which is turning out to be a mere approval agency and not a forward-looking regulatory body, a directionless National Council for Teacher Education, the Department of School Education and Literacy whose landmark Right to Education doesn’t guarantee Right to Knowledge, a Distance Learning Department dominated by IGNOU and state open universities, who have opened the floodgates of mediocrity, a vocational education department having little clue on the competitive potential of India’s skilled workforce and finally a bunch of IITs/IIMs, both new and old, grappling with their own problems.

Adding to this laundry list of problems are the extra-constititutional committees constituted by different departments for different purposes, and all of them singularly
connected with their output do nothing but appear to do everything. A few initiatives like NPTEL and NMEICT are laudable and deserve more financial support and encouragement.

**Bills are not a solution**
A slew of Bills are pending before the Parliament and some referred to Standing Committee. The problem in the Indian education is not the absence of statutory regulations or legislative provisions but the lack of will to implement them and stem the growing rot in the higher education system. The new set of Bills, except a few like NCHER or Academic Repository Bill, is merely a cosmetic addition to existing Bills.

For example, the Prohibition of Unfair Practices Bill contemplates various statutory provisions to ensure there is no unfair practice in technical and medical institutions. The phantom belief that the proposed Bill is the academic elixir that can put an end to the capitation fee menace is a figment of imagination. Almost every state has a legislative enactment that prohibits capitation fee and various statutory regulations are in place to check this growing menace.

Despite all this, is there any MHRD record of conclusive action taken by it to deter institutions from collecting capitation fees? None, so far. The proposed Bill wrongly assumes that unfair practices happen only in the admissions and the entire Bill talks only about admissions. It has conveniently (or intentionally) forgotten the fact that unfair practises are rampant in the issue of examinations, declaration of results, faculty, VC appointments, grant utilisations, etc.

**Contradictory views**
Another major counter-productive exercise by the MHRD is in the realm of university education. The National Knowledge Commission and the Yash Pal committee have both recognised the need for comprehensive universities and the need to accelerate the growth of university education. On the other hand, an extra-constitutional committee called the Tandon
Committee wants to downgrade existing universities to colleges.

It is shuddering to think of such diametrically opposite views and more concerning is the fact that MHRD is giving serious credence to the Tandon Committee when its existence is a subject matter of intense litigation in the Supreme Court. Even the recently tabled Parliamentary Standing Committee report on MHRD has acknowledged the subjudice nature of the issue and relies on UGC Review Committee. But MHRD’s policy decisions based on Tandon Committee is discriminatory and partisan.

**What needs to be done?**

Instead of hijacking Sarvepalli Radhakrishnan’s well conceived concept of deemed universities, the MHRD must take action against erring universities that are running unrecognised off-campus centres and franchising degrees. Also, any review process must be only for those deemed universities that were given temporary recognition and not lock, stock and barrel.

The MHRD must deeply introspect and be a powerful agent to build a successful Indian higher education model. Excessive regulations and very little enforcement is a lethal combination. Outcome and not outlay-driven rhetoric is the key for qualitative growth. Recognition of non-formal skills and providing formal academic identity is the need of the hour that can make higher education inclusive and accessible. We need a multi-stakeholder approach to solve the multitude of problems. All stakeholders are ready to build a strong recovery road for Indian higher education! Is the MHRD ready?
Ready With Our Voices, But is anybody Listening

Two recent back-to-back events have created a stir in the Indian higher education sector. One questions AICTE’s past and the other provides answers for India’s future. AICTE first. The Madras High Court issued notice to AICTE, MHRD, etc. questioning the generous and charitable approval policy of AICTE in respect to engineering colleges in Tamil Nadu. Thanks to the territorial jurisdiction, the high court spared the national generosity of AICTE which in the last decade and over has destructively polarised the growth of engineering and management education. AICTE is hoarded with enough reports to support its mindless expansion in our country creating regional imbalances about which many Five-Year Plan documents have heavily criticised. AICTE forgot that it is primarily a regulatory body and hyperactively discharged its marginal role as an approval agency. Result: Many graduates exiting colleges but not able to enter life.

The second event that took centre stage at a national level was Rahul Gandhi’s CII speech. Among various issues that he touched, the most striking to me was his clarion call to create a coalition of voices to address issues that confront the nation. I agree with Rahul on the need to accommodate diverse voices to shape the nation’s future course of development. In Rahul’s own words, “our voice and skill-sets have to go into policy in a systemic way”. But I am not sure if the MHRD will listen to many voices to pull it out from its self-inflicted disorder. Nevertheless, thanks to Rahul, I present my voice in written format with a hope that MHRD reads (listens) it.

Let me borrow Rahul’s voice to begin with. “Today we are mortgaging our future because large parts of our education and training are based on defunct ideas. Ideas that are no longer relevant.” Did anybody from MHRD listen to this voice?
Isn't policy making at MHRD a good example to fit Rahul's words? Rahul, you did not want Indian education to look outside but wanted others to look at India as a role model. But our former HRD minister openly admitted that foreign universities are integral to the improvement of Indian higher education and India cannot avoid them. There are many such examples but let us not talk about history now. Let us collectively build a voice that can be cannulated into mainstream policy-making.

I agree with Rahul that we have the seeds to grow but need ideas to fertilise the growth of Indian higher education. The exponential solutions through generational shifts that Rahul wants can happen only if there is a tectonic shift in the policy-making mindset. The current dyke of policy-making is rhetoric driven with statutory functions being outsourced to extra-constititional committees. Such committees are incremental solution providers and nowhere near Rahul's idea of transformational change agents.

The National Education Policy formulated by Rajiv Gandhi has the propensity to galvanise the entire Indian higher education. Unfortunately, it is kept in cold storage due to policy paralysis leading to such suo motu Madras High Court action and other catastrophic consequences. The current wave of higher educational reforms is driven by the triple mantra—Access, Affordability and Inclusiveness. Mere passing of Bills and Acts with no political will or action will only retard the engine of intellectual growth. We need an institutional voice that can lubricate the antiquated vehicle of higher education development. If it's my voice and our voice that go into policy-making, let us begin and get our voice-based action together. We are ready with our voices. Is MHRD willing to hear us?
Am I getting Traditional or is Modernity being Redefined?

I am a modern product of English education received in three different countries. Currently as an academic, I spend most of my work time with students whose behavioural trends are immediately visible symptoms of modernity or symptoms of mistaken modernity. Having my own doubts, I undertook my trip to Delhi on an official work only to return to campus more confused.

Waking to the mellifluous voice of M S Subbulakshmi’s Sri Venkatesa Suprabatham, I left to the airport only to be woken again by a terrible noise that boomed out of a car that came to a screeching halt besides mine. From gentle music to this barbaric genre early in the morning! What a contrast. The deafening beat of drums and the piercing noise of the lead guitar could not hide the half-dressed person stepping out of the car. Half-dressed? Yes. How would you describe a person who wore a tight-fit shirt to show off his bulging biceps that scared away timid onlookers? I thought he had accidentally slipped into his sister's shirt in his hurry to catch the flight. How would you describe his trouser which I strongly believe was hurriedly snatched from the tailor when it was only 3/4th ready? Recovering from this early morning rude shock, I entered the airport and joined the queue for checking in. I noticed an uncomfortable mother trying to shield her son's watchful eyes from the filth that found its way into a teenager’s T-shirt. When we have a censor board for movies, why not for captions on T-shirts? I gave the mother some relief by offering my iPad to her son who with all glee brought the Angry Birds to life.

I was waiting for my turn at the security gate, a fan of Ruud Gullit (assumed from his hair style) wearing a multi-pocketed baggie pant made his way to the CISF guard. I smilingly recalled how my Controller of Exams would debar such
students from writing exams because he did not have the wherewithal to check each pocket before a student takes the exam. In an airport, there are no rules for dresses. Nobody could save the CISF guard who patiently checked each pocket. I am sure, by any labour law standards, he would have got his pay for overtime resulting from overwork. My flight was announced for boarding and I took my seat next to a person who was in his early 20s. Before the cabin doors were shut, I could feel a sudden jolt and immediately fastened my seat belt. It took me some time to realise that my co-passenger with ears plugged with an earphone and eyes closed was experiencing some kind of ecstasy. Listening to some music that he alone could explain, the more vigorous his open-air drumming was the more he was in seventh heaven. The open-air drumming explained the sudden jolt and I reconciled myself to some calmness.

Food was served and as is my usual practice, I politely said no to the astronomically high prices. I opened my home-made idly which invited a dismissive look from another co-passenger seated on my left with one of his ears pierced with an ear-ring. If it had been on both the ears, I would attach some religious significance. But this one-ear pierced wonder boy is still a mystery to me.

I stop here without describing my aromatic return trip with a 'model'-turned-'role model' whose cosmetics choked many passengers' breath. I stop and ask myself a question. Am I getting traditional or is modernity getting re(ill)-defined?
Politicians, corporate leaders, economists (political, social and many other varieties), senior journalists, etc., have all spoken and written about the Union Budget. Were the academic voices heard? Aren’t they the experts in valuing answer scripts that provide solutions to problems? Isn’t the budget document an answer script for India's economic problems? I think it is and hence would like to provide an academic perspective.

Only an academic reads the entire answer script and also provides scope for revaluation and re-totalling. I have valued, revalued and retotalled the budget document and ready to declare the results. There are two budgets that catch media attention. The Railway Budget which is an exercise that best portrays how organisations have budgets to breed inefficiency and continue to run at sustained and unquestioned loss.

Do we need a railway budget? It is a behemoth that transports the entire population of Australia every day and hence needs a formal budget though it has not delivered any significant results. That explains the post-Railway budget lull in the TV channels' argument industry. The second budget gives life to the TV channels that buzz with renewed energy to discuss the Union Budget of a nation that adds to its population the size of Australia every year.

Skipping the figures that have now become household (similar to the rangoli part of the answer script which is coloured with markers) we shall concentrate on some attention grabbing data. The Finance Minister has revised gross tax revenue estimates for 2012-13 to Rs 10,38,037 crores, a downward revision from the budget estimate of Rs 10,77,612 crores. With a shortfall of Rs 39,575 crores and only a 16 per cent growth between the 2011-12 and 2012-13 period, the FM's...
2013-2014 budget estimate of Rs 12,38,870 crores relies on GDP growth to support tax revenue.

With over Rs 7,50,000 crores of investment locked at various stages due to the policy paralysis of the government and with an unsatisfactory history of meeting revenue targets, the revenue forecast appears to be shaky. On the expenditure side, though the 16.4 per cent growth in expenditure has a 29 per cent growth in planned expenditure, the quality of growth is still a subject matter of concern as it relies heavily on subsidy cuts.

Reduction in fertiliser, food and oil subsidies is a political time bomb during an election year. This Theory Z is beyond reality and will never happen. The gross capital formation in the last 5 years has been decreasing and if used as a proxy for investment, the revenue and expenditure forecast for 2013-14 based on increased receipts and decreased subsidy is a challenge.

Before the whopping Rs 32,73,000 crores of revenue foregone by the UPA I and II in the form of income tax, customs and excise duty waiver to corporates and individuals, the apologetic surcharge of 10 per cent for the super-rich for one year is pocket money tokenism. On one hand we have populist schemes for the poor and on the other pompous waiver schemes for the rich. Sandwiched between them is the middle class which always gets the last laugh.

From a middle class perspective, this budget has very little to offer. Don’t be surprised if next year after paying service tax for the packed food purchased in an air-conditioned restaurant, you are asked to pay road tax for taking it home.

Duties on mobile phones, set top boxes and planned reduction in fuel subsidy forcefully impact middle class which gets little gain from the STT reduction, RGESS and Rs 1,00,000 interest deduction on a housing loan.

The growing middle class with its high voter turnout is a critical constituency that the budget has failed to address
adequately. This is the biggest political opportunity that not only this budget but also the previous UPA II budgets have missed.

The FM expressed deep concerns on the current account deficit and attributed it to the purchase of oil, coal and gold and went silent on surging Chinese imports, other Page 3 celebrity purchases like milk, fruits, toys, etc., and other “essential commodities.”

Gold is a shining metal but cannot be lifted as a shining example to reduce current account deficit. The Reserve Bank of India (RBI) in its recent report stresses the need to moderate gold import and cites that “the insatiable appetite for the yellow metal could jeopardise economic stability.” Indian investment in gold jeopardising economic stability? Unbelievable! Isn’t gold a social security which in many ways is reducing the socio-economic burden of the government? Gold to Indians is like houses to Americans and cannot be separated from their living culture.

There should be a serious effort to leverage the gold purchasing habits of Indians and use it as a bargaining power in the World Gold Council to dictate prices of gold than to discourage Indians from buying gold.

Our nearest and envious neighbour China needs special economic attention. In the name of open economy, India cannot afford to fall prey to China’s economic theatrics. It is high time that we think of strong anti-dumping laws as China is not only dumping raw materials but also heavily exporting finished goods to India. This is hurting Indian manufacturers and from a strategic perspective an issue of great national concern which the budget has failed to address.

The US Department of Justice has sued Standard & Poor for its careless rating that caused the global financial crisis. The rating agency set standards that were so poor and calls itself Standard & Poor! Our union budget has managed to postpone
a possible S&P downgrade. From that perspective it is a good budget.

But as an academic who always believes in practical results than on descriptive theory, I would wait. The practical results lie in the behaviour of humans and corporations to the budget announcements. Such behaviour cannot be captured by formulae and equations and presented as fancy numbers.

No amount of “mathemagic” can declare the practical results in advance.

The budget passes Mathematics for its number tricks, English for its verbose and Tamil for the Thirukkural couplet, but the result is: Degree Withheld.
McDonaldisation of IITs and IIMs

Philip Albach, a renowned educationist said that “every country wants one world-class university. No one knows what it is and no one knows how to get one.” A very profound statement. Every country wants one and this is explained by the incomprehensible urgency with which in India we just want to pass a bill; a bill to set up 14 world-class universities in the country. I think India is the only country where you can set up a university and all that you need is a majority in the Parliament or Assembly. You don’t need infrastructure. Such self-declaration and dramatisation because every country needs a world-class university is probably the mindset of policymakers in the country today. No one knows what it is because every year we have this academic renaissance where we shout and scream that we have world-class institutions as seen in the IITs and IIMs. As Prof PV Indiresan (former director of IIT-Madras) said, there is so much freedom in the IITs that they’re free to do all that the government wants them to do. But the agencies that are supposed to confer the status of world-class university find that we are nowhere near the standards that are required to be considered world-class. We are not seriously introspecting on that.

In 2005, when University of Malaysia slipped 100 positions in the Times Higher Education ranking, there was a major cry that the vice-chancellor had to step down. An inquiry commission was constituted by the government to understand what happened to the university. Finally they found out that nothing happened in the university except the accreditation parameters were changed and that was the main reason. But we don’t see an introspection of that type happening at major policy-making level at our country.

How to get one (world-class institute)? There is enough evidence that I can provide on the absence of clarity at the
policy-making level as to how do we get world-class institutes in our country. And before we do that, I would like to present some facts/statistics. During the mid 19th century, it required $50 million and 200 years to set up a world-class university. University of Chicago in the beginning of the 20th century wanted to reduce time and as a result of which it came forward and invested $100 million to set up a world-class university. Cornell University invested $750 million to establish a world-class medical school in Qatar in 2002. King Abdullah established University of Science and Technology in Saudi Arabia at a cost of $3 billion. And the good news here is that the institute was outside the purview of the higher education ministry. Today, to establish a world class institution in India, the estimated cost is around $1,500 million (inflation unadjusted cost). The evidence that I want to point out is the 12th five-year plan which has allocated `3,000 crore to fund innovative initiatives in 20 universities. With `3,000 crore, we can create 20 world-class universities, which is two per cent of what it actually is. This seems like a joke. We want to create world-class universities within a short period of time but we aren’t able to allocate enough resources.

The key ingredients of a world-class university are: Firstly, the very need for world-class universities where research is an integral component. And that only such research-based universities can bring about growth in this globalised knowledge economy. We need academic freedom that world-class universities all over the world enjoy today. And lastly, a good interface with the society, because these universities are supposed to provide solutions to the problems the society is facing.

If we ask the question whether we are in a position to do that, we need to come out of the state of confusion we are in. On one hand, we have the National Knowledge Commission, which says we need 1,500 comprehensive universities. On the other hand, we have the Tandon Committee, which says, “No more universities, please downgrade them to colleges.” Under these
contrasting views, we have a challenge to establish a world-class university. Some vulnerable elements will peep through when we attempt to establish a world-class university because the focus is just on establishing physical infrastructure. Good air-conditioned classrooms, swimming pools, greenery and gymnasias don’t establish a world-class university. Or heavy reliance on foreign partners, which still doesn’t establish a world-class university in India because they have their own problems in their home countries. Or privilege the development of one set of universities at the cost of the other set. Or just provide only capital support without providing enough resources for a world-class university.

And lastly, recognise the fact that it takes time to establish a world-class university. I will conclude with a profound analogy. We at the policy-making level, see that it’s like the grass in the cemetery. The grass at the top or anything that stays at the top has the most power. But what is the use of power when the grass in the cemetery cannot move or shake anything that is beneath it?
Dear Finance Minister, I am a Selfish Academic

If a Google search result is an accepted index to measure stakeholder concern, results for a search involving Union budget and Indian education are not satisfying. A keyword search using words like Indian education, budget, 2013-14, etc. did not yield encouraging results compared to those using India Inc, corporate exemptions, retrospective amendments, etc. I am not surprised with the results as education cannot compete with the super-waivers that have been the sole exclusive of India Inc. I have not seen or read about any delegation of higher education administrators or academics meeting the finance minister for any sort of pre-budget discussions. The budgetary allocation for education, unfortunately, is decided by bureaucrats who make sure that the allocation is a few percentage points higher than the previous year's allocation. With this marginal incremental allocation, chestbeaters appear before television shows and vociferously glorify that education allocation is 4 per cent of GDP while last year it was 3.3 per cent of GDP and we are marching towards the targeted 6 per cent.

Any public discourse on Indian education laments on the poor allocation of financial resources and puts India among the lowest per capita spend on education. A call to increase this per capita spend is branded selfish and shot down by policymakers who have stereotype response that all sectors are critical and budget is a balancing act. Isn't education and nation building two sides of the same coin? Shouldn't I be selfish to see a developed India? Governments of major developed countries engage in huge and direct spending on key social sectors like education, health, sanitation, etc. If such direct spending is not possible, some create enabling and encouraging environment to stakeholders engaged in such critical social sectors. Can we hope for such encouragement in the ensuing Union budget?
The finance minister has already drawn the red lines for the budget and has also assured a responsible budget. Both these back-to-back announcements came during the finance minister’s recent tour to woo global investors. Putting both together, the redline responsibility doesn't evoke any confidence in me, and I am not hoping any major allocation for education. I only hope that the finance minister proves my diffidence wrong. With nothing much to expect from an allocation point of view, I expect with reasonable greed that the finance minister showers education subsidies and P Sainath’s “the survival of the fattest” syndrome disappears.

Not many read the “Statement of Revenue Foregone” which is an integral part of the budget document. Budget gets ranked on a scale of 1 to 10 with television anchors and economic cheerleaders readily available to score the budget based on the swings of the sensex without much application of their senses. India’s foregone revenue between 2009-12 is Rs 14,74,172 crore. This is the tax, excise and customs duty write-off provided exclusively for corporate and big individuals. This doesn’t include the illicit outflow of money to tax havens abroad which, if added, will put the comity of UPA’s flagship corruption scams-2G, Coalgate, CWG and others-to a mere nothing. Ever since the UPA came to power, the foregone revenue is a mind boggling Rs 27,00,933 crore. This amount is more than the total allocation for education and health in the X, XI and the proposed XII Plan grants. Despite all this, India Inc meets the finance minister and asks for more. I can understand if Oliver asks for more, but definitely not India Inc.

As a selfish academic, I hope the finance minister does what he has to and ensures Indian education gets what it wants to.
Innovation Universities Bill

Will Right to Education guarantee Knowledge? Will Right to Food guarantee Nourishment? Will Right to Life guarantee Livelihood? Will Right to Information guarantee Action? Will right to ABC guarantee XYZ? The list can go on. Policy making in India is driven by clichés and appears to be cut off from ground level realities? The latest ASER 2012 statistics on school education is a shocking reality? The learning levels of 53 per cent of Class V students are at Class II level, a clear 3 year lag. This number was 46 per cent in the ASER 2010 report. The 3 time increase in the Union Budget allocation to school education has managed to only increase enrolment but not enlightenment. If the apathy of the teachers and administrators is left unchecked, especially after the legal sanctification of the Continuous & Comprehensive Evaluation (CCE), India shall showcase to the world, the largest government sponsored 'subsidised quality' school education!

The health story is also equally appalling. 'Nutrition Barometer' Report released by NGO 'Save the Child' puts India in the lowest company of Congo and Yemen for its children malnourishment figures. Another World Bank estimate cites that 75 per cent of the average Indians healthcare is spent in the last 15 days exposing the lack of basic healthcare facilities. (TSR Subramaniam, NIE, 3/2/2013). Many such startling findings pile up to only dishearten the majority Indians whose genuine concerns are distanced from mainstream policy making which is driven by rhetoric. Cheerleaders do not miss any opportunity to excessively glorify headline policies like RTE, Right to Food, etc. Add to this growing list of populist Bills, the Innovation Universities Bill.

The Universities for Research and Innovation Bill, 2012, was introduced in the Lok Sabha on May 21, 2012 and kept in
abeyance along with a huge stockpile of HRD Ministry bills, most of them being killer bills (read pills). The main objective is to notify 14 innovation universities which shall 'hopefully' emerge as hubs of education, research and innovation. The bill remains stalled in the Lok Sabha and has resurfaced in a different avatar. As though many universities in India feel that the bill's impasse at Lok Sabha is the major hurdle curtailing their innovative spirit, the University Grants Commission (UGC) has announced a scheme on innovation universities. The scheme unlawfully discriminates universities and selectively funds them to foster the spirit of innovation in 3 broad areas — Research, Teaching & Governance. The XII Plan Grant contemplates a legislative framework to set up 20 such universities for research and innovation by the end of the plan period with its "generous allocation." The intent of the government to create a separate class of world class innovation universities is laudable. According to a World Bank report, establishing a world class university (WCU) in the late 19th century required $50 million and 200 years. The University of Chicago in the beginning of the 20th century invested 20 years and more than $100 million to build a WCU. The Cornell University spent more than $750 million in establishing a world class medical school in Qatar in 2002. King Abdullah University of Science and Technology in Saudi Arabia was established at a whopping $3 billion and operates outside the purview of the Ministry of Higher Education. The estimated cost of establishing one WCU today is close to $1,500 million (₹6,750 crore). The XII plan provides a miserly ₹3,000 crores for research & innovation initiatives. This allocation may beat the housekeeping expenses of the top 10 WCUs and is enough to create twenty 2 per cent WCUs or one 40 per cent WCU! In addition to financial allocation, WCUs require strong commitment to conduct innovative research, offer quality degree programmes at higher levels and autonomous governance mechanisms. Though the number of Indian institutions participating in research increased in the last 10 years, 80 per cent of the publications come from only
10 per cent of them. Publication output as measured by the number of papers published in journals indexed by Web of Science puts Indian share flat under 3 per cent for the last 10 years. The share of Brazil, South Korea and China has substantially increased putting India in the 13th position. Patent productivity figures are also not encouraging. India needs a landmark law like the inspirational American Bayh-Dole Act of 1980 to unlock laboratory research in Indian universities to create telling impact on economic development and the well-being of Indians. Corporate India must come forward to generously support academic research than to start universities themselves.

The teaching programmes in premier institutions must refocus themselves to reverse the brain drain. Such institutions must be endowed with adequate resources to move up the knowledge value chain by offering world class postgraduate and Ph.D. programmes instead of starting new IITs/IIMs (McDonaldisation of IIT/IIM) which are still struggling with multiple neonatal disorders. Over 60 per cent of the students in Harvard or Stanford or MIT enrol for the PG and Ph.D. education. It is the degree programme at such higher levels that forms the fountainhead for academic research. Unfortunately, we are creating glorified undergraduates or GOMBAs (Grossly Overpaid MBAs) who either get recruited in the 'Pushkar cattle fair' like campus recruitment or fly out to foreign soil for higher studies.

The governance of such world class innovation universities must be distanced away from bureaucratic or political interference. Harvard, Yale and Columbia are 100 per cent governed by alumni and universities like Princeton, UPenn, Stanford, etc. have more than 90 per cent of the governing board represented by their alumni. The role of the government or bureaucracy must be reasonable rule making and not playing even if they are the financial sponsors in the case of public universities. The regulators must take action
against erring institutions, public or private, than to hijack sound policies in the name of quality improvement. According to renowned international educationist Philip Altbach, “every country wants one WCU, no one knows what it is, and no one knows how to get one.” There is no universal recipe for world class innovation universities and definitely none by dramatic self-declarations or by passage of a bill. It needs a strong will. Does MHRD have it?
Deciphering The Codes of Mission Admission

I belong to a rare breed of individuals and answer landline phone calls myself. I picked up my ringing phone to hear a concerned voice, which after a customary greet, said, “Is this the booking office?” Assuming that she dialled the wrong number, I asked her if she was interested in travel booking. She said “No” and another “No” for my next question on whether she was interested in hotel reservations. Despite India’s string of poor performances in cricket and a possibility of free tickets for the upcoming series, I asked her if she was interested in any match tickets. Her strong “No” made me realise her furiousness and before I could ask if she was requiring help for India’s most difficult booking system—the LPG connection—the woman asked me to re-direct the phone to the engineering admission booking office. She also ridiculed my deliberate ignorance of the realities of the professional college admission system, especially when the season has started. I disconnected the phone to connect with my peer group to decipher 'Mission Admission'.

Mission Admission starts with a splurging full-page newspaper advertisement that promises everything to a prospective student—excellent faculty, job, infrastructure, swimming pool, gymnasium, air-conditioned hostels, wi-fi, free transport, laptop, etc. Does it promise learning and knowledge? In the emerging world of corporatised higher education, such advertisements are to boost application sales which is now becoming a lucrative revenue model. Unfortunately, even institutions are ranked based on applications sold versus seats available. Even the IIMs and IITs have a sky-high application fee of `1,600 and `1,400 respectively. Also, the benefit of such a monstrous CAT/JEE task reaches only a limited student community because of the lack of political will to make these the only nation-wide tests
for admission to MBA and engineering programmes. Leveraging on this open window of opportunity, many institutions conduct their own entrance tests. Newspapers are not the only medium for advertisements. TV channel tickers, billboard ads in airports, train stations, cinema theatres, busy roads, buses and auto-rickshaws make the advertising spectrum complete. SMSes pour from middlemen (sorry, educational consultants) who promise everything except a Nobel Prize. At a time when US T-Bonds are being duplicated, these middlemen can also promise an alternate Noble! Professional college admission is becoming complicated to understand and seats hawked like vegetables. I can only wish for reasonable regulations on the medium of advertisement.

Some institutions publish exam and admission schedule while some maintain it a closely guarded secret. Some complete admissions making entrance exams and counselling a mere formality to accommodate a few deserving cases. Some attract left-overs in the name of 'scholarships'. A few have call centre executives who are more interested in who you are than what you want. After a laundry list of precautionary questions, you are advised to personally report to the admissions office. Entry to the admission office put the US Immigration Security to shame and after surviving it, the booking starts and no prizes for deciphering the remaining plot.

There are many regulations and statutory provisions to prevent such rampant commoditisation of professional college admission. The deafening silence of regulators and the Nelson's eye of committees headed by second innings academics, surprise many. If their unwarranted focus on insignificant issues is redirected to streamline Mission Admission 2013 and after can see an educated and enlightened India. Can we see? Let us see.
How About Introducing News (only) Papers

During a high-voltage contentious debate on a major TV channel, one of the speakers was upset with the free-for-all debate. Such a debate was once described as verbal diarrhoea by another speaker on the same TV channel. In the resulting melee, the issue was hijacked and provided a home-theatre action movie entertainment that fell short of gunshots. After watching the debate with jaws open, viewers switched off their TVs with minds confused. Hitting the bed with a hope that the morning newspaper would add clarity to the events of the day, I woke up to be invited by another shock.

I belong to a generation of early morning risers and newspaper readers and as I grabbed the newspapers, I felt their weight. They were unusually heavier-heavier than my six-year-old daughter’s school bag. I hoped that the news lost in the TV duel last night would be found in the print media. With a cup of steaming coffee, I opened the first newspaper from my daily dozen and received a colourful shock. The first sheet was swamped with colours and fancy print. On a day when the nation was expecting front page to carry ‘news’, it carried an advertisement that had nothing to do with the aam aadmi. Nevertheless, with the itching irritation on my palm due to the protruding side flap (misunderstood as creativity) carrying another advertisement, I turned over the first page to receive my second shock, another advertisement. I picked the phone to call 100 to report the kidnapping of news by advertisement. As I dialled, a resonating cracker-sound cleared my mind to remind me of the festive Diwali season.

That explained the kidnapping of news. But, does anybody care about the first-page reading experience of the millions of staunch newspaper readers like me? I checked with my friends in the print media industry who theorised this as signs of economic recovery and hence good news. Any buyers for...
this explanation? Can hard-ground realities like price hike, infrastructure breakdown, policy deficit, etc. be camouflaged by advertisements as signs of economic growth? Don't want to court controversy but propose a solution.

I vividly recall a persuasive article by a senior journalist over two decades ago. Those were the times when TV viewers needed parliamentary elections to watch three or four movies within a span of two days. As a school-going student, I enjoyed elections because of this. Today, watching Parliament in session is itself a movie experience. That's a different issue. During those times, when there was no choice for TV viewers during national mourning, there was no other choice except to listen to the mourning tunes even when majority householders were not in a mourning mood. The author of that article proposed a radical solution to start a separate 'mourning channel' for those who wanted to mourn while the rest can continue with the regular TV viewing. This was an idea that was premature for those times but definitely visionary.

Stretching that article today, why not a separate print supplement called NEWS(only)PAPER? For readers like me, who are interested in reading the news first instead of hunting for them, this would be a welcome sigh of relief. For occasional consumers like me, the main advertisement section will come handy and definitely not at the cost of news. TV channels are screaming on Sunday night prime-time that they are the first to break the news that tomorrow will be Monday or yesterday was Saturday. Can newspapers announce their breaking first supplement-NEWS(only)PAPER? For readers like me, it would be a welcoming first page.
Real Concerns of an Imaginary Father

Talk for live-in relationship, I am in the comity of neo-modernists. Talk against inter-caste marriages, I am a conservative casteist. Talk about none, I am a silent conspirator. Without being any of the three, I begin to plan my son’s marriage with my family seniors. The discussion starts with the proposed turnkey solution for marriages. “Turnkey,” exclaimed my mother. I had to tell her that it’s different from the key that she uses to orchestrate my father and explained marriage process outsourcing (MPO). She begins her rapid fire round.

How do you plan the marriage? Engage an event management firm (EMF) that covers the whole nine yards of marriage. How will you reserve the marriage hall? Marriage halls are bulk blocked by EMFs who will release one based on our budget. What about the food? The EMF shall provide an a la carte of caterers from which we can choose based on the menu. What about invitation printing and inviting? EMFs are good at raining digital invitations in the social networking landscape. My mother ensured that she restored her right to personally invite near and dear and allowing EMFs to mail other hard copies. I told her about a one-minute video invite and she started blushing at her prospects of becoming the heroine at the age of 75 with my father nearing 80 as the hero.

What about the hospitality? Uniformed male and female employees of the EMF shall invite and escort guests to their seats and take care of their gastric demands. She just couldn’t believe that even the job of extending basic courtesies is ‘outsourcable’. Without wanting to let go her rights to purchase jewellery and saree, she quizzed me hard on this. I had to tell her that EMFs shall bring in fashion designers who will suggest the best and if she was good at negotiation, she
could manage a free deal for herself to make her look younger during the marriage. She immediately ordered a copy of 'Negotiation Skills'.

Are these EMFs capable of handling purohits? I could understand her feelings coming from a traditional Brahmin family. I told to her gasping amazement that even purohits have marriage packages extending from a half-a-day package to the traditional 4-day package. She ensured that her family temple priest was part of the package for the 'temple prasadam' and that an EMF cannot be used to outsource divine blessings.

Finally, she started nominating panel members to accompany my son to visit the house of the prospective bride. I shuddered to tell her the prospects of that being outsourced — not by the EMF but by my son himself. I did not want to tell her the growing trend among sons and daughters to choose their own life partners without consulting parents. Many parents are hiding their disappointment to avoid embarrassments. I hope my son will not snatch my noble right in this holy institution of marriage. Not just me, but many parents are living with this hope. Can they? Depends on today’s bachelors and spinsters.
Aakash will Revolutionise Education at all levels

Let me begin with the good news first. According to the Annual Status of Education Report 2011 (ASER 2011), 96.7% of all 6-14 year-olds in rural India are enrolled in school. Some states like Bihar, Rajasthan, etc. that had dismal enrolment in the 11 to 14 years girls segment in 2006 have shown considerable progress. There is also substantial increase in enrolment in higher education. This, however, is only a good start and there is a pressing need to address the bad news. Children's attendance in rural primary schools has declined from a national average of 74% in 2007 to 70% in 2011. Schools in Bihar, Madhya Pradesh, Uttar Pradesh, etc. have been responsible for pulling down this attendance average. This is an important statistic because good educational outcome needs encouraging school attendance. Not only student attendance, teacher absenteeism is yet another growing concern. With lack of adequate human resources for various government duties during elections, disaster relief, voter ID camps, etc. teachers become the 'instant multi-tasking specialists'. According to ASER, the percentage of teachers present during the day of ASER’s study decreased from 73.7% in 2007 to 63.4% in 2010. One of the main reasons for deplorable learning outcomes, especially in rural primary schools, is the absent of over 1 million teachers on any given day. The 'no teacher' problem in the school education system is manifestly abundant in the form of 'poor/no teacher' syndrome in higher education, including the IITs.

Technology can’t replace teachers but it can be a good substitute for a bad or no teacher. If you agree to this, here is another good news-MHRD’s Aakash provides a ray of hope to revolutionise education at all levels, leveraging the emerging technological prowess of India.
On National Education Day (November 11, 2012) the President of India launched Aakash -2, a low-cost tablet computer. Available for students at a subsidised price of `1,130, Aakash holds a lot of promise and has come at an appropriate time when the government programmes like NKN, NMEICT, NOFN, etc. are creating information highways and proliferating broadband access. The bursting opportunities in cloud computing and growing popularity of open-source educational resources are symbols of coherent synergy in Indian education. The time has come to design and deliver an educational package that transgresses traditional boundaries breaking antiquated barriers.

Among various issues that confront Indian education at all levels-primary to PhD-the issue of the lack of quality teacher resources is fatally concerning. This is unfortunate, especially at a time when India boasts of its super-rich demographic dividend. It is also unfortunate that the profession of teaching has also reached abysmal levels, with a majority of them choosing it as a last option. Inaction cannot be a solution, however. There is a massive task of educating future India and it lies in the hands of premier educational institutions. Instead of choosing commercially available educational resources, which is an avoidable drain on financial resources, existing free initiatives like the Khan Academy, edX Universities, NPTEL, etc. can be integrated by developing Aakash-based applications that address diverse requirements of various stakeholders. Many IITs, C-DAC, and thanks to IIT-Bombay’s collaborative research agenda, many private institutions also have started developing Aakash-based applications. While congratulating MHRD for its Aakash launch, we must also realise that its productive usage shall make all forms of education accessible, affordable and inclusive. Let us all welcome Aakash with open arms and integrate it with mainstream education. Long live Aakash and best wishes to the new HRD minister.
Values in Family Business

My case study group at Harvard Business School had one common question for our joint lunch session. After listening to an invited lecture by a board member of a leading investment bank that almost midwifed the global financial crisis, we were confused on the inability of the combined wisdom of the entire board to see the imminent coming of a great crisis? One of my classmates at HBS questioned this in class to receive an unconvincing reply. Why is this relevant now?

Think 'corporate scams' and we begin to think names like Enron, WorldCom, Tyco and other erstwhile popular American corporates that gained notoriety because of their monstrous fraud. The global citizenry was shocked that such scams happened in America, which is supposed to be the role-model for buzzwords like governance, ethics, shareholder value maximisation, etc. The Sarbanes-Oxley Act (SOX) of 2002 was hence created to set foolproof standards for all US public company boards, management and public accounting firms. Did things get better?

As per the FBI’s Financial Crimes Report to the public at the end of financial year 2011, the FBI was still pursuing 726 corporate fraud cases throughout the United States, several involving losses to public investors that individually exceed $1 billion. Despite SOX and the hyped corporate governance standards the number of corporate fraud pending cases saw a 37 per cent increase in the last five years. With all types of frauds in financial institutions, securities & commodities, mortgages, healthcare, insurance, money laundering, etc, taken into account, the aggregate number of such pending cases at the end of 2011 was 10,211 as against 9,054 in 2007. The number of Suspicious Activities Report filed by federally insured financial institutions rose from 46,717 in 2007 to 93,508 in 2011. These frauds involve one or more of these:
fraudulent accounting, illicit transactions, kickbacks, tax violation, reckless board-member decisions, etc. The numbers do not include already committed frauds that have been investigated and results accomplished. The FBI’s accomplishment during 2011 resulted in indictments, restitutions, recoveries, fines and forfeitures totalling a staggering $12.10 billion. This is just for the year 2011 and imagine the potential aggregate value of FBI’s 100 per cent accomplishment! Definitely good news for the starving American economy. I am not going to present the CBI’s score card in India but draw a different parallel on the blind and theoretical approach towards governance standards in India.

The appropriateness of corporate governance standards lies in the appreciation of the fundamental character of an entity. The lack of such an appreciation will only lead to painting all things black or persuasively seeing a spotless white canvas black. Travelling back in corporate history, the scams that have made huge sound and substance are from the board rooms or CEOs of listed companies that have many 'outside experts' as directors. The 'skyscraperic' trend of the scam-worm is testimony to the fact that DNA of promoter is more important than cosmetic changes in governance rules. The concerning issue is the wrongful expectations of right consequences based on faulty inferential logic. The faulty logic is that listed companies owing to SOX or equivalent governance laws are less susceptible to frauds while privately held companies which are owned by a closely held group are scam-worthy due to the lack of a 'professional board.' Neo-reformists' policy decisions based on this erroneous assumption creates more harm than good to the system. The American or western corporate fabric is woven fine with stories of CEOs being hired and fired just like Indian housemaids are. A scam hit company’s CEO shamelessly resigns or is fired and the 'professional board' puts the blame on lack of proper governance and appoints another CEO conveniently. Will things remain the same in the Indian context if the owner was the CEO?
The Institute of Directors (IoD) conducted a detailed study in 2010 and laid out 14 corporate governance principles for unlisted companies in the UK. It also dealt on the sensitive chord of how privately held companies are uncomfortable with external members in their board. The best they would like to have as an interim step is an external advisory committee. Before maturing to induct one or two outsiders in their board to fill gaps, if any. The IoD never visualises the total transfer of control to a group of external members and definitely not when the closely held owners are highly qualified themselves. The reason from an Indian perspective is that many owners of privately held firms, whether he is a CEO or not, are prepared to sacrifice their life for the companies. A majority of the privately held companies in India is family-held and it is the family’s reputation that is at stake and promoters of family-owned corporations will fight till death to save the reputation. Will CEOs of listed companies do it? Cannot say with same certainty. That is why scams are almost non-existent in privately held companies that have an inherently high value system. Also, family-owned listed companies like Bajaj, TVS, Murugappa, Godrej, etc, have never made news for scam reasons.

Recent policy moves in critical social sectors to usurp control and power from privately held entities are disturbing. In the name of governance and standards, there is benevolent pushing of external members and Shylockian unreasonability in limiting family members on the board. There is no disagreement on the need for transparency and governance in privately held companies. However, preventing Harvard or Stanford or Oxford-educated graduates with rich knowledge and experience from being board members because they belong to the same family is an unreasonable and arbitrary exercise of power. Policy-makers should prescribe qualifications to become board members and ensure that promoters adhere to high standards of governance. The government should constantly monitor the same and take
action against erring entities. It is unfortunate that protagonists of such neo-reform models are wiping out the apple farm instead of removing the rotten apples. They should be mindful of the fact that quality of governance is of paramount importance than the insignificant issue of family members being on board. In short, family members are not governance outcasts.
It's time to Change the Question Paper

The Nobel Prize announcements have all been made. The QS World University rankings have also been released. When both these activities happen, the annual media ritual raises a fundamental question. Why do Indian universities do not figure in the top 200 universities list? Why are they not producing Nobel laureates? And every year, academics, educationists and policy-makers provide a list of identical reasons for our failure. Some blame it on the lack of adequate research funds, some on faculty attitude and quality, some on the regimental regulatory framework that limits innovation, and some cite many other reasons. All the years, the reasons have remained the same due to the slow action or inaction of concerned stakeholders, importantly policy-makers, who have dominated reforms in post-independent Indian higher education and continue to be short-sighted in their quest for 'academic excellence'.

To win a Nobel or enter the top 200 list is by no means an easy task. Indian universities can’t be as lucky as Obama when he was awarded the Nobel Peace Prize for his future plans (no action but promise to act). Nor can they rest on historical greatness of Takshila and Nalanda universities with a hope that they get treatment similar to European Union. EU’s Nobel Prize was for its historical achievement (forget the shambles in which EU is today). There is a difference between the Nobel Peace and the EU pieces.

Coming to QS, though the ranking parameters-academic reputation, teacher-student ratio, faculty citation, internationalisation & employer reputation-appear to be simple, it is the rigour with which they are measured that makes the task difficult for Indian universities. All data pertaining to these parameters are real-time, performance-based and not soothsai'd. Here again, no brownie points for a
promise to deliver or for historical greatness. Are Indian universities consistently performing well? One occasional year of improvement is celebrated with unlimited joy and its hangover pulls universities down on their own weights. India needs a calculated and calibrated approach towards building its institutions of higher education. Unfortunately, policy-making has been driven by rhetorics-accreditation, foreign universities, public vs private, symbolic budget allocations, access, affordability, inclusiveness, etc. The aggregate effect of such academic discourses follows law of marginal diminishing policy utility-the more and more policies are laid, the less and less is its utilisation value. In short, new bills and regulations are only arithmetic additions. Such arithmetic has made higher education only cosmetic and not pragmatic. How long can our country afford this consistent cataclysm?

The overgrown trend of questioning trivialities and ignoring realities must stop. The time has come to answer the right questions instead of answering wrong ones. Why is the allocation for university research low? The research budget of Harvard University for the year 2008 was `250 billion and the total extramural grant disbursed for R&D projects to Indian academia was `12 billion and by the UGC alone was `1.3 billion. I am sure figures would not have undergone a major transformation. Why are private institutions in India discriminated when a majority of those in the QS 200 rankings are private? Why is performance-based faculty promotion considered a sin when top universities mercilessly follow the 'publish or perish model'? Why are regulations in India designed to be draconian while regulations in advanced countries are designed for delivery? Why academic capital is measured by the number of PhDs produced and not by what the PhD holders produce? Armchair policy-making can only provide unconvincing answers to more such questions. We need a visionary foresight. Is anybody seeing?
The deep knowledge of a stock’s beta separates the men from the boys in the stock market game. Experts in financial risk management use beta of a stock to measure its riskiness and volatility with general movements in the market. It is the sensitivity of a stock with movements in market that determines the expected return on a stock investment. If beta of a stock is 1.5, it means that if the market moves up by 10 per cent, the stock moves up by 15 per cent and vice-versa if market moves downwards. For an investor who holds a portfolio of stocks, the aggregate risk of the portfolio is the weighted average risk of all the betas in the stock portfolio. If a stock that is riskier than the portfolio is added, the portfolio becomes more risky and if a stock that is less risky is removed, the riskiness of the portfolio also reduces. Not stopping with stock markets, the concept of beta can be extended to also include the political market that has political parties as the market players and voters as investors.

The voter is a genuine investor in the political market and expects reasonable returns measured by quality governance and adept policy-making by the government in power. A voter’s long-term gain or loss depends on the riskiness of the government and is directly proportional to the government’s stability. There cannot be a time more appropriate than now to understand the voter’s risk-reward theory. The UPA-II characterises the political market and its quality of governance, the voter’s return. Since UPA-II is a cocktail of sorts, the dizziness delivered in its policy-making can be best understood by disaggregating the UPA-II constituents and measuring the risk as calculated from the beta of each political stock (party).
In the real-time financial markets, the addition or deletion of a stock in a portfolio of stocks alters the risk profile of the portfolio. In this politico-financial market, the addition or deletion of a political party in a coalition of sorts affects the overall governance (returns) delivered by the coalition. This risk-reward theory using political beta is slightly different from the financial beta of a stock. A political party that is elected by an absolute majority forms a government in which the return on governance is very high from a voter's perspective as the risk of government falling is very low. On the other hand, in coalition politics, the principal political party that forms the government with support of many parties is forced to deliver a lesser return on governance because of the high risks involved. The riskiness of such a government depends heavily on the removal or addition of each political party whose beta varies with ideologies. Just as market analysts can determine beta of stocks using various valuation models, political analysts calculate beta of political parties based on their core ideologies. The challenge however is in the time value of the party’s ideology. The time value of a political party’s ideology keeps changing not only with time but also with the personal stakes of its key leaders. This makes the estimation of party and portfolio beta a challenging task.

One fine morning, Party X, a coalition (portfolio) non-member announces its new-found support for FDI in multi-brand retail and its beta is estimated based on its current stand on the issue. Based on the beta, the riskiness of the overall portfolio is reduced as a result of which the existing coalition can afford to take the risk of deleting Party Y from its current portfolio. So, when Party Y whose beta is mercurial disappears from the portfolio only to be replaced anytime by Party X. The overall risk profile of the portfolio is thus reduced and in this political risk-reward theory, the return on governance is increased. After avoiding a major crash, just as the portfolio begins to perform during its terminal stages, Party Z, which is a key member in the portfolio and is known for its muted and deafening silence on any major issue of national concern,
suddenly performs a U-turn. Party Z expresses its unwillingness to support FDI in multi-brand retail and announces that it is ready to do anything to oppose FDI. The portfolio now receives a jolt.

Not stopping, an alternative portfolio of small parties is also getting ready just as investors invest in certain stocks that are not 'darlings of the stock market'. The alternative portfolio tries to aggregate parties with similar betas to provide the investor (voter) an alternative. Whether this alternative is a winning one depends on the long-term sustainability of the mini but multi-parties' ideologies. However, the message is loud and clear. A political portfolio in which momentary convenience overrides visionary governance is weak in its architecture. The beta of each political party is the foundational architectural input and a constantly changing beta with changing ideology determines the long-term sustainability of governance. In this emerging risk-reward theory, it is imperative that the voter holds the key and as an average investor, the voter needs to fix the political market.

How? The voters need to deliver a clear mandate in which beta of individual regional political parties become irrelevant. A clear mandate ensures stability in the political market that in turn means less risk but more returns as measured by the quality of governance. However, a risk-free government does not ensure quality governance. Just as a portfolio is diversified to eliminate diversifiable risks, a policy-making mind must be comprehensive and balanced. It should neither be polarised to big-ticket reforms on one side or populist schemes on the other. It doesn't require a seer to sermonise the present cataclysmic policy-making mind of this risky coalition. It needs the nation's and the common man's interest to ensure that the Indian story begins to unfold its successful future.

India definitely has a rich future because of its richer past and needs a strong present. The civilisational assets of our country need to be leveraged fully without mindlessly relying on FDI or other neo-modern tools. India needs a calibrated and not a
convoluted approach in its policy making. Is it possible? Yes, provided there is a clear mandate and a clearer mind. India needs both — a decisive mandate that provides a stable and risk-free government and a government that is mindful of people’s and nation’s interests. Is it possible? The answer lies amongst the average investors, us voters.
Before I got married, I remember my parents running to meet the family astrologer for a discussion on the compatibility of my horoscope with my wife's. My grandparents ran to another renowned astrologer for a 'second opinion'. Today, if you plan to get your daughters married, you will not only run to an astrologer but also to a career consultant who shall trace the remunerative career trajectory of the groom. Thanks to the government's 'out-of-the-box' idea of providing salary for wives.

This 'employment opportunity' sensationalises modernity, generalises falsehood and trivialises the holy institution of marriage. Neo-modernists brand this as women empowerment. For the neo-modernists, modernity lies in the three Fs—Fat in the food, Fizz in the Cola (also read 'beer') and Fabric in the jean. Thanks to the torn image of modernity and its dangerously deceptive exterior, the price of a jean pair is inversely proportional to its fabric content. Such idiosyncratic modernity characterises Page 3 celebrities (sorry, socialites) but definitely cannot characterise the mainstream population of India and its rich civilisational family fabric mainly woven by womenfolk.

Salary for wives means commoditising the sacred family establishment. The fullness of character in wifehood cannot be emptied by 'modern' mindsets. Such mindsets need a disinfectant and clarity in thought is the best disinfectant. A wife's role can't be redefined through the narrow lens of policymakers whose recent decisions already have cataclysmic consequences. The Confucian thought “Yang & Yin” reinforces the interplay of opposites as the fundamental constitution of the entire universe. The modern thought process, filled with vacuum, doesn't realise that men are incapable of running families and can't discharge such a
significant responsibility. Self-acclaimed women rights activists and modern thinkers distort and jargonise this as male chauvinism. They begin to construct a non-existing gap between a husband and wife. Any disturbance to the functioning families by ridiculing husband-wife relationship as employer-employee, is a step towards family destruction. There is no ideal husband or ideal wife but an ideal couple.

A majority of the Indian families believe in the spirit of harmonious coordination that makes a family an earthly paradise. The Manu Smriti (ancient text) quotes: “Yatra naryastu pujyante ramante tatra devataha”-where women are worshiped, there the God reside. Even male members don't get this divine privilege. A girl child (kanya), a married woman (suhasini) or a married couple (thampathi) is worshipped even today. Thanks to the wife, the husband is a ‘festival bonus’ in this way of worship. In the celebrated Sundara Kanda of Ramayana, Sita, during her times of distress in the forest of Ravana, thinks of 11 devoted wives-Sachi Arundhati, Rohini, Lopamudra, Sukanya, Savitri, Srimati, Madayanti, Kesini and Damayanti and vows her devotion to Lord Rama. Swami Vivekananda’s words “still on this sacred soil of India, this land of Sita and Savitri, among women may be found such character, such spirit of service, such affection, such compassion, contentment and reverence, as I could not find anywhere in the world” are still valid. The family bliss derived from the genuine spirit of womanhood, especially from the Indian wives, cannot be hijacked by toxic (p)bills like the present government’s 'Salary for Wives Bill'.

For every successful political vote, there are successful social anti-votes. Our society’s strong attachment to a different set of 3 Fs-Faith, Family & Fortitude-ensures that even if the government proposes such a preposterous bill, society will flush it to the gutter with more force. Government proposes, society disposes.
Why a Man and Woman aren't Opposites

The proposal mooted by the Ministry of Women and Child Development (MWCD) mandates every man to part with his salary income as salary to his wife. This bizarre move has evoked mixed response amongst intellectual traditionalists and angularly distorted modernists. India's richness lies in its sublime humanity, strong families and revered womanhood, all the three of them distant from the modernity mirage.

The first to welcome the MWCD move will be the college going girls who will be relieved from the pressure of campus recruitment. An assured salary in the event they choose to marry is a welcome sigh of relief, especially during this hectic campus recruitment season.

For potential spinsters, good luck! In addition to the existing HRA, TA, Medical Allowance, etc., corporate houses have to offer their male employees Wife Maintenance Allowance (WMA). It's twice the WMA for a working wife for whom housework load is overtime! Is this not sexual discrimination?

Women employees are not paid Husband Maintenance Allowance, even if the husband decides to cook or babysit? The government’s laughable suggestion to provide tax relief for such wife salaries makes the profession of income tax practitioners interesting.

It is unfortunate that a celebrated present generation author of many best-sellers sees a true 'homemaker wife' as a 'phulka maker.' The government’s view that working women are empowered and non-working housewives are not, exposes the government’s lack of understanding of the Indian family system. The fullness in a wife’s family stewardship cannot be matched by modern corporate leaders. The fullness in her caretaking of in-laws cannot be matched by commoditised old-age homes. The fullness in her upbringing style cannot be dismissed as mollycoddling.
The foundational asset that holds Indian citizenry is its families and the centrepiece of an Indian family has always been the Indian wife. It is the Indian wife that makes the home a place for living and not the brick and mortar. Our ancient texts quote “grihini griham ucyate” (the housewife makes the home) and a family can afford a bad husband but definitely not a bad wife. The understanding that man and woman are opposites in many dimensions is fundamentally wrong.

Salaries for women will not only dismantle functional families but also make this earthly paradise an organised hell. No longer will a wife be viewed as a social spine of the family, but as a paid family member. This cannot happen in a nation where a woman is worshipped as God. In a land that believes in Ramayana, the role of a true wife cannot be remunerated through salary or honorarium. The very thought of quantifying the qualitative role of a wife by way of a salary or honorarium baffles even the designers of financial steroids like the CDOs.

No amount of discounted cash flow techniques can fix the true present value of the future benefits that caring housewives bring to Indian families. No amount of mathematics can fixate the mother magic of an Indian wife. The present folly that trivialises wifehood and monetises this sacrosanct family function will be a failed attempt to enrich vote bank.
WHY ARE ALL YOUR ANSWERS IN BROKEN ENGLISH?! NO, NO! I GONE TO BESHT UNIVERSITY PROVIDING WOH VARLD-CLASS EDUKATION-JI!
A new Paradigm for Teachers

In the famous conversation between Dharmaraja Yudhishtira and Pitamaha Bhishma, the role of a preceptor (teacher) in shaping one’s life finds significant mention. Bhishma says that the mother and father author one’s being and only create the body while the teacher creates life in the body. ’Matha, Pitha, Guru, Deivam’ is a popular Sanskrit adage that conveys a powerful and profound message in different forms. All of them point to the direction to what they all mean to us and not the other way. It is the lack of understanding of what they mean to us that leads to broken parental relationship in the form of divorce or religious conversion or atheism. Any amount of lack of understanding in the teacher-student relationship cannot alter the fact that somebody has been one’s teacher. A student’s teacher is always a teacher till perpetuity and I have never come across anybody filing for a divorce petition for this. When President Pranab Mukherjee was finance minister; Manmohan Singh was the RBI governor. In a reversal of fortune, when Singh was the prime minister, Pranab was his finance minister. At no point of time could both of them openly say that each of them had been the other’s master. However, the LKG class teacher for both Mukherjee and Singh, if alive today, can boldly declare that they are his/her student. It is such defining moments that make teaching, which is unfortunately amongst the world top 10 thankless professions, a unique career proposition.

The UNESCO in 2005 undertook a study to understand the relationship between societal growth and educational attainments. The study identified that the second half of the 20th Century witnessed the strongest expansion of school systems throughout the world. Every country boasted major allocations in school education budget. However, the study found that there is no positive, strong and significant
relationship between educational spend and educational outcomes. On a broad perspective, the study report dismissed the production model in school education that laid little stress on processes but more on churning out products.

Globally, there is a tremendous increase in the number of students acquiring higher qualifications, but producing more output from the same education input is not a long-term sustainable model. The student skills for the 21st Century are vastly changing in making teaching profession a challenging one. Burdened with expectations of deceptive modernity and discouraging brand value of being a teacher, teachers face an uphill task of educating the future of tomorrow. In addition, the school leadership and the education system should also be geared to surmount this challenge. This explains the theme 'Preparing Teachers and Developing School Leaders for the 21st Century' for the OECD summit in New York in March. The OECD report reinforces the need for a new teaching paradigm in which a teacher is no longer expected to just advance professional knowledge but also the profession itself. School leaders and policy-makers must also provide a supportive framework for teacher and teacher education development.

There is no point in characterising flagship populist schemes as development measures. A time has come to take huge strides by way of an actionable agenda. The Ministry of Human Resource Development conducted a conference for all state education secretaries in April to discuss various issues concerning school and higher education. The Department of Education estimated that there are 5,23,000 vacancies for school teachers at elementary level. Also, with the passage of RTE Act, to fulfil the pupil-teacher ratio, the department estimated an additional 5,10,000. That apart, there is also a need to appoint 1,79,000 teachers in secondary schools and train over 7,74,000 teachers with focus on English, mathematics and science. The government has also announced the National Mission on Teachers and Teaching that has various goals and objectives related to teaching and
teacher education. The mission contemplates the establishment of various centres of excellence in 40 schools of education to be established in various universities and regional colleges of education. These centres will engage in various research, resource development and training in the areas of curriculum, teaching methodology, evaluation, pre-service, professional development, etc. The mission also proposes to establish centres for educational management at IIMs.

I only hope that the mission is in alignment with the National Curriculum Framework for Teacher Education (2009), which aims at integrating teacher education with the modern and contextual changes in school education. A major problem facing teacher education programme in India is the disconnect between the classes at teacher training college and classroom realities of schools. This divorce also finds an expression in the World Bank Report (1997) as ‘in India teachers need but do not receive-preparation for teaching in the situation that two thirds of them have to face: multi-grade classrooms with many first generation learners who attend school irregularly’. Students today also need considerable freedom to explore, enquire, and investigate. This means that teacher education curricula should give enough space to student teachers to develop logical reasoning, critical thinking, problem solving and meaning making. However, teacher education institutions are often too theoretical and provide only unrelated and fragmented knowledge to teachers.

The school education system is at crossroads with a challenging combination of many factors — 21st Century skills, teaching as a career, teacher education system, school leadership and more importantly the nobility in the profession. We cannot afford to simply appoint committee after committee hoping for a solution. In Nani Palkhivala’s words, “we try to solve century-old problems with 5-year plans, 3-year officials and one-year budgets and still hope that
the problems will be solved as we are all Indians.” We have numerous committees whose reports are gathering dust or whose recommendations are outdated. Burdened with regimental bureaucracy and heightened populism, the education system needs more action than promise. There cannot be a day better than this to recall my school principal’s advice: “Nothing is too late, nothing is impossible.” I am sure policy-makers would have had such principals. If not, let them pick the message and start the work. India needs good teachers and a noble teaching profession and once both happen, it will definitely be a Happy Teacher's Day.
Needed: Re-engineering of Engineering Education

The European Commission published “Employer's Perception of Graduate Employability” based on a survey of 7,036 companies in 27 EU member countries to assess the expected skills, capabilities of graduates and satisfaction levels of employers. Though the results were mixed, the multidimensional approach to improve employability makes the study more appealing and less shocking. A similar study report released in India recently sent shockwaves all over. The study was based on the performance of technical graduates in a standard test meant for IT industry recruiting. A look into the study will uncork the real finding which is different from the nationwide misinterpretation that only 18 per cent of fresh engineers are employable across all industries. There’s a need to understand the broad perspective of engineering education.

Indian recruiters have stressed on communication skills and right attitude from graduates. The EU study identifies team work, subject knowledge and communication as top three recruiter requirements. It is important that educational institutions impart subject knowledge and take reasonable efforts to build the other two skills. But engineering colleges are nowadays working overtime to impart soft skills. When personality development is part of an upbringing, to expect a major transformation in a three-year period is unreasonable. In their quest to achieve this, many professional institutions are becoming soft skill training centres hoping that its students become endowed with necessary soft skills. I must confess that I am not against building these peripheral skills. However, we need a systemic understanding and integration of a multi-dimensional approach towards engineering education. It should not only include soft skills, but also humanities, social sciences, etc.
“The Engineer of 2020”, a National Academy of Engineering report, identifies three visions for engineering profession. One vision states: “We aspire for engineers who will remain well-grounded in the basics of mathematics and science and who will expand their vision of design through solid grounding in humanities, social sciences and economics.” The American Society of Civil Engineer’s Body of Knowledge also reinforces this mix of professional practice with natural and social sciences, and humanities. Traditional engineering education has ignored the need for liberal education without realising that humanities and social sciences provide the context for solutions to various engineering problems. This is a critical educational outcome according to ABET but unfortunately ignored by many.

The AICTE constituted a high-power committee in 2003 to develop a model engineering curriculum in which the accent on social sciences and humanities was also studied. After conducting regional workshops, and investing over 1,000 man-hours of effort, the thought of a new curriculum was given an honourable burial. Needlessly and unfortunately, another committee is studying the possibility of offering engineering education in distant mode despite concerning quality of engineering graduates from the existing system. Leveraging technology and offering online/virtual classes in distant mode cannot be a tool for increasing gross enrolment ratio. It can be a good substitute for a bad faculty but definitely not for a bad system. The system needs a systemic overhaul and I hope engineering curriculum becomes holistic and develops multidimensional intellect. The need of the hour is academic freedom from “feudalistic servility” and “fatalistic resignation”. We need wholesome engineering education and not some engineering education with a big hole. Is anybody listening?
On Friendship Day, Curiosity landed successfully to investigate the possibility for earthly people like us to make new friends in Mars. India’s prime minister has also announced the Mars mission Mangalyaan. Some Indian educationists are excited on the emerging prospects of human life and the consequential benefit of opening an engineering or medical or teacher training college in India’s branch at Mars! Their euphoria cannot be dismissed as a joke considering the rampant growth of colleges in India.

Managements of medical colleges will appoint event managers to orchestrate a MCI inspection in Mars. They can manage infrastructure and doctors but transporting temporary out-patients to Mars will be a gruelling challenge. Insurance companies will offer trans-planetary insurance policy for such patients. On the engineering side, even if AICTE issues a statement that no new engineering colleges will be approved it will immediately sanction approval for dozen new ones making engineering college supply inversely proportional to its demand. New IIMs and B-schools are putting to shame McDonald’s franchises. For those running teacher training colleges, the scene at Mars suits their needs. With no schools, teacher graduates will find it easy to absent themselves and continue their private tuition in Earth.

As long as its the government opening and not private institutions, it’s okay for the law college students and for those running Arts & Science Colleges, cosmopolitan cities of Mars will interest them. An explosive market awaits distance education providers if they can manage the cosmic distance. This sums up the prospective imagery of the higher education approval system in India’s satellite MHRD in Mars.

The Indian higher education system is the largest in the world with 31,324 institutions putting USA and China with 6,742 and 4,297 a distant 2nd and 3rd respectively. Despite this, the
higher education enrolment is far from satisfactory. As against China’s 26.7 and USA’s 18.3, India’s 14.6 million puts before it a daunting challenge of achieving the Gross Enrolment Ratio (GER) target of 30 per cent by 2020. India’s current GER of 13.8 per cent is well below the global average of 23 per cent and far below USA (83 per cent), Russia & Australia (77 per cent), UK (57 per cent) and Brazil (34 per cent). At the current CAGR rate of 3.3 per cent between 2000-’10 in India, the GER target looks unachievable as it requires a CAGR of 8 per cent to achieve the 30 per cent target. While the intention to achieve higher GER is laudable and many initiatives of the MHRD are welcome, quality cannot be the resultant casualty. There cannot be a time more appropriate than this to realise that a growing India needs a right mix of quantity and quality and just as we press the access pedal hard we also need to press the quality pedal harder. Unreasonable regulations and antiquated committees whose findings are either gathering dust or being used extensively despite crossing its expiry period cannot be the solution. We need an honest internal introspection and a reasoned action plan with multi-stakeholder involvement removing the misconception that private education is not for public good. India needs confidence building in its higher education system, both public and private.

As per the 2011 data, India’s population of 234 million in the age group 15 to 24 is not only the largest but also the fastest growing. The enriching 'demographic dividend' with the passage of RTE Act and the growing enrolment in class 9-12 levels has created a massive expansion. Over the last decade, the number of universities in the country has grown at a rate of 7.5 per cent as against the 4.7 per cent during 1951-2001. The number of colleges has grown at 11 per cent in the last decade as against 6.1 per cent in the period 1951-2001. More than 5,000 colleges have been added in the last one year alone. Many reports have been critical about the quality of doctors, engineers, MBA graduates, etc, that graduate from these
colleges. Though some are faulty in their methodology, they sound alarm bells that policy-makers and higher education providers cannot afford to turn a deaf ear. The entire world is watching India's handling of its youthful intellect.

Statutory bodies like MCI, AICTE, NCTE, etc, were created with a fundamental objective to establish norms and standards for various higher education programmes and constantly innovate in their approach towards improving the quality of various degree programmes. The rigour and spirit with which these bodies worked during their formative years is slowly fading out or at least that is the impression a majority have. The role of statutory bodies must harmonise quality and quantity. The assessment and approval methods must be outcome based than the existing input based minimalist approach. Many grey areas need a distinctive shade with a coherent synergy amongst all stakeholders and with the willingness of various ministries to think rationally than with puritan academic orthodoxy.

With a doctor-patient ratio being 0.5 to every 1,000 population, the prime minister is concerned about the shortage of 1 million doctors and 2 million nurses. The National Knowledge Commission wants to create 1,500 universities but the Tandon Committee wants to convert existing universities to colleges in an arbitrary manner. The Yash Pal Committee wants universities to be comprehensive and offer many programmes but the Tandon Committee wants universities to be focused without any plurality in purpose. It even ranked deemed universities in 2009 not realising that many in Category B continue to have better research productivity than those in Category A. The AICTE is charitably approving new engineering colleges that meet minimum standards. Prospective colleges hire fresh PhDs or a veteran PhD on lease as principal. The market for fresh PhD is on a new high due to the comfort of administrative powers and almost no teaching or research. The very purpose of their PhD gets defeated resulting in a colossal waste of resources. A majority
think PhD is the end of research, not realising that its a licence to do research. It would not be a bad idea to have an expiry date for PhD degrees. Teacher education is producing teachers, a majority of whom consider the degree as a passport for job and not as a tool for social transformation through passionate teaching. Arts and science colleges are glorified in metropolis but places of last resort in rural and semi-urban areas. Legal education needs more private initiative and a long-term vision. Vocational education needs integration with mainstream education by formalising existing non-formal mechanisms.

There are many ways to increase GER in addition to opening new institutions. An outcome based approach than the existing input based one is certainly a must in the interest of qualitative growth. It is high time stakeholders realise that students cannot be prepared to graduate with an exit certificate but with an entry certificate to make a new career and life.
Rear Entry when Front Doors are wide open

During the course of a highly spirited argument by a battery of senior advocates in the Madras High Court, a pithy observation stayed glued to my ears. A renowned advocate was articulate and put forward how the medicine called 'deemed universities regulations' is worse than the disease itself and how ill-timed it is when the power to regulate is litigated before the Supreme Court and high courts. I could not agree more with his observations and reflected on recent actions of MHRD in the name of improving the quality of higher education. Among the recent moves by the ministry, except for the CET for IITs and deemed universities/NITs, there seems to be a major surgical incision into the anatomy and autonomy of higher educational institutions when all that is required is a minimally invasive surgery.

When the Foreign University Bill is pending in Parliament, MHRD’s hurried move to rechristen and allow them as deemed universities was thwarted by the UGC. As an interim measure, the UGC resolved to allow top 500 foreign universities to operate in India with collaborative Indian partners. In the interest of higher education, it is also hoped that such collaborations are restricted to postgraduate and PhD programmes, the current twin-disease whose symptoms are tellingly pathetic in the UG education scene. Allowing foreign universities in UG education is a prescription worse than the disease. For foreign universities, it is honey-loaded pill, especially when they are relatively lesser known XYZ universities like Tri-Valley!

There is a recent mandate to all technical educational institutions to appoint an ombudsman. The Administrative Reforms Commissions recommendation for an ombudsman is an administrative law requirement for government institutions. The same for all private institutions seems to be
legally untenable. Also, to consider approvals and recognitions based on compliance of the proposed ombudsman’s orders is colourable exercise of power. Approvals and recognitions are statutory provisions and cannot be outsourced through an ombudsman. On the other hand, statutory bodies like UGC, MCI, AICTE, NCTE, etc that do not have an ombudsman should first have one as the existing appellate authorities do not dispose appeals properly. The two main litigation issues that the proposed ombudsman will encounter are related to student admissions and faculty promotions.

On the first issue, almost every state has legislative enactments and the MHRD has statutory provisions to curb unfair practices. However, no form of action against erring institutions is being taken despite existing provisions. While the proposed Unfair Educational Practices Bill pending in Parliament is itself an arithmetic addition offering cosmetic support, the new ombudsman regulation is excessively superfluous and will only be abused than used. On the second issue, the lack of qualified faculty in higher educational institutions, including IITs, needs no over-emphasis. All institutions must be empowered to design their own recruitment and promotion policies which need to be reasonable and just. To burden them with antiquated norms like seniority-based promotions is akin to killing the spirit of performance-based promotions and accelerated increments that attract and retain quality faculty. The proposed ombudsman will only pave way for avoidable litigations that will not only dampen research and teaching productivity, but also create an atmosphere of unrest in campus. A litigating faculty may lose research or teaching productivity, their core competencies. Again, this regulation is at a time when the Educational Tribunal Bill is pending in Parliament.

The MHRD must allow statutory authorities to open the front doors, enter and clean the system than force back door entry in the form of regulations that are redundant.
Misplaced Hype over FDI

Thomas Friedman in his most recent article starts “I can remember bad presidential campaigns in good times and good campaigns in bad times, but it is hard to recall a worse campaign in a worse time. Mitt Romney’s campaign has been about nothing, and President Obama’s has been about Romney.” Extending this rhetorical expression, the recent Obama interview on Indian reforms or the lack of it, has only proved how even great orators falter when the election fever hits them hard. In a TV-show last weekend, the Rajya Sabha Member of Parliament Mani Shankar Aiyar shockingly shared economist Bibek Debroy’s findings that the Gini coefficient of India has almost doubled in the last 10 years. The Gini coefficient, as applied to income and wealth has risen from 0.36 to 0.65 in urban India. The Gini coefficient is a number between 0 and 1 that measures the income distribution of a country. A coefficient of 0 means that everyone has the same income and 1 means that one person has all the income and everyone else has zero income. The Indian political establishment critically hit back with strong to mild reactions to Obama’s interview. On the contrary, the Confederation of Indian Industry’s (CII) urged the government to announce confidence-building reforms like opening up multi-brand retail. It added that such measures would send out positive signals to global investors. Are we interested only in sending signals but not sensing the signals that Bibek Debroy sent through Aiyar?

The CII, the ASSOCHAM or the FICCI appear to be unconcerned about the increasing income disparities but more concerned about FDI. Are they not aware of the very little economic value addition of the highly celebrated and overly invited FDI? Are they not aware that the role of FDI in increasing India’s GDP during its prosperous years between 2000 to 2010 was
marginal and the prosperity was driven by indigenous investment and consumption? Are they not aware of the Goldman Sachs Global Economic Paper No 187 (2010) that dismisses the need for FDI to support India’s infrastructure growth? Then why this hullabalo over FDI in multi-brand retail when FDI in India is about nothing?

The UPA government must be conscious of the fact that multi-layer retailing in India is the 2nd most decentralised economic activity after agriculture and constitutes more than 95 per cent of trade leaving the remaining 5 per cent to organised trade. Contributing to 14 per cent of the country’s GDP while the share of all the BSE 500 companies is less than 10 per cent, unorganised retail is also the 2nd largest employment provider next only to agriculture. According to NSSO, 51 per cent of the total employment that is generated in India is through self-employment and retailing plays a significant role in this. The role of retail does not occupy mainstream media but is silently adding an estimated annual investment of `25,000 crore contrary to the belief that investment in retailing is not forthcoming.

While a majority of retailing is through unorganised family-owned businesses, organised retail is also expanding in a huge way. In a recent interview, Kishore Bayani of Future Group was upbeat about this expansion plans. Assuming a growth in line with GDP, indigenous creation will add more than a million retail outlets. On the supply side, there has been minimal consumer complaints regarding product availability, predatory pricing, work ethics and above all, the retail business has created an endured social safety net. The major complaint has been that of price rise and the solution to it is outside the retail industry orbit. Then why is the government trying to provide answers to a question that never exists?

The reactions to FDI in multi-brand retail have been mixed. The Ministry of Commerce & Industry hopes that this will help farmers, create jobs and benefit consumers resulting in an improved supply chain and reduced inflation. India Inc also
feels its a win-win solution. Some argue that India Inc has found a new business/financial partner during these tough economic times. Political opponents vehemently argue that it will displace farmers, create huge unemployment and will leave consumers at the mercy of a powerful cartel known for its tough bargaining power.

The leading retail chain in the world is Walmart. Its annual turnover at the end of last fiscal was close to $450 billion. The others in the top 5 put together will contribute to another $350 billion. Put together, they constitute ₹44,00,000 crore in combined revenue while the Government of India's estimated revenue for the fiscal 2012-'13 is ₹9,77,355 crore, lesser than Walmart's annual revenue in rupees. No prizes for guessing the unflinching power that they can command over the dwarf-like Indian unorganised retailers. With such high bargaining powers, it does not need a consultant to say that small retailers will be squeezed by these big guns and the so-called big Indian retailers may find it attractive to get sold.

US Economists Stephan J Goetz and Anil Rupasingha in their study titled 'Wal-Mart and Social Capital', which was published by the American Journal of Agricultural Economics have found that the presence of Walmart has reduced social assets in the nearby communities. It is commonly believed that communities with high levels of social capital are relatively healthier and resilient. In fact, this was one of the main reasons for India's resilience during the global financial crisis. Their study examined both communities in which new Walmart stores were built in the 1990s and those that already had a Walmart at the beginning of the decade and controlled other variables known to affect social capital stocks in a community, such as educational attainment. They found that communities that gained a Walmart during the decade had fewer non-profit groups and social capital-generating associations (such as churches, political organisations, and business groups). They also found that Walmart’s presence depresses civic participation. Communities that had or gained
a Walmart store in the 1990s had lower voter turnout in the 2000 presidential election. Walmart harms not only local retailers, but also a wide variety of other businesses and professionals that serve local retailers, such as banks and accountants. Another factor is the decline of the downtown and other neighbourhood business districts that have long served as gathering places and helped to sustain the web of connections that knit communities together.

With this single example there seems to be a reasonable concern that FDI in multi-brand retail will not only distort the existing economic harmony in India’s unorganised retail but also will dismantle the economic spine of our country, its social capital. FDI in multi-brand retail will enrich corporate capital but impoverish India’s social capital. Result: Gini high high.
It's time to say 'Your Marks, Get CET and Go'

The National Policy on Education 1986 and the Programme of Action Plan of 1992 clearly laid the visionary map towards entrance tests for admission to institutions of higher education and urged UGC and the state governments to promote a National Testing Facility. A Constitution Bench of the Supreme Court, as early as 1981, accepted and observed that an entrance test facilitates assessment of comparative talent of students who come from diverse backgrounds. According to the Bench, an entrance test will apply uniform standard and will make good the possible distortions that might creep due to varying evaluation metrics followed by different high-school examining authorities. The Bench made this observation when an institution regulated admission based on entrance test and not on qualifying marks.

However, the 'entrance alone' model has churned out young humanoids who crack a JEE and in a senior bureaucrat’s jocular words “in an interview for IIT admission, they need multiple choices to tell their names”. This mindless coaching class syndrome for competitive exams like JEE and AIEEE has made school education irrelevant and less interesting. The continuing McDonaldisation of IITs and IIMs has made evaluation more important than education, spoiling the youthful potential of our country. Taking cognisance of this, some states and universities went to the other extreme of eliminating entrance exams completely and use only board marks as the basis of admissions. An amalgamation of both these options is what the present HRD minister is trying to put in place not only for IITs but also for NITs/deemed universities and also state governments. Before understanding the rationale behind this, some IITs have raised a thunderous voice and even approached the Prime Minister seeking his intervention.
The Common Entrance Test (CET) policy with adequate weightage to board marks is an outcome of a scientific study made by a committee headed by T Ramaswami, secretary, Department of Science & Technology. The intent of the committee is visibly clear as it wants to present a meaningful formula with inbuilt flexibility to ensure that both learning in schools and training in coaching classes achieve a desirable outcome. The CET formula suggested by the committee for IITs and for NITs/DUs/state governments seems to be a workable proposition that can make both ends meet. In a recent meeting convened by the UGC in which over 100 deemed university vice-chancellors participated in the presence of the Union HRD minister, the idea of a scientific admission system for engineering institutions using a flexible CET-board marks formula was elaborated. The initiative is to encourage institutions to adopt a common entrance test like JEE or AIEEE and also factor high school performance. Both of these at a predetermined mix, with a minimum weightage of 40 per cent to high school marks, seem to be the magic formula to satisfy all stakeholders. The UGC has not made CET the only choice but has allowed deemed universities to conduct their own entrance exams and also use board marks. Further, the MHRD has also suggested that institutions can also give 100 per cent weightage to board marks. With this formula in place, there is no element of doubt that all students' and other critical stakeholders' concerns are addressed. For Tamil Nadu, this formula is a second coming of its first nature as it was following this system from late '80s till mid-2000. We should move forward in adopting this new formula in its best customised form, positively leveraging the generous flexibility provided.

The National Testing Facility as contemplated in 1986 has been in cold storage for 26 years. Let us not allow it to freeze and die. It's time to say, “your marks, get CET and go.”
We must keep FDI out of Higher Education

Among the slew of pending Bills on higher education is the Foreign Universities Bill or from a branding perspective, the FDI in higher education. At the drop of the word FDI, the immediate reaction is that it’s good for India. This seems to be the general consensus that is built around Indian minds, thanks to the media and other influential forces. India's economic liberalisation in the early '90s becomes an immediate parallel for quality, choice and other consumerism jargon. Does Indian higher education need foreign universities to bail it out? Definitely not and the way the Bill is in its present form, it will not.

The twin purpose of higher education is teaching and research. The benefit of research institutions like IITs, IISc, IIMs and others reaches multiple stakeholders. Such institutions form the bedrock for employable graduates, spur innovations by industry, support improvements in public policy and are critical for a country’s economic development. At no cost should they be deprived of funds and put at disadvantage when compared to the best universities worldwide who enjoy financial independence. On the contrary, such institutions are hankering for additional funds. Adding more to the pressure are the pre-natal IITs/IIMs whose naming ceremony is over and they are still unborn. The standing committee on HRD in its recent report has expressed grave concern on the temporary campuses of new IITs/IIMs and huge faculty crisis which is reaching 60% in some IITs. Even the established IITs feel that the strain on the system is affecting their quality of work. Can India afford to put the future research productivity of its best institutions at risk? The issue gets more serious at the undergraduate teaching institution level considering the future demands of higher education.
The targeted 30% Gross Enrolment Ratio by 2020 means that about 40 million students will be enrolled into the higher education system by 2020, creating an additional capacity for 26 million students. The demographic dividend for India will get richer with its population between the age group of 18 to 23 expected to increase 13% annually between 2005 and 2020 vs the world average of 4%. Brazil and China are expecting this population to decrease by 4% and 12% respectively. This growing requirement also puts pressure on the financial system requiring an investment of `1 million crore. At the existing 52% of total enrolment in private institutions, private sector investment will be `0.52 million crore.

Since independent India has not given its private institutions academic freedom, there is a strong need to provide a level-playing field in the interest of Indian higher education. The way forward is to juxtapose and allow foreign universities to create pathways for both research and teaching. They should offer only full-time PhD and post-graduate programmes for the first 10 years with their own faculty using various technological and open source educational resources. This shall prevent dilution of academic standards in existing Indian institutions — public and private — which are already reeling under severe faculty crisis. This serves three purposes. First, the spirit of competitive research shall increase research productivity and improve the quality of life, adding to India's economic and intellectual strength. According to a Kauffman Foundation report, the role played by university research to a nation's economy is much greater than currently understood. Second, such post-graduate education can supplement the huge demand for faculty in existing and future teaching institutions. Third, this pre-condition is a litmus test for the foreign universities' genuine intentions. Question: Are they ready to take the test? Answer: Are we ready to offer the test?
On May 18 Mark Zuckerberg remotely rang the New York Stock Exchange (NYSE) trading bell. The spectacular listing of Facebook on NYSE failed to lift the gloomy spirits of the equity market. Despite being the most actively traded, Facebook closed at $38.23 — just 23 cents higher than its listed price. The level of trading determines the market capitalisation and fair market value of stocks on a daily basis. The right market value is determined by an invisible hand that believes in efficient market hypothesis. Though there are conspiracy theories built around stock exchanges there is a strong regulatory mechanism that appears to be a strict watchdog. The ringing of the '+2 results bell' in Tamil Nadu has triggered trading at the capitation fee exchange. Though this exchange is different, the underlying denominator remains the same, the market value of a medical or engineering seat.

A short comic video on 'market value' is doing the rounds in various social networking websites. It is about the three G-scams: 2G, CWG and KG. While 2G is about awarding licences at prices alleged to be below market value, CWG is about awarding contracts at prices alleged to be above market value and KG is about the right market value. The common thread in these scams is the market value. The perceived market value of an underlying asset is the crux of any trading activity. The market value of prime professional college seats in the recent years has seen an exponential growth. Law of demand and supply is hit hard by the 'capitation fee syndrome'. Whether the regulations that exist are strictly enforced in the capitation fee exchange is a question that is best left unanswered. There are various legislative enactments and statutory provisions to prohibit the capitation fee menace. The deafening silence of regulatory bodies and inaction by various competent authorities on the issue of capitation fee need serious...
introspection. Under these circumstances, the proposed Unfair Practices Bill by the MHRD is only an arithmetic addition and is cosmetic in both intent and content. It's 'old wine in a new bottle'. The Ministry of Human Resources Development should implement the national testing facility as envisaged by Late Prime Minister Rajiv Gandhi in his visionary National Policy on Education, 1986. Such a testing facility along with a strong functional regulatory framework is the best cure to cleanse the professional college admission system. The ministry owes this to the country and cannot afford to postpone any longer.

In the last three years, Tamil Nadu saw high levels of vacancies in engineering colleges — 51,000 in 2009, 34,000 in 2010 and around 67,000 in 2011. Thanks to the All India Council for Technical Education's mindless generosity adding more to the laundry list of engineering colleges that has already breached the 500-mark and to emerging alternative career options, the vacancy position will further increase. Despite this, various media reports indicate that many parents have already 'blocked seats' in premier colleges. Blocked seats! Yes. Its equivalent to the derivative trade in the real financial market. Parents pay a token amount to a college starting from a lakh to even `10 lakh and students exercise their option to join the college based on the +2 results. In some cases, its outright payment in full that transfers the full right to join the college. Just as brokers in the financial market receive brokerage fee, there are agents in the admissions market who receive commissions from colleges. It shouldn't be surprising to find agents appointed by colleges adopting various modern marketing tools — SMS, online banners, direct marketing fliers, etc, and wooing prospective students with 'academic offers'.

Free market economists characterise this engineering college admission market as a simple supply-demand market that is highly inelastic. In recent years, even the idiom 'king's ransom' is an understatement considering the capitation fee some
premier colleges collect. Parents argue that they would like to provide their wards the best possible education and don't mind the 'king's ransom'. They forget two things in the process. They should realise that they are not only depriving meritorious students an opportunity but also imbibing a wrong value system in their wards.

A meritorious student who cannot afford the 'modern king's ransom' settles for an inferior choice because of a parent holding a higher bid. Alternately, such a student also ends up pursuing an alternative career choice much against his will. Is the community, state and the nation not losing a prospective intellectual because of this collective craze for engineering and medical college admissions? The unfortunate part is that the perpetrators of this 'capitation fee menace' are educated parents themselves. Are they not responsible for this deploring state of affairs? In some cases, parents are even forcing their wards to join such courses much against students' interest. Peer pressure amongst the student/parent community is also adding more pressure to the system and more parents rush to colleges in advance to block a seat. On the other hand, the advertising hoardings of colleges at traffic junctions, cinema theatres, on buses and autorickshaws is enough for academic soothsayers to visualise the clear image of a huge vacancy position for 2012. So why this mad rush?

Secondly, any reasonable student would cherish an admission secured on his own merit than his or her parental monetary strength. That is why an admission in an IIT/NIT or in those few good colleges that admit students on merit is more valuable than an admission secured in a college, however good it may be, by paying a capitation fee. What value system will such a student build around himself/herself? Would this student graduate to be a doctor or an engineer and promote social goodwill? Many are already feeling scary to seek medical assistance from such doctors who became one because of their monetary strength and not merit. What type of engineering structures are these graduates going to build for India? It is high time that parents realise that they are doing more harm
than good to their wards and to the system by joining this mad race for admissions.
Under these circumstances, the parents need to exercise wisdom before they press the monetary pedal to gain speedy admissions for their wards in professional colleges. There cannot be a time more appropriate than now to pause for a while and ask the question: Why this kolla hurry?
Why are our students killing themselves?

Early February this year, a Class IX student in Chennai killed a teacher inside the classroom. My grandmother from heaven could not believe that this gruesome incident happened in the school in which she studied 80 years ago. Continuing, more deaths in the form of suicides in college campuses started occupying prime space in the media. College students took this extreme step for reasons best known to them though media carried different versions.

The common thread in all these unfortunate deaths is the immediate response of career counsellors and NGOs who repeatedly highlighted the pressure exerted by the education system on its students. I am not entering into an argument, though I have a different opinion on this, but would like to address the issue from a theological perspective.

Almost all religions of the world have expressed their views on suicide. Abrahamic and Indian religions in different ways have not accepted suicide as an individual’s right to claim his or her own life. Hinduism strongly believes that suicide amounts to breaking the code of Ahimsa (non-violence) and therefore equally sinful as murdering another. Except for Prayopavesa, meant for people with no desire or ambition, Hinduism decries suicide and believes that persons committing suicide shall wander as ghosts until one would have otherwise died. Buddhism also strongly believes in the karma-samsara philosophy and considers destruction of life, including one’s own life, as a negative form of action. Except for Santhara, a non-violent form of fasting to death, there is no record that Jainism supports suicide.

The theology of Roman Catholic Church holds death by suicide as a grave or serious sin. The Church considers life as the property of God and a gift to the world. To destroy that life is to
wrongly assert authority over what is God's. Conservative Protestants hold suicide as self-murder and synonymous with murdering another person and hence an act of sin. The religion of Islam also views suicide as detrimental to one's spiritual journey and considers it a greatest sin. Muslim scholars have cited from the holy Quran commandments that forbid suicide and some even consider it as an unpardonable sin equivalent to eternal sin in Christianity.

I am not an expert on theology nor am I an expert psychologist. As a concerned academic, I silently observed the reactions of career counsellors and psychologists who didn't miss an opportunity to blame the academic system.

They may be right in some cases, but definitely not in all. Some of the reasons alleged behind the college suicides are beyond academics. The first question that every stakeholder, including the media, asks is whether the college has a counsellor? Does this really help? To meet the approval criteria or for statistical purposes, a counsellor on campus may be useful. Will one counsellor or replacing ceiling fans in hostels with air-coolers totally arrest suicidal tendencies in a college campus? It is about state of mind that is beyond comprehension. On one hand, we have reports that expose the abysmal employability standards of our engineers (though I disagree) and on the other, the academic rigour as the villain. An uninterested child is forced by parents to enroll for courses to which the child is attitudinally unprepared. Should not parents start placing confidence in their own wards than being carried away by their next door neighbour's? Were the blockbuster hits 3 Idiots and its Tamil version Nanban only for entertainment and not enlightenment? More questions than answers can be raised on this sensitive issue.

While we search for some solutions, can we begin to respect our religious views first? India needs to give its resourceful youth longevity.
It's a Budget without Healthy Education

The Union Budget for 2012-13 has a first and last in it. It is the first budget for the 12th Plan period and the last before it switches to poll gear for 2013-14. This double-barrelled missile, however, failed to hit the right target and ended up upsetting almost everybody. On the Budget day, despite Sachin Tendulkar's 100th century providing some cheer to the cricket-crazy nation, the ordinary man was sombre that Bollywood artistes became overnight, but one-day budget experts. They provided sound bytes to ensure that the Budget analysis had some spice, if not the Budget. The 'experts' went to the extent of saying that the finance minister has given importance and prominence to health and education. Let us not get engulfed in this budget theatrics and sway to the tunes of such 'expert' cosmetic analysts.

In all major countries, the government engages in direct spending on social sectors like health, education, sanitation, etc. or provides an enabling environment that provides meaningful livelihoods for people engaged in such social sectors. The UPA-I set a target for healthcare expenditure at 3 per cent of GDP and the present budget allocation is only 0.3 per cent of the projected GDP. It has enough cheerleaders who can easily dismiss the original target as a typo and beat its chest for achieving the 0.3 per cent mark. Not stopping, the Planning Commission announced loudly that health spending is going to double during the 12th Plan, deceptively shifting the goal post. Still at such levels, we will be among the lowest healthcare spenders in the world.

The Kothari Commission in 1968 set a combined (Central and state) education spending target of 6 per cent of GDP. The commission report will celebrate its golden jubilee in the next few years but the target will still remain a distant dream considering the marginal growth in expenditure on education.
UNESCO puts India among the lowest spenders on education per student in the world. The Credit Guarantee Fund and putting education in the negative list of the service tax radar are the only consolations to the otherwise measly budget allocation to education. The inclusion of school and higher education in the negative list for service tax is in alignment with the policy of making education inclusively affordable. Otherwise, education would have been exclusively expensive. However, the marginal increase of `4,555 crore to the Sarva Shiksha Abhiyan makes the case stronger for pushing the deadline for the first phase of the RTE Act, a practice that the government has mastered with perfection. The Budget allocation of `15,458 crore for higher education is low by comparable standards. With substantial expenditure in the form of salaries and allowances, there is little left for improving quality. Assuming that none of the higher education institutions needs capital expenditure, the present allocation to higher education is sufficient to build a “world class half university”. There is only a 10 per cent increase in the science and technology allocation as against 17 per cent last year. Specific Budget allocation of `460 crore for research is also polarised and does not encompass engineering and sciences. With insufficient allocation for higher education and research in engineering and basic sciences, creating new knowledge in Indian universities still remains a dream.

The finance minister says that a principal objective of the Budget is to 'focus on domestic demand-driven growth for recovery'. Does he not know that a domestic demand is possible only if there is sustained economic activity, which is possible only if there is healthy and educated population? The deserving Indian population deserves more and not crumbs strewn through populist schemes. On health grounds, the Budget is sick, and on education, has failed.
Dreaming about Finance Minister's Dream Budget

India's annual public spending on social sectors like education, health, water and sanitation, etc. continues to be less than 7 per cent of GDP, while the average level of budgetary spending on social sectors in the OECD countries (excluding social security expenditures) is close to 15 per cent of GDP. The XII Five-Year Plan promises to provide priority to education, health, skill development and infrastructure sectors. More importantly, the XII Plan grant envisages a seven-fold increase in education spending. With this good news reaching my ears, I propose to close my eyes and dream on the Budget speech of the finance minister.

“I recall that the Hon’ble Prime Minister in 2007 while inaugurating the Indian Science Congress in Chidambaram pushed the previous Prime Minister’s timeline to achieve Research And Development (R&D) spending of 2 per cent of GDP by five years. During 2012, addressing the Indian Science Congress in Bhubaneswar, the timeline got pushed to the end of the XII Plan period. Such constant pushing will hurt the R&D physique of our country which is already dwarfed when compared to the remarkable progress that China has made in the last 10 years. The Government has been the single largest source of research funding in India. However, during the period between 1990 and 2008, as a proportion of the country’s total R&D expenditure, it has come down from 80 per cent to 65 per cent. On the other hand, business organisations have increased research investments from 14 per cent to 30 per cent during the same period. While academia contributes close to 6 per cent of total R&D funding in India, it is close to 20 per cent in OECD countries. The role of academia needs to be encouraged to coherently synergise with the research intensive industry to promote collaborative
research. To achieve this, I propose to increase the existing 175 per cent weighted exemption to 200 per cent for donations made to eligible institutions for scientific research and development.

It is unfortunate that research productivity in academia is abysmally low on a comparative basis. To encourage research by faculty and scientists in academia and research labs, I propose to provide 100 per cent tax rebate for the researchers on any special incentives received for research pursuits. I hope this will encourage institutions to retain research talent through attractive financial incentives.

The estimated cost of establishing one world class university (WCU) is close to `6,750 crore. The Ministry of Human Resource Development is planning to establish 14 of them in the XII Plan and will cost the exchequer a minimum inflation unadjusted `94,500 crore. Instead of creating new universities, the government shall spend on exiting top class institutions of engineering, science, social sciences, medicine, etc. and the planned expenditure for WCUs shall be fully utilised for this purpose. Instead of promoting corporations to establish universities, they should be encouraged to support existing institutions. Regular non-research donations to recognised higher educational institutions shall receive a weighted deduction of 150 per cent. Both of these measures shall benefit the quality of higher education and also not aggravate the existing faculty crisis.

The quality of teachers at all levels of education—primary to doctoral—need to be increased and support mechanisms be provided to attract bright minds to the noble profession. To reverse the emerging “teaching as the last resort” trend, I propose to provide 50 per cent tax rebate for all qualified teachers during the next 10 years. This is similar to corporate tax holidays and part-time teaching by corporate employees shall also be eligible for this rebate. A tight monitoring
mechanism shall be implemented to provide necessary checks and balances and possible renewal at the end of the tenth year.”

The roaring applause and the thumps on the parliamentary desks woke me from my deep slumber. I could partially discharge my full right to dream and fully happy to see after a long time, at least in my dreams, the opposition welcoming these new announcements. I look forward to March 16. Till then its “My dream vs FM’s Dream Budget”.
Mindful McDonaldisation of B-schools needed

When the McDonald brothers—Richard and Maurice—opened a fast food restaurant in 1940, little did they realise that they would hand over the legacy of their restaurant to Raymond Kroc who founded McDonalds Corporation which today operates in 119 countries, employs close to 1.7 million employees, runs 33,000 restaurants out of which 80 per cent are franchised and serves around 68 million customers every day. Two customers, one in Kalamazoo and the other close to Vandalur zoo, will receive the same quantity and quality for an identical french fries order. This is because McDonalds has successfully institutionalised an operating system worldwide that ensures a sustainable and uniform franchising model. We shall pause here and shift scene to add context to the McDonalds story.

The visionary foresight of Pandit Nehru to create thought leaders and top class management consultants and researchers saw the creation of the Indian Institute of Management (IIM), Ahmedabad in 1961 followed by IIMs in Calcutta, Bangalore, Lucknow, Kozhikode and Indore. During the period till 1990, there were less than 150 B-schools, most of them government run. However, after the enactment of AICTE, the rise of private management education was meteoric characterised by growth, fast growth and rampant growth. Currently close to 3,000 B-schools offer MBA programmes in India, dwarfing the American management education which is one-third India’s while American economy is more than 10 times India’s!

The fear lurking among those concerned with management education in India is its consistently falling standards. In a longitudinal study done between 2000 & 2004, it was found that top B-schools, including IIMs, do not add much value in the MBA graduates. A number of studies highlight the growing
dissatisfaction of corporate recruiters on the quality of MBA graduates, including those from top B-schools. Despite all of this, even IIMs have proliferated and those recently 'established' are still grappling with 'settling issues'—transit campus, land allotment, remote mentoring by established IIMs consuming their time and effort, cost escalation, etc. The quality of regulation in MBA education is telling as AICTE is over-burdened, under-staffed and functions with imbalanced priorities handling engineering, management, pharmacy, hotel management, etc.

The US management education was periodically revolutionised by path-breaking reports like, Gordon & Howell Report, Pierson Report, Porter-McKibbin Study, President’s Commission on Management Education, etc. All of these studies during different stages catapulted the MBA education in USA to greater heights. The Indian reply to such studies is strong in quantity but weak in quality. Between 1950 and 1990, the Nanda Committee (1981) was the only study that reviewed the working of the three IIMs at Ahmedabad, Bangalore and Calcutta. The Kurien Committee (1991), R P Aiyar Committee (1999), The Ishwar Dayal Committee (2001), Management Review Committee (2003) and Bhargava Committee (2008) followed later. The common thread linking all of them was the stereotype diagnosis and the policy-level recommendations that only dealt with control, fees, admissions, salaries and other administrative issues. Very little accent was laid on crucial issues like overall management education quality, curriculum, skills, etc. and even the little accent was IIM-centric, orphaning almost 98 per cent of the existing B-schools. The role of AICTE is now reduced to that of an approval authority with a minimalist approach. A double-barreled disaster!

India can boast of its IIM brand because it selects the best of the students. Has the IIM system or any top B-school given to the world renowned management models or encouraged thought leaders like Michael Porter or Clay Christensen or C K
Prahalad? They have successfully created a glorified employment exchange, which in Satish Pradhan’s words, resembles the 'Pushkar cattle fair'. It is high time that the system thinks beyond producing GOMBAs (Grossly Overpaid MBAs). Policymakers should institutionalise, through a separate All India Board for Management Education, an operating system that is based on uniform quality & strict compliance and halt the over-supply of under-prepared MBA graduates.

In short, we need mindful and not mindless McDonaldisation of B-schools.
A Six-pack Baby for Skill Development

McKinsey & Co in its report for the Global Skills Summit (2009) estimated a 10-time skilled workforce gap between demand and supply in India. The XI Five-Year Plan’s Skill Development Mission along with the National Skill Development Policy recognises the need for 500 million skilled people by 2020. McKinsey’s study, in other words, estimates that at current levels, India can produce only 50 million skilled people by 2020. India needs to enrich its domestic skill for its economic and social growth.

The present formal vocational education & training (VET) offered through ITIs/ITCs is small when compared to initiatives worldwide. Germany, Japan, Korea, South Africa, Australia, China, etc. have supported it on a large scale. There are about 6,000 ITIs/ITCs in India while China boasts of 5,00,000 VETs. In 2020, the average Indian will be only 29 years old, compared with the average age of 37 years in China and the US, 45 in west Europe and 48 in Japan. This demographic dividend needs to be encashed. The World Bank estimate of less than 3% enrolment in India in vocational education as against Korea’s 93%, South Africa’s 77% and China’s 52% of the relevant population is not a healthy signal. Policies need to be formulated to add massive capacity and formally integrate skills development with mainstream formal education involving multi-stakeholders. Here is a six-pack formula:

1. Make the VET system demand-responsive with private participation in curriculum design and strengthening the education component by including comprehensive-trade, core, business and personality-modules.

2. Vocationalisation at school level is only serving as another avenue for students to enter into the formal higher education system after vocational education. The students at the end of the programme must be made eligible to appear for the NVT/SVT certification in addition to the regular high school vocational education passing exam.
3. The entry level eligibility to engineering and polytechnic programmes has been diluted to support massive growth of education in these fields leading to high failure rates. With necessary course pre-requisites, drop-outs must be made directly eligible to appear for the diploma education exam conducted by the State Technical Education Departments. A similar exit option must be available for diploma flunkies who can appear for NVT/SVT exam and be awarded a trade certificate.

4. The National Educational Policy of 1986 mandates a consortium approach aimed at sharing of facilities. The AICTE must shed its regimental regulatory image (which it is not) and encourage sharing of facilities by universities, engineering colleges and polytechnics to offer diploma/VET programmes. Similar method can be adopted for humanistic skill courses in arts & science colleges. The by-product is the re-branding of vocational education, resulting in input quality improvement as vocational education is viewed for academically weak students and outside the professional education orbit.

5. A National Skill Guild to accredit, evaluate and set standards for various VET programmes needs to be established. Select universities and colleges must be encouraged to develop skill-based curriculum & digital content. With a five-year plan and clear deliverables, these centres must be linked to the National Knowledge Network forming a Digital Skill Warehouse. This guild must also award recognition to existing experienced skilled workforce at par with formal vocational education. The role of private industries is critical here. They must come forward and offer their own VET programmes and award certificates that need to be recognised by the guild.

6. Access to finance must be strengthened by providing tax exemptions/holidays to industries providing education and employment to VET graduates, soft-loans to VET graduates for self-employment and impartial access to multi-lateral funding opportunities for skill education providers.

2012 should deliver a skilled six-pack baby. Normal or C-section, depends on the extent of policy paralysis!
Thank you and it was a pleasure addressing this class,” said Professor Clay Christensen of Harvard Business School. Clay’s session was an eye-opener on how disruptive innovation compels established players to move up the value chain. He cited how mini mills entered the low-end steel bar market and compelled integrated mills to leave this and move up to concentrate on sheet and structural steel. Gradually, the mini mills moved up as a result of which there was an overall realignment and improvement in the steel industry value chain. Those like the Bethlehem Steel Corporation that failed to climb the value ladder fell down to be buried. Similarly, Toyota entered the US market with its low-end cars before escalating to the luxury sedans and in the process changed the US auto industry. We are currently seeing this positive shift—mainframe to PC to iPADs, Oracle to Salesforce/TCS iON, general hospital to patient’s home and in other industries. After coming out of his class on Disruptive Innovation, my body and mind was disrupted with my mind taking the trans-Atlantic route to India while my body stayed at Boston. With little or no real competitive pressure from new entrants (read private professional colleges) and favoured policy-making, there is hardly any compelling reason for top institutions to move up the value chain.

In 1794, the British Government in India established the first survey school in Madras for English boys and native Indians were denied civil engineering education due to military and political implications. Little could the British have realised that an education denied to Indians is now manifested in different forms of engineering through more than 3,500 engineering institutions (including IITs/NITs/DUs) with a combined intake of close to 15 lakh. Out of this, 2 lakh seats go unfilled despite lowering entry level requirements! The appreciation for IITs mainly for its admission system that
identifies bright students to be its graduates than the IIT ecosystem is debatable. However, IITs cannot afford to take shelter under this legacy asset and need to move up the value chain to acquire a newfound position in the global research and postgraduate education space. The brand of IITs as a premier teaching institution needs to be shared by NITs and premier deemed universities. Just as NITs/DUs are expected to engage in reasonable research, IITs can also engage in reasonably limited UG engineering education and take leadership role as regional academic mentors.

The share of IITs in the national output of engineering undergraduates has decreased from between the period 1985 and 2006. Despite Anandakrishnan Committee recommendations to upgrade instead of creating new IITs, more IITs were created. In addition to this, other policy decision may reverse this trend which can be nullified only by new private colleges that expand the base. The share of IITs in the national PG and PhD output between 1985 and 2006 has come down from 31% to 14% and 32% to 24% respectively. The result is also telling on the global academic research productivity landscape and in the huge faculty crisis. Assuming that the falling share is captured by others, issues of quality is still a concern.

The scene is no better in management education. The country has not yet produced world renowned management thinkers like Michael Porter or Clay Christensen or C K Prahlad. Despite the acclaimed IIMs, whose placement scene in Satish Pradhan’s words resemble “cattle fairs at Pushkar”, management ideas are not indigenously theorised. We have added more IIMs in our country which are churning out MBAs along with 3,000 B-schools joining the MBA factory.

With disruptions at the UG level created by growing new entrants, IITs and IIMs should not multiply growth by taking the UG education route but turn world class climbing up the value chain by choice. Policy-making must also encourage good private institutions and not strangulate them. We need game changers, not game players.
Adopt, don't try Create, World Class Universities

The Academic Ranking of World Universities (ARWU) compiled by the Shanghai Jiao Tong University, the Times Higher Education World University Rankings and QS World University Rankings have two things in common—none have any Indian university in the list and all of them created high-decibel media output. The absence of Indian World Class Universities (WCUs) despite India’s strengths is an issue of great concern and MHRD’s proposed Innovation Universities Bill is a visionary step addressing this concern. The delivery mode needs a reality cheque.

Seated in the third row at the Georgetown University auditorium during the recently concluded Indo-US Education Summit at Washington DC, I heard Sam Pitroda’s profound statement: “We need a certificate to enter and what educational institutions provide is a certificate to exit.” Union Minister Jairam Ramesh articulated IIT/IIM faculty are not world class and N R Narayana Murthy in a foreign soil trivialised the quality of IIT graduates. In effect, the symptoms of the absence of an Indian WCU was telling on their comments.

By definition, WCUs have extensive freedom in student and faculty selection, innovative curricula, modern pedagogical methods, flexible academic environment, produce highly qualified graduates and are engaged in creating a new body of knowledge through publications in top journals, patents, licences, etc. World-renowned international educationist Philip Altbach succinctly remarks that “every country wants one, no one knows what it is, and no one knows how to get one”. There is no universal recipe to build a WCU nor can it be created by passing legislation in Parliament or do institutions become world class by self-declaration. Amid various requirements for a world class university, let’s understand the investment requirements.
According to a World Bank report, establishing a WCU in the late 19th century required $50 million and 200 years. The University of Chicago in the beginning of the 20th century invested 20 years and more than $100 million to build a WCU. The Cornell University spent more than $750 million in establishing a world class medical school in Qatar in 2002. King Abdullah University of Science and Technology in Saudi Arabia was established at a whopping $3 billion and operates outside the purview of the Ministry of Higher Education. The estimated cost of establishing one WCU today is close to $1,500 million (6,750 crore). The MHRD is planning to establish 14 of them in the XII Plan and will cost the exchequer a minimum inflation unadjusted `94,500 crore.

According to reports, the total realised XI plan grant for education is `1,42,659 crore as against the allocated `2,38,608 crore. Out of this, higher education received an average 30 per cent during the XI plan period. Unesco puts this among the lowest spend on education per student in the world. The 2011 Union Budget allocated `13,000 crore for higher education and will hopefully increase to an annual spend of `18,000 crore for the next five years. This is for running the existing non-WCUs and colleges. At this level, it is difficult to establish 14 world class universities even by utilising the entire planned expenditure earmarked for existing universities and higher educational institutions. Nor can special budgetary provisions be created in the present economic climate. The cost of maintaining the WCU resources after five years also need to be factored.

Suggestions: The MHRD should establish a model WCU in India and invest heavily in upgrading the IITs/IIMs instead of planning for 14 green-field WCUs. Of the newly created IITs/IIMs, many are still operating in make-shift facilities. IITs/IIMs with WCU potential cannot afford to survive like this. The roles of state governments in nurturing and supporting such initiatives must be encouraged as they contribute 75 per cent of the total public spend on higher education.
Application Deadlines are Revenue Lifelines

The curtains are down for Dusshera and Durga Pooja, unfolding festival plans for the cracker festival, Diwali! Amid this big bang and big buck festival season begins an equally big buck season—the application sales for admission to professional colleges. The advertisements for CAT 2011 have been released and so have some for MBA admissions to premier B-schools that use CAT 2011 scores. Many ads are in the pipeline. An interesting perspective throws some light on the issue of application sales and deadlines.

The CAT application fee grew faster than India's inflation. It was Rs 1,400 in 2010 and Rs 1,600 now. With such high application fees for IIM, the MHRD is sermonising to private institutions to reduce theirs. Despite this, some institutions still charge Rs 1,000 to Rs 1,500! Let us understand the underlying theory that ramps up the application sales revenue model.

In addition to the 13 IIMs, over 100 B-schools will be using the CAT 2011 scores for admission to MBA programmes, including an estimated 20 highly rated ones like MDI, FMS (DU), Welingkar, etc. The IITs and IISc have also abandoned JMET and adopted CAT 2011. The number of students to be admitted for the flagship PGPM/MBA programme in the IIMs, IITs and top B-schools is around 10,000. The number of students who appeared for CAT in 2009 was over 2.4 lakh, which dropped to 2.05 lakh in 2010. Considering the increasing number of reputed B-schools adopting CAT 2011 scores, at least 2.25 lakh students will appear for CAT 2011. The application sales revenue model doesn't stop, but begins here. Almost all the non-IIMs do not accept CAT 2011 scores directly and insist that an applicant applies to each of these institutions separately. CAT 2011 results are expected on January 12, 2012, and some premier non-IIM B-schools have application deadlines before this to fully utilise applicants’
admission hopes. Students hence are forced to double apply, spending lots of money. The resulting application sales to admission ratio also provides a distorted picture on how competitive admissions to top Indian B-schools is.

Out of a total 9,134 applications that Harvard Business School received, it admitted 907 students to its flagship MBA programme in 2011, translating to a 10.07 to 1 application to admission ratio. Extending the same to all IIMs, IITs and premier B-schools, the ratio is 22.5 to 1 and for IIMs alone is 50 to 1. Does this make IIMs more selective than Harvard, Wharton or Tuck? The comparative maths will remain unaltered for engineering/medicine admission also. Let us understand why.

Every applicant-dull or intelligent-has an unshakeable belief of cracking an entrance exam, resulting in huge student turnout for CAT/JEE/AIEEE or individual institution's own. Many institutions leverage on this and fix application deadlines well before the results of such exams are released. Result: booming application sales, incorrect ratios and misinterpretations. The real test on the competitive selection criteria depends on how many apply to these institutions-management or engineering or medicine-after knowing their competitive exam results. A sensible applicant will apply to Harvard only after knowing his/her GMAT score, especially when the cost of application to Harvard is more than $200. If a student knows the scores which form the basis of admission in advance, no student with poor scores will self-inflict a financial burden.

Action: The MHRD's plan for a Common Testing Facility will reduce complexities of multiple entrance exams and build transparency. However, it should ensure that institutions using competitive/entrance exam scores for admission cannot set application deadlines before the results of such exams are declared. This will help applicants to take informed decisions and reduce their financial and mental burden.

Result- Unreasonable application deadlines cannot be unquestioned revenue lifeline.
Deemed universities need new lease of life

The UGC’s new Regulations for Deemed Universities (RDU) are analogous to backdoor nationalisation. The cosmetic dressing of the Board of Management with ‘external academic experts’ and the unreasonable rules and regulations in the matter of administration, admission and academics make RDU a retrograde step. The Radhakrishnan Commission in 1948-49 encouraged deemed universities (DU), based on a spirit of competence unencumbered by arbitrary rules and regulations. Between 1956 and 2004, 92 institutions were conferred DU status after each underwent rigorous inspections. Between 2004 and 2009, an additional 36, excluding the NITs, were notified as DUs. This period saw an explosive growth in the number of DUs, thanks to then HRD ministry’s procedural bypass and lapses. Despite the Supreme Court hearing the Tandon Committee case, no attempt has been made to understand this proliferation. Sister-institutions run by the parent DU were included under its ambit. Clear backdoor entry! Shockingly, DU status was also granted with conditions and subject to renewal. Think of conditional driving licences with concessional number of accidents with a hope that the licensee shall learn driving within six months!

The UGC’s role in maintaining university education standards is undisputed. However, there seems to be a split agenda—none for the public universities and RDU for deemed universities. Once an institution is declared a DU under Section 3 of the UGC Act, there is no provision in the Act to frame new regulations exclusively for DUs. Assuming but not admitting that power for the UGC to discriminate flows from the Act, there are concerns on RDU’s legal alignment with the apex court.
The RDU was recently upheld by the Madras High Court. The critical role of judiciary is to decide issues based on parameters within the boundaries of law as enacted by competent authorities or as interpreted by the SC. A 11-judge bench of the apex court in TMA Pai Foundation (2002) has laid down the law with regard to unaided institutions in the issues of admission, administration and academic autonomy. The SC observed that “the fixing of a rigid fee structure, dictating the formation and composition of a governing body, compulsory nomination of teachers and staff for appointment or nominating students for admissions would be unacceptable restrictions”. The Madras HC did not consider this while upholding the RDU.

The high court also hypothesises the idea that non-family members are the torch-bearers of quality while family members, however qualified, are not. It also cites Harvard and Yale which are out of context due to the gross policy-level inequalities between India and US. Worldwide, more than 75 per cent of businesses are owned/managed by families representing 50-90 per cent of GDP in free market economies. Similarly, India has a large portion of the economy driven by family-owned businesses which constitute 95 per cent of Indian companies. Studies indicate owners are the most interested in a corporation’s growth. Likewise in higher education, there can be no one better than promoters to take responsibility than promoters hiding behind a board in which promoter is a minority. The UGC should only prescribe qualifications, and qualified family members can’t be branded academic outcasts.

The way forward: Statutory authorities must take individual action against erring DUs and RDU is certainly not the type of action required. To generalise and impose unreasonable restrictions on the functioning of DUs is like throwing the baby with the bathtub. MHRD must understand that there are well-
oiled syndicates, senates, etc. and still bad public universities. The governance rules of promoter-less public universities can't be applied for promoter-led private ones. When many DUs are positively contributing in spheres like access to higher education, employment, research, publications, providing corporate talent, etc., MHRD must oxygenate and not strangulate them.
Foreign Universities are not the Answer

The Foreign Universities (FU) Bill raises many questions with regard to its necessity, timing, implementation, global trends, etc. Such questions are in search of answers and here are some.

International students constitute an integral part of a country's economic and intellectual growth. The UNESCO Institute for Statistics' international student count of 3.6 million is 75% more than year 2000 levels. The Higher Education Strategy Associates (HESA), a leading Toronto-based educational research firm published a report focusing on higher education in “G-40” countries which account for over 90% of global enrolments. It reported that globalisation influenced higher education in 2010 and many students travelled abroad to study despite the economic crisis. Many universities and governments have intensified their internationalisation efforts to gain prestige and profit from new markets. British Prime Minister David Cameron in an interview at a university in Beijing admitted tuition fees for British students have been increased to keep the cost down for foreign students.

The economic value of international students is gargantuan. According to the Institute of International Education, the annual value of the US economy is estimated to be $20 billion and close to £12 billion for the UK. At $18 billion, international education is Australia's third highest export and in Canada it is estimated to be $7.5 billion. With high economic stakes, international education is becoming competitive economics.

HESA's report analysed the trends in tuition fee and student-aid policies of all the 40 countries. Countries like Pakistan,
Argentina, Brazil, Colombia, Egypt, Mexico, Turkey, Nigeria, etc. have no change in tuition fees. These are not the firecracker countries in the exploding international higher education export market. The report puts the US, UK, Australia and Canada in the 'small to big tuition fee increase category', thanks to policy decisions like the UK’s Browne Review Report (2010) and Obama’s $89 billion budget cut. Massive protests and student unrest of unprecedented nature resulted in London police kettling and US police pepper spraying. The defunding and tuition hikes may promote new marketing ideas by foreign universities to attract international students. The FU Bill needs to be viewed with this background.

The HRD ministry believes foreign education providers will enhance non-public investment, forgetting that 85% of Indian higher education is offered by private providers in the absence of an academic-level playing field despite loans to such institutions not being prioritised by RBI. The ministry hopes that foreign universities will improve research and innovation, conveniently forgetting the absence of a world-class research policy for Indian institutions to demonstrate their full potential.

The HRD ministry puts the total expenditure by Indian students abroad $5.5 billion while Assocham over-estimates it to be $10 billion, with a puerile belief that allowing foreign universities will reduce the outflow by $7.5 billion. Public opinion is also equally distorted and believes that foreign universities will stop Indian student outflow. The financial stress faced by foreign universities, especially the US and the UK, resist them from offering post-graduate programmes in India. Foreign universities cannot afford to risk their biggest revenue spinner as a majority of Indians enrol for post-graduate education abroad. Just as a strong Chinese Yuan is encouraging more Chinese to go abroad, if economic wisdom
prevails at the policy-making level allowing the rupee to strengthen, then more Indian students will still prefer foreign destinations.

Solutions to MHRD: A 10-year plan for premier Indian institutions, public and private, to conduct high-end research in a level-playing field without unreasonable bureaucracy and regimental regulations. Accelerate investments and spur quality indigenous growth by bringing lending to accredited institutions under priority sector. Allow more than 50-year-old accredited foreign universities to offer only PhD and postgraduate courses for the first 10 years with their own faculty without repatriating funds in any form (not only surplus). This shall test the genuineness of foreign universities and also augment the Indian faculty crisis. Conduct studies on the experiences of countries that allowed foreign universities.

Result: Conditional visa for foreign universities in India!
NASSCOM-McKinsey Report needs a 2011 Version

The NASSCOM-McKinsey report, 2005, titled 'Extending India's Leadership of the Global IT and BPO Industries' has been extensively used till yesterday showing in a poor light the quality of Indian engineering graduates.

The genesis of this report is the McKinsey Global Institute study which states that “only 25 per cent of engineering graduates in India have the skills to be employed in IT jobs without prior training.” The extent to which this finding has been used is an area of critical concern. A little background to the study.

In 2005, the McKinsey Global Institute conducted a survey of human resource professionals from 83 companies in a variety of countries - 28 low-wage and 8 mid to high-wage ones. These HR representatives were asked the following question with respect to the country they operated in: “Of 100 engineering graduates with the correct degree, how many could you employ if you had demand for all”? Amongst various countries, the results for the USA, China and India were 80.7, 10 and 25 per cent respectively. It is reported that only 10 MNC HR managers were interviewed, including 2 dedicated interviews on candidate deficits.

With this study result, industry leaders, career consultants, policy makers, media groups, etc never missed an opportunity to tell the world that India produces only 25 per cent engineering graduates employable in the IT sector. In many instances, this statistic has been extrapolated to say that only 25 per cent of the engineers are employable.

This characterisation and universalisation of Indian engineering graduates based on a study that captured the experiences of a diminutive HR fraternity needs a complete
overhaul. A detailed study involving substantive number of IT recruiters and only relevant engineering disciplines is NASSCOM’s need of the hour. Many issues need to be answered in this study beginning with the scope of engineering graduates and graduates in general in the IT industry.

This is crucial at a time when India is poised for tremendous growth in key areas like manufacturing, biotechnology, financial services, etc. India has been the fastest and the first country to recover from the global recession. Manpower, a leading workforce solutions provider, in its quarterly Employment Outlook Survey has rated India’s hiring outlook as the most optimistic among 36 countries.

ASSOCHAM estimates 87.73 million new jobs by 2015 out of which 32 per cent will be in the manufacturing sector as India is the world’s manufacturing hub. According to UNIDO International Yearbook of Industrial Statistics 2010, India is among the top ten producers of manufacturing output in 2009 overtaking countries like Canada, Mexico and Brazil.

The global auto sales is expected to grow at 4.3 per cent and this growth is mainly due to the accelerated growth of Indian and Chinese auto industry.

The expected growth rate of the Indian auto industry is 11.8 per cent followed by Chinese auto industry which is estimated to grow by 9.9 per cent. Prime Minister Manmohan Singh has called for doubling infrastructure investments to a trillion dollars in the next five-year plan.

The investment will be in the areas of road, railway, airports, energy, etc, to accelerate economic growth with increased private participation. The Indian pharmaceutical industry which ranks fourth in terms of volume (with an 8 per cent share in global sales) and 13th in terms of value (with a share of 1 per cent in global sales) will see massive investment coming in. A huge pipeline of blockbuster generic drug patents will expire
for some of the major drug companies opening up a $100 billion generic drug market.

With 30-40 per cent cost-competitiveness in pharmaceutical manufacturing and excellent intellectual capital capable of conducting world-class research, the future of Indian pharma companies is bright.

The NASSCOM study also fixes 10 per cent employability for the non-engineering graduates. There is a tremendous growth in Indian banking and financial services, retail, industry, tourism and hospitality, real estate and construction, etc.

The Indian banks are expected to add an additional 6,00,000 jobs in the next three to four years which is a 66 per cent jump from the existing 9,00,000 employed in this sector. The Indian retail industry, which is currently the fifth largest in the world, is expected to move from its current business size of $700 billion to $833 billion by 2013 and $1.3 trillion by 2018.

These statistics form an ideal background for NASSCOM to ask itself the question, whether engineering graduates need to be trained exclusively for the IT industry? The emerging opportunities for non-IT engineering graduates are plenty and there is no need to ring the alarm bells with the '25 per cent syndrome.' There has been considerable progress made by academic institutions in collaboration with the industry between 2005 and now. The need of the hour is a comprehensive study on the employability of the popularly called 'circuit branch engineering graduates' in the IT industry. With a reduced relevant population size, the resultant statistic will definitely boost the image of engineering graduates in the global landscape. We cannot afford to proliferate the '25 per cent syndrome' with a possibly outdated report. The NASSCOM-McKinsey report (2005) needs a 2011 version. Is anybody listening?
WHAT IS CAPITATION FEE?

MEDICAL: ENGINEERING: ARCHITECTURE:
As we wait for amicus curiae Salman Khurshid’s report on the capitation fee menace in professional colleges, some perspective is necessary.

The Supreme Court recently appointed senior advocate Salman Khurshid as amicus curiae and directed the Chief Secretaries of the ‘capitation quartet’ States — Andhra Pradesh, Karnataka, Tamil Nadu and Maharashtra — to provide all information to Mr. Khurshid to enable him analyse and submit a solution through which we can put an end to the capitation fee menace in professional colleges. As we await the report, some perspective is necessary.

The Supreme Court’s concern on various public issues like smoking in public, parental care, capitation fee and even mosquito control exemplifies its empathy for common citizens. It has protected common citizenry, not only by giving the final word on disputes involving interpretation of the Constitution and legislative enactments, but also framing schemes to ensure a proper implementation.

That is what everyone thought when the Supreme Court in the Unnikrishnan case (1993) framed a scheme to prevent commercialisation of admissions to professional colleges.

A fundamental right
I distinctly remember my conversation in 1993 with a senior Supreme Court advocate, who felt that the judgment had made the pendulum move to an extreme position, snatching away the fundamental right to administer educational institutions. He said it needed to be brought to an equilibrium. True to his words, in the T.M.A.Pai Foundation case (2002), the Supreme Court scrapped the Unnikrishnan scheme, deeming it unconstitutional. The Court held that starting an educational institution was a fundamental right and that the government could not interfere in the administrative rights of private institutions minority or non-minority.
In Islamic Academy (2003) and P.A. Inamdar (2005), the Supreme Court reinforced the rights of private institutions and condemned the practice of collecting capitation fees. The Supreme Court's triple-test formula for admissions directed private institutions to ensure fairness, transparency and non-exploitation. The same senior advocate in 2002 recalled his 1993 comment and was puzzled that the pendulum had gone to the other extreme.

In 2013 came another opportunity for the Supreme Court in the NEET (National Eligibility and Entrance Test) case.

Justice V.R. Krishna Iyer in State of Kerala vs. T.P. Roshana (1979) brought to light the goal of judiciary. He said, “The rule of law should not petrify life or be inflexibly mulish. It is tempered by experience, mellowed by principled compromise, informed by the anxiety to avoid injustice and softens the blow within the marginal limits of legality. That is the karuna of the law.

“Nor is law unimaginative, especially in the writ jurisdiction where responsible justice is the goal. The court cannot adopt a rigid attitude of negativity and sit back after striking down the scheme of Government, leaving it to the helpless Government caught in a crisis to make-do as best as it may, or throwing the situation open to agitational chaos to find a solution by demonstrations in the streets and worse.”

He goes on to add, “The need for controlling its repercussions calls for judicial response. After all, law is not a brooding omnipresence in the sky but an operational art in society.”

The NEET case was the perfect one to test 'responsible justice'. The Supreme Court struck down the NEET as ultra vires and held that Medical Council of India (MCI) Act, 1956 doesn't empower MCI to conduct a unified NEET. The government ended up on the losing side, thanks to a battery of highly paid Supreme Court advocates who appeared on behalf of private medical colleges.

In NEET case, the Supreme Court correctly interpreted the
judgments of Islamic Academy and TMA Pai Foundation cases, which came as a form of relief and rescue to private medical colleges. However, was 'responsible justice' served?

It was Justice Anil R. Dave who, in his dissenting judgement, pointed out: “I fail to understand as to how autonomy of the said institutions would be adversely affected because of the NEET. The government authorities or the professional bodies named hereinabove would not be creating any hindrance in the administrative affairs of the institutions. Implementation of the NEET would only give better students to such institutions and from and among such highly qualified and suitable students…”

After the NEET case, I wrote an article on how the Supreme Court could have taken the pendulum to its equilibrium position and also suggested a workable formula that not only satisfies the triple test laid down by the Supreme Court but also does not affect the rights of private institutions. The appointment of Mr. Khurshid as amicus has provided a ray of hope. Its an opportunity that is too precious to be lost and, if lost, will snap the pendulum beyond anyone's reach.

'Highest bidder is the final buyer'

A mere reliance on the four State Governments' data may lead to an “All izz well” feeling, implying that the Centre and States, through various legislative and statutory provisions, have been effective in dealing with the issue of capitation fees. If that is the case, why did the National Institute of Public Finance and Policy give the education sector a shameful number two position in the list of black money generators?

The 'highest bidder is the ultimate buyer' principle has resulted in a collusion between management and parents and in an unscrupulous triumph of money over merit. The regulators have preferred to turn a Nelson's eye, acting as a catalyst to this annual capitation ritual.
The capitation fee issue is not just about college managements. It comprises a broad ecosystem having varied stakeholders — selfish parents with brutal money power; deafeningly silent regulators; and other victims and beneficiaries who have been direct or indirect consumers of professional education. It would be a good idea for amicus Khurshid to gather inputs from different parties on the ground realities and the possible remedies. The concerned stakeholders, including the students, are high with the hope that 'Dr.' Salman Khurshid will prescribe the killer antidote to this toxic steroid and that the Supreme Court will administer this antidote and deliver 'responsible justice.'
It is time we rewrote India's research story

Tamil Nadu’s intellectual and industrial strength can provide a winning combination to position itself as the academic research capital of India. Like Gujarat, Karnataka and Maharashtra, the State has clear policies in promoting industry clusters — automobile, biotechnology, IT and agriculture. It needs a sound policy aimed at promoting academic research in educational institutions with industry collaboration and the present State government is capable of providing this policy leadership fully leveraging the presence of reputed higher educational institutions — public and private — and industry leaders.

India spends only 1% of its GDP on research compared to 2.7% and 3.4% by the U.S. and Japan. This is just 3.7% of the global R&D expenditure and has remained constant at this level for the past five years, while China has increased it from 13% to 18% in the same period. Only 4% of the total R&D expenditure in our country is from higher educational institutions, putting India the lowest amongst its global peers — China (10%), Japan (14%), the U.S. (17%) and Canada (35%).

In terms of research productivity, the picture is not encouraging enough. India has 7.8 scientists per 1,000 population compared to 180.66 in Canada, 139.16 in the Russian Federation, 53.13 in Korea and 21.15 in the U.S. Though the number of institutions participating in research in India increased in the last 10 years, 80% of the publications come only from 10% of the institutions. In terms of publication output measured by the number of papers published in journals indexed by Web of Science, the Indian share has remained flat under 3% for the last 10 years. The share of Brazil, South Korea and China has substantially increased during the same period, putting India in the 13th position.
India's research papers were cited on average 3.2 times, putting it in the 119th position out of 149 countries, a little ahead of China (2.9). Among developing countries, India ranks first in publication outputs in four areas — Agriculture, Energy & Environment, Biology & Biochemistry and Plant & Animal Sciences. Though patent filing in India is increasing, it is still behind its Asian peers and significantly less than that of leading international players.

Many countries have undertaken crucial reforms to rejuvenate research in higher education. The inspirational Bayh-Dole Act of 1980 enacted in America unlocked laboratory research in U.S. universities to create an economic impact and the well-being of Americans through the creation of new innovations, companies and products. The average number of annual university patents was 200 before 1980 and jumped to 1,600 during the next decade, out of which 80% came from federal-funded research projects and universities became the economic growth engine. Campuses began to script success stories that saw the birth of the Internet, Google, pharma products, software and engineering solutions, revolutionising corporate America.

China’s spending on research and development has steadily increased to 1.5% of its GDP and is higher than that of most other developing countries. Since 2000, the number of papers by scholars based in China published in Science Citation Index (SCI)-listed journals has quadrupled. China has outperformed every other nation, with a 64-fold increase in peer-reviewed scientific papers since 1981, with the focus on chemistry and materials science. The Chinese government has urged scientists to publish in reputable English-language journals, offering promotions and other rewards as incentive. China’s enormous investment, at a rate above the rate of inflation, at all levels of the system — schools to postgraduate research, has been the spine of such a resurgent research boom.

The Indian academic research story needs to be rewritten. There are inherent systemic problems that plague the
research environment. Less than 1% of the total students enrolled in higher education are pursuing Ph.D. and this is not in pace with the overall growth of students in higher education. The overall quality of doctoral studies in many institutes is questionable. With large faculty vacancies and a poorly qualified faculty, the quality of research in higher education institutes, including the IITs, which have a 20% vacancy, is diluted.

A survey conducted by the UGC shows that a quarter of the faculty in Indian higher education institutions spends less than five hours per week on research. The quantum of extramural support given by Indian agencies to higher education institutes is insignificant compared to the funding received by other leading institutes abroad. The research budget of Harvard University for the year 2008 was Rs.250 billion. During this period, the total extramural grant disbursed for R&D projects to Indian academia was Rs.12 billion and by the UGC alone was Rs.1.3 billion. Look at the contrast! There is need for an enabling environment for the corporate sector to work with universities on research/commercialisation.

TN can take the lead

Tamil Nadu can take the first-mover initiative in formulating a University Research Policy aimed at addressing these four major lacunae in the academic research landscape of India and improve the State’s research scorecard. Such a policy will not only catapult higher education in the State to greater heights but also fuel its economic engine. In doing so, the State should also rope in private providers who are an integral part of the higher education system. There are miles to go in the research race but thankfully there is a favourable track for Tamil Nadu to win the race due to its political leadership with a visionary foresight.
Foreign universities bill, an unprescribed pill

The proposed Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010 seeks to permit foreign players into India’s higher education system. There is no dearth of applications for opening private higher education institutions. In addition to the existing 7,000-plus engineering colleges through which 8,00,000 students graduate every year, 2009-10 saw more than 200 applications considered favourably for establishing engineering colleges.

In the U.S., particularly, the financial tsunami has forced the Department of Education to slash funds at all levels — school, community colleges and universities. Budgets are being cut from many state-supported universities as they are facing huge shortfalls. With rising tuition fees affecting local enrolments, foreign universities are forced to look at alternative geographical markets to increase enrolment.

The Ministry of Human Resource Development estimates that permitting foreign universities will reduce the foreign exchange outflow by 75 per cent. This is questionable. According to an ASSOCHAM report, the annual outflow of foreign exchange due to Indian students going abroad is $ 10 billion.

Despite the availability of quality subsidised engineering and management education in India (on average, an engineering or management student in a reputed institution pays $120 a month as fees compared to $1,500-5,000 in an equivalent institution the U.S., Canada, Australia, Singapore and Britain), about five lakh students go abroad every year.

One of the main reasons is the high quality of the post-graduate and doctoral degree programmes offered in institutions abroad, delivered through innovative methodologies and abundant flexibility. In addition, the students crave for foreign exposure which can be a
springboard for a global career. Even if foreign universities open up campuses in India, a vast majority of students will still prefer to leave India, and the impact of this on foreign reserves will continue to be felt.

Faculty crisis

A fallout of permitting foreign universities is the likely flight of teachers from the Indian institutions, compounding the existing shortage of qualified faculty. The Indian universities will not be able retain their teachers as with their drastically lower fee structures, they cannot match the pay packets of the foreign universities.

The persisting faculty crisis in Indian higher education presents a bleak picture. On May 5 this year, the Lok Sabha was informed that 34 per cent of the 11,085 teaching positions across 22 universities in India are lying vacant. The paucity of qualified faculty is felt even more in professional and technical institutions. With the engineering students in India increasing every day, institutions are facing a faculty shortage to the extent of 67 per cent all over the country. Even in premier institutes like the IITs, faculty shortage is an issue of serious concern. Foreign universities can only add to this.

In terms of infrastructure, many Indian universities can boast of a world class facility. But the lack of academic and administrative freedom is constraining many from meeting global standards.

Until the AICTE was conferred statutory powers in 1987, only the universities and the State Governments had powers to set up technical educational institutions. During the late 1970s and 1980s, the governments of Karnataka and Maharashtra permitted private trusts and societies to establish educational institutions. In 1984, the Tamil Nadu government followed suit and started permitting self-financing institutions. Andhra Pradesh was the next, joined by all the States and hence imparting higher education no longer became the exclusive duty of the state. The Supreme Court judgment in Unnikrishnan's case also paved the way for collection of the
actual expenditure incurred per student in an unaided institution.

There are several regulatory bodies like the UGC, the AICTE and the MCI, stifling the growth of education under the guise of regulating institutions without giving them functional freedom. Freeing institutions from such regimental shackles would be a far wiser option than inviting foreign universities to our shores.

If the MHRD is dead set on permitting foreign universities, it should allow a calibrated entry. At the moment, it seems that foreign universities will target only the huge undergraduate degree market, as introducing postgraduate courses here could endanger the enrolment of Indians on U.S. campuses. The government should hence permit them on condition that they begin with postgraduate/doctoral education for the first 10 years with their own existing faculty. While this will be a litmus test of the true intentions of the foreign universities, the time period will help level the playing field for Indian institutions to take on foreign competition.

Financial control

Also, there needs to be a tightening of the Act to ensure that foreign universities plough their surplus back into educating Indians. On the surface of it, Section 5 (3) of the Act appears to do this. It states that no part of the surplus in revenue generated in India by a foreign education provider, after meeting all expenditure in regard to its operations in India, shall be invested for any purpose other than for the growth and development of the educational institutions established by it in India. Even a layman with no accounting knowledge will know that accounting firms have in stock numerous mantras to divert funds, not necessarily by way of profit. The Act must hence prevent the diversion of funds in any form and not just the diversion of surplus.

With a plethora of issues confronting Indian education at all levels, the foreign university Bill is an unprescribed pill.
Bring Higher Education Under Priority Sector Lending

In India, public sector investment in education is 4 per cent of GDP and less than 0.6 per cent of GDP goes to higher education. In the Eleventh Plan, the Centre envisages an outlay of about Rs. 2.70 lakh crore for education which is 19.4 per cent of the total Plan spending.

Around 50 per cent of Eleventh Plan outlay is for elementary education and literacy, 20 per cent for secondary education, and 30 per cent for higher education (including technical education). Even at such investment levels, UNESCO puts India among the lowest spenders on education per student in the world. With more than 70 per cent of higher education offered by private participants and the Human Resource Development Ministry’s plan of easing regulatory mechanisms, based on the Prof Yash Pal Committee recommendations, there will be a tremendous increase in the number of private educational institutions in various streams of education.

This means that the requirement of funds for expansion of higher education will be around Rs. 60,000 crore in 2009-10, going up to Rs. 1,55,000 crore by 2016-17. Such a massive growth will definitely exert pressure on the system leading to compromise in credit quality. To prevent this, bank loans to higher educational institutions should be brought under the priority sector lending and must be made available only to those accredited by statutory agencies. This shall ensure quality and timely access to funds.
Nationalise CAT

As the 2010-11 admission season for B-schools kicks off, we need to take stock of the prevailing admission process simply because there is scope for a lot of improvement.

Double application fees

The Common Admission Test (CAT) scores are used for admission to Indian Institutes of Management (IIMs) and other premier B-schools. Every student attempts to bell the CAT with a hope that he or she will secure admission in an IIM or in any other premier B-school. Hence, students are forthcoming and pay the application fee of Rs. 1,300 for the CAT.

Management institutes other than IIMs require students to apply separately to them with an application fee that is equally expensive and also set application deadlines that fall well before the CAT results are declared. The result: Double application fees!

The entire exercise of issuing application forms with deadlines before the CAT results are declared leverages, to the maximum extent, the aspirations of students to get admitted in these B-schools. Thus, application sale is becoming a lucrative revenue model for the B-schools, including IIMs.

High application ratio

Be that as it may, one of the metrics to measure the popularity of a B-school is application-to-admission ratio.

This ratio is often used to compare our B-schools with other schools globally. Is this a valid comparison considering that the scene is different for admission to MBA programs in the US based B-schools? The application-to-admission ratio is calculated by dividing the number of applications by the maximum number of seats available. For example, if there are 20,000 applications for 100 seats, the application-to-admission ratio will be 200:1.
The Harvard Business School (HBS) is one of the world’s leading B-schools and the application-to-admission ratio for their prestigious MBA programme in 2008 was approximately 9:1. Contrast this with the ratio in India.

More than 2.5 lakh students appeared for the CAT in 2008 to fill about 1,800 seats in the IIMs. Going by the application-to-admissions ratio of 138:1, the IIMs come through as more selective than the Ivy League Universities! Besides this, many institutions also use CAT scores for MBA admissions.

Assuming that there are 50 such institutes each having 200 seats, taking the total number of seats (including IIMs) to 11,800, the ratio for the entire system still stands at 21:1.

Is it correct to use this ratio as a barometer for the quality of Indian B-schools and then arrive at a conclusion that B-schools in India are better than the best in the world? The answer is NO.

Admission to premier B-schools in the US, besides other parameters, is based on Graduate Management Admission Test (GMAT) scores and students have the benefit of knowing their scores before they apply.

The cost of an MBA application at HBS for the year 2009 is a non-refundable $235. Application fee for B-schools of comparable type also fall in the same range or even higher.

Applicants who have a good GMAT score and chances of reasonable success in the application process will alone come forward to spend $235 for a HBS MBA application. This is one of the reasons (not the only one) why the ratio is 9:1 and does not make HBS inferior to a B-school with a higher ratio.

In India, the application deadline in some premier B-schools is set before the CAT results are declared. If applications for admissions are issued after the CAT results are announced, then the situation will be different. It will be a real test for schools that currently boast of a high application-to-admission ratio in the order of 30:1 or 40:1.

This is because students will be cautious and not spend huge
sums on buying application forms as they have the benefit of knowing their CAT scores which more or less determines their chances.

**CAT as National Testing Service**

The government can administer CAT as a National Testing Service on the lines of GMAT and mandate all B-schools to partner this initiative.

Since CAT is also being administered online from this year, the frequency of the exam can be increased gradually to eventually enable students to register and appear on any day, subject to availability.

After the CAT scores are obtained, candidates can apply to individual B-schools based on their scores. This will help students to save on their application fee budgets as they do not have to apply blindly to all institutes. Such a move will also bring to light the true standing of an institute as measured by the application-to-admission ratio.

The best institutes will have the highest ratios as they will attract the maximum applications. For the academic year 2010-11, the IIMs have already advertised for CAT and many B-schools have also followed suit by releasing advertisements for the 2010-11 admissions. It is now the opportune time for the policy-makers to make CAT a National Testing Service. In other words, 'Nationalise CAT!'
There is a perceived lack of visionary perspective needed to build a long-term sustainable road-map for Indian education. In Nani Palkhivala's words, "We try to solve century-old problems with 5-year plans, 3-year officials and one-year budgets and still hope that the problems will be solved as we are all Indians." The contrast is telling on the Chinese march over India in education at all levels. Result: PISA scores place China way ahead of India and the ASER studies clearly expose the falling standards of Indian school education. The higher education scene is equally deplorable with our institutes of specialised learning opening franchises in every nook and corner, faster than Mc-Donalds. There is a strong need to move from such massification of education in the name of inclusion and access with little or no care for quality.

The South has always taken a lead in the education ecosphere and must be geared to experiment innovative mechanisms that the incoming government should hopefully put in place. The immediate task at hand is to relieve the bureaucratic baggage of outsourced academics and accommodate fresh minds into our system. South India is not only a fertile soil for agricultural harvest but also a stockpile for intellectual richness. Educational ideas seeded by such intellect in this fertile South Indian soil will germinate to a huge tree that shall encompass the entire nation which has the propensity to regain its old status of being the World's University.
THE PURPOSE OF ENGINEERING EDUCATION
The field of academia is an intricate one where knowledge and skills complement each other. These are two sides of an academic coin, and upon flipping it, there can only be one outcome. The challenge for graduates is that they have to be prepared for both outcomes. It is in a way, like a game of cricket where you have to be ready to either bowl or bat first. Unfortunately, our mainstream formal higher education system prepares students only on the knowledge front (read rote based learning), and there is complete absence of skills. The knowledge acquisition process is characterised by an antiquated curriculum, coupled with a legacy of evaluation mechanisms that prepare graduates to exit college with only a paper degree, due to which they do not enter their careers with a proper degree.

IF NOT ENGINEERING, WHAT ELSE
Tamil Nadu's richness in all domains has contributed to its emergence as a preferred destination for higher education, and this symbolises a functional interface with various stakeholders in the society, business, civil societies, NGOs, judicial institutions, media, hospitals, and so on. The State has an advantage due to a strong presence in industries such as IT, manufacturing, auto and auto components, pharma, and textiles, along with a robust and advanced healthcare facility, active and progressive judiciary, responsible civil societies, maturing media groups, and more. All this has put Tamil Nadu on a unique pedestal and has opened up careers for students not just in engineering, but also in medicine, law, management, journalism, and social sciences. In addition, Tamil Nadu's record budget allocation to primary and high schools catalyses the development of higher education.
THE RUSH FOR ADMISSIONS
It goes without saying that a student would definitely cherish an admission secured on his own merit, as opposed to an admission that has been obtained due to his parents' monetary strength. This is why an admission in any of the IITs/NITs or in any of the few good deemed universities and colleges that admit students on merit is more valuable than an admission secured in an institution, however good it may be, by paying a capitation fee. What value system will such a student build around him? Would this student graduate to be a doctor or an engineer and promote social goodwill? There will be many out there who are scared to seek medical assistance from doctors who are where they are today due to their monetary strength and not because of their merit. Further, what sort of engineering structures will similar graduates build for India? It is high time parents realise that they are doing more harm than good to their children and to the system by being a part of this mad monetary race for admissions. Students should receive rewards for their performance, and this should not come in the form of an admission that has been paid for. Parents need to exercise wisdom before they opt for admissions by paying for them in professional colleges.
A lawyer friend of mine embarrassingly recalled his first day of class in his law school during the early 70s. The faculty's thunderous voice addressed the class with a simple question, "Do you know why you are all enrolled into this law programme"? It was self-answered making the class uncomfortable. Before a student could raise and share his dream of becoming a legal luminary, bang came the answer from the professor himself, "no institution wants you and hence, you are here." Not many would expect the same answer today. The legal education landscape in India has undergone a significant transformation not only contributing to the existence of law and justice in civil society but also ensuring that a constantly evolving geopolitical global economy has a multi-disciplinary understanding of law. Gone are the days where the last and inevitable route was an admission to a law college. Despite engineering and medical education still being the preferred professional education choice, legal education has acquired a new charm and status. Career options after legal education appear to be a confusing proposition to handle. In Justice V R Krishna Iyer's words, it looks like a "riddle wrapped in a mystery inside an enigma" and hence, needs deep insight to understand the multitude of career options that lie ahead of a young law graduate.

The need to build a robust and relevant legal education system has not been over emphasised but 'under-understood', and only from the late 80s with the establishment of the NLSUI were there signals of hope. Various reports like the Chagla Committee Report (1955), Ahmadi Committee Report (1995), Law Commission Reports (1958 & 2002), the Supreme Court appointed committee on Legal Education Reforms (2009), the American Mac Crate Report (1992) & Crampton Report on
Lawyer Competency (1979), etc. have repeatedly stressed on the need for a quality legal education framework and the need for contemporary teaching-learning mechanisms in the law school system. The NLSUI, NALSAR, National Law Schools, National & State Law Universities besides private law schools like ILS, Amity, SASTRA, Symbiosis, etc. are in many ways adopting the recommendations of various committees. These law schools form the judicial spine of our country and also the talent pool for corporate India and many MNCs. In addition, the social prestige of engaging in a noble and elite profession along with the financial compensation of a successful lawyer have caught the attention of young minds who want to make it big in law.

I was engaged in an interesting conversation with a former Attorney General of India who recalled a former Chief Justice of India’s reference to the popular idiom "the king’s ransom" with regard to lawyers’ fees. He added that in today’s circumstances "a king’s ransom" is an inferior comparison to a "lawyer’s fee." How true is he? Has economic recession affected the legal profession as impactfully as it has others? No, it has not. A majority of the young minds are trained successfully for corporates and LPOs than for a majestic practice in the court. This is because other legal career options are also getting attractive and commands social respect. Law of contrarian theory makes the least preferred litigation the most occurred. Going by the pendency statistics and the rate of adjudication, there is demand for lawyers at least for the next 300 years, assuming no new litigation pile up, which is unlikely. It is not just the sheer volume of judicial backlogs that pushes the demand high but the emerging demands of legal services. Contemporary topics like cyber law, media law and mergers & acquisitions add to the excitement of a law course. The grand challenge that confronts law school is the need to balance the growing needs of the legal services market without undermining the public character of law schools. The purpose of legal education is no longer to produce personnel to administer justice in courts but also to cater to a wider
audience that is getting global. Businesses are getting globalised and there is a growing demand for popular options like intellectual property rights, international law, environmental law, securities, capital market law, corporate law, human right, labour and development law etc. There are plenty of opportunities available to make a difference. You could make a difference as a practising advocate, corporate counsel, company secretary, academic, legal author, social activist, judicial authority, etc. The writing is on the wall: "Legal Education is no longer the last resort." It is an opportunity to make a difference, either by impactful law making or by tactful law interpreting. In short, you can become a Justice H R Khanna or Nani Palkhivala, both of whom restored constitutional supremacy over brutal executive authority. Interestingly, it is also becoming the need of the hour. Isn't legal education an exciting career option? Think about it for an appropriate answer.
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UNEMPLOYMENT FIGURES
சுருக்கம், ஆரஞ்சார்

பிரித்தல் குறிப்பிட்டு இந்த கீழில் தன்மைக்கான விளக்கம், குறிப்பிட்டல், 135 பிரித்தல் குறிப்பிட்டு (13 முறையே 50 விளக்கங்கள்) குறிப்பிட்டு அறியப்பட்டவற்றின்படி விளக்கம் அளிக்கப்பட்டது.

செயலர், குறிப்பிட்டல் புகைக்கும் முறையாக 50 பாகங்களின் வழியில் மீது அறிக்கை. போன்று, குறிப்பிட்டல் வரையறுத்துள்ள முறையானவற்றின் குறிப்பிட்டல் அளிக்கும் குறிப்பிட்டு விளக்கங்கள் மீது அறிக்கை.

நூறானாவில் குறிப்பிட்துள்ளது தன்மையான குறிப்பிட்டல் பின்னணியாக அவையானவை பாகங்களை ஆரஞ்சார் வேறேற்றச்சங்கள் தன்மைக்கான விளக்கம் அளிக்கப்பட்டது. செயலர் பல்வேறு பாகங்களில் செயற்கையான முறையான வரையறுத்துள்ள பாகங்கள் வேறுபாடுகள் தன்மைச் செயற்கையான விளக்கம் அளிக்கப்பட்டது.

ஆனால், குறிப்பிட்டல் வழியில் 50 பாகங்கள் வேறேற்றச்சங்கள் தன்மை பெற்று பாகங்களை ஆரஞ்சார் வேறேற்றச்சங்கள் தன்மைக்கான விளக்கம் அளிக்கப்பட்டது. செயலர் பல்வேறு பாகங்களில் செயற்கையான முறையான வரையறுத்துள்ள பாகங்கள் வேறுபாடுகள் தன்மைச் செயற்கையான விளக்கம் அளிக்கப்பட்டது.

அனைத்தும் முதலில் வேறேற்றச்சங்கள் அமைப்பு முதல் 5.5 வேறேற்றச்சங்கள் காட்டும் பாகங்கள் வேறேற்றச்சங்கள் காட்டும் பாகங்கள் வேறேற்றச்சங்கள் தன்மை பெற்று அவையானவை 135 முறையே 50 முறை அவையானவை அளிக்கப்பட்டது.

அவையானவை, புகைக்கும் முறையான வேறேற்றச்சங்கள் போட்டும் வேறேற்றச்சங்கள் காட்டும் பாகங்கள் வேறேற்றச்சங்கள் தன்மை பெற்று வேறேற்றச்சங்கள் தன்மை. அவையானவை வேறேற்றச்சங்கள் முதலில் வேறேற்றச்சங்கள் தன்மை.

அந்தக் குறிப்பிட்டல் வழியில் எண்ணப்பட்டுள்ளது என்றாலே பாகத்தில் இந்தப் பிரிவுகளை பிரித்தல் முறையில் புகைக்கும் முறையான வேறேற்றச்சங்கள் தன்மை பெற்று வேறேற்றச்சங்கள் தன்மை. இந்த வகையான வேறேற்றச்சங்கள் கூடும் பாகத்தில் வேறேற்றச்சங்கள் தன்மை.

குறிப்பிட்டுள்ளது தன்மைக்கான விளக்கமானால், அவைக்கு எளிதுற்றமான நிறுவனத்தின் வேறேற்றச்சங்கள் தீர்மானிக்க முடியும் காலம், குறிப்பிட்டுள்ளது எளிதுற்றமான இயல்புகள் மீது மாற்றாக காலம் வேறேற்றச்சங்கள் தன்மை.

இந்த எண்ணப்பட்ட பிரிவுகள் புகைக்கும் முறையான வேறேற்றச்சங்கள் எளிதுற்றமான நிறுவனத்தின் வேறேற்றச்சங்கள் தீர்மானிக்க முடியும் காலத்தில் குறிப்பிட்டுள்ளது.
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குறித்து அவர் பக்தியின் செயலான அறிவியல் முதலிலிருந்து நூற்றடி பல்கலைக்கழகங்கள். அதிகார குறித்து திசைக்கேற்பது பல்கலைக்கழகங்கள், துளை பிரிவுக்கும், இயக்குனர் கூட்டம் நிறுவியது மேலாண்டு.

அல்லது, அல்லது கூட்டப்பட்டி (புரட்டி) நடைபெறுகிறது. முன்னே பல்கலைக்கழகத்தின் தொழில் கூட்டம் நிறுவியது மேலாண்டு.

 புவியின் புலனூலாக்கும் அறிவியல் முதலிலிருந்து நூற்றடிகள் கூட்டத்திலிருந்து நிறுவியது. அதிகார குறித்து நடைபெறுகிறது. ஆனால் அதிகார குறித்து நடைபெறுகிறது. அறிவியல் முதலிலிருந்து நூற்றடிகள் கூட்டம் நிறுவியது. எனவே அதிகார குறித்து நடைபெறுகிறது. ஆனால் அதிகார குறித்து நடைபெறுகிறது.

புவியின் புலனூலாக்கும் கூட்டம் அறிவியல் முதலிலிருந்து நூற்றடிகள் கூட்டம் நிறுவியது. எனவே அதிகார குறித்து நடைபெறுகிறது.

அனைத்து பக்தியின் செயலான அறிவியல் முதலிலிருந்து நூற்றடி பல்கலைக்கழகங்கள். அதிகார குறித்து திசைக்கேற்பது பல்கலைக்கழகங்கள், துளை பிரிவுக்கும், இயக்குனர் கூட்டம் நிறுவியது மேலாண்டு.

அல்லது, அல்லது கூட்டப்பட்டி (புரட்டி) நடைபெறுகிறது. முன்னே பல்கலைக்கழகத்தின் தொழில் கூட்டம் நிறுவியது மேலாண்டு. எனவே அதிகார குறித்து நடைபெறுகிறது. ஆனால் அதிகார குறித்து நடைபெறுகிறது.

முன்னே பல்கலைக்கழகத்தின் தொழில் கூட்டம் நிறுவியது மேலாண்டு. 40 வருடங்கள் இயக்குனர் கூட்டம் நிறுவியது மேலாண்டு.
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அறுநல் நூற்றாண்டு பிறந்தல் என காட்டிய கிராமியர் கையில் பார்வதியைக் கட்டத்துக்கே, திருமண கால குருவியர் அடையாளம். மொத்த குருவைக் கட்டுப்படுத்தும் அவரது கிராமம் தொடரமைத்து முடிவு கொள்ளியிருக்கிறது. இவை நூற்றாண்டு பிறந்தல் என்று குறுக்கு எழுதியார். அந்த தமிழ் நூற்றாண்டு குருவியர் என்ன காலம் கொண்டுள்ளது?

அறுநல் நூற்றாண்டு குருவியர் புத்தகங்கள்க் கூறும் சொள்ளில் நூற்றாண்டு பார்வதியைக் காணக்கூடும். இது அறுநல் நூற்றாண்டு குருவியர் என்ன காலம் கொண்டுள்ளது?

அறுநல் நூற்றாண்டு குருவியர் என்ன காலம் கொண்டுள்ளது. இது அறுநல் நூற்றாண்டு குருவியர் என்ன காலம் கொண்டுள்ளது?

அறுநல் நூற்றாண்டு குருவியர் என்ன காலம் கொண்டுள்ளது.
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அவ்விதமான.

இங்குவரும் கையடி பிள்ளைத் தந்த அறிவியல் அளவைத்துவசோ அதன் 100 சதுரகீர்கள் ஒன்றுக்கொண்டு அமைக்கப்பட்டு வருகின்றது.

இன்றும், இயற்பியல் (புது) மற்றும் மாநிலத்துக்கு ஆனொழியான இருசெய்தி அளவிகள் ஒன்றுக்கொண்டு புதுமையான இயற்பியல் மற்றும் மாநிலத்துக்கு ஆனொழியான இருசெய்தி காண்பிக்கப்பட்டது.

சுருக்கம் நாட்டுப் படைத்தள் ஆனவன் என்னரும் அறிவியல் அளவைத்துவசோ அகராதி மற்றும் நாராயாண் அளவிகள் ஒன்றுக்கொண்டு புதுமையான இயற்பியல் மற்றும் மாநிலத்துக்கு ஆனொழியான இருசெய்தி காண்பிக்கப்பட்டது.

இயற்பியல் அறிவியல் படைத்தள் என்னரும் இயற்பியல் அளவைத்துவசோ அவன் காண்பிக்கப்பட்டது மாநிலத்துக்கு ஆனொழியான இருசெய்தி காண்பிக்கப்பட்டது.

இங்குவரும் கையடித் தந்த அறிவியல் அளவைத்துவசோ அதன் 100 சதுரகீர்கள் ஒன்றுக்கொண்டு அமைக்கப்பட்டு வருகின்றது.

அவ்விதமானது அவன் கையடி பிள்ளையாளர் என்னரும் இயற்பியல் அளவைத்துவசோ அவன் காண்பிக்கப்பட்டது மாநிலத்துக்கு ஆனொழியான இருசெய்தி காண்பிக்கப்பட்டது.
05/07/2012

1986 ஆம் ஆண்டில் பாராமீன் நூற்றாண்டு காலத்தில் எஸ்டிகன்ஸ். 1992 ஆம் ஆண்டில் பாராமீன் பல்வேறு வகைகளில் காட்டல் மூலம் சட்டைகளுடன் தற்கொள்ளும் நூற்றாண்டுகள் சேர்க்கப் பட்டுவார்கள். சுகாதார அமைப்பு வகையில் ஆடுவியது ஒலியாகப் பார்க்கலாம் வாகன மேல்வகைகள் கிளிந்தக் குறுகிளைப்பட்டு. மானில ஆங்கிலிக்காக அடிய மாநிலம்.

காற்று பொறியியலில் அரிய காழா ஆராய்ச்சி 1983-க்கு முந்தைய காலத்தில் பாராமீன் வகைகளால் நூற்றாண்டுகளான காலங்களும் பாராமீன் வகைகளின் வழிகாட்ட்டு மாநிலங்களின் விளக்கம் மையான பொறியியல் வாகனமாக காணமல்லும் காலங்கள் பொறியியல் வகைகளின் வழிகாட்ட்டு வளாக காழாக இருந்து பார்க்கலாம் காலங்கள் வடிவில் மாட்டும் காணமல்லும் காற்று பொறியியலில் தன்மை காணிக்கிறது.

காட்டு பொறியியலில் ஆராய்ச்சியில் அடிய மாநிலம் வாகனமான வாகனமான காலங்களில் ஒருங்காட்ட்டு விளக்கம் அளிக்கும். பொறியியல் வகையில் வாகனமாக காணமல்லும் காலங்கள் பொறியியலில் வாகனமாக இருந்து பார்க்கலாம் காலங்களும் வடிவில் மாட்டும் காணமல்லும் காற்று பொறியியலில் தன்மை காணிக்கிறது.

காணல் பொறியியலுக்கான மாட்டும் காட்டியும் வாகனமான வாகனமான காலங்களில் ஒருங்காட்ட்டு விளக்கம் பொறியியலிலும் பொறியியலி வாகனமான காலங்களும் வடிவில் மாட்டும் காணமல்லும் காற்று பொறியியலில்
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பாரத்சி பொருள் பற்றிய பணிகளே நூற்றாண்டுகள் பெரும்பான்மையான பாரத்சியை பிள்ளையார் கல்விக்கையால். பாரத்சி வாழ்பாட்டில் அதிகமான திறன்களுள் தனியூட்டல் நடைபெற்றது. அதனை ஆழத்தில் கிளையுள்ள பாரத்சியான பாரத்சியின் சிதைந்த பரிமாறுகளாக அதன் தொடர்பில் சிறப்பு மாற்றங்களும் பாரத்சிக்கு சிறப்பிக்கான பெருந்தொடர்கள். தந்தைகள் செய்திகளை பெருந்தொடர்ந்து பாரத்சியான கருத்துக்கலனின்றன. நிதியூற்றில் சமராதிதர் நிறுத்துகளிற்கு ஒரு விழா செய்யும்.

நீதியார் சங்கத்தல்கள் குறுக்கள் பாரத்சியான சிறப்பு நிறுத்துகளைப் பாரத்தில் நிறுத்துகள் சிறப்பு நிறுத்துகளைப் பாரத்தில் நிறுத்து. குறுக்கள் ஆணைக்குறுக்களை பல்வேறு விதிகளும் பாரத்தில் நிறுத்து. சிறப்பு நிறுத்துகள் குறுக்கள் ஆணைக்குறுக்களை பாரத்தில் நிறுத்து. குறுக்கள் நிறுத்துகள் பல்வேறு விதிகளும் பாரத்தில் நிறுத்து. தந்தைகள் செய்திகளை பல்வேறு விதிகளும் பாரத்தில் நிறுத்து.
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பார்வை நூற்றாண்டுகளுக்குப் பதினாம் குவர்த்தக்கள் எழுந்துள்ளது மதிப்பீட்டால் அதில் சிற்றுணர்பாடு திருத்தக்கது சம்பாதிக்கப் பெறுவது என கண்டுபிடித்தபடி வருகின்றன தொழில்பாலர்கள் திருத்தக்கது அடையவுடன் அதிகமிட்டு அதிகமிட்டு பம்புகையில் பாதுகாப்பு கருதுகின்றன மறுபடுத்தும் நிறுவனங்கள் காரணம் அறிக்கைப் பம்புகை சுயமை போராட்டத்தில் கிழக்கில் முன்னேற்றம் கூட்டல் காரணம் அவர்கள் அறிக்கைப் பம்பு அருகில் பாதுகாப்பு கருதுகின்றன மறுபடுத்தும் நிறுவனங்கள் காரணம் அவர்கள் அறிக்கைப் பம்பு அருகில் 

40 குறித்து கிழக்கில் பாதுகாப்பு கருதுகின்றன முன்னேற்றத்தில் கிழக்கில் பாதுகாப்பு கருதுகின்றன முன்னேற்றத்தில் கிழக்கில் பாதுகாப்பு கருதுகின்றன முன்னேற்றத்தில் கிழக்கில் பாதுகாப்பு கருதுகின்றன 

முன்னேற்றம் விளக்கத்தில் விளையாட்டு (பிளீடு அனைந் 

கிழக்கில் காரணம் பலகத்தக் கலப்புகள் பிளீட் கிழக்கில் பிளீடு பலகத்தக் கலப்புகள் பிளீட் கிழக்கில் பிளீடு பலகத்தக் கலப்புகள் பிளீட் 

முன்னேற்றம் பிளீடு கிழக்கில் பிளீடு கிழக்கில் 

பலகத்தக் கலப்புகள் பிளீடு பலகத்தக் கலப்பு 

முன்னேற்றம் பிளீடு பலகத்தக் கலப்பு 

முன்னேற்றம் பிளீடு பலகத்தக் கலப்பு 

முன்னேற்றம் பிளீடு பலகத்தக் 

முன்னேற்றம் பிளீடு 

முன்னேற்றம் பிளீடு
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பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பும் மேல்புறவு கூறுகள் காண்கள் என்று தொண்டுறையாளர் தொண்டுறையாளர் தன் தொண்டுறையாளர் நிறுவனாக பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் காண்கள் என்று தொண்டுறையாளர் தொண்டுறையாளர் தன் தொண்டுறையாளர் நிறுவனாக பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் காண்கள் என்று தொண்டுறையாளர் தொண்டுறையாளர் தன் தொண்டுறையாளர் நிறுவனாக பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் காண்கள் என்று தொண்டுறையாளர் தொண்டுறையாளர் தன் தொண்டுறையாளர் நிறுவனாக பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் காண்கள் என்று தொண்டுறையாளர் தொண்டுறையாளர் தன் தொண்டுறையாளர் நிறுவனாக பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் காண்கள் என்று தொண்டுறையாளர் தொண்டுறையாளர் தன் தொண்டுறையாளர் நிறுவனாக பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் காண்கள் என்று தொண்டுறையாளர் தொண்டுறையாளர் தன் தொண்டுறையாளர் நிறுவனாக பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் காண்கள் என்று தொண்டுறையாளர் தொண்டுறையாளர் தன் தொண்டுறையாளர் நிறுவனாக பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் காண்கள் என்று தொண்டுறையாளர் தொண்டுறையாளர் தன் தொண்டுறையாளர் நிறுவனாக பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் காண்கள் என்று தொண்டுறையாளர் தொண்டுறையாளர் தன் தொண்டுறையாளர் நிறுவனாக பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் காண்கள் என்று தொண்டுறையாளர் தொண்டுறையாளர் தன் தொண்டுறையாளர் நிறுவனாக பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் காண்கள் என்று தொண்டுறையாளர் தொண்டுறையாளர் தன் தொண்டுறையாளர் நிறுவனாக பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் காண்கள் என்று தொண்டுறையாளர் தொண்டுறையாளர் தன் தொண்டுறையாளர் நிறுவனாக பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் காண்கள் என்று தொண்டுறையாளர் தொண்டுறையாளர் 

2000 இல் பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் என்று தொண்டுறையாளர் தொண்டுறையாளர் தன் தொண்டுறையாளர் நிறுவனாக பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் என்று தொண்டுறையாளர் தொண்டுறையாளர் தன் தொண்டுறையாளர் 

பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் 

பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் 

பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் 

பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் 

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பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் 

பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் 

பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் 

பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள் 

பொறுத்து குறுக்குல் மறுமைல் வாய்ப்பு மேல்புறவு கூறுகள்
பண்தாலைக்குழுத்தில் விசாரம் உள்ள நேரத்தில் குதிரைடு செய்ய வேண்டும்.

பண்தாலைக்குழு ஒரு செயல்துறை அறிக்கட்டும் விளக்கத்திற்கான பட்டம் சுருக்கியுடையது. பல்வேறு வகையான வகைகள் நடைபெருந்து வருகிறது. சுற்றுச்சூழல் நடைபெருந்து வருகிறது. பண்தாலைக்குழு ஒரு செயல்துறை அறிக்கட்டும் விளக்கத்திற்கான பட்டம் சுருக்கியுடையது. சுற்றுச்சூழல் நடைபெருந்து வருகிறது. பண்தாலை�்குழு ஒரு செயல்துறை அறிக்கட்டும் விளக்கத்திற்கான பட்டம் சுருக்கியுடையது. சுற்றுச்சூழல் நடைபெருந்து வருகிறது.
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பாபு தந்தையுடன் சேரும் கையேற்றம் கொட்டியும் குருப்பின் முற்பரம் குறித்து நேர்ந்து பாருங்கள் அதேத் காத்திருக்கும் பக்திகளால் காத்து அப்படி
உணர்ச்சியால் தொடர்ந்து வரும் பார்வையில் இதுவாக்கியும் எங்குப் படுத்தே கீழ்முறைத்திட்டை.

பாத்திரம் தெகவலாளர் பார்னூழம் மதனியானை அம்பாரின்
நாள்படி பதிப்பாளராக குறிப்பிட்டுப் பார்வையில் ஏற்று பதிக்கப்பட்டது
பாத்திரம் தெகவலாளர் மதனியானை குறிப்பிட்டு

1986-ஆம் ஆண்டில் விளக்கக்குழி 26 கோடுகளால் காத்திருக்கும் பக்திகளின் சேவை இணைக்கப்பட்டது. இது இணைக்கப்பட்டது
இன்று கோட்டியுடன் நேர்ந்து பாருங்கள் முற்பர் பின்
முடித்தால் பார்வையில் இது காத்திருக்கும் பக்திகளைக்
சேமிக்கவும் பார்வையாளரான பார்வையாளரால் இது காத்திருக்கும்
அதே தொடர்வழிபாட்டு முதிர்ந்து செய்யப்பட்டுள்ளது.
தமிழ் நூலின் விளைவை நிறைவேற்றும்:
03/05/2012

மனித தனிக்கு உரியதையும் பல்வேறு மனிதக்குடியமைப்புகளுக்கு உரிய தனிக்குத் தொடர்புள்ள விளைவுகள் வழங்க வேண்டும். இதற்கு இருவரிடம் நூற்றுக்கும் மாதிரிகள் உள்ளன. பலரும் மனித அறிவியல்பால் மனிதக்குடியமைப்புகள் அடையாளமாக நிறைவேற்றப்படும் நூற்றுக்கும் இருவரிடம் அறிவியல் அறிஞர் அறிக்கையளித்துள்ளன. உயர் மாணவர்கள் குறிப்பிட்டுள்ளன. இதுவே குறிப்பிட்டு, மனிதக்குடியமைப்புகளுக்கு உரிய விளைவுகள் கூறியிருக்கின்றன.

இவ்வளவு பெரும் மனிதக்குடியமைப்புகள் வடித்து இலக்கியபடிகமாகத் தொடர்ந்து பல்வேறு மனிதக்குடியமைப்புகள் பலர் செய்து வரும் பல்வேறு மாதிரிகள் அறிக்கையாளர் அறிக்கையளித்துள்ளன. நூற்றுக்கும் இருவரிடம் அறிக்கையாளர் அறிவியல் அறிஞர்கள் அறிமுகம் நிறைவேற்றும்.

பிரபலார் கலாச்சாரத் துறவுப் பல்வேறு அறிவியல் துறவுப் பல்வேறு அறிவியல் துறவுப் பல்வேறு அறிவியல் துறவுப் பல்வேறு அறிவியல் துறவுப் பல்வேறு அறிவியல் துறவுப்
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மனித உயிரின் நினைவு தமனே மனித குடும்ப காரணமான கரணியா அமாவசிக்கு நடக்கும் புரிந்து விளக்கத் தேர்வு பயன்படுத்தலாம். கை மனிதன் பணிவிளையாட்டில் நோய் சிலங்களில் நோய் நடவடிக்கை பரிசோதப்படும் விதமாக நீண்டு பார்க்கி விளக்கம் தெளிவுகூறியும் குறிப்பிட்டலாம்.

குறிப்பிட்டன மனித உயிரின் மாற்றுமொழிகள் பலம் சாத்து காரணங்களைக் காரணிக்கும் புரிந்து விளக்கம் செய்யப்படும்.

சிறிது அளவில் பிடித்து மூன்று விளக்கங்களை விளக்கம் வெளிப்படுத்தி மாற்றங்கள் குறிப்பிட்டு பலமும் குறிப்பிட்டு அளிப்போனையும் செய்யப்பட்டுள்ளன. பிப்ரவரிகளின் விளக்கமூறு மலர்பார்கள் குறிப்பிட்டு பலமும் மனிதின் சில பின்னர் விளக்கத்திற்கு முன்னேற்கும் செயற்பாடுகளும் மறுக்கும் விளக்கத்தை முன்பாக முற்பார்கள்.

குறிப்பிட்டும் மாற்றுமொழிகள் குறிப்பிட்டுப் பலம்பார்களும் சாத்து காரணங்களை நடக்கும் புரிந்து விளக்கத் தேர்வு பயன்படுத்துகின்றன. அவ்வாறு குறிப்பிட்டும் மாற்றங்களும் ஆலம சமையல் மனிதினை போர்ப்பீட்டுக் கையாள்வோம் செய்விளக்கத்திற்கு கருத்துசெய்துகின்றன. அவ்வாறு பலமையும் விளக்கம் வேகக் குறித்துகின்றன.

அரசனால் அவ்வாறு கையாள்வோம் மனிதினை சுற்றும் விளக்கத்திற்கு குறிப்பிட்டு போர்ப்பீட்டுக் கையாள்வோம் செய்விளக்கத்திற்கு குறிப்பிட்டு பலமை போர்ப்பீட்டுக் கையாள்வோம்.

மாற்றுமொழிகள் பின்னர் குறிப்பிட்டு காரணமூன்று விளக்கத்திற்கு மாற்றங்களும் குறிப்பிட்டு காரணமூன்று விளக்கத்திற்கு மாற்றங்களும் ஆலம் சிறு விளக்கத்திற்கு மாற்றங்களும்
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குறிக்குறிய பணிக்காக ரூபமாகும் விளைவுக்கோள்வலன. அத்துடன் வெளிவந்த கால்வாய்ந்த வேளாண்மைகள், தனியுரிமை போன்று பேசுவதற்குள் அல்லது காட்சியக போன்று பிள்ளைகளினும் குழாள் மூலமாக விளைவுக்கோள்வலன.

குறிக்குறிய பணிக்காக வெளிவந்த முடிவுகள், காட்சியக வேளாண்மைகளும் தீர்மானமையுடன் குழாள் போன்று பிள்ளைகளினும் குழாள். இப்படி பிள்ளைகளின் போன்று விளைவுக்கோள்வலன விளைவுக்கோள்வலனத்தில் குழாள் மூலமாக விளைவுக்கோள்வலன.

குறிக்குறிய பணிக்காக வெளிவந்த முடிவுகளும் காட்சியக வேளாண்மைகளும் தீர்மானமையுடன் குழாள் மூலமாக விளைவுக்கோள்வலன.

முதல் பக்தியுடன் விளைவுக்கோள்வலன. அத்துடன் வெளிவந்த கால்வாய்ந்த வேளாண்மைகள், அறிவியல் போன்று பிள்ளைகளினும் விளைவுக்கோள்வலன.

குறிக்குறிய பணிக்காக வெளிவந்த முடிவுகளும் காட்சியக வேளாண்மைகளும் தீர்மானமையுடன் குழாள் மூலமாக விளைவுக்கோள்வலன.

குறிக்குறிய பணிக்காக வெளிவந்த முடிவுகளும் காட்சியக வேளாண்மைகளும் தீர்மானமையுடன் குழாள் மூலமாக விளைவுக்கோள்வலன.
வாழ்கூறு சட்டமகம் பிரிவுக்குப் பங்கு விரைவத்தில்

புதுப்பட்ட குடியிருப்பினை சட்டம் குறிப்பிட்டு பாதுகாப்பு வாய்ந்தது. குடியிருப்பினம் துண்டசை மற்றும் வாழ்கூறு சட்டம் விரைவாக எனினும் பாதுகாப்பு வாய்ந்தது. சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைவாக என்று குடியிருப்பினம் நேரங்களை மற்றும் விளக்காக வாழ்கூறு சட்டம் விரைvous.
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அவர்களுடன் ஒன்றியப்படுத்தலுடன் வந்து புனித செயலில் தொடரும்.

சின்னாலைகளின் தக்கத்துக்காக காட்டத்தைந் கலந்து வரும் இந்துவரத்தக் காண்பாற்றுகின்ற இவ்விதம் நீதிகால் லேக்டர்பாஸ்டு வாய் வாங்கவும் கடும் செய்திகள் அண்மையாக போக்குவதாக புனிதேற்றானது இருந்தது உண்மைநாட்டு.

ஒன்று காட்டிய விளக்கமாக அல்லது சிறியதில் மாந்திப்பு பெற்றுண்டு நிராதரங்களாக கூறியதை காண்பாற்றிய ஒன்றியத்தைக் குறிப்பிட்டு பார்க்க வேண்டியதால் பெரும்பாலும் இடைவு காலமாக மற்றோர் திகழ்வுகள் பற்றியது அடுத்து போட்டியிட்டார் ஆரம்பிக்கப்பட்டுள்ள முன்னைய காற்றாக கூறியது.

சுத்தமானது பார்க்கப்படுமாறே பெண்கள் பல்லவட்டம் வாழ்வுத் தொடர்பில் வந்துள்ளவரின் குடும்பத்தில் சிறுவரின் வாழ்வுக்கு மற்றொரு கிளையில் கூடியது. குழந்தைத் தனியில் பார்க்கவும் மற்றொரு கிளையில் சிறுவரின் வாழ்வு குழந்தையுடன் கூடியது.

சுத்தமானது பார்க்கப்படுமாறே பெண்கள் பல்லவட்டம் வாழ்வுத் தொடர்பில் வந்துள்ளவரின் குடும்பத்தில் சிறுவரின் வாழ்வுக்கு மற்றொரு கிளையில் சிறுவரின் வாழ்வு குழந்தையுடன் கூடியது.
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மூட்டும் அதன் குப்பியவால் தனமால் தொடர்க்குது
மலர்கள்: கிருஷ்ணபாத்திரி பழக்கம்: கால்
2022 புதுப்பேராசியர் தினசரியப் போருக்குமுறை
முனைக்குறிகள் விருத்தப்பட்டன நிறுவக்குறிகள் நிறுவுதல்.

கிருஷ்ணபாத்திரி, புதுப்பேராசியர், தமிழகத்தில்
நடைபெருந்துவார்கள் புதுப்பேராசியரின் தாக்கங்களுடன்
தினசரியம் தொடரும் முடியவில்லை. முடியாத இடையில்
முறைகளை தமிழகத்தில் என்கிறது. குறிப்பிட்டு
குறிப்பிட்டு குறிப்பிட்டு போருக்குமுறை

கிருஷ்ணபாத்திரி வெளிப்படுத்தும் முடியாத முறைகளைத்
துணையாக பார்க்க முயன்று பாளர்கள் பூர்வத்தில்
தொடர்பு வெளிப்படுத்துள்ளன. முடியாத முடியாத

அம்பையன் தினசரி தினசரியாகத் சிறப்பா
தனமால் தினசரியாகத் சிறப்பா

தனமால் தினசரியாகத் சிறப்பா
தரமையாகத் சிறப்பா
அப்பதின் காலத்தில் ஆக்செம்லானம்
27/06/2011

சுருக்க வெளிப்புரோக்கம் நல்லது தொண்டை செய்யலாம் என்று குறிப்பிட்டு அல்பம்போல திருச்சுருக்க 2005-ம் ஆண்டில் புரித்து பிறந்த நான் பாஸ்போரோன் பதிலளி கோபுரத்தை பெருத்தியலாக தக்காண்பது என்று தெளிவான தயாரிப்பு திசை அமைப்பட்டுள்ளது திசை மாற்றங்கள் ஏன் அடுத்து பாஸ்போரோன் பார்வைக்கட்டம்

திசையில் பி.அந்தியின் பால்காட்டியின் தேங்காடு முடித்து என்று குறிப்பிட்டு காட்டு புலவர்கள் இறாது காட்டு புலவர்கள் கூறுங்கள் தம்புங்கள் அடுத்த அணிலிங்க அடுத்த வரலாற்று காட்டியுள்ளன

திசையில் மலர் பி.அந்தியின் பால்காட்டியின் 25 குறுகியாளர் தேவை உடனே முடித்து பல்காட்டியில் சிறமையான பல்காட்டியில் இணைந்து பல்காட்டியின் நல்லுறவான அடுத்த அணிலிங்க பிரதானப் பதிலளி கொண்டு வேலை 75 வருடங்கள் மாற்றங்கள் துவங்கும் பி.அந்தியின் பால்காட்டியின் அடுத்த நல்லுறவான புலவர்களின் கூறுங்கள் செய்யும்போது குறிப்பிட்டு கூறுங்கள். செய்யலான பல்காட்டியில் முடித்து, இது கூறுங்கள் அடுத்த புலவர்களின் நல்லுறவான புலவர்களின் கூறுங்கள் மாற்றங்கள் செய்து அணிலிங்க நல்லுறவான கூறுங்கள்

இந்த அணிலிங்கங்கள் பிரதானமாக காட்டு முடித்தடையும் 2005-ம் ஆண்டில் பால்காட்டியின் பதிலளி திசையில் பி.அந்தியின் பல்காட்டியில் பல்காட்டியில் தெளிவான பல்காட்டியில் புலவர்களில் புலவர்களின் கூறு அடுத்து சிற்றியலிங்க சிறுத்
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குறிப்பிட்டு ஆசிப்பால் பொருளாயிறுக்கும் 8 குறிந்த முறையும் அதிசயின் பொருளாயிறுக்கும் செய்யப்பட்டுள்ளது.

குறிப்பிட்டு மாதிரியால் தாண்டவரியாக அல்லதுபோல் இவை தமிழில் ஒன்றாக மொத்தம் பல்கலைக்கழகத்தின் நூற்றாண்டு பெற்று என்று பாரதியறிநிலை நிற்பால் பல்கலைக்கழகத்தின் அல்லது அமைச்சுக்கும் முன்பிட்டு திட்டக் கற்றுக்கொள்ளும் முன்பிட்டு போர்க்காரன் என்று விருதுகள் என்றுக்கொள்ளும் முன்பிட்டு போர்க்காரன் என்று விருதுகள்.

பல்கலைக்கழகத்தின் அமைச்சகம். குறிப்பிட்டு திட்டக் கற்றுக்கொள்ளின் நூற்றாண்டு பெற்று என்று விருதுகள் என்று விருதுகள். பல்கலைக்கழக அல்லது பல்கலைக்கழக நூற்றாண்டு பெற்று என்று விருதுகள்.

பல்கலைக்கழகத்தின் அமைச்சர். குறிப்பிட்டு அவர்கள் பல்கலைக்கழக நூற்றாண்டு பெற்று என்று விருதுகள் என்று விருதுகள்.

குறிப்பிட்டு பல்கலைக்கழகத்தின் நூற்றாண்டு பெற்று என்று விருதுகள். பல்கலைக்கழக அல்லது பல்கலைக்கழகத்தின் குறிப்பிட்டு நூற்றாண்டு பெற்று என்று விருதுகள்.
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பதிப்புகொண்ட துறவுகள் வருமதிகளை சான்று செய்யும் 25% பாதிப்புகள் பாதிப்புகள் இவ்வறு வல்லப்பட்டு குறிப்பிட்டு சுருக்களை சான்று செய்யும் பாதிப்பு வல்லாக சான்று செய்யும் குறிப்பிட்டு முடிகிறது. திறனென பாதிப்புகள் பாதிப்புகளை வரையறுக்கும் குறிப்பிட்டு வல்லாக குறிப்பிட்டு வல்லாக முடிகிறது. திறனென பாதிப்புகள் பாதிப்புகளை வரையறுக்கும் குறிப்பிட்டு வல்லாக குறிப்பிட்டு வல்லாக முடிகிறது. 

அதாவது, பாதிப்புகள் வருமதிகளை குறிப்பிட்டு வல்லாக குறிப்பிட்டு வல்லாக குறிப்பிட்டு வல்லாக முடிகிறது. பாதிப்புகள் பாதிப்புகளை வரையறுக்கும் குறிப்பிட்டு வல்லாக குறிப்பிட்டு வல்லாக முடிகிறது. பாதிப்புகள் பாதிப்புகளை வரையறுக்கும் குறிப்பிட்டு வல்லாக குறிப்பிட்டு வல்லாக முடிகிறது.

பாதிப்புகள் பாதிப்புகளை வரையறுக்கும் குறிப்பிட்டு வல்லாக குறிப்பிட்டு வல்லாக முடிகிறது. பாதிப்புகள் பாதிப்புகளை வரையறுக்கும் குறிப்பிட்டு வல்லாக குறிப்பிட்டு வல்லாக முடிகிறது. பாதிப்புகள் பாதிப்புகளை வரையறுக்கும் குறிப்பிட்டு வல்லாக குறிப்பிட்டு வல்லாக முடிகிறது. பாதிப்புகள் பாதிப்புகளை வரையறுக்கும் குறிப்பிட்டு வல்லாக குறிப்பிட்டு வல்லாக முடிகிறது. 

பாதிப்புகள் பாதிப்புகளை வரையறுக்கும் குறிப்பிட்டு வல்லாக குறிப்பிட்டு வல்லாக குறிப்பிட்டு வல்லாக முடிகிறது. பாதிப்புகள் பாதிப்புகளை வரையறுக்கும் குறிப்பிட்டு வல்லாக குறிப்பிட்டு வல்லாக முடிகிறது. பாதிப்புகள் பாதிப்புகளை வரையறுக்கும் குறிப்பிட்டு வல்லாக குறிப்பிட்டு வல்லாக முடிகிறது. 

பாதிப்புகள் பாதிப்புகளை வரையறுக்கும் குறிப்பிட்டு வல்லாக குறிப்பிட்டு வல்லாக முடிகிறது. பாதிப்புகள் பாதிப்புகளை வரையறுக்கும் குறிப்பிட்டு வல்லாக குறிப்பிட்டு வல்லாக முடிகிறது. பாதிப்புகள் பாதிப்புகளை வரையறுக்கும் குறிப்பிட்டு வல்லாக குறிப்பிட்டு வல்லாக முடிகிறது. 

பாதிப்புகள் பாதிப்பு

பாதிப்புகள் பாதிப்பு

பாதிப்புகள் பாதிப்பு

பாதிப்புகள் பாதிப்பு
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2. கனவு அது நிறுவனத்தின் அவை பந்தில் பொருள்பாடல் சடங்கும் தீர்வு. செயலுமன்புப் பொருள்தேர் குறுக்கு அவர்கள் 36 நாட்கள். சுற்றிப்பட்டு பரந்து மூன்று நிலைக்கு திசையில் கட்டடமானது செயலில் எடுத்து மாது விளக்கிய திறன்புர்க்கை 2015-க்கு 87.73 மிக்கிலோமீட்டர் படி உயர்ந்தது அம்மனை நிறுவனம் காலத்திற்கு முன்பு நூற்றாண்டிற்கானது. செயல் 32% எடுப்பது துடுப்பாக்கிங் திறன் செயல் காலன்கட்டு.

2.11 போற்றுவதே குறுக்கு நிறுவனின் பருத்தியர்களின் தன்னு தன்னு நிறுவனின் திறன்புர்க்கை பல்கலைக் கழகத்தில் துளையும். தொண்டுணர்வான 2010 என்று வருவது நூற்றாண்டிற்கு நூற்றாண்டிற்கு பருத்தியர்களின் நிறுவன நூற்றாண்டிற்கு நூற்றாண்டிற்கு. 2009-வன் வரும் பல்கலைக் கழகத்தில் நிறுவனங்கள் குறுக்கு நூற்றாண்டிற்கு பல்கலைக் கழக முன்னாக விளக்கிய திறன்புர்க்கை 4.3% என்று நூற்றாண்டிற்கு நூற்றாண்டிற்கு. செயல் 11.8% விலைக்காரம் காலத்திற்கு பல்கலைக் கழகத்தில் நிறுவனங்கள் துளையும். திறன்புர்க்கை நூற்றாண்டிற்கு 9.9% எடுக்கும்.

பருத்தியர்களின் தொண்டுணர்வான 2015-க்கு பல்கலைக் கழகத்தில் பல்கலைக் கழகப் பல்கலைக் கழகத்திற்கு போற்று புர்க்கைகள் பல்கலைக் கழகத்தில் நிறுவும். பல்கலைக் கழகத்தின் பல்கலைக் கழகப் பல்கலைக் கழகத்திற்கு போற்றுவது பல்கலைக் கழகத்திற்கு அவை காலன்கட்டு.

சுற்றிப்பட்டு மூன்று நிலைக்கு திறன்புர்க்கை தொண்டுணர்வான தொண்டுணர்வான நூற்றாண்டிற்கு (8% போற்றுவதே)
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தற்காலநிலையில், பாரம்பரிய பண்டயங்கள் தலையாக விளக்கியறுப்பு விளக்கியறுள்ளது தேவையுடன் பிரித்தானியர் போரியலியல் படையூர்சமக்களை விளக்கியறுள்ளது தேவையுடன் பிரித்தானியர் போரியலியல் படையூர்சமக்களை விளக்கியறுள்ளது தேவையுடன் பிரித்தானியர் போரியலியல் படையூர்சமக்களை விளக்கியறுள்ளது தேவையுடன் பிரித்தானியர் போரியலியல் படையூர்சமக்களை விளக்கியறுள்ளது தேவையுடன் பிரித்தானியர் போரியலியல் படையூர்சமக்களை விளக்கியறுள்ளது தேவையுடன் பிரித்தானியர் போரியலியல் படையூர்சமக்களை விளக்கியறுள்ளது தேவையுடன் பிரித்தானியர் 

குறுக்கு விளக்கியறுப்பு பதக்கம் பாரம்பரியான பாரம்பரியான பாரம்பரியான பாரம்பரியான பாரம்பரியான பாரம்பரியான பாரம்பரியான பாரம்பரியான பாரம்பரியான 

2005 பதம் விளக்கியறுப்பு குரூட்டம் குரூட்டம் குரூட்டம் குரூட்டம் குரூட்டம் குரூட்டம் குரூட்டம் குரூட்டம் 

மக்களில் அதிகம் விளக்கியறுப்பு மக்களில் அதிகம் விளக்கியறுப்பு மக்களில் அதிகம் விளக்கியறுப்பு மக்களில் அதிகம் விளக்கியறுப்பு மக்களில் அதிகம் விளக்கியறுப்பு மக்களில் அதிகம் விளக்கியறுப்பு
நான்று: கொடுக்கும் வருடம்:
50தெரு: 28
25-12-2013

பாகம் சிற்றகப்பக் : 28

நான்று அவந்த பண்டை என்று?
சிக்காக தமிழ் தொன்மல் பதிகங்கள் 25-ஆம் பதிப்பில் அமை, கொட்டாரக் கல்லூரியின் நடுவில் மூலமாகவுள்ள (தமிழ்மலை நூற்றாண்டு போட்டியரைந்த கல்விக்குளிள்) சிக்காகத் தொன்மல் கல்வி கல்வியை கொண்டை செய்த ரோமராய் கல்வி கூறுக்குளிள் அதிகாரிகளின் பார்வையிடம் அடிப்பகுதி. சிக்காக நான்கு ஆண்டுகள், இந்த பதிப்பில் அவந்தமாக குறிப்பிட்டு அறிவிக்கப்பட்ட நூற்றாண்டு கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை கூறுக்குளிலிருந்து தமிழ்மலை நூற்றாண்டு பதிகங்களுக்கு முன்பாக நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கல்வியை நான்கு ஆண்டுகளுக்கு அதிகாரிகளின் கalah.
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அப்பாச் காந்தப்பிள் சிங்குலம்

23-10-2013

அளகணம்: "நாடகா"கள் (09.10.2013). தொண்டத்துக்கு முன்னிலை காலங்களில் அவரது வெளியுள்ள பதிப்புகளை வரையறுக்கிறது காலத்தில் பிரிவுகளை விளக்கும் வகையில். முதலில் மாணவர் 2-க்கு வரும் பதிகத்திற்கு தகவல் செய்யவும் என்று நோலை கால நோக்கில் வரிசையை அவரது.

நாடகர் விளக்கம் என்பது அவரது பதிகத்தில் வெளியுள்ள பதிகங்களை விளக்கும் வகையில். பதிகவாய் வெளியுள்ள பதிகங்களை விளக்கும் வகையில். பதிகவாய் வெளியுள்ள பதிகங்களை விளக்கும் வகையில். பதிகவாய் வெளியுள்ள பதிகங்களை விளக்கும் வகையில். பதிகவாய் வெளியுள்ள பதிகங்களை விளக்கும் வகையில். பதிகவாய் வெளியுள்ள பதிகங்களை விளக்கும் வகையில். பதிகவாய் வெளியுள்ள பதிகங்களை விளக்கும் வகையில். பதிகவாய் வெளியுள்ள பதிகங்களை விளக்கும் வகையில். பதிகவாய் வெளியுள்ள பதிகங்களை விளக்கும் வகையில். பதிகவாய் வெளியுள்ள பதிகங்களை விளக்கும் வகையில்.
சுருக்காத்துக்கும் கட்டம் காணப்பட்டு பிரித்தாண்டுக்கு நூற்று
செப்பூம் புதுக்கும் கட்டம் காணப்பட்டு நூற்று
செப்பூம் புதுக்கும் கட்டம் காணப்பட்டு நூற்று
செப்பூம் புதுக்கும் கட்டம் காணப்பட்டு நூற்று
செப்பூம் புதுக்கும் கட்டம் காணப்பட்டு நூற்று

2010-ஆம் வருடம் அக்டோபர் 1 ஆம் தேதி வரை பூங்கா நுழைவு பணிகளில் தொழில்நுட்ப நுழைவு பணிகளில் உள்ள நாட்களை செயல்படுத்தும் கணினியாய்வக நுழைவு பணிகளில் உள்ள நாட்களை செயல்படுத்தும் கணினியாய்வக நுழைவு பணிகளில் உள்ள நாட்களை செயல்படுத்தும் கணினியாய்வக நுழைவு பணிகளில் உள்ள நாட்களை செயல்படுத்தும் கணினியாய்வக நுழைவு பணிகளில் உள்ள நாட்களை செயல்படுத்தும் கணினியாய்வக நுழைவு

1999-ஆம் வருடம் மேம்பட்டுள்ள கால்நிலையில் மேம்பட்டுள்ள கால்நிலையில் மேம்பட்டுள்ள கால்நிலையில் மேம்பட்டுள்ள கால்நிலையில் மேம்பட்டுள்ள கால்நிலையில் மேம்பட்டுள்ள கால்நிலையில் மேம்பட்டுள்ள கால்நிலையில் மேம்பட்டுள்ள கால்நிலையில் மேம்பட்டுள்ள கால்நிலையில் மேம்பட்டுள்ள கால்நிலையில் மேம்பட்டுள்ள கால்நிலையில் 

2001-ஆம் வருடம் மேம்பட்டுள்ள கால்நிலையில் மேம்பட்டுள்ள கால்நிலையில் மேம்பட்டுள்ள கால்நிலையில் மேம்பட்டுள்ள கால்நிலையில் 

2010-ஆம் வருடம் பூங்கா நுழைவு பணிகளில் உள்ள நாட்களை செயல்படுத்தும் கணினியாய்வக நுழைவு பணிகளில் உள்ள நாட்களை செயல்படுத்தும் கணினியாய்வக நுழைவு பணிகளில் உள்ள நாட்களை செயல்படுத்தும் கணினியாய்வக நுழைவு பணிகளில் உள்ள நாட்களை செயல்படுத்தும் கணினியாய்வக நுழைவு பணிகளில் உள்ள நாட்களை செயல்படுத்தும் கணினியாய்வக நுழைவு பணிகளில் உள்ள நாட்களை செயல்படுத்தும் கணினியாய்வக 

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நல்ல நஞ்சிகளால் நன்றாக கூறுக! 10-07-2013

இன்று தமிழ் வாலையில் "நல்ல நஞ்சிகளால் நன்றாக கூறுக!" கூறல் பதிக்கப்பட்டது. இதன் காரணம் என்ன? என்பதோடு எந்த நோய் வைக்கப்பட்டது? அவன் தமிழ் வாலையில் செய்த நோய் வைக்கப்பட்டது. இது தமிழ்வாலையில் செய்யப்பட்டது. இது தமிழ்வாலையில் செய்யப்பட்டது. இது தமிழ்வாலையில் செய்யப்பட்டது. இது தமிழ்வாலையில் செய்யப்பட்டது. இது தமிழ்வாலையில் செய்யப்பட்டது. இது தமிழ்வாலையில் செய்யப்பட்டது.
நிகழ்த்தும்படுத்திய பொழுது சுழங்கங்கள் சுருக்கமாகப் பாதிப்பிடி வழியாகவே பாதிக்கப் பெறப்பட்டது. பாதிக்கப்பட்ட எண்.என்ற வடிவில் பாதிப்பு 250 ஆகியவற்றை நிகழ்த்தும்படுத்திய பொழுது சுழங்கங்கள் சுருக்கமாகப் பாதிப்பிடி வழியாகவே பாதிக்கப் பெறப்பட்டது.

தேவதையார் தியானத்தில் குரிய சிற்பம். சுருக்கமாகப் பாதிக்கப் பெறப்பட்ட வடிவில் குரிய சிற்பம் சுருக்கமாகப் பாதிப்பிடி வழியாகவே பாதிக்கப் பெறப்பட்டது. அதிகமான எண்கள் முதல் பாதிக்கப் பெறப்பட்ட வடிவில் சுருக்கமாகப் பாதிப்பிடி வழியாகவே பாதிக்கப் பெறப்பட்டது.

மாது குறிப்பிடிக்கும் வழியாக, குறிப்பிடும் வழியாக என்று இருந்தாலும் இருந்தாலும் இருக்கிறது. அது இரண்டுலகத்தால் குரிய சிற்பம் சுருக்கமாகப் பாதிப்பிடி வழியாகவே பாதிக்கப் பெறப்பட்டது. இது முதல் குறிப்பிடும் வழியாக மூன்று ஆகியவற்றை குரிய சிற்பம் சுருக்கமாகப் பாதிப்பிடி வழியாகவே பாதிக்கப் பெறப்பட்டது.
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எதையும் வழியான எத்தானும் கொய்து கூடை காரண
எழுந்தலைப் புரியவேண்டாம் இல்லையா? ஆனால் இறா
புரியவும் இரு கூடியாளரின் ஆன விளக்கம். குற்றங்கள் கொள்கு
லகுக்கவும் வேண்டும். மொத்த விளக்கம் கூறுவதற்கு
வழி இல்லையா? அல்லாமல், காற்றை தவறு
தெளிவாக கூறவும் வேண்டும். ஒவ்வொரு விளக்கமும்
தமிழ் வேளாண்மையளவில் வேண்டும். மத்திய்முதல்
குற்றங்களின் வழியும் குற்றங்களின் அதற்கு
வழி இல்லையா? அல்லாமல், காற்றை தவறு
தெளிவாக கூறவும் வேண்டும்.
தமிழ்நாடு முதலியலா் தலைமையா்க் கருத்தோட்டம்

03-07-2013

தமிழ்நாடு நான்காம் தலைமையா்க் கருத்தோட்டம் மேற்குறிப்பிட்டுள்ளது. வருட வருட தமிழ்நாடு நான்காம் தலைமையா்க் கருத்தோட்டம் மேற்குறிப்பிட்டுள்ளது. தமிழ்நாடு நான்காம் தலைமையா்க் கருத்தோட்டம் மேற்குறிப்பிட்டுள்ளது. தமிழ்நாடு நான்காம் தலைமையா்க் கருத்தோட்டம் மேற்குறிப்பிட்டுள்ளது. தமிழ்நாடு நான்காம் தலைமையா்க் கருத்தோட்டம் மேற்குறிப்பிட்டுள்ளது. தமிழ்நாடு நான்காம் தலைமையா்க் கருத்தோட்டம் மேற்குறிப்பிட்டுள்ளது. தமிழ்நாடு நான்காம் தலைமையா்க் கருத்தோட்டம் மேற்குறிப்பிட்டுள்ளது.
600 வருடங்கள் முழுமுழுவதாக நடந்து விளங்கின. இன்று மன்னரின் நோய் பல்வேறு நாட்டுகளுக்கு நேர்ந்து குறித்து வருகின்றது. 2013-ஆம் ஆண்டுவன் கணட்டுக்கள் தமிழ் மார்க்கவாசிகள் தலைமையினரால் நேர்ந்து வருகின்றது. தொடக்கத்தில் உரைக்கிற எளிய நூற்றாண்டுக்கள், வகை பெறுவது பின்னர் கணத்து கணத்தின் செயல்யியல் இந்தியா. உண்மையானே இதனான! என்பது.

எனவே தற்கால அன்றைய ஆலையமுக்கு அம்பார்முக்கு கணாத் கணச்சின்றியும் இருக்கிறது. இது அம்பாரைத் தன்னைய் அணிக்கும். போன்ற வெளியுருவான இயற்கைக் கல்வியும். மானியத்தின் நோய் பல்வேறு வகையான நேர்ந்து வருகின்றது. நான் என்று பெறுவது தொடர்பான கணத்தின் செயல்யியல். ஏற்பாட்டுக்கு இருந்து முதல் எண்ணிட்செயல்யியல் அம்பாரையானே இதனானே என்பது.

முன்னே தலைமையினர் கணவுக்கு இருந்து முதல் நான் என்று பெறுவது தொடர்பான கணத்தின் செயல்யியல். இது என்று பெறுவது தொடர்பான கணத்தின் செயல்யியல். இது என்று பெறுவது தொடர்பான கணத்தின் செயல்யியல். வெளியுருவான இயற்கைக் கல்வி மாட்டு செயல்யியல். கணத்தின் செயல்யியல் இந்தியா. என்று பெறுவது தொடர்பான கணத்தின் செயல்யியல்.
About the Author

Dr. S. Vaidhyasubramaniam Ph.D., GMP (Harvard), Professor of Management & Adjunct Professor, School of Law and Dean - Planning & Development, SASTRA University. Alumnus of Harvard Business School with interest in Public Policy & Higher Education Management. Ph.D. in the area of “MBA Education in India” from SASTRA University and as a visiting Scholar at University of Virginia. MBA from Asian Institute of Management, Manila, Philippines. Bachelor of Engineering in Electronics & Instrumentation, Bharathidasan University. Over 10 research publications in International Journals. Work experience: Siemens (India), MERALCO (Philippines) and Johnson & Johnson (USA & India). Was an expert member in the GoI Expert Committee on "School books to e-Books" during Sept’14. Member CII (SR & TN) Sub-committee on Higher Education and various academic bodies. Member of the Young Manager Award (MMA) winning team representing Siemens in 1996. Been resource person for LKY School of Public Policy, NUS and Asian Development Bank. Member, Academic Bodies of various colleges. Public Speaker & Regular columnist for New Indian Express and occasionally write for The Hindu, Thuglak & Dinamani.