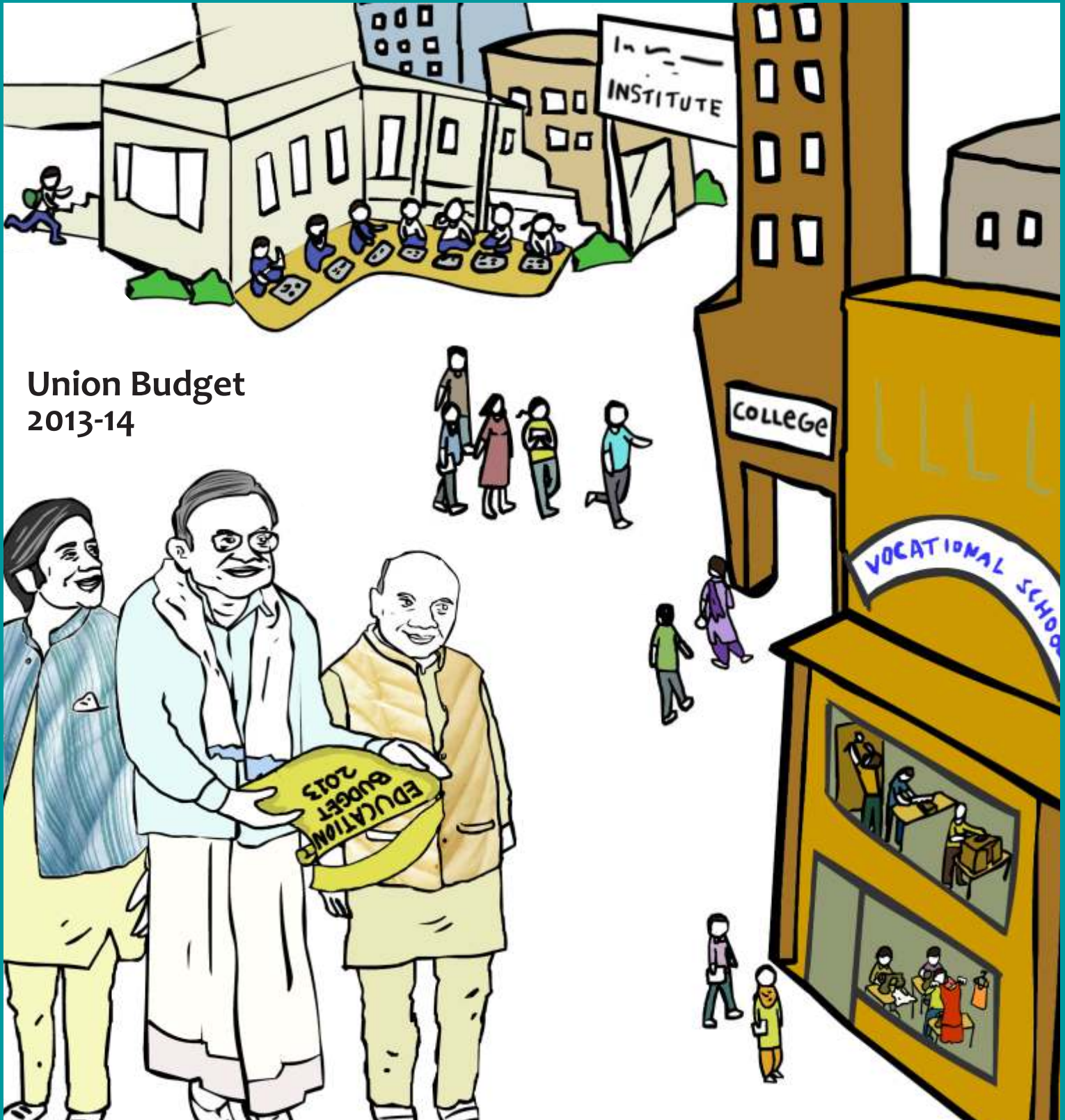March 2013

Educast ™

Periodical with a Sharper Understanding of Education

Union Budget
2013-14

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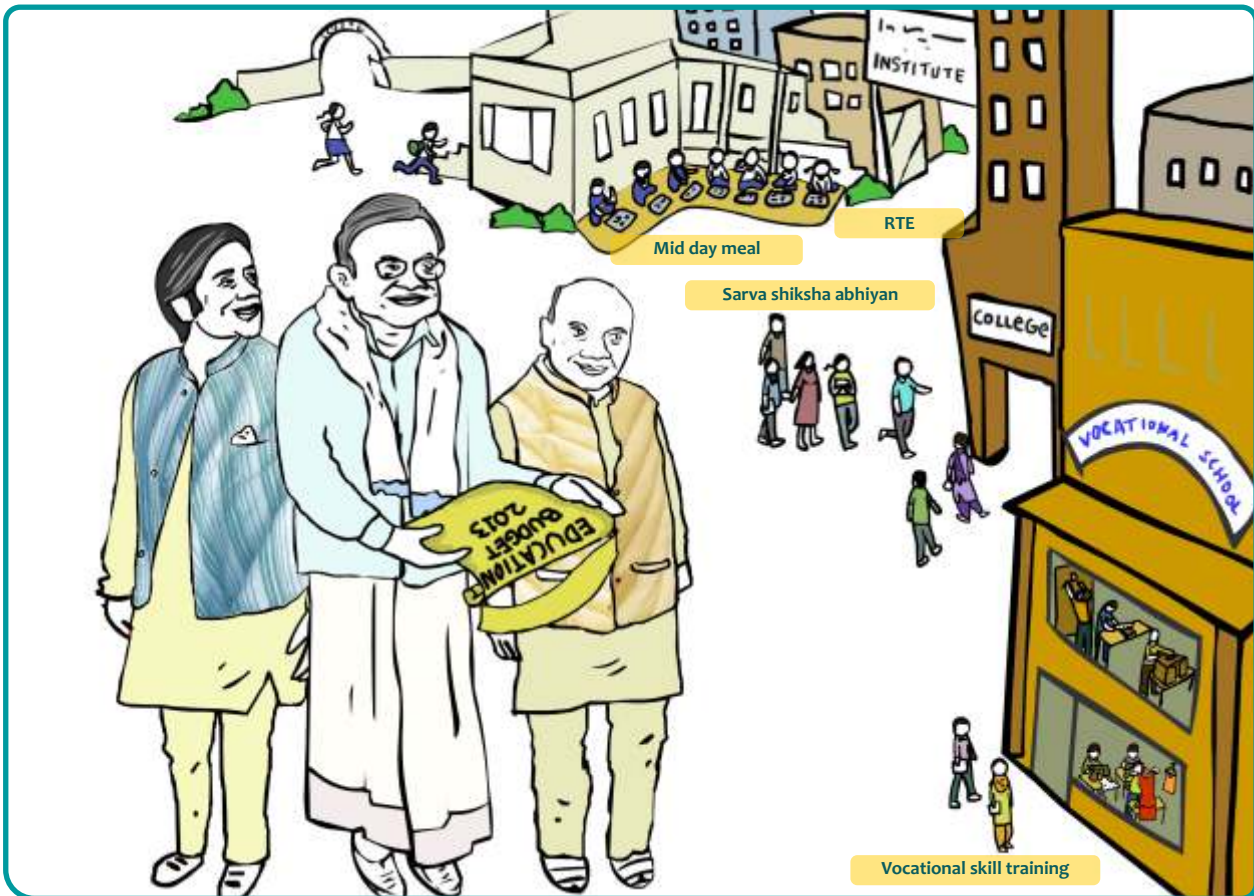
Finance Minister, Mr. P Chidambaram presenting his 8th union budget for fiscal year 2013-14 has termed the education sector as a 'high priority' for the Government. FM allocated Rs. 65,867 crore (close to USD 12,300 million). A good 17% increase from Rs. 61,427 crore last year.

Some positives for education from the Budget:

1. Increase in allocation to Human Resource Development: This can be a shot in the arm for building quality education resources in the country with anticipation that,this will be spent on updating curricula, research and HR development and better delivery. Increased allocations for RTE - SSA and for RMSA reiterate the government's commitment towards strengthening school education. There has been a significant focus and growth in higher-ed and technical education in order to achieve the targeted GRE of 30%.

Union Budget 2013-14:
Highlights for Education

2. Skill training to boost employment and productivity: The Finance Minister has subtly scaled down the target of skilling 80 million youth to 50 million under the 12th Plan. This move points to the stiff challenge the country faces in making vocational education effective. Good to see the FM empowering ministries with programs and funds to make them more effective. Rs 1 lakh crore has been allocated in the budget for enhancing skill of youth. India is faced with a unique opportunity – substantial increase in working age (15-64 yrs) population over the next 20-30 years, which can propel economic growth. Vocational courses offered by state-affiliated institutes are exempted from service tax.

3. Boost to Primary Education: The Budget has provided for Rs 27,258 crore for Sarva Shiksha Abhiyan and the Right to Education (RTE) Act in 2013-14. "Investment in the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) cannot be postponed any longer," Chidambaram said. The Finance Minister has gone a step further and increased the allocation by 25.6 per cent for Rashtriya Madhyamik Shiksha Abhiyan, and made a provision of 3,983 Cr INR. An estimated receipt of 24,429 Cr INR by way of proceeds from Education Cess will be credited to Prarambhik Shiksha Kosh. The funds under the Prarambhik Shiksha Kosh will be utilized mainly for Sarva Shiksha Abhiyan and Mid Day Meal Scheme.

   The amount collected under cess should appendage the education Budget allocation and would not be the part of the overall Education Budget. In view of large number of students completing upper primary level, to meet the growth in demand for secondary education, as a major policy initiative, the budget has proposed a fund of 3983 Cr INR, an increase of 25.6 % for the Rashtriya Madhyamik Shiksha Abhiyan. 450 Cr INR has been provided for construction and running of Girls Hostels for students of Secondary and Higher Secondary Schools. An outlay of 70 Cr INR has been kept for disbursing 1,00,000 scholarship to students of Classes IX to XII under the National Means-cum-Merit Scholarship Scheme.

4. New Establishment & Grants: For the "National Mission for Education through ICT", a provision of 400 Cr INR has been made and IGNOU has been provided with 125 Cr INR. There is a provision of 7,299 Cr INR for Technical Education that includes assistance to IITs, NITs, and IIMs. Out of this, 2,400 Cr INR for IITs, 1,300 Cr INR for NITs and 350 Cr INR for IIMs. Indian Institutes of Science Education and Research (including IISC, Bangalore) has been provided 859 Cr INR. Grant of 100 Cr INR each to AMU (Aligarh), BHU (Varanasi) and TISS (Guwahati) and INTACH.A medical

college in six more AIIMS-like institutions is likely to start functioning this year; 1650 Cr INR is allocated for the purpose. Indian Institute of Biotechnology will be set up at Ranchi. The ICT Segment: Increased allocation for the information and communication technology (ICT) Segment with increase in expenditure towards ICT in government Schools and grant of infrastructure status for higher education segment is also seen under the detailed allocation of budget in education sector. New establishments: Govt has announced 2,000 Cr INR fund for scientific innovations in the Union budget. It is committed to the creation of Nalanda University as a centre of educational excellence. On-campus startup incubators get a boost towards Corporate Social Responsibility: The new Companies Bill mandates corporate to spend at least 2% of their net profit on CSR.

Some worries for Education from the Budget:

1. Under utilization of fund:During 11th Plan less than 23 per cent of the allocations were spent, perhaps the bottlenecks need to be tackled to implement it fast and better.

2. Progressive steps:Autonomy of institutions, private initiative and FDI needs to be hailed. The educational incentives should also be to enable our system to focus on Research and Development.

3. Over ambitious GRE of 30%: the main area of concern is to ensure quality teachers. There has been no indication towards bringing in quality faculty for the new institutions. The important factor that drives the education sector is perhaps the faculty quality.

4. Vocational Education and Training in India is only about 5% of students who have access to any vocational training as compared to about 60% in developed countries. In this context universalising access to secondary education, increasing percentage of our scholars in higher education and providing skill training is necessary. Effective implementation of NVEQF would be the next big thing on the agenda.

Union Budget 2013-14:
Highlights for Education

Budget Allocation for 2013 -14:

Sl.No	Allocation	2013-14 FY	2012-13 FY
1	Total Amount Allocated (INR Cr)	65,867(↑)	61,427
2	Increase in Budget Allocation w.r.t previous year(%)	17	18
3	Sarva Shiksha Abhiyan (SSA) allocation (INR cr)	27,258(↑)	25,555
4	Rashtriya Madhyamik Shiksha Abhiyan(RMSA) allocation (INR cr)	3,983(↑)	3,124
5	Mid-day Meal program allocation(INR cr)	13,215(↑)	11,937
6	Fund Allocation for scholarhips(INR bn)	52.84(↑)	45.74
7	Higher Education budget (INR cr)	16,198(↑)	15,458(13,479- after revision)
8	School Education budget (INR cr)	49,659(↑)	45,969 (42,729- after revision)

Child enters home. Parents usually ask the child,
" What did you do today in school? "
The child would answer nonchalantly,
"Nothing. Same thing like yesterday."
Nothing?

An innocuous and ubiquitous conversation – but it makes us think too. The child went to school and learnt nothing! Improbable! Highly!

When we think of school, we think of books and learning. Learning and knowledge. Knowledge and books. Books and information. So on, so forth. Theories abound related to learning, teaching, learning-teaching as a whole or part. Myths revolve around such theories, strategies, and methodologies. Let me share some such myths here.

Learning is an outcome of classroom teaching

Not all learning happens because of teaching. There are lots of things that a child learns without the help of a teacher. He observes grasps, translates and fits in with the situation. Teacher might have taught primary students about safety and safety rules. The child relates this to what he has seen at home. A bottle thrown by his father in a fit of rage breaks into smithereens and hurts the father /mother who try to pick up the shards. A glass piece gets embedded under the skin leading to discomfort, pain and dressing.

The child understands that there is a possibility of getting hurt when he plays with glass. The lesson that he has learnt in class, the rules, does not come to his mind then. He understands that if he has to be safe- he should not play with glass. Where is the class, where is the teacher at this point?

Progression in learning is usually from the concrete to the abstract

Not necessarily. I should like to add an anecdote from a personal experience. My grandson who is about three- learnt to identify numbers from the lift panel. He knew he would need to press "5" for my flat. For his own flat, it was "7". He knew the positions of the numbers, 5 and 7. But at that point he did not know what they represented. The speed dial facility in his mother's mobile made him understand that "1" is for his father. When he started going to school, he identified them as numbers per se. Until then,

he had "conditioned" his fingers and brain perhaps, to press the numbers as per the situation.

People learn to do well only what they practice doing

To an extent it is true. But not always. Young people like to "learn" when they are not really learning in a classroom. In a formal set up the learning is directed towards books and not towards life. They don't appreciate it.

In India, we see vegetable vendors calculating much faster than the "educated/white collared" buyer without a calculator. The vendor may not have done well in a school but is able to take the exact amount from the buyer. He would speak about a kilo but would be able to calculate very easily and in a jiffy, the cost for 800 gm while the "educated" buyer is still calculating. Apart from practice, the situations in life push a learner to learn.

Similarly, a guy who hates maths is able to keep track of all movements, steps, and account for and of a school event. He may forget to do his math assignment but would not forget to be on time for the school event. The interest in the event forces him to be on time and more organized than in usual situation.

Similarly, students cannot learn to think critically, analyze information, communicate scientific ideas, make logical arguments, work as part of a team, and acquire other desirable skills unless they are permitted and encouraged to do those things over and over in many contexts.

Effective learning by students requires feedback

Every learner requires feedback. Instant and consistent feedback. Most of the time, the teacher expects the student to know it, know how to do it... this leads to frustration at the end of the day for the learner.

An ideal set up would be : the teacher "teaches", demonstrates and then guides the student to do it. This helps to build the confidence of the student and helps her to "learn".

For e.g. my daughter who was in class IV then, was taught to make lemonade in the classroom. Till date, she does that extremely well. The positive feedback and strokes that she had received from her teacher had helped to understand how to make lemonade.

While providing feedback, the teacher needs to be positive and constructive. These days – in the age of nuclear family-the child is not used to receiving negative feedback. The child looks for constant

pampering and cajoling. The teacher then needs to be very discreet while providing feedback. What a tough job for the teacher!

Peer-feedback:

The best form of feedback for a learner is from her peers. The manner in which one child helps the other to learn is fantastic. While the peer is helping her, the learner learns with no holds barred. The flow is very smooth and free flowing. While the teacher is teaching, the student is physically present but mentally absent. When her peer tells her that this particular learner "did not do", " could have done better", the learner begins to understand how it is to be done. Generally, peer feedback happens from the good to the mediocre. An interesting example for peer feedback and peer-assisted learning is the HOLE IN THE WALL initiative.

Expectations affect performance

Most of the things taught in our schools are there for "exams only" mode. Of course, there is a paradigm shift….nevertheless, we are an exam-oriented society. When one expects a child to top an exam, problems abound for the learner. He is not able to meet expectations and falls down. When a student learns for the mere joy of learning, she does better whereas when she has to learn for the sake of grades, things get different if not dismal. Lack of confidence and absence of "right" teacher also affects performance. The joy of learning is greater when it is NOT attached to performance. Attainable and conquerable challenges in learning help the learner to have a fulfilling experience.

Steps that help a child to "learn"

Questions! Questions! Why--what- when- how- where

As far as possible, always allow a child to ask questions. There is nothing called "intelligent" or "stupid" question. The more questions a child asks, the more he learns. The more he would be able to think differently. Answers sans admonitions help a child to learn better.

Engagement of the child

Teachers and schools should take efforts to ensure that a child is engaged usefully and in an interesting

manner. Presently, we have so many "days" in school that reinforce concepts in a rather un-classroom like situation. The engagement of a learner in such activities helps the child to learn better.

Concentrate on the collection and use of evidence

Children in a progressive school are helped to concentrate on "collection" rather than "knowledge". Companies like TATA POWER work in collaboration with schools to find out about the consumption of power in a particular place. Some may call it as corporate strategy for cost-less survey – but it helps the students to talk , interact with others, shed off their inhibitions and also understand how resources could be utilized sagaciously. Where ever possible, historical perspectives help the learner to grasp concepts.

Teacher, may i?

Many times, a learner loses the moment when she is not able to express herself clearly to others. This could be due to several factors- lack of confidence or absence of positive public speaking skills, disinterest of teacher, lack of time among others. Parents and teachers should encourage their student(s) to speak up. The Quality Circle Time in schools is a fast catching up concept. Most progressive schools are already into it.

'we' vs 'me' -team approach

Once a child gains acceptance and confidence when he is listened to, he is able to participate better in working together. Learning together. The force of We is greater than the force of ME. The confidence (of a learner) that is injected from being in the group is much higher than the confidence of her when she is going solo. The strength of the team will not let her fall and even if she does, she falls fearlessly because she is assured of the hands reaching out for her and prevents her from the fall.

Dare to be different!

Most of us don't encourage learners to be different. Thinking-out-of-the-box is not appreciated. A doctor perhaps wants his child to get into medicine only. When the child decides to become a hair-stylist, there is a big tempest in the house. How can it be? The parent is not able to accept that his child is an individual with his own attributes and aptitudes. As teachers, we tend to brand learners. Your father

is a laywer, so you should be….like this. Many times, this creates restlessness in the mind of the child. As teachers let us learn to accept the child as she is!

At this juncture, it would not be wrong to say that we as teachers are perhaps worried about being good teachers but are may be blind to the aspects of learning from the view point of the child. Often in staffrooms, we hear, " children don't learn at ALL these days! I do everything….." When we stop to refine our " I-do-everything" to "I-will-do-everything-what-the-child-needs" there will be a drastic change in the learning pattern! Let's welcome curiosity and reward creativity! Shall we?

"If we teach today's students as we taught yesterday, we rob them of tomorrow"

- John Dewey

The dichotomy today between the learning relevant for future versus what is being taught today is evident. The current assessment metrics do not measure skills required for success and fulfillment in college, career and life.

Education research reports point out that what matters is the creative application of the 'known' to solve problems and not just 'knowing' something. In times of exponential changes, it is perhaps that by teaching for the future, that we equip students with relevant skills for future. In the words of Prof. David Perkins, Professor at Harvard, it is about educating for the 'unknown unknowns'.

As educators, most of us realize this and have started making changes in our own small ways. Some, through internal resources and programs while others with help of external specialists are trying to include these skills. While it is a step forward, this problem requires more than just a Band-Aid solution.

Research indicates that critical thinking, communication, collaboration, creativity, information fluency and global outlook are necessary for the 21st century. So what is the best way to instill them among students?

Hari Verma, Founder CEO of Creya Learning notes, *"Suggesting any fast track and disruptive solution is only wishful thinking. We should continue to lay a strong foundation of concepts through existing ways that work. It is also equally essential to provide a strong supporting system to allow children to apply the concepts to problem solving so as to become active creators of content rather than just passively consuming facts and theories."*

To this effect, we have seen various attempts like the 'HOTS' focused solutions in this direction. Some approaches, like using software applications to foster these skills, usually suffer from lack of the collaborative, social context that real world problems come with.

The activity-based programs in math, science or robotics while trying to reinforce concepts from academics do not provide the freedom for the children to go beyond the obvious. Need of the hour is a program that equips students with an interdisplinary approach and delivering a truly experiential solution.

One of better approaches to providing these skills is to create a learning environment with the freedom to work outside of the confines of rote memorization. Physical spaces that allow unconstrained learning provide a context for divergent and creative thinking. A research driven curriculum with a continuous assessment brings in the rigor of design thinking process to students.

Hari Verma adds, "The Creya Learning Studio is a comprehensive solution bringing together various elements. It provides ample scope for ideation, brainstorming, detailing, building and reviewing - the complete cycle of learning to apply and applying to learn."

The Learning Studio approach can be as good a tool as the coach or the teacher allows it to be. As Ms. Terrie Rust, an Albert Einstein distinguished Educator Fellow USA, and Director of Academics at Creya Learning, points out: "The key to success for programs like the Creya Learning Studio are professional development programs that help teachers embrace inspirational teaching practices to becoming 21st century educators."

In essence, what is needed is a comprehensive effort to work with schools in providing solutions that help them look forward without ignoring their present. A committed school leadership, supported by partners that provide for an end-to-end solution and implementation support perhaps is the key – to the future of learning and teaching.

The author, Datla V Reddy is the co-founder at Creya Learning. He can be reached at Venky@creyalearning.com to know more about Creya Learning.

Several engineering colleges closed

The All India Council for Technical Education (AICTE) has received 25 applications for closure of engineering institutes, Minister of State for HRD Jitin Prasada said during Question Hour.
"The number of students affected in 2011-12 and 2012-13 is 194," he said, adding students from these closed institutes are given admission in adjoining affiliated colleges.
Salary of the faculty, he said, can be recovered from the security amount deposited with AICTE by the institute.
Institutions close due reasons like lack of students or non-adherence to norms prescribed by AICTE.
He said the number of seats reduced due to closure of 17 engineering colleges in 2012-13 is 3,052 and against this, 95 new engineering colleges have been approved, adding 7,060 seats.
In 2011-12, 10,411 seats were reduced due to closure of 35 institutes and against this, 178 new engineering colleges were approved, adding 51,900 seats.
Prasada said efforts are being made to utilise the infrastructure in institutes for providing skill training after regular classes are over.
(Source: TOI)

Over 3 lakh schools started under RTE: Economic Survey

A total of 3,34,340 new primary and upper primary schools have been opened under the Right to Education (RTE) till September 2012, since the enforcement of the RTE April 1, 2010, the Economic Survey, said.
Over 2,80,000 new school buildings have been constructed, and over 12,46,000 teachers have been appointed under the scheme in that time, the survey said.
Talking about the Mid-Day Meal Scheme, the report said about 105 million children had benefitted from the programme during 2011-12.
(source: TOI)

Video conferencing software to connect 20,000 colleges across India

About 20,000 colleges across the country would be soon connected through a video conferencing software which will enable students to attend lectures of well known faculties through online classes.
The decision by the central government was followed by a meeting recently between Higher Education Secretary Ashok Thakur and 60 vice chancellors of colleges and universities from across the country to acquaint them about the software 'A-view'.
The software has been developed by Kollam-based Amrita University under the National Mission on Education. The e-learning platform would help in conducting live distance education classes by enabling trainers and teachers to reach out to multiple remote classes and participants using the Internet.
It would also address the shortage of highly-qualified and experienced teachers at institutes by providing all students and teachers access to the best teachers and trainers. The software would provide a platform for social collaboration among teachers and students using information and communication technology, officials in the ministry said.
The programme would especially come as a boon for universities and colleges in remote places where getting good faculties is a challenge in itself.
 "We are running a programme known as 'enlighten yourself every Saturday' and we telecast this programme to all colleges through A-view," said Rajpal S Hande of University of Mumbai.
(Source: PTI)

Private schools have to register under RTE: court

In a setback to private school managements, the Karnataka High Court upheld the rule which calls for all private schools in the State to mandatorily submit self-declaration-cum-application of recognition of their institute to the Education Department under the Karnataka Right of Children to Free and Compulsory Education (KRTE) Rules, 2012.

The order upholds the rules framed by the State government which call for fresh registration of all private schools by providing details about their school as per Form-1 of the rules under the provisions of the Right to Education (RTE) Act, 2009.

(Source: The Hindu)

Schools inflated grades in internal test: CBSE

The Central Board of Secondary Education (CBSE) verification drive to check quality of internal assessments for Std IX and X in its affiliated schools has revealed some shocking figures. Almost 9% of the 5,000 randomly selected schools were found to have inflated grades of its students "to a great extent" in the summative assessment conducted just before Diwali vacations last year. The board also found various anomalies in the way schools were conducting theory and practical tests under its ambitious Continuous and Comprehensive Evaluation (CCE) scheme.

Under the CCE, students of Std IX and X are evaluated in two theory exams called summative assessment (SA) and four practical-type exams called formative assessments (FA) each year. One of CCE's founding principles is to evaluate students wholly based on number of factors rather than the straitjacket marking scheme being that existed earlier.

The internal analysis done by CBSE reveals that a shocking 50% of the assessed schools had inflated their grades in SA-I, out of which 8.90% were identified for having indulged excessively in that practice.

Neeru Kapai, founder principal of Modern School, feels the 'inflation of grades' may not be a result of malice but of interpretation. "CCE's success lies in the spirit of its implementation. There are guidelines given by board to conduct each SA or FA, and how to evaluated it as well. So teacher A may ask students to write a single essay as part of the FA, teacher B may ask for four, this affects the results," she said.

Kapai's view of certain schools not implementing CCE in the right spirit is echoed in the board's analysis as well. CBSE in its internal report says that only 25% schools had one or two tasks for students as part of FA, while 5.4% schools gave 10 tasks. The difficulty level of these FAs was found to be average in 72.57% schools, while 14.28% really put up a tough FA.

Project work for the students is another area the board feels is lacking in quality. CBSE's report says "the project work, though decorative, lacked in-depth analysis". Only 8.50% of schools did group projects and the board has asked that teachers to "plan multidisciplinary, values based and group projects for their students to inculcate skills of extensive study and enquiry".

The report says that 30% of these schools conducted 'insufficient' lab activities and practicals for its students. The board's overall ratings for the 5,000 selected schools reveals that 18.28% needed improvement in their existing practices. Almost half were rated as 'average' while 31.57% were rated as 'good'.

(Source: TOI)

Image Credits - www.timesofindia.indiatimes.com

India, UK signed agreements to develop community colleges and strengthen education sector

India and United Kingdom signed two MoUs to promote development of community colleges and implementation of School Leadership Programme. The MoUs were signed on behalf of India by minister of state, HRD, Jitin Prasada and for United Kingdom by David Willetts, minister for Universities and Science in New Delhi.

Willetts was in India as a member of high level delegation led by British Prime Minister, David Cameron. The two sides also discussed the ways and means to strengthen the education sector. Speaking during the discussion Prasada noted the statement of the British PM on increasing the number of the Indian students getting admission in UK and making the visa process easier. He also suggested that the English proficiency test of the Indian students normally valid for two year should be enhanced to five years or more.

The Indian delegation which was later joined by the HRD minister, M M Pallam Raju. He said that the government has been focusing on the school education as it considers it critical. Raju also sought cooperation of the British Government in implementation of RTE. He also highlighted the initiative taken by the government in promoting community colleges and explained the areas where the bilateral cooperation can be had.

The British side wanted that the Indian government should sort out the issue relating to one year master's course granted by the UK Universities. Willetts said if this problem is sorted it will help the Indian students in pursuing further courses in there own country.

The Indian delegation said the matter is being examine at the various fora. The visiting delegation showed keen interest in teacher's training and school leadership sectors. The leaders also discussed strengthening the present programmes of educational cooperation between the two countries and new avenues for cooperation.

The two leaders affirmed their support for a strong partnership in delivering skills to their citizens. The leaders noted the increasing opportunities in the delivery of vocational skills in all sectors the increasing engagement of the UK Commission for Employment and Skills (UKCES) with the Sector Councils in India.

(Source: TOI)

Image Credits - www.timesofindia.indiatimes.com

Calcutta University, Visva Bharati & IIM-C form meta varsity

What if a student of Calcutta University is given the option to pursue a course in management at the Indian Institute of Management, Calcutta (IIM-C) or a course in the fine or performing arts at the Visva Bharati University? Even if this sounds like a dream now, as things stand now, the coming academic session will see this dream come true. Thanks to an initiative taken by the Ministry of Human Resources Development.

The ministry has chosen Calcutta University to join the ranks of the likes of the Jawaharlal Nehru University (JNU) and Delhi University (DU) by virtue of giving it the title of a meta university.

The Centre is trying to bring about a paradigm shift in the way higher education is perceived in the country by giving it a feel of what leading foreign universities have made a routine practice now.

A meta university as a concept was conceived by junior MHRD minister, Shashi Tharoor, in December to identify leading universities who can take on better collaborative roles that will ultimately help in resource sharing and allow students to pursue diverse options.

Initially, three universities have been identified for this, JNU, CU and the University of Hyderabad. The three were asked to identify sister universities to complete their respective meta university chains.

While JNU is collaborating with DU and Jamia Milia Islamia, Calcutta University has told the ministry that it would partner with IIM-C and Visva Bharati. Similarly, the University of Hyderabad has decided to join hands with the Indian School of Business and the English and Foreign Languages University, both in Hyderabad.

Each lead university in the meta university chain has been asked to identify areas in which it needs development and likewise choose their partners who would help them spruce up those areas. "We have told the MHRD that management and liberal arts are the areas where Calcutta University is still wanting. Our students will definitely benefit from taking management courses, tailor-made for them, by IIM-C or fine/performing arts courses from Visva Bharati. I am happy that both IIM-C and Visva Bharati have already agreed to partner with us in the meta university project and we have informed the MHRD about this," said vice-chancellor of CU Suranjan Das.

"We have already told CU that we would like to offer courses in the liberal arts, Japanese and Chinese languages and agricultural development to its students. We are already in the process of designing suitable curricula," said Sushanta Dutta Gupta, VC, Visva Bharati. "With the help of IIM-C, we may be able to activate our own management course that was discontinued a few years back. Again, we will be able to borrow from CU in the areas of pure and bio sciences."

Faculties of all the three institutions have been updated about the development and asked to identify and frame shorter courses and papers on the identified areas for the students of the partner institutions.
(Source: TOI)

Indian B-schools see a 40% increase in applications

Candidates appearing for the Graduate Management Admission Test (GMAT) are increasingly applying to Indian business schools. In 2012, 24,877 GMAT scores were sent to Indian B-schools, a 40% increase compared to 2008, when 17,760 scores were sent. Sending a score is equivalent to sending an application.

The US is still the number one destination but the proportion of scores sent to business schools there fell from 64% to 51%. India, which has increased its share from 14% in 2008 to 18% in 2012, is in the second position.

Most of this growth is driven by Indian test takers. The number of GMAT candidates from India has grown by 41%, with 30,213 Indian citizens having taken the test in 2012, up from 21,481 citizens in 2007.

More than 180 programmes and 82 business schools in the country accept GMAT scores. The top five destinations for business school applicants from India in 2012 were the same as in 2008, with US schools however losing some share.
(Source: Hindustan Times)

Image Credits - www.livemint.com

TalentEdge to invest Rs 40 cr in expansion; close to acquisition

Premier education company TalentEdge has finalised plans to invest Rs 40 crore for expansion, which will see the company rapidly grow its chain of learning centres across in the country.
"In addition to increasing the number of centres from 27 now to 100 by next year, including about 9-10 in Andhra Pradesh, we are close to making an acquisition in the learning space. This would involve additional investments," Aditya Malik, Chief Executive Officer and Managing Director of TalentEdge, said.
Mumbai-based company offers leaning and training programmes for executives in tie up with corporate entities, to students and executive programmes for companies and mid-career development programmes.
"Soon we will be launching an online training programme which can be accessed from any desktop with a broadband connection. We have tied up with some of the top universities to offer these online courses," he said.
The learning company provides training in three broad areas of information technology, banking and finance. "By providing critical training inputs, we groom students to take up the career of choice.

Likewise, through a tie up with more than 300 corporate houses, we offer training to their staff mostly within their campus," he said.
Source: Business Line, The Hindu
Tree House to acquire Brainworks Learning
Educational services company Tree House Education and Accessories Ltd said it has entered into an agreement to purchase Brainworks Learning Systems Pvt. Ltd for an undisclosed sum. Tree House said in a filing to stock exchanges the transaction will be closed after the conclusion of d
  ue diligence.
"We will take another 60 days to conclude the due diligence. We want to enter markets like Delhi and Punjab where Brainworks' has presence and we think it could be a mix," said Rajesh Bhatia, managing director, Tree House Education.
The company has more than 350 centres across India including in Mumbai, Pune, Hyderabad, Bangalore and Ahmedabad.
Tree House Education sold shares to the public in 2012 and has investors such as Matrix Partners India Investment Holdings Llc and FC VI India Venture (Mauritius) Ltd.
A spokesperson of Brainworks Learning Systems acknowledged the offer from Tree House Education. "We are still considering the offer and we may come out with a decision soon," he said without giving more information.
Source: Livemint.com

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Market Watch

Companies	Share scrip #	Scrip movement $	P/E ratio	EPS	EPS (Previous qtr)	Qtrly Revenue (Dec'12 in crs)	Net Profit Margins %	Net Profit Margins (previous qtr)
Educomp	79.25	↑ 0.89%	60	1.32	0.62	125.37	12.58%	5.26%
Treehouse	257.0	↓ 1.19%	108	2.37	2.88	29.07	27.69%	35.11%
Everonn	66.85	↓ 1.47%	NA	-59.11	-15.55	15.63	-826.98%	-183.80%
Zee Learn	24.70	↓ 2.18%	NA	-0.3	-0.1	21.47	-37.30%	-13.28%
NIIT	21.6	↓ 5.47%	NA	-0.18	NA	145.84	-2.05%	-0.03%
Aptech	46.1	↓ 2.33%	61	0.76	0.98	19.51	18.96%	17.94%
Birla Shloka	3.8	↓ 1.81%	38	0.1	0.46	48.53	0.44%	1.52%
Core Edutech	61.05	↓ 1.29%	16	3.77	3.88	280.99	15.28%	15.43%
Edserve	6.36	↓ 4.93%	NA	NA	NA	2.33	-82.73%	-6.93%
Jetking	52.15	↑ 1.56%	39	1.35	1.43	7.68	10.37%	8.73%
Career Point	124.55	↑ 4.66%	44	2.86	3.17	18.83	27.54%	31.59%

 # As on 15th March'13 from BSE India
$ movement w.r.t previous day closing

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