



Education

Developing Human Capital: Advantage India

**Address by Prof B M Hegde,
Vice-Chancellor, Manipal Academy of Higher
Education, Manipal**

Thank you, Mrs. Sharma, Prof Alagh, My Co-Chair Devi, Mr Ojha, Distinguished Panellists in the front and Distinguished Educationists from all over the World of the Indian stock or Diaspora to be precise,

Well, it is my privilege both to co-chair the session along with Dr Rajab and also to give my observations in the next six-and-a-half minutes of destination India for education in the future. As it would always happen, technology is a demon which has failed at the right time. My slides, I am told, cannot be projected on to the screen for you all to see. But let me do the conventional time-old "chalk and talk" without the chalk but the talk. I shall do it very briefly. Let me remind you, most of you know, this time was when most of the world people were still roaming the forests, India had universities of excellence which attracted, at a given time, thousands of students from all over the world. Probably, some of you may not know – the one disease that mankind has been able to eradicate from this planet, smallpox, and most of you believe from the history books that vaccination was started by Edward Jenner in England, but it is not so. Vaccination was in vogue in Ayurveda in India for thousands of years and there was a man who came from England; he was the Fellow of the Royal College of Physicians of London and he was an FRS – Fellow of the Royal Society. His name was T Z Hallowell. He came to the Bengal Province, stayed there for twenty long years, studying prospectively the effects of Indian method of vaccination which is so graphically described in his paper presented to the Royal College in the year 1647. Would you believe, with the big fire in 1660 this was one of the few papers which survived. It is basically smoked, but it is still there which so beautifully says what he said. I quote a couple of lines. He said: "Here is a method which is 90 per cent effective in preventing smallpox. Practised in India 'time out of mind'. And this has the antiquity and I suggest and recommend to the President of the Fellows that the anecdotal experience of Edward Jenner of one case being given Cowpox vaccination be given now to all people." And this was where vaccination started on a mass scale and we today have been able to eradicate only one disease. Hopefully, unless the warlords release their laboratory, smallpox virus will be on to the public again. God forbid.

Now, coming back to the educational field, today India is in a very nice situation because we have large infrastructure here. Our biggest resource is manpower and we are now capable of giving educational assistance to our NRI brethren, nay, to even residents and peoples of other countries. We in Manipal have been in existence for 50-long years and this is our Destination Manipal Year – the Golden Jubilee year which is being celebrated from 1st of January till the 31st of December, 2003.

In the last 50 years, I am very happy to tell you that we have been able to send to various countries NRIs and others. We have 2,700 doctors manning the Malaysian service. Recently, we have started a campus in Malacca in 50 per cent collaboration with the Government of Malacca and the Prime Minister who came to inaugurate said – "I want only Manipal degrees in my country" and he is now forcing us to have a technology college, a nursing college and we are starting all that. They have given us a campus, they have given us a beautiful 800-bed hospital and they have given us all encouragement. Would you believe that it is a one-window policy, no restrictions at all. Anything that we want, the Government gives it immediately. We have 600 people manning these medical services in the United States of America and we have an equal



number of technologists from our Manipal Institute of Technology. As of today, we have students from thirty English-speaking countries and we are the only medical school in the country which is now hosting the Royal College of Physicians examinations in India and this is after nearly ten years of struggle with the Government of India that we have been able to get this permission.

We have the infrastructural facilities to give education to most of our NRI students, provided they have the merit to get in and we will be able to do that. We are now starting a centre in Colombo. We are starting one in Mauritius, one in South Africa and we also will, probably, go to Seychelles very soon. We have already got two centres in the Middle East – one in Dubai and another in Oman. So, this is where probably India scores over other countries.

Another point I would like to make is – like non-medical and non-nursing and non-dental services we will be able to give as many seats to even SAARC country people at one-fourth the price that is charged by the western countries for technical education today, provided the Government of India permits us two sessions in a technical college. We have an engineering college which takes in 850 Indian students. We employ 1,500 Indian teachers. We use the laboratories only for five hours in a day. We have asked for permission. If they allow us two sessions, in the morning we can take 850 students from the SAARC countries at one-fourth the price that the western countries charge them and in the afternoon we can take 850 Indian students totally free; with that amount that we get from the SAARC countries which works out to 25 per cent we will be able to defray the cost of Indian students and this would be a very nice thing to have another 1,500 Indian students also. This can be replicated in all non-medical subjects for the simple reason.

For example, I will give you an example of nursing now. There are countries where there is a great demand for nurses and India will be able to provide them. We have manpower here. Their hospitals are closing down in Ireland; their hospitals are closing down in America for want of nurses; and we will be able to provide all that because we have the infrastructural facilities.

So, my dear friends, with all your help India would be able to prosper. I am only talking of one centre, but there are so many centres in India which are equally capable of doing this. In information technology for that matter, we already have software, the lead and in educating information technology students we can still take the lead. So, India is poised for a growth. But there is only one problem which I would like to place before you and that is – with the WTO coming into effect in 2005 any university from abroad can come and open a shop here and they will have no restrictions. Now, look at me; I am a university with ten Councils breathing down my neck and each one of these is having their own enormous number of rules and regulations and for anything that you want to do, even to breathe differently than what you have been breathing so far, you have to get their permission and you know how difficult it is to get the permission from our watchdog bodies and the powers-that-be. And when once we are given a level-playing ground, I am sure the excellent ones in India would not only match the ones from abroad but can even excel some of them, compared to the West.

So, this is the only point that I would like to make and if there are any more questions as we go along, I will clarify them. Thank you all very much. Now, may I ask my Co-chair, Dr Devi, to have her say and may I request the panellists that time is our biggest constraint now and it is decided that each one of you will have four minutes. We said three which is going to four and may I request you with folded hands that you will keep it because we have got to give time to the audience to question each one of you. You just have to give them the menu and then the eating will have to be done by them.

Thank you very much.

Address by Dr Devi Moodley Rajab, Dean, Students' Affairs, University of Natal, Durban, South Africa

Thank you for that. To ask my fellow Co-Chairperson here, Prof Hegde, if he would kindly resort to having a cyclic concept of time and let that seven minutes roll on? Anyway, I know it is quite an arduous task to say so much in seven minutes and I am not quite sure where to start actually. If you looked at the note papers around me here, you will see what a frenzy I am in and I could take you in any direction, possibly any number of directions. But I am going to try, anyway. In any event, I have a formal written paper for you. So, you get all the background there. But I thought it would be very useful for me to say what a great pleasure it is for me to be here in India and more especially as a South African woman. It is a great honour for me to be here.

I think I should take a phenomenal logical point of view initially and try and spend the education discourse to my experience of growing up in South Africa. I grew up in the womb of apartheid and I only enjoyed the fruits of freedom in 1984 when the ANC Government negotiated a power for a negotiated democratic South Africa. But what is actually meant was that we were schooled in separate junior schools and high schools. We went to schools particularly demarcated for the Indian community and this also meant that our tertiary education also was run for only Indian students so effectively that we had no communication with white-coloured or African students.

Also, the Government had a plan, a high education plan, and that plan, in a way, was constructed in such a way that it kept the races apart and had a specific idea of what group should get what. So, we experienced this education under tremendous amount of duress. But the Indian community's struggle started before that. It started when they arrived in South Africa and they found that there was actually no education available. They then negotiated their own schools and built them and later in the 1950s the Government then planned Indian-aided schools where for every pound that the community put, the Government put in another pound.

This is actually quite significant because what happened is that all those students went to these institutions under duress. They, unlike African students, did not burn the schools down, or did not boycott the schools because in a way they had a sense that they actually contributed towards the building up of the schools and they tried in every possible way to participate in the education as flawed as it may have been.

The first challenge that the Indian community had after the tertiary school education was where to send their children to get them educated and like most Indians in the diaspora they sought after medical degrees, legal degrees, teaching and so on and so forth. There were very limited medical facilities for students; and so they came then to India and to the UK in particular. But when they actually returned from India, as opposed to the UK, they were given a very rough deal in South Africa because their qualifications were not considered to be of standard and it was until very recently that this whole colonial ethos about India is still perpetuating itself. I had a student who happened to be the son of the Indian diplomat who was in South Africa and he wanted to come to the University of Natal where I currently work. They said to me that he could not be enrolled in the faculty of commerce because they said Indian matrics are inferior to ours. I then tried to tell them how good India was to know well. So, I decided to negotiate something and I said – "well, do me a favour. Let this student register, let him register on non-degree processes and let us see how he performs in relation to other students and after that we could then decide how we go, we can use him as a test case" – which is exactly what we did. And much to everyone's surprise, he got ahead straight across the board and they immediately registered him and we are very happy to say that he is a graduate of the University of Natal. We now have, I would say, something like about 120 students from India who are foreign students at the University of Natal.

I just want to mention also that naturally for the educationists – the way I should put it is – I want to say that the kinds of tensions that are hitting South African Indians today are really around identity. Are we South Africans or are we of Indian origin? During the apartheid days, the education clearly was demarcated along racial lines and in the post-apartheid period the feeling of affirmative action is causing a great deal of consternation to the Indian community. They are saying that they now have limited opportunities because they are not black enough and prior, in the apartheid days they were not white enough. Quite so. So, they have these kinds of pull and push.

In the limited time that I have, perhaps I should just move to look at what implication all of this has for linkages between South Africa and India and I want to say that it is actually quite significant that India is a country with, perhaps, the largest brain drain in the world; but unlike South Africa which is really unfazed by this whole haemorrhage of human resources that is placing restrictions on the economy. India seems to be handling it. I think that is quite remarkable because despite the vast emigration it is acknowledged that there are enough skilled people in India who wish to remain as its educational institutions train the third-highest pool of highly-skilled people in the world. Yet, despite the fact that India's strength lies in her intellect and in her ability to train highly-skilled mathematicians and scientists and engineers. The world has products, more than institutions of high learning.

I think the challenge that I would like to leave you with today is that I think India needs to market itself more vociferously and vigorously in South Africa and towards that end I would just say in half a second that India and South Africa are part of the Indian Ocean-driven countries and they are partners of the Indian Ocean-driven association for regional cooperation. I think that my institution was elected to be the focal point for academia in South Africa. We are a signatory to the FADC Human Resources Development sector and as such a South-to-South link is a very viable potential to be exploited. At present, South Africa needs skilled personnel power in the science and technology fields. South Africa has a shortage of mathematics teachers and African students in particular are disadvantaged by the apartheid education system which has emphasized servitude over science. So, my invitation to you today is – let us start looking at closer links between India and South Africa on the education front. Thank you very much.

**Keynote Address by Prof Y K Alagh,
Former Union Minister, Vice-Chairman of Sardar Patel Institute of
Economic and Social Research, Ahmedabad**

Dear Vice-Chancellor Hegde, Madam Devi Moodley Rajab, Ambassador Ojha, Principal Dr Kavita Sharma, Fellow Panellists, Ladies and Gentlemen,

It is indeed a privilege to be here and may I add my personal word of welcome to all of you who have come across the globe. I must apologize for this rather inconvenient sitting arrangement. But I assure you that the panellists are very important to us.

I will speak telegraphically on three points. The first is a whole question of mission-oriented research in which India is fairly good and it is not recognized that it is a part of a global perspective. Sometimes, we have made out to be bad boys in the UK and around the space there, but that is really not true. I think you should regard yourself as a part of India. The second is how education does play, I believe, a very important role; education and research in widespread development, not just high-level science but really in helping the artisan, the farmer and so on. I think you can play a very important role. I want you to pick your village, I want you to pick your town. Finally, education in the finer sense is general education, the education of the average Indian where, I think, we have done better than what the HRD indicators sometimes make it out to be and so please pick out again your village and your town.

There has been an electronic problem that I face, but I am Indian enough to have had a hard copy which will be distributed to you separately. So, I will speak around that hard copy. First is mission-oriented research. It is well-known that Indian science has been behind, for example, India's quest for food self-reliance. Take the last thing that we have done – a hybrid paddy project which Siddiqui finished in about four years. Dr Khurshid is here: so, I should not hold forth on that. But we can produce eight tonnes of paddy. We are doing it right now in about half-a-million hectares. But it can be two million hectares very soon.

There are many other examples. We are the only country in the world which produces through a fast breeder reactor route, power from thorium. It is a small experimental reactor; it has a beautiful name – Kamini. It can probably power this building. But we are building another one which is going to be 500 megawatts and that is a mission-oriented issue. We can put three tonnes in space. Whenever the Indian scientist has been given resources and has been given a clear mission, she or he has performed. But most of this story has always involved collaboration across the world and Indian scientists have been there. I was Minister of Science and Technology and I visited some of these places.

The persons of Indian origin, I am told that the diaspora is politically not correct any more, have played a role and this is going to happen because the world is an unequal world and India will fight for its legitimate role in technology and it will spend resources on this. So, please regard yourself as a possibility for this larger endeavour that India will make. Our science is actually very open, very warm, very friendly and we have an agreement which I signed with the then Vice-President, now President Mbeki, an agreement with South Africa. So, we have these agreements and they are overarching; but please think of yourself as a part of all of this.

The second story – well, in passing I know software. According to a Japanese article which I have just read day before yesterday, and the Japanese, as you know, are very precise about this – 17 of the top 25 companies in the world given professional accreditation are Indian; 40 per cent of the software outsourced by the Fortune 500 top companies is of Indian origin and when they quizzed those companies they were told that the cost in India is 10 per cent; so, that is why they come. Now, it is running a 10-billion dollars; it is a large part of Indian growth. It is unfair to compare us with China and say their hardware export is going to be 30 billion dollars, because our software exports are all value added. When you export hardware, the value addition is very little because most of it is used. So, this is a very major kind of achievement. Anyway, what is not recognized is that we have a very good process of accreditation that apart from the fact that this was the vision of our forefathers which gave our girls and boys the skills to do this. More than 80 per cent of Indian software is produced by people who are not electronically trained. It is done by a method of accreditation where with a general background they pick this up. Even an economist does it. I happened to be a past President of the Indian Society of Econometrics. They can do this, and do it.

Now, on widespread growth, our Prime Minister said a few days ago that he wants 50 million jobs to be created and somebody said this cannot be done. We have started this process where large business houses start collaborating with researches. The Ambanis have a big Foundation where they are planning to put in a lot of money. One of them asked me to chair the Institute of Economy and Development and they said: "You know, Dr Alagh, if you chair it, there will be no questions on autonomy since you are a former Vice-Chancellor of JNU." I told him that – "It is just the point. You are funding it, there will always be questions on autonomy. But if you are going to give us Rs.10 crore it is worth it."

We are doing a study. I come from Gujarat. Take the town of Surat. When I landed in Gujarat with my Wharton Degree in 1968, it had an employment of 1,02,000 people. In

the last census, its employment is one million. So, in one town we created one million jobs. And it is not because of the things that you hear; it is because of diamond-cutting, it is because of art silk, in cottages and the latest technologies there. Today, you can do computer-aided design and polishing in a small cottage in Surat. You have training being done by the community almost in every taluka in Gujarat where these young persons are trained and they come to Surat or Ahmedabad which is now emerging as the centre and they get Rs. 300 a day.

So, the role of science and technology and education in honing up skills is there. There are 112 Indian towns where this can happen, according to the last census. Please pick up one of them. The example is globalization. You start producing for national and global markets. What does not work is the governments because they tend to be very offensive. What does work is – if a group supports these historical skills. And there are many examples of this. My friend, Michael Purie, an MIT, calls it flexible specialization, the new Fordish era, the era after Ford. But it is not only happening in the developed world; it is happening in India and you can pick the place where it should happen and be a part of the endeavour of creating 50 million jobs. I could give you examples from Tiruchengodu; I could give you examples from UP. But it is not happening fast enough and it has to happen fast enough. That is my second point.

I will give you an example. When I was Minister of Science and Technology, we gave Rs.10 crore to a little town called Vidyanagar near Anand where the late H M Patel and my Kaka, had set up a university which supports small-scale industry. It is a multi-disciplinary knowledge support group for small industry. It has got computerization, it has got the new materials, it has got a biotechnology section. It can combine these and it can help a person to productionize an idea; or if he has an idea to change it because product cycles, as many of you know, are becoming very short and they can help you. Today, Pramukh Swamy gave another Rs.10 crore for it. I do not know - you may know it or not – he is the leader of our Swaminarayan Group. Today, Sick Art is covering 80 per cent of its expenses from fees and they have a queue of people who want to set up Sick Arts, help us in this process where entrepreneurs and farmers go global. Otherwise, the whole talk of globalization, believe me, having all of you here in Delhi, is not going to be enough to sustain the globalization of the Indian economy. Global technology has to link with our peasants, our artisans and so on and the models that work are voluntary models with people involved and the State supporting them.

There is in Vidyanagar a Bandhu whose name I cannot mention because he forbids it. He belongs to the Swaminarayan and then he works; he does not want it to be sold. Let us call him Bhai. He runs one of the best electronic training institutes in India. At night when they go to sleep they tell him what their problems are. He is awake in Silicon Valley and he gives them the answer in the morning and every three months he comes to India and sorts out those problems. So, I am really asking for partnerships.

My third point, because the Chair has been very kind to a former Vice-Chancellor, who was kind to the lady, I think in general education we are doing better than what people make it out to be. Even the HRD indicators are not quite fair because it is at a moment of time. And if you look at the change, in many of these indicators, we have some of the best performance in Asia, including India.

Kavita, I can tell you that when I was Vice-Chancellor, JNU, when I reached there, the budget was Rs.18 crore. All of it came through an Act of Parliament. When I left it, it was Rs. 25 crore, the Government was still giving Rs.18 crore. I think our universities have to open up because in the process of opening up, they will learn to do things more creatively. That is the reason why they should open up. Of course, there are groups like – Manipal is a famous one which specializes in education on a global plane. But the State will have to support most of our universities and most certainly the State will have to support primary education. I know that there is a group of very distinguished

people who disagree with me, but as a former teacher I want to put in my point as I am at work.

But, at the same time, our educational institutions will have to extend their hand outside; we will have to extend their minds outside and it is in that process that again we ask for partnerships. There are schools, there are people who run schools. The Chairman of one group, of which I am a member, the Delhi Public School is here. I think the State will play a role and I hope you will think of joining that process. Ladies and gentlemen, thank you for listening to me with so much of patience. Good luck.

Jai Hind.

Address by Dr Piyush Agarwal, National President of the Association of Indians and America Inc, USA

Thank you, Mr Chairman. I am trying to save some time for my other colleagues. So, I will do not take too much time of going up and down. Good afternoon, panellists and ladies and gentlemen for coming here. I have taken the liberty of having three or four assumptions. One is, population is an asset. We keep talking about the curse of population in India. I do not believe in it. Population could be an asset if we harness it properly, and that is the issue of today's topic. Education also is a life-long process. Classroom instruction cannot provide all the experiences in life. Therefore, what goes on outside the classroom is much more important than what goes inside the classroom.

If we believe in the so-called normal distribution of population, India's population of more than a billion people should have at least, more than above average, half a billion people which itself is a very winning card for us to develop the human capital. There is an old saying that it takes a whole village to educate the child. Let us see what the whole village consists of in today's time – politicians, the media people, the parents and teachers. In the past we have left everything to the parents and teachers. But, I think, in a democratic system like ours, politicians and media are fighting with each other. In a country like America, media controls the democracy because even a person like President Nixon could be brought down and also Clinton could be almost impeached. But in India we are still here that the Bofors case is still well and alive and the people in Bhopal are still waiting to receive the first dime of their – I do not know what the word to use – but they have bad luck, I would say.

Now, coming back to the process of education, Macaulay was a very good person. This was a sarcastic opinion about a very good person. I will quote his educational objective; "We must at present do our best to form a class who may be interpreters between us and the millions whom we govern – a class of persons, Indian in blood and colour but English in taste, in opinions, in morals and in intellect." Unfortunately, this is still true despite the fact that 110 years of British rule was not as successful in transforming Macaulay's vision as the 55 years of our own Independence has done the harm to us.

I also believe that education should be free from any political and ideological conflicts. But in India it is completely reverse. I will give you a few examples. I was in India about three years ago when Prime Minister Vajpayee invited about twenty-two people from USA to witness the 26th of January function. At that time, there was a controversy on the issue of the national song – Vande Mataram. Several political leaders and parties boycotted the meetings of national importance where this song was sung. Any Indian patriot would feel ashamed to classify the national song as if it represented a particular party, a region, or ideology. This song dates back to the 1930s and 1940s when the Indian independence movement was at its peak and this song symbolized our national identity and solidarity. About such boycotts, there are several questions in the minds of

our young children and I did take a survey of about 50 kids in Jaipur, Agra and Delhi and they asked me the questions. This is a summary. It was a little bit more. If political leaders boycott the song Vande Mataram, the Indian Constitution ceases to have any importance since it is enshrined that Vande Mataram is a national song. Conversely, if these political leaders have taken the oath to protect the Constitution of India, how honest are they in their conduct when they boycott something that the Constitution enshrines?

I will make it short because some other people are there. Recently, on the same issue of political parties boycotting a meeting organized by the NCERT, National Council of Educational Research and Training, which has taken upon itself to write all the textbooks, we talk about free-market economy and the textbooks are being controlled by one agency, whatever the reasons may be. But if the people behind it are not even present to address the relevant problems, how can they solve it? How honest a nation can be when the facts described in one set of textbooks in one State differ from the facts described in another set of textbooks in another State? This is true. The textbooks in Bengal are different from the textbooks in Andhra Pradesh. Now, when these people will grow up, what will they think? They will start fighting with each other because they learnt different facts. Is that the national policy? Of course, I get excited about these things.

I will take one more second. The media plays a very important role in educating the masses and in nation-building. This time when I came, I was very excited to pick up the newspaper. I see the banner headlines; one of the headlines was – “Vickey Houston’s father sued for 400 million dollars.” As an American, I felt great that people are so popular in this country. But when you talk to the people, they do not even know about her. The question is – what we are giving to the public? Are we telling them to sue the parents or parents suing the children? What kind of moral we are giving them? Is that not education? Suffice it to say that here the media has such an impact on the others that they start thinking about copying the so-called good things in foreign countries.

Address by Mr Mohammad Anwar, Director, International Indian School, Dammam, Saudi Arabia

Mr Chairman, Co-Chairperson, Ladies and Gentlemen,

I know I am running short of time. I will make it as brief as possible. My talk will be confined to the problems faced by the Indian expatriates in the Arabian Gulf in providing higher education to their children with special reference to the Kingdom of Saudi Arabia which I have the honour to represent.

Out of a total of 20 million Indians abroad, 3.5 million live in the Gulf and over 1.5 million alone live in Saudi Arabia. The remittances from Saudi Arabia are 4.5 billion US dollars every year which is, by far, the largest in terms of foreign exchange from any single country. Yet, these expatriates are discriminated against for something which is so essential and that is education for their children. This is for the simple reason that the NRI label is attached to these children. The Indian expatriates in Saudi Arabia or in the Gulf are not NRIs; they are overseas contract employees whose contract is renewed on a year-to-year basis. Five per cent of the total Indian expatriates are professionals in the higher income bracket; 10 per cent are white-collared employees and 85 per cent are skilled and unskilled workers. They have no right to acquire citizenship or even to own immovable property in the host country. All their investments are in India and so are their expectations. This is certainly not the case with most of the NRIs in North America or Europe. Calling them NRIs is a misnomer. The majority of them lead hand-to-mouth existence and some of them are just languishing. Except for about 5 per cent others cannot afford to get their children admitted in professional colleges as the fee structure for the NRIs is only too exorbitant and forbidding.

In some of these States, students securing 80 per cent marks and above at plus two level cannot even appear at the common entrance test conducted by the State to which they belong. These States require a minimum of four years of continuous studentship culminating in their respective Board examinations as a pre-qualification for admission in their colleges and universities. Many are unable to educate their children after senior secondary as they cannot be admitted in local colleges. There is no permission for the Indian expatriates to open their own colleges. They also cannot afford to send them for higher education because of various reasons.

Boys above 18 years are not permitted even to stay in Saudi Arabia with their parents. Girls' education is even more serious. Not only this, even distance learning programme with a provision of contact classes is not permitted in Saudi Arabia. Reservation for admission under OBC and ABC is also not available to them as their income is converted into Indian rupees. IITs have stopped admission to NRIs under the DASA scheme, but not for foreign nationals or SAARC country students. In fact, the SAARC country students pay only 50 per cent of the fees that NRIs pay.

The aspiration for providing higher education to their children has remained an integral part of the Indian immigrants' psyche. So far, the situation has been frustrating and I dare say that the treatment meted out to the children of NRIs is the classic example of a thankless society. The least that may be done is as follows: there should not be any discrimination. Children of OCE must not be discriminated against in matters of admission after XII standard and should be treated on par with other students with the same reservation policy. It is imperative that we correct our perception as to who is an NRI and who is actually an OCE – overseas contract employee.

Owing to their very sheltered existence confined to small flats in which they live most of the time, lack of adequate exposure like their counterparts in India, lack of coaching and preparatory classes for admission to professional and other colleges, seats should be reserved for them with the same fee structure. Most importantly, the Indian Government should obtain permission from the Governments of the Gulf countries, particularly Saudi Arabia, to open colleges for higher education after plus two, as also obtain permission for distance learning programmes with contact classes in the host countries.

A number of OCEs can neither afford to take their children to the Gulf nor they have the financial resources to send them to residential schools in India. Therefore, reservation of seats ought to be made for the children in Sainik schools, military schools, Navodaya Vidyalaya Samiti and other public schools at the normal rate of fees. Institutes that can provide vocational training should also be established in these regions to broaden their spectrum of educational opportunities. Also, off shore campuses of high-level academic institutions like IITs, IIMs and medical colleges may be set up in collaboration with the Government in the host countries. A few countries have opened their branches in some of the Gulf countries, but not in Saudi Arabia.

There should be reservation for the returning OCEs and their children. Examination centres should be open for admission to professional colleges as also for NDA – National Defence Academy, AFMC, Naval Engineering College, etc. Well, the high-level Committee has done a yeoman service, but these are some of the problems. If they could address them, I think the OCEs in the Kingdom of Saudi Arabia will be highly obliged.

Thank you.



Address by Prof H P Dikshit, Vice-Chancellor, IGNOU, New Delhi

Thank you, Chair and Co-Chair, Prof Alagh and Esteemed Friends and Panellists,

The Indira Gandhi National Open University is a concept. It is very different, very unique with very diversified activities. In yesterday's presentation by the Hon'ble Minister, you might have seen that in the presentation this was the only institution which came as a reference when you saw the tele-conferencing, the tele-linking, the radio nodal centres under the name of IGNOU as well as Indira Gandhi National Open University. The dimensions that we have are, on the one hand, as mentioned, we are the largest university in the world today with our international presence in 23 countries and we have education awareness programmes right up to the programmes for Master of Computer Applications, Bachelor of Information Technology, Business Management which are internationally recognized. We also act as University Grants Commission for all distance education interventions in India. We are supposed to determine and maintain standards in distance education and also fund the open universities in the country and 90 distance education centres of different universities.

The Tenth Plan paper of the Ministry of Human Resources Development which has started from 1st April, 2002 says that we have to set up 13 new State open universities in the country which have to be funded and provided technical inputs from IGNOU as leaders in distance education. Distance education itself is quite often not well understood. It is confused with correspondence course education. Here, we have contact classes which are face to face. We also have very strong multi-media support. There are softwares both in the form of CDs. Then, there is television transmission; there is also radio transmission to support education, and that is how this university has 8,00,000 students today.

Every tenth student in higher education in the country is receiving education through Indira Gandhi National Open University. The institutions that we are supporting in India today, every fifth student in higher education is covered by the distance education system that we manage, promote and support. As regards international presence during the last three months, three ministers of education of countries from Armenia, Kyrgyzstan and Afghanistan visited our university with the request that they would like Indira Gandhi National Open University to provide technical support in building up their own distance education centres. The special request was from Armenia where the Education Minister said that they have very widespread and committed diaspora and they want to have distance education programme for the diaspora to be controlled from the country and we have agreed to provide them distance education support.

Another dimension which is emerging is that we are running programmes for the whole Commonwealth countries with the support of Commonwealth of Learning which is in Vancouver and which has recognized us long back as centre of excellence in distance education. Last month, we had a meeting which emerged from the decisions of the Heads of the State of the SAARC countries and the Pakistani delegation had proposed that in view of the capabilities of the Indira Gandhi National Open University it should be the nodal centre for the whole SAARC countries in terms of distance education programme and this was supported by Bangladesh and all other countries and this has come into existence from this year.

As regards our capability in terms of television and radio time for education, we have two 24-hour TV channels that we are uplinking from Indira Gandhi National Open University campus. This is a very interesting concept that is emerging from the Indira Gandhi National Open University which is unique. We have about 1,200 teachers in IGNOU spread over in different parts and 34,000 teachers from the country spread over different institutions or supporting our students. Our labs are in some of the best

institutions in the country. When the normal students are not using these labs, when the supporting staff is not being utilized for common students, we are using this facility and, therefore, we have developed a wonderful system of sharing of resources, sharing of human power and sharing of faculty.

A tremendous task that we have ahead is that we are going to have third TV channel from 26th January of this year where Prof Sirohi – he is here – the Director of the Indian Institute of Technology, with all IITs and with IIT, Delhi as the nodal agency, we are going to jointly run 24-hour TV channel for technical education with the support of faculty from IITs. This is going to make a tremendous impact because we are aware of a very large number of students who miss entrance into IITs and who are as good as those who are in IITs and they should be provided something which we can provide through advancements in technology and, therefore, we decided that this channel will be available to all students of this category and our projections are that about 15 lakh students will be using this facility and will be benefited by this facility.

Another interesting thing is that for a country like ours, one of the serious problems is that 70 per cent of our students do not have access at a reasonable distance to a higher education system. The people who are making names and fame are mostly clustered around bigger cities and bigger towns where we have education system. And as a country it is our duty to provide equity and access in higher education. The Indira Gandhi National Open University has decided to set up down-links of its television network and radio network for addressing the issues on the education of these students who never get an opportunity for education.

Here, I might mention that some of you might like to adopt the villages, the places which are remote and we can go there through our down-link facilities and provide the best teachers of the country to your home place. It is not that I am talking in the air. I had been responsible for doing what is now internationally famous – the head-start was in Andhra Pradesh where we activated 5,000 IT centres across the State and mostly in rural areas. I think this is technical intervention.

So, friends, what I intend to say is that I can briefly answer one problem which was mentioned just now by the panellist. For such systems, we also have distance education centres in the neighbouring countries. We are admitting students from different countries which converge for counselling, which is only for a few days to neighbouring countries. I know that Indira Gandhi National Open University has a good centre in Oman. It is possible that we registered students in Saudi Arabia, who are given the course material, who are given the multi-media input in the form of CD and hopefully we are under test-run; we will be able to reach through our Ku band technology from Europe to New Zealand. That is going to happen within six months from now. It is being test-run; we do not want to go ahead unless it is tested. You can have access to education through television practically in all the regions. So, this is one of the possibilities. It is happening in Africa.

The last thing that I would like to mention is that there is another model which has emerged during the last one year. A few countries, especially in Africa, have bought our course material. We found it very difficult, especially in Nigeria to manage the system sitting from here and we do not want to compromise with the quality. Let me mention that the course material produced by IGNOU is produced by the best experts available in India. Our course writers, course designers are basically from all institutions across the country and we have sold the course material to a few universities in Nigeria, Kenya, etc. where we say that we will train your teachers, we will train them in distance education methodologies, we will provide you course material. In the beginning, we will also provide you assignments. So, please go ahead and manage your system.

Thank you very much.



**Address by Dr Ajay Kumar Dubey,
Chairman, School of International Studies, Jawaharlal Nehru
University, New Delhi**

Thank you. Good afternoon, Mr Chairman, Co-Chairman, My Former Vice-Chancellor Prof Alagh, Prof Kavita Sharma.

I will confine to the time. That is the first commitment I am making to you. I want to raise three points regarding education, advantage India and the emerging Indian diaspora.

Indian education has different advantages and it has served very well to PIOs at different stages of time and some of the panellists have already spoken how they are competitive in opening schools, colleges in different parts of the world. We also have the advantage of tele-education which the last panellist Prof Dikshit expanded. The second purpose that education serves is on the issue of identity which Madam Rajab was referring to. Now, in terms of identity, education is very important to give values, to promote culture, to bring certain aspirations of the people of Indian origin who are not served by the other education system. It is in this connection that our strategy of education must be merged while promoting Indian education or while promoting advantage of Indian education to other countries where the people of Indian origin are staying.

The next point which I want to make is that when we exercise our education policy towards the people of Indian origin, we must segment, we must find that the jet-set NRI, the contractual workers who are also NRIs and they are in the Gulf countries and people of Indian origin who have gone long ago and have also not come up so high in the economic sphere – all these three sectors need to be segmented for designing Indian education promotion policy for the people of Indian origin and the same kind of policy would not work for all the three.

The third thing which is very important related to education and emerging Indian diaspora is the issue of networking. When you have a diaspora emerging, the network becomes the operational part of that and that can be facilitated and enabled by education a great deal. Many of you are from different countries and you know that Indian Graduates Associations have played a very good role in promoting Indian culture, value and even promoting organizations like GOPIO which is a diasporic organization.

Therefore, education also must be geared to promote that kind of network. So far, what we had been doing is reserving a few seats in the university and that has led to a kind of relationship which is spokes-and-hub relationship where you have a centre and then India sends different graduates to different parts of the world. But there is little networking among themselves. What is required at this stage to promote Indian diaspora as a network, as a strong international force which is accepted now all over the world as not parochial, as something that needs to be promoted – we need to have PIO-dominated focussed university. The high-level Committee that was appointed by the Government of India also emphasized that we need PIO-focussed institutions where students from different parts of the world can come, stay together and by the time they leave every year, in thousands, they will develop a network which will give a meaning and strength to the Indian diaspora.

Thank you for your attention.

**Address by Dr Adwaita P Ganguly,
Director, Vedantic Research Centre, London, UK**

Chairman, Sir, Co-Chairperson and Friends,

My central point is how to form a homogenous Indian community. India has a hidden

capital of a 300-million plus strong skilled community of enlightened professionals consisting of educationists and scientists, military and police officers, politicians and bureaucrats, engineers and computer specialists, accountants and lawyers, medical doctors and surgeons, architects and contractors, writers and journalists, traders and commercial class, sportspersons and artists, prosperous farmers and artisans and their families. India's main task is how to make use of this enlightened community for the social, economic and cultural rehabilitation of the rest of the 700-million plus humankind. Advantage India will be the goal of the new research and need-oriented education for developing human capital based on perennial vedantic values.

Now, I present a seven-point programme for remodelling our universities which will be the centres of national integration and future economic development. These seven points are: The new model of the university will be based on research and development taking full advantage of computer and information technology and electronic media. All modern faculties of arts, commerce and science will be reorganized with scientific objectivity wedded to creativity, impartiality, intellectual honesty, and with a spirit of enquiry facts will be analyzed which will lead to the obvious conclusions. The university will be funded by both State and Central Governments, public and private sectors, including multinationals. Aviation, town planning, tourism, sports, performing arts will be studied with an eye to enlighten commercialism. Every student will be assured a job after the completion of the professional degree or diploma. The standard of education will be linked to the highest standard of professionalism suitable to the need of the time.

Finally, the Education Minister of each State Government should form a Consultative Committee with the noted educationists, scientists, technocrats, industrialists, bankers, bureaucrats and ex-military officers for feasibility study and timing of the execution of the entire programme.

Thank you very much.

Address by Prof Ajay Mansingh, Executive Director, Natural Products Institute, Jamaica

Thank you very much. Mr Chairman, Madam Chairman, Ladies and Gentlemen,

I am giving just some general thoughts on India's destination for education and education for strengthening the PIOs. My views are what I have realized after discussing with various PIOs in the country of my adoption, that is, Canada, the country of my residence, that is, Jamaica. I have also worked in the US Army. So, I have a good idea of the PIOs in America.

First of all, we find that there is no clear-cut objective in making India as a destination for education because no university is really offering something that can fulfil the needs of its students from abroad except in the specified areas only. I think the objective should be well-defined and that is that education should unite the PIOs with the mother country, with each other emotionally, technologically and metaphysically and that is very important particularly in the countries which are the developing nations. People like me who have gone to already-developed countries to look for greener pastures are very different. But those who have gone before me to the developing countries such as the Caribbean, Fiji and South Africa and others, they have entirely different needs. So, they must be educated to have emotional, metaphysical and technological unity with the diaspora. They fulfil the personal aspirations of the individuals in the rapidly-expanding global market, fulfil the national needs of the countries, provide guidance in the quest for meaning and purpose of life. That is the weakest point of American culture which every Indian parent has to face. And that is what India must look at - provide guidance in the quest for meaning and purpose of life

which has become necessary in the contemporary world of science and technology; provide integrated solution to the modern professional personal lifestyle pressures and stresses; induce super-mental transformation in humans which frame one to be intuitive, logical, analytical, practical and problem-solving. If we know that Einstein was not as brilliant as he was intuitive and he has admitted to it. His intuitions have led to his discoveries.

The next is - and this is very important, understand the metaphysics of inter-racial and inter-villages brotherhood. I have founded and run an organization of the Caribbean Council for Inter-faith Fellowship and I know how important it is to promote the inter-religious brotherhood. Only India can provide such holistic, technical and spiritual education which is contemporary in need both for PIOs and their compatriots. You will find many non-Indians taking such courses. You look at the qua-developing innovative syllabus for teaching, the method of teaching, method of examination and an education which is economically attractive to PIOs. The recent experience of reserving seats for PIOs in the Indian Institutes of Technology, was the numbers my brother just told me this morning, who was Director of the South Campus of Delhi University. I think there were about 150 to start with and it kept on cropping dramatically to almost one-third now. The reasons were two. One is their fees were very high and secondly the method of examination was very difficult for them. I know three kids of my three friends who found IIT, Kanpur lectures going above their heads and, therefore, they decided to go to the top institution in America and do very well. They say Indian standard is very high, which, if so, Indians must maintain it. But, somehow, experts chain always make it palatable to those who are trained in America because the system of integration is a little different.

There must be an education in the uniqueness of Indian culture, philosophy, spirituality and yogic philosophy and technique – something that Prof Ganguly has just mentioned. There is an enormous need for this for people of ages in North America. I can tell you that. It should be a short-term credit course or survey course or whatever way Prof Dikshit may like to take part in; and it could also be a part of an integral programme. Any technical education given in India must have such a syllabus for such reports. There is no need for training people in India and going back; as westerners they came in without taking anything from them.

The uniqueness of India in Ayurveda is now being increasingly recognized. There are universities like this; I wonder if Prof Dikshit can help my university. We would like to introduce Ayurvedic teaching in the MBBS programme and I have been asked to look for it. The next is – introduce courses in other developing countries, give some training in India, give degrees and training courses in technology which is already going on. Now, with courses on Indian culture as compulsory and survey credit courses, It will make the course a holistic one. One thing should be there that recognized expertise of India in tropical agriculture is there.

I have been involved as a UN expert in developing policies for agriculture in Latin America and other countries. I find everywhere the tropical agricultural experts are from England. Is England a tropical country? My alma mater is Indian Agricultural Research Institute (IARI), and I visited there and I found that it is full of top-class scientists the world could be proud of. They have at least six patents, patentable compounds in which I am interested and I will be discussing it with them in which some American companies are interested. But their objective is to publish the paper. When my brother, who was Professor of Physics at the Delhi University, published a paper, he said - in Japan he prepared the paper - does your Government pay you money to give this interest to international community. I also would like to see that you develop some policy to get the courses accredited in foreign universities. If a degree is obtained here, how good is it in another country? This can be done easily. There can be some joint forces between those universities. There are Oxford medical

schools thriving in the Caribbean because they have some counterparts in America. India can try that very well because India is probably the best place where you can get training in modern biomedical technology at the cheapest price.

I think these are various things that one should look after. But please see that whatever is taught here and the degree taken here is recognized globally and also look at giving degrees in collaboration with other universities. I know my university is open for it and many American universities would be open too.

Thank you very much.

**Address by Dr Bikas C Sanyal,
Director & Adviser, UNESCO, International Institute for
Educational Planning, France**

Madam Chair, Prof Alagh, Distinguished Panellists,

I have four points to make in four minutes. The context on which we are here – education, developing human capital, advantage India, how can NRIs help India in this context, what should the Government of India do to take advantage of the NRIs' potential and finally what the private sector, private initiatives could do in the test-run.

The context is that India is expected to be a super-economic power with 8 per cent economic growth rate in the next five years' time and in 2020 it has to be a developed country. It has a tremendous human resource potential, second in quantitative terms in the world. But it has its own disadvantages. Yesterday, Mr Devesh Kapur of Harvard indicated to us about the deterioration in quality in general, not the IITs, IIMs and Manipals, and higher education in India. There has been a lessening of quality in higher education. Its quantity is small relatively, for industrialized countries are going for mass higher education. India has only about 10 per cent of participation rate in higher education. These institutions are run with very little managerial competence. But in these types, our students always excel abroad. They become the best in the universities in the industrialized countries.

Now, how can NRIs help in making India a super-economic power as well as to regain its cultural heritage that it had once upon a time? We had listened yesterday about the brain-drain that India had, it was a net gain and now we do not have today Jagdish Bhagwati anymore to debate on brain drain; we have no empirical evidence on that. Now, how can NRIs help? Take the example of Assam or Bombay? Take my Institute as a case to show to other countries around the world how it focusses on. Let us take the case of education in these programmes where NRIs have been associated. They are contributing intellectually and also monetarily. I think we, the NRIs, could adopt all our villages. This kind of programme could improve their lot.

Secondly, NRIs can help Indian business and educational entrepreneurs. It is a new kind of educational entrepreneurs now coming up in India and abroad. They are doing well in their personal and institutional capacity to establish world-class institutes of higher learning like the Indian School of Business in Hyderabad or the Indian Institute of Public Health. They can have their own organizations through donations to improve the quality of institutions, quality of learning as the IIT alumni are doing. I am giving examples. I am not speaking from the blue. These things really exist.

Academic NRIs can serve for short periods of time during the vacation around sabbatical leave in the Indian institutions of higher education on the lines that the United Nations adopted the talk-term plan programme to help developing countries using their own expertise. They can invite Indian students in larger numbers to their own institutions in the host countries. It is going on now in France. Several institutions



have begun the calls and are inviting a larger number of Indian students. They can add student exchange programmes on the lines of cultural fronts and Indian institutions of excellence. They can provide training in the management of education.

Madam Chair, I would like to humbly submit that I have been involved in doing something with the National Institute of Educational Planning and Administration to organize several programmes on management in higher education. What is the role of the Government of India? What the Government of India should do to utilize this tremendous NRI resource potential that we have been listening for the last two days. It will facilitate privatization of higher education with monitoring and control through policy formulation. I emphasize – promote privatization; encourage private sector but please do monitor its quality and control its working conditions. You watch export of hard money to Stephanaticism in the name of education. You encourage more Indians to go abroad. Do not be afraid of brain-drain. You invite more foreigners to come to India for programmes like we are learning from Dr Ganguly and our friend Prof Mansingh was talking about. There is a lot of market for that. Not only that, we have got all very excellent programmes in IITs and IIMs and some institutions of higher education to which foreigners could be attracted.

The Government of India may prepare itself to face the challenges of GATTS – General Agreements of Terms and Trades for Services. It is a big challenge that is coming out. You facilitate NRIs' participation in the educational enterprise in setting up joint ventures on education. It may be a profit-making event. Why not? The examples are there. You said about distance learning method; lunch-after campuses like Delhi Public School system is doing. There are campuses in the United States. They can have some more. Manipal is doing something.

For the private sector to benefit from this high growth investing for higher education and to get high returns, it is necessary to set up partnerships with NRIs, academics and entrepreneurs. Partnership is the key and strategic alliance is important.

Thank you very much.

Address by Dr Kavita A Sharma, Principal, Hindu College, New Delhi

Thank you very much. Prof Alagh, My Co-Chairpersons, Distinguished Panellists and Friends,

In this very brief time, I want to mention the central point. I have been concerned with the young people, especially the young members of the Indian diaspora, my own two children having been very diasporic as was read out, as is evident. The diaspora is deeply conscious of its cultural heritage and it interacts not just among themselves but with other ethnic identities in different countries and yet it has deep roots in India. Therefore, it is very eager to pass on this rich legacy I have found to its children and because it has managed to sustain itself through the challenges that it was faced through this rich legacy that it has got itself, and it uses different agencies like music, dance, clothes, food, rituals, temples, language teaching, both within and outside temples to try and get their children to understand something about India.

The question arises whether India should be doing something to put in place programmes to create a sense of belonging and a shared vision about India. Largely, we have been talking about investments and deposits and so on and so forth. But any mercenary relationship does not last and is at best cynical. What is at the bottom is the hearts and the minds which is what creates a shared vision and a sense of loyalty and it is in this that educational institutions can play a part. It is the key because concepts are propagated and are disseminated through educational institutions and a sense of

identity is created; a sense of allegiance is created. The Indo-US educational relationship is a very important factor in the Indo-US relationships. If one had time, one could expand on this. But there was an extraordinary and extensive collaboration between India and US in the field of education. Whatever may have been the ups and downs of the political relationship, that is what sustained it because the people understood each other.

It was not a one-way traffic. American assistance provided and contributed to India's self-sufficiency in all important spheres research, agriculture, engineering and professional educational institutions. At Hindu College, I tried to develop this idea and we, together with all the faculty, created a 45-hour 12-week instructional programme of about 15 credits which would blend into the study of broad programmes that the institutions abroad have. Again, we felt it was not enough as many people fall. I think it is a trap. You just keep talking of seven century brands of India. I think India is a vibrant, contemporary country and, therefore, it was like a back to future kind of a programme. Very quickly, the components were history, politic society, that is, structuring of contemporary India. The Indian philosophy – we called it back to future. Artistic cultural identities in India evolved, and are emerging. The environmental challenges in the 21st-century India are there. The context of Indian business practices today, Indian economics, liberalization and after, the gender in India – are the points, because those are the questions that are asked all the time. The gender in India at the turn of the millennium, Indian literatures, are the many voices within India because we seem to think that only Indian writing in English is something that is put on the map of the world.

The next is passages through India, a structure travel course. I think we did say that we needed to develop one more programme in this and that is science and technology as it is in a developing country. We have not yet got around to putting it together. But these other courses are really – you can choose 15 3-credit courses; you can choose any five out of these. You have different modes of evaluation, not the traditional exam system.

These courses can be taught also, I think, through a distance learning methodology like the Internet, the CD Roms and then it would require a shorter stay in India. Otherwise, this is a one-semester module. They can be of different levels comprising of very elementary, introductory levels to progressing towards higher levels of complexity. They would have some of the following benefits. They would create and strengthen a shared understanding and vision in the Indian diaspora about India. Because it is the Indian diaspora which has made India a significant cultural and economic presence in the world and the world in turn has become a part of India through its diaspora.

It would lead to exchange programmes in universities in different parts of the world at both student and faculty levels leading to widening of horizons and other benefits. I personally find that very often our teachers are very short-sighted, simply because they have not had enough exposure and this would provide an exposure, because the teacher is the key. Without the teacher, you cannot develop anything in an educational institution. It would lead to a stimulation of academic activity in the Indian universities itself because very often we have such a rigid system that we do not get enough outside stimulus and motivation to change our programmes. It would lead to infrastructural development new models of pedagogy would have to be introduced because these programmes cannot be single-dimensional. They would have to be taught in a multidisciplinary fashion with different modes of teaching than are now available or are practised in this country.

Of course, it would also generate income and that would also help in building up the infrastructure of that educational institution.

Thank you very much.



Address by Prof R P Sirohi, Director, IIT, Delhi

Chair, Co-Chairs, and the Panellists,

In fact, I represent technical education, I represent IIT and the reference has been made by a number of panellists to IIT. I would not like to defend whatever has been said. The only point I would like to raise is – how we can work together in the area of technical education. I receive, on an average, one international delegation every week. In fact, this week there were three on Monday – one from Uzbekistan, one from Duke University, USA and one was from China. They come and ask us – how do we create these excellent human resources, human beings who are admired everywhere. They want to see our course contents; they want to talk to our faculty; they want to see our labs. We are open. We allow them, we have discussions with them. In fact, we have a large number of international collaborations. We have under the collaboration exchange of faculty, to invite the faculty from other countries; our faculty can go and spend time from a few months to a year. We have an exchange of students. Under the exchange of students, normally the credits are not transferred; so, most of the time they come for the project work. But depending on the university, we can always work out the transfer of credits also.

We can also do the collaborative research works on an international basis and we also have a possibility to go and provide some custom design courses for the faculty in the other countries and so on. So, these are the different kinds of modes which we have. Now, I might, perhaps, give a little information about the IIT. There are seven IITs in the country spread across the nation. Our admission to IIT at the B.Tech. level, the undergraduate level is through Joint Entrance Examination. About 2,00,000 students wrote an exam last year and we take 3,500. Anybody can get in. All he has to have is plus-two pass. We do not look at what grade he passed, what was the percentage. So long as he is plus-two pass, he can compete in the JEE examination, and, he is in IIT system. And then it is our responsibility to polish him and make him whatever.

We did stop DASA because the number was coming down. We, in fact, reduced the fee this year. But the number was too low and the performance of the students was not up to the mark. We found that we are really putting the students to a lot of stress. So, we did stop. We have created something very interesting in our IIT – that the student and faculty can join together and can start an industry, start-ups. This is where we support also in the first few months until it starts taking off, particularly the knowledge products are very quick to come by. Therefore, in the IT area we have been doing it pretty well.

I think that is all I would like to say. If there are any questions later on, I will be only too glad to answer.

Thank you very much.

Ms Kavita Sharma

I think I must specially thank Prof Sirohi for saving two minutes. My friend Prof Alagh tells me that the IBM which set up its fifth research centre, not research and development centre, in the world outside the US, is at the IIT, Delhi, and that speaks volumes about the quality work that they do in IIT, Delhi.

Address by Dr Arjoon Suddhoo, Executive Director, Mauritius Research Council, Mauritius

Thank you. Co-Chairpersons, Distinguished Panellists, Ladies and Gentlemen,

What can India do to help in the field of education or to help the Indian diaspora?

I am going to describe what, I believe, is the status of science in Mauritius, but you can expand that to also being the status of science in most developing island states. Why science? I believe that science education is important. I think I do not need to convince most of the panellists from what I have heard before. Most of you tend to believe that science education is important, and why not. This world is increasingly being driven and dominated by technology which is, of course, at the application of science.

But, in a small island State when you ask pupils, young students particularly girls, whether they want to go on and do scientific studies the answer is very rightly no. When you ask them why, why is it that you do not want to learn science, the most popular answer would be well, it is a very difficult subject and then the second popular answer would be – well, my dad says I am not going to get a job if I were to do science. We will get real opportunities or much better if I were to do economics or accounting. This situation, I think, is very true certainly in Mauritius. If you do chemistry or biology or physics at the University of Mauritius, the likelihood is that you are ending up being a chemistry teacher or a biology teacher. That is all.

My argument as the Director of the Research Council which is also responsible to advise the Government of Mauritius on matters pertaining to science and technology is that we need to make some form of science compulsory, at least to an age, for example, 16-years old. In some countries, science is compulsory up to the age of 18. Why is that? I believe that science, just like English and in Mauritius French, is vital in order to become a good citizen. In order to understand and comprehend the world, you need a basic notion of science. Most of us have a mobile phone. But how many of us do understand the basic principle of how this mobile phone works? The answer is, probably, not many of us would know the answer to that.

So, science is increasingly becoming a must. Whether we like it or not, the child must come out of the educational system at the age of 16 or 18 with a basic notion of science – a basic notion of science that the child can understand the functioning of his or her body and also how the environmental processes work. I believe that once you understood the science of your body and the environment, then you will also understand how mankind can live in harmony with its environment.

If we agree that some kind of science ought to be compulsory at school, then a bigger question to me is what kind of science should we be teaching. There has been a tendency to teach science as the absorption or memorization of a large matter of scientific information that we learn and reproduce on the day of the exams. I think this is wrong. A lot of people are put off by science because science is perceived to be a difficult subject. I do not think it is. Science, to me, is fun and attractive. I think this is the way it should be taught. One of the mistakes that, I think, we had a tendency to do is that we have been teaching science which the child cannot relate to. It is not every day-to-day things that the child sees or touches. It is very often a science we have taught in a very theoretical and abstract manner. I think that has to be looked up.

I am going to tell you something that happens in my own country in which I have acquired the shame of. Now, we all know that the best way to teach science is to use practical exercises, having labs and so on and so forth. Because of lack of resources, a number of secondary schools could not afford proper scientific labs. The advice we had from the British consultant was that – it does not matter, you can go ahead, teach practical in a theoretical manner and always design an exam paper which I am going to call alternative to practical exams and through a theoretical means I will then assess your practical skills. I have never heard of anything that could be more ridiculous than that. The only alternative to practical, to me, is practical and nothing else. There is no way you can evaluate somebody's skills through a theoretical paper. Yet, you will not believe, with that so-called alternative to practical exams, I have survived in Mauritius for the last 17 years. Incredible!



Finally, ladies and gentlemen, I would like to just base on the teacher training, particularly at the level of primary school. I think if the same person is going to teach maths, English, French and history and geography, we have to ask ourselves – can that same person also teach you science. I think that is a question we need to address.

That is what I wanted to share with you. I will answer any questions you have later.

Thank you.

Address by Prof Dato Dr T Marimuthu, Eminent Educationist and Sociologist, Malaysia

Mr Chairman, Co-Chair, Members of the Panel, Ladies and Gentlemen,

Within the four minutes that I have been allotted, I will make four points. My title is – Collaborative Effort in Private Higher Education, The Malaysian Experience. In the last two days, almost every speaker from the Prime Minister to those who spoke from the diaspora emphasized the importance of education for social mobility and they have made use of education for prosperity and the well-being of their sons. The importance of education cannot be overemphasized especially with the advent of the knowledge economy and the digital economy.

Now, most of the speakers seem to love the NRIs and the PIOs together. We must make the distinction because the NRIs left India with intellectual skills, while the PIOs or the labourers left India with manual skills. Therefore, it has taken them a long time to come up through education. But education has provided them the avenue for social mobility, prosperity and well-being. I think we must make this conceptual distinction between the PIO and the NRI.

Secondly, in terms of the Malaysian experience, the Indians have used education as the avenue to pull themselves up, although it has taken them longer time than the NRI and in terms of the private education sector in the higher education institutions particularly in the public institutions has been limited and, therefore, the Government has liberalized the private education sector. So much so, at this point of time the admissions into the private education sector are more than in the public education sector, including the Manipal Malacca Academy.

In the last two decades, Malaysia has liberalized private education sector because it is guided by the national policies. One is to make Malaysia a developed country by 2020. That is our Vision-2020 that has been declared about five-six years ago and India has declared Vision-2020 this year. Secondly, it was supposed to be the centre of educational excellence and to export of education so as to provide opportunities for students from China, Indonesia, USA and India. Now, what can we do? What sort of collaborative efforts can we have? Because of this liberalization of educational policies, we now have 16 universities, private universities; some of them from Australia, New Zealand and UK including, as I said, from India. There is only one university from India. There are twinning arrangements such as one-plus-two that means you study one year in Malaysia and two years outside in a foreign country. You also have advance standing, credit transfers, external programmes and so on and so forth. The Indian students' participation has been about 8 to 10 per cent in the universities, but now because of the ethnic quota system we have been able to get about 8 to 10 per cent, but we have moved on, based on merit. Because of merit, because the Indians have been educationally disadvantaged, therefore, the percentage has come down – so much so, there has been a community effort. A university has been formed by the Malaysian Indian Congress known as the Asian Institute of Medicine, Science and Technology, established in the year 2000.

We have been talking about the PIO university. This could be considered as the PIO

university. Everybody is talking about the interaction, networking between the diaspora and India. There should also be an interaction and networking between diaspora and diaspora, because there are lots of educationally-disadvantaged children from Fiji right through South Africa through Trinidad & Tobago. This could be considered as a PIO university for you to come and enrich the institution.

Finally, the Malaysian Indian students have a very high fascination for medicine. I must acknowledge here that India has provided the opportunities for medical education. As the Vice-Chancellor of Manipal Academy has said, 2,700 doctors have been trained by them. Over 30 per cent of the doctors in Malaysia are Indians. Our proportion in the population is only 8 per cent out of the 1.8 million population. Therefore, the Malaysian Indians have been very adventurous. They have founded new universities in Russia. They have gone to Trinidad & Tobago and so on and so forth. Therefore, we aim for a university based with medical faculty and engineering faculty and so on. India and other countries in the diaspora can help in terms of exchange of staff, enriching it and, therefore, benefiting the diaspora.

Thank you very much.

Address by Dr (Mrs) B Shukla, Director General, Amity Business School, Noida

Thank you very much. Chair Prof Hegde, Co-Chair Prof Rajab, Prof Alagh, Dr Sharma, Distinguished Panellists, Ladies and Gentlemen,

I am the last speaker and from a very young 80-year-old institution called Amity Business School. In my presentation, what I will be covering is the emerging new economy and then I will talk about my institution a little bit. When we look at the emerging new economy, like when we talk about the education system, there have been only three eras. In all economies, they have a radiant era, an industrial era and the knowledge era in which we are living.

The emerging new economy which can be characterized by globalization, de-regularization and privatization, digitization, focus competition, mergers, acquisitions, emerging new growth sectors in various fields. Customer and employee expectations are rising in the industry. There is a greater need of knowledge workers in today's scenario. All of this has resulted in rational and radical thinking both on education and on business which has brought – we feel – a paradigm shift in education from traditional education to the emerging education. When we talk about the traditional education, there were the teachers, policymakers and the funding organizations, and mainly the teachers were in the holding and there was very little influence of the students or the parents. But when you talk of the emerging education in India, the education is becoming a lucrative industry and there is a lot of enhanced role of other players other than the players which I have mentioned earlier.

Business and commerce are influencing in a big way. Also, in education the new scenario is coming where a lot of contribution has been made by the open university which is the distance learning education and its reach to the nook and corner of the country and outside also. When we talk of education, the public education has started competing with the private education. Also, the international players from across the globe have started coming to this country through various modes setting up their agents for recruiting the students, for taking for their institutions, or for collaborations with the local institutions – maybe the private or Government. Also, the education is slowly and slowly becoming more of customer-centric, especially with the privatization taking place. The people want the value they do get by the education they are taking. They are getting the quality. They see the job prospects later on.



At this stage, I would recommend that the Government should play a supportive role to all the players in education. It should promote a self-lucrative organization. Lately, we have seen that AICTE, NCTE and CBSE have tangibly demonstrated their active involvement in this regard through financing various programmes related to research, faculty development and strictly monitoring the quality of education.

When I talk of continuing the emerging issues, I would like to say that academic infrastructure is the one thing which has to be really looked at very strongly and which is driven by the two factors – guidelines from the regulatory authorities like AICTE and all the benchmarks used by some of the agencies, basically which are providing it to various institutions mainly in the business schools.

In India also, we find very little in the industry and academia partnerships. Many times we find that the industry says that whatever product is developed it is not as per the industry needs but unless that partnership between industry and academia emerges, then only can the product be developed as per the needs.

As I said, I am from a very, very young institution called Amity. The vision is building global bridges and a foray in industry and academia providing total quality education. I will just talk about my universe. This Amity Universe, when you talk, is in the fields of computer sciences, information technology, biotechnology.

I will conclude. We have 36 institutions having over 100 courses that we are running. We are having 11 campuses across the country. We plan to go across the country and abroad also. Thank you very much.

Address by Mr Madhav Chavan, Programme Director (India), PRATHAM, Mumbai

I hope I am not restricted by that agenda. I would rather make a different presentation. I am not here to talk about PRATHAM. You can visit the PRATHAM's stall and get all the information you want. I am here to talk on behalf of 500-million NRIs. I am not drunk, I have not taken drugs. Five hundred million NRIs are – non-reading, non-recognized Indians. It is almost symbolic that I got lost out in the speakers' list.

There is nothing to say except that how can anybody who lives in India or takes pride in India can tolerate the fact that we are the largest contributors to the illiterates of the world. In the abstract that I have submitted, I have mentioned the fact. Prof Alagh, we have to change our indicators. The indicators show that 11 out of 100 children in India do not enter schools. The rest do. Forty drop out before completing Grade IV. The story that does not come out and I think the American Association should take this up, you have the political power – go to any government school. As you suggested, take a village, any village. Go to a government school or ask your friends or relations to walk into a school and say how many children in grades IV, V, VI or VII can read. Let us not be fooled by 65 per cent literacy rate of India. In the Indian government schools, 50 to 60 per cent children cannot read a paragraph. I am glad that Dr Arjoon Suddhoo said to make science compulsory. Education is still not compulsory in India. Reading is not compulsory in India. How can you tolerate this?

All I can say is let us do three things. Let this be the one thing that unites all Indians anywhere in the world. Can that be done? Can we say that this is not tolerable? Will you please ask all government officials from the Prime Minister downwards whoever you meet – why is it that India employs teachers at the Fifth Pay Commission's rates. We pay all the bureaucrats in the education establishments and we cannot guarantee the parent of a child that at the end of four years of education your child can read. Can we do that? Forget about science for the time being. Well, 10 per cent of Indian population is what the discussion was all about today – wasn't that? IITs is even less. Universities

are just a little more. So, let this be the one thing that unites us all. Let us ask the Government to publish figures of children who are in schools and can or cannot read.

Unfortunately, it is not from PRATHAM. You have got a presentation written there – Wake Up, India. A page inside tells you that TCS – Tata Consulting Services has come up with a computer-based solution where 7-to-70-year-old children or people can read in four years. One PC. They have given calculations. It is not a PRATHAM solution. So, somebody is saying that it is already there on the desk. We have shown and we are showing it in many places that a child who is inside the school or outside the school can read in less than 30 days and it does not require a PC, it does not require a trained teacher. It requires somebody from the home village paying a little more attention and helping out. If you would like to see the evidence, I am happy to give you a CD.

Unfortunately, the times are changing. We are all woken up. I am not negative about India's future. I have seen things happening over the last ten years. I returned from the US in 1986. I was a chemistry teacher at the University of Houston and I am back here now. I have seen the times change. Governments are responding. We have great responses from the Government of Maharashtra, Government of Assam. Recently, I do not know how - we have been talking about this in many places – an officer in the Gujarat Government took out a decree saying in the next months every child must read. The point is – it is not just the decree. There is a very simple solution, there is a very simple technique that will work. At least, the child who is inside the school should be able to read. Right? Can we do that?

And the next thing – for the children there are no books. There are very few books. On exposure to science, I do not agree with you much more. Well, let us leave the practical side; it will come. But the exposure – I read about a lady about books when I was a child, how it works: are these books available in Indian languages? No. We are going out in a campaign to publish books for children. Can we give simple things globally about basic things in the world, science, geography, history, etc.? Can we show our children art around the world? Can we show them mountains around the world? This can go to every last child. Can we take up a scheme for two books for every child in India? Can we do that? Libraries in our schools are locked up. Why? It is because if the books are torn or lost, the teacher may be penalised. And the Government goes on buying these books.

All I am going to say today is I want your attention; please ask every Indian officer. Let us write e-mails to people. If you would like us to spearhead we are happy to do it. Write e-mails and say – how many children cannot read, especially considering that in 30 days the children can read. Why is this so? Ask that question. Secondly, funds are always welcome. But that is up to you. Give to anybody who is working in this field. Decide how you want to give. That is fine. And the third is time. Give us time. Give these unrecognized, unreading Indians half the future of India – your time.

Thank you very much.

Delegate

I think Dr Chavan has hit the nail on the head. A recent probe report for the four northern States had a more pathetic story to tell about our schools. Apart from the students not being able to read, schools were not used for teaching at all. And, that is interesting. In contrast to that, they found the slum schools run by the underworld dons doing wonderfully well. These schools were so successful. I am told there are 50 around, even Charminar in Hyderabad that the University of New Castle sent a professor of education here to study those schools and he has now reported back. I am told the British Government is taking this to subsidize the efforts of the inner city London schools which have stopped of reading capacities. May I remind the audience that 62

per cent of the Britons cannot read anything other than headlines in tabloids? They cannot understand what is written in the English newspapers. So, it does not mean that we are isolated in this. Of course, we are in the process. They have had 400 years of so-called development and we are 55 years. So, we will catch up. But, I think, the idea is wonderful.

(Open discussion)

Delegate

The question is – he mentioned 40 per cent dropouts from the schools. Now, there is a key question which I find – nobody is so far dealing with that on the high schools. The rural high schools in India are something like about Dr Suddhoo said – no labs. The rural high schools in India either produce jawans for the Army, Navy and Police; cleaners, at the most wiremen. The standards are so pathetic that the people send their children under force and they take them out because in any case he is going to be worth nothing. You cannot be an officer or an executive if you pass from a high school in the rural area and that represents 80 per cent of us. All the brilliance which we have shown is from the good schools in the urban areas. That probably is 7 per cent of the total good high school graduates. Imagine what could have we done with greater participation if this is what we have achieved with only 7 per cent? The question is – not just reading; the people cannot see any potential until they graduate out of a good school and we have got to do something – a good high school or plus-two school and that is where people who have been involved in education can help. My question is – what can be done to provide a science lab, a computer, a language lab and good maps. That is the starting point for a good college or a university. Thank you.

Prof Y K Alagh

It is a very difficult question and I will only endorse.

Delegate

Can I respond to that as an NRI?

Prof Y K Alagh

I think what Mr Chavan said is generally valid. This is, of course, a global problem, as you said, Mr Chairman. The UNESCO is not able to change the definition of literacy because in large parts of the world you follow the Chinese method where literacy really means that you learn ten pictorial characters. So, the problem is of a more general kind. I think the Indian problem needs to be discussed. It is a very intense problem. In two words, I can say that there have been some very good minds like Chavan and others who have built up a plan of around – it does not cost that much, really – around Rs.700 crore over five years. Coverage of schools is no longer the issue in India. Almost the entire country is covered with schools. The issue is precisely the effectiveness of the existing systems. Through a series of methods which include the use of computers, of traditional methods in some places or satellite education in others, it is felt that one can break the back of that problem and there are some very good voluntary groups in India who are involved in education. PRATHAM is one. But there are others, as Dr Chavan indicated to you. If you involve them, I think you can make a decisive step.

Delegate

You have some sort of a system which is really accountable and a franchise type. There are too many enquiries like the PRATHAM has come up in primary education; you may have one on secondary education or college education or alumni association. Most of the USA universities are funded by alumni. That is the point I want to make.

Delegate

I think this point of networking which was made from our friend in Malaysia is an extremely important one and I would really endorse what you have said. Offer a cafeteria which is available on the Internet for funding.

Delegate

Today's topic was supposed to be developing human capital and the advantage to India. I did not get to hear anything as to what were the advantages except from IGNOU and another speech. I did not get anything which showed that there was an advantage. I see that there are a lot of problems in India itself. Do you mean to say – a lot of help from outside to develop the Indian education system or you have got to rethink on your priorities, rework your Government laws. We have been trying. I am from Muscat. I am a chartered accountant practising. I am a partner institute with IGNOU. I know of the Middle East college very well. Both of you were there. I do not see any reason why the Indian education system does not allow export of education outside. We have been trying for the last five years to get the Bombay University to set up a centre there. We have gone round to maybe 20 departments. We have gone to the UGC, we have gone to the Ministry of Education. We have gone to the Maharashtra Governor and Chief Minister. We have met every kind of person. Nobody is bothered. I see that you have got a problem yourself. You have got to take our help. Maybe, you have got Australian universities coming in here; you have got American universities coming in here. They are all going to take away your children. So many schools are opening here in Bombay leaving the Maharashtra Board and they are going in for IB. You have a really big problem.

Ms Kavita Sharma

I will answer that. Our powers-that-be work like the Bible's idea – let not the right hand know what the left hand does. I will give you a concrete example. We selected 12 Ceylonese students this time and when the Minister of External Affairs says – give them the visa; the Ministry of Health says, do not give them the visa because they have to get an NoC from us. When we go to the Health Ministry and say – give us an NoC, they say let the students come, then we will give the NoCs. The students cannot come without the visa. Actually, one of the Secretaries in the MEA told me – Sir, if you are in this panel, please let people know how we work so that at least there is some action happening in the field. Let the right hand know what the left hand does. We will have no problems at all. As you very rightly said, very soon we will all perish because these universities that are coming in 2005 will take away all our students. We are looking at it incrementally. I will come to another very important point. We have been looking at education in a reductionist way. Look at the holistic view.

Let me tell you my dear friends, being a doctor myself, in 2002 70 per cent of Indian children have 50 per cent blood because of hookworm. We do not have toilets; we talk of big things. All that I do is war on toilets - Toilet plus. If you have a toilet for every house, our children will go to the Olympics. Now, with 50 per cent strength both in the mind, blood supply is 50 per cent and the body 50 per cent, how can you expect a child

excel in mathematics and various other things? So, these are the things we have got to look at holistically and hope somebody will look at it that way.

Delegate

I represent a senior secondary school in Delhi and I just want to give you a different perspective of what Mr Madhav Chavan had said. I totally endorse when he says that some, maybe 40 per cent of the children at primary level are not able to read. But let me give an example. Before starting my school as a manager, in the Managing Committee of it, I was a solar research scholar working with a solar observatory. In some experiment that had to be done, I visited a village and I was amazed to see small kids telling me, with some reference that we were talking about – first I will say it in Hindi and then I will repeat it in English – bilkul sahi kah rahe ho, babuji; suraj sardiyaon me niche se nikal jata hai; garmiyaon me upar se. What they said was – that sun rises at a lesser altitude in winters but at a higher altitude in summers. I am sure that many people who are sitting here must not have done this observation. Indians have knowledge, but they are not literate. This is a difference which has to be done. They have the knowledge, but the literacy has to be brought. This is what I wanted to say.

I just want to add on. I would also introduce to you the real hero of the Indian education. Each of us, at some time, who has studied in India, knows, but here we have not talked about that – the person I am saying. Each of us is that person. At the elementary level, when the child is in classes I to V, the kind of bag that he has to carry has been something which many cartoonists have been making on and it has been coming on in newspapers. I have an invitation here. In my institution, we have been working and we have come out with a curriculum which intends to take away the textbooks. They are an unnecessary burden on students. I would like the cooperation from people all across the world that I can send my papers, the research and the development that we have done; that can be accredited in your colleges or universities so that I can compare what is happening internationally and on what grounds we are working. Thank you.

Prof Y K Alagh

I just want to put in one word. While I totally endorse almost everything that Madhav Chavan said, but I think it is fair to point out – I just chaired a Committee on reform of the examination and training system for the higher civil service. Around 28 per cent of the people who get into the IAS – three lakh kids apply and finally we take about 270; they come from rural schools. As a former Vice-Chancellor of JNU, let me tell you almost a hundred thousand kids apply and we take one thousand and again roughly 30 per cent. I think what Madhav is saying is important that if you have a proper system, perhaps 60 per cent would have come from rural areas. But for us to think that rural schools – in fact, you will find that in every area of leadership in India at the top level you will find people who have not studied in convent schools or foreign universities like me, but who have studied in municipal schools because we have such a great genetic potential. They take advantage of the system. Please do not get away with a picture that our rural areas do not throw up leadership and the rural schools. That does not mean that the problem that he is raising is not important.

Delegate

They also have a quota for rural students in the professional colleges.

Mr Kamal Puri

I run an educational establishment in the Middle East, Skyline College having branches in the Middle East. I have two suggestions to give to the decision-makers on which I have spoken to Mr Murli Manohar Joshi also. It is high time India has to think about total private education system. Canada is doing it already; UK has done; US is already there. Private education system must come into this market. That is one. The decision should be left to the buyers as to what they want to do. I am using the word buyer because I call it that education is my business. I do not call it social; we give scholarships, we do other things. This is one.

Secondly, the biggest problem that we are facing is – the Indian education is not on par with the education in the US and Europe and these regions. We run three years' bachelor degree; 12 + 3, 15 years is not acceptable at all in Europe and US because UK operates 13 years plus three. So, there is a big problem here. We the educators have to understand that we have to run 16 years of education on the basis of this. There is one more point. Now, general education is a part and parcel of the US education system which is not in India. When we take an Indian degree, the first question that is raised – where is general education? As a gentleman was mentioning about science, in general education we talk about communication, science, social science and other aspects which are compulsory.

These are the three points which the decision-makers have to raise. When I asked Mr Murli Manohar Joshi, he said – I want Indian universities to go abroad. I said what about foreign universities to come here, will you be able to stop it by 2005? There was no answer. It is high time. We are ready to invest as NRIs a huge amount. But we will take education as a business, not as a social cause. We will leave the seats for the social cause. This is up to the management to decide of that particular institution. Thank you.

Prof Y K Alagh

No, I do not agree with this. I have given my speech. Nobody should be allowed to give two speeches at this stage. Let me say that private initiative is extremely important. But the gentleman referred to the West. The last year for which the data is available, I happened to be the Chairman of a Scientific Steering Committee of UNESCO; in the OECD countries fees account for less than 15 per cent of the total expenditure. In the United States, it is 30 per cent, but the US has a very large number of scholarships. Really what we are talking about is a mix of a public and private initiative and voluntary activities. I hope you will participate. But if you have told Mr Murli Manohar Joshi, who is a very dear friend of mine, that the State should withdraw from education totally, I think you are making a mistake. We need a more enlightened State. Some of these things will just not be solved by private education – the problems that PRATHAM talked. But we should have a State which supports all these initiatives.

Delegate

Just for the information of the people here, last month we had an interaction with a German University. I, as a former President of the Association of Indian universities, had negotiated with my German counterparts. They have recognized major Indian universities and IITs at par with their institutions. As a matter of fact, our feeling is that we have been looking more towards UK and US. France is going to do it pretty soon. More than that, for the information of the people here, a very small B.Sc. (Hons.) course that I started at the national level – 13 students passed, out of whom two have gone for Ph. D. without MS with Fellowship in the Eastern Ford University. One of them has been

selected in the Maxplans Institute and the fourth is in another high position. So, there is no problem of recognition.

Ms Kavita Sharma

No, this is not a problem at all because medicine, for example, the same thing is here; it is recognized. A doctor is here. Indian MBBS is recognized everywhere. They have to pass a licensing examination in that country. The last question now and I am afraid we will have to close after that.

Delegate

Mr Chairman, I work for one organization called INDICORA which is a social organization in the United States and in another one called ECO-VIDYALAYA along with Mr Shamji here which works in the rural areas of India to educate our rural tribals. I have a question for Mr Chavan. How do you go ahead and motivate people? How do you go ahead and motivate children? How you sparked the desire to learn? There is such a large divide between the people who are educated and the people who are not. Then, what motivates anybody to learn? I would like to tell one quote which I have often quoted. In the rural areas, a middle-aged farmer makes just as much as an illiterate farmer. So, what is the point of education? How do you motivate somebody to educate?

Ms Kavita Sharma

Up until the 1950s, it was thought that you could make money without education. But I think now the whole concept has changed. Knowledge society always enables you to make a better living. So, education has a very high rate of return. In general, you may be right in comparing the two farmers in the village. But, then, I do not think it is applicable generally.

So, may I, on behalf of all of us on the dais, thank everyone of you in the beginning for listening and bearing with us for so long and all the panellists for the wonderful work that they have done and the chairpersons, my colleagues and Prof Alagh for the keynote address and our Ambassador, Mr Ojha, for taking down so religiously everything that came out of every speaker's mouth? Sir, all of you deserve a big hand.

Thank you all very much.