# Cambridge English

## 1st Cambridge English - India Partnership Summit
## Building Partnerships for the future

18 September 2014 | The Claridges, New Delhi



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

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**Cambridge English**
*Transforming Language Education*

# 1ˢᵗ Cambridge English – India Partnership Summit

Proceedings of the
1ˢᵗ Cambridge English–India Partnership Summit
'Building partnerships for the future', held in New Delhi
on 18 September 2014.

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# Introduction

The 1st Cambridge English–India Partnership Summit (Summit) was organised in New Delhi on September 18th 2014 by Cambridge English, the language assessment arm of Cambridge University. Angela ffrench, Director of Operations for South and South East Asia outlined the Summit objectives as: "the fundamental aim of the 'Building Partnerships' summit was to link people from different disciplines so that partnerships could develop which would have a positive impact on young people's acquisition of the English language. With this objective in mind Cambridge English decided to initiate an annual forum where like-minded individuals from some of the country's most prestigious education institutes and corporations could discuss language competence issues and find ways of collaborating to resolve these issues."

To facilitate transformation through action, the organisers brought together key decision makers "to generate ideas and build partnerships to follow through these ideas"

# Background

English language communication skills have been a critical factor in the economic resurgence of India in the last decade or so. The role of English in secondary/tertiary education and skill development combined with a demographic dividend of a young population has been a key enabler in India's emergence in the global knowledge economy, particularly Information Technology. With approximately 6 million young people entering the work force every year, of whom 1.5 million are degree holders, providing employment opportunities is a recurring imperative.

In this context, the key challenge facing education and skills development stakeholders is employability. Employability of an individual can be defined as an individual possessing the requisite knowledge, skills, experience and attitude at the time of recruitment, such that any employer needs to invest only minimal incremental time, energy and funds in training or reskilling. This would enable the individual to be productive in the designated role for which he or she has been recruited in the shortest possible time. Technical knowledge/skills and Interpersonal skills, which include both behavioral and communication skills, are the two poles of employability.

The mushrooming growth of academic and professional institutions in India offering courses in engineering, management, life sciences, etc, has addressed the technical aspects of skill development from the supply side. Quality, however, remains an issue. Anecdotal evidence gleaned from various surveys conducted on the employability of graduates and post graduates in India suggests that their employability hovers around 20% at best. Besides variability in technical skills, almost every survey highlights the gap in interpersonal skills, particularly communication or language skills which have been found wanting. The general skills gap raises questions on the optimum employability of the work force. This reality leads to two immediate issues:

(1)     Additional investment in  time, money and opportunity cost for employers;

(2)     Underemployment in the work force, i.e. people employed in positions where their technical qualifications exceed requirements of the role performed.

# Stakeholders

In broad–based national skills development initiatives there are three critical shareholders who need to be on the same page to ensure focus, co-ordination and execution.

1.  Strategic stakeholders who are interested in conceptualisation and implementation of solutions to improve employability. They are:

❖   National & State Governments who have to provide policies, funding and enabling environments for skills development to generate employment to their respective constituencies and fulfill their political mandates.

❖   Employers in both the public and private sectors who want to access a growing pool of skilled workforce to meet business needs without incurring additional skills development costs.

❖   Business and employer associations like NASSCOM, CII, FICCI and Assocham who are in a position to forecast employment demand requisite skills levels for specific industries. They also establish industry standards for skills.

2.  Technical stakeholders who are the providers of knowledge content, facilitation, certification and skills development. They include educational institutions, professional bodies, training and training content providers, plus skills/employability assessment vendors.

3.  User stakeholders who are people whose employability is directly impacted by the application of the initiatives. They include students and working professionals who may wish to upgrade their current level of skills. From their perspective, the quality and relevance of the content, training methodologies, usability, access and most importantly cost would be important factors. Educational institutions are indirect users as they are enablers in facilitating language skills development.

The hierarchy of stakeholders outlined above has three implications:

a) It emphasises that language education and upgrading initiatives require constructive engagement and dialogue amongst all three stakeholders to evolve coherent and executable policy initiatives.  Solutions can be top down or bottom up.

b) It is also important to recognise that there has to be assessment and consensus on skills levels between strategic stakeholders and user stakeholders before technical stakeholders  can intervene with solutions. An ad-hoc solution would be akin to putting the cart before the horse. In the case of language education, this may require an industry specific approach as language proficiency requirements may vary from industry to industry. For example, the IT and BPO industries require a higher level of language proficiency for interaction with international customers than, for example, retailing in the domestic market. Similarly, standards at the school level may vary from state to state.

c) There is a compelling need for a catalyst or enabler to facilitate engagement between all three stakeholders to evolve specific policy initiatives, forge partnerships and execute them. Without such an entity, converting talk and good intentions into action would remain unfulfilled. Stakeholders are driven by their own priorities and deliverables. Consequently, they would find it difficult to bring an objective perspective to the engagement. Or in some cases find the time and resources to lead such initiatives.

## 1ˢᵗ Cambridge English – India Partnership Summit
## 'Building partnerships for the future'

### Overview

Cambridge and India share a rich history in education.  Governments in many countries, including India now have a renewed focus on building a knowledge economy based on strong foundations in education, skill development and technology.  English language communication skills play a key role in delivering this progress in education and skill development, leading to rapid knowledge development and enhancing employability.

### Building partnerships

To build on partnerships in this area of English language development, Cambridge English Language Assessment (part of the University of Cambridge) was pleased to host the 1ˢᵗ Cambridge English – India Partnership Summit focusing on the theme 'Building partnerships for the future'.

This summit aimed to bring together key policy makers in education from both India and the UK to consider issues and develop models for partnership to transform education.  It created a platform for the exchange of international and regional experience in transforming education.

Change begins with an idea, but transformation can only occur if that idea is followed by action. Keeping this in mind, the summit brought together key decision makers in the fields of education, academia, government and industry, to generate ideas and build partnerships to follow through those ideas.

### Format of the Summit

Sir Leszek Borysiewicz, Vice Chancellor of University of Cambridge, inaugurated the summit, which included plenary sessions interspersed with interactive break-out sessions and concluded with a panel discussion. The plenary sessions focused on the sub-themes of raising standards, leveraging technology and measuring success. The break-out sessions allowed for discussion and idea generation and the panel discussion aimed to consolidate ideas into workable partnerships and initiatives.

While the plenary sessions focused on 'Building partnerships for the future' the summit also provided opportunities to consider other themes in the area of English language development.

❖ Improving access to education by leveraging the power of technology

The impact of digital advancement is tremendous in all fields of work and study, but it has created an unequivocal effect in the arena of learning. It has the scope of alleviating the barrier of distance and the constraints of cost and space. However, there are also limitations to its usage. The summit looked at effective means of implementing large scale digital intervention for enhancing language learning.

❖ Measuring the success of Educational projects

Educational projects are complex to initiate, manage and evaluate. Many aspects of large educational projects need to be measured to determine success – including policy, curricula, learning objectives and outcomes, material development and publishing, teacher training, student training, assessments, analysis and feedback, project outcomes etc. For a policy maker, measuring impact is one of the key areas of interest. The summit provided a platform for all stake-holders involved in language learning programs to interact and explore models for measuring impact in large projects.

❖ Role of assessment in raising standards

Learner Oriented Assessment (LOA) proposes a form of assessment whose primary purpose is to promote learning. LOA operates on multiple levels, taking many forms, and encompasses both the macro level of framing educational goals and evaluating outcomes, and the micro level of individual learning interactions which take place in the classroom or outside it – that is, both formal and informal assessment. This subtheme focused on the intention to change the traditional relationship of assessment to learning, thereby contributing to both the effectiveness of learning and the reliable evaluation of outcomes.

# Agenda

Thursday 18 September 2014
The Claridges, 12 Aurangzeb Road, New Delhi

09:30-10:30    Plenary session
               Building partnerships for the future

               India perspective
               **Mr Ashok Thakur**
               Secretary, Department of Higher Education, Government of India

               Cambridge Perspective
               **Sir Leszek Borysiewicz**
               Vice Chancellor, University of Cambridge

               School Perspective
               **Fr C M Jose Aikara**
               Chairman, Council for the Indian School Certificate Examination

               Education-Industry perspective
               **Mr TV Mohandas Pai**
               Chairman, Manipal Global Education Services

               Social Perspective
               **Prof Mukti Mishra**
               President, Centurion University of Technology and Management

               Youth Perspective
               **Ms Rashmi Bansal**
               Author and youth expert

               Event Host
               **Ms Angela ffrench**
               Cambridge English

11:00-11:45    Plenary

               Introduction to the sub-themes

               **Dr Nick Saville,** Cambridge English

11:45-13:30    Breakout sessions

               Focus group discussion 1 (Maharani Hall, Ground floor)
               Improving access to education by leveraging the power of technology

               Co-chairs:
               **Mr Michael Carrier,** Cambridge English

Mr Praveen Kanipakam
President and Chairman of the Board,
Sharp Software Development India, Pvt Ltd

Focus group discussion 2 (Senate Hall, 1st floor)
Measuring the success of educational projects

Co-chairs:
**Dr Hanan Khalifa**
Cambridge English

**Prof R Natarajan**
Former Director, Indian Institute of Technology and former Chairman,
All India Council for Technical Education


Focus group discussion 3 (Vice Regal, 2nd floor)
The role of assessment in raising standards

Co-chairs:
**Dr Nick Saville**
Cambridge English

**Angela ffrench**
Cambridge English


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| 13:30-14:30 | Lunch & networking |
| 14:30-15:30 | Panel discussion<br>Co-chairs to present summaries of discussions |
| 16:00-16:45 | Closing plenary<br>Forging the partnerships |

**Dr Karthick Sridhar**
Vice Chairman, Indian Centre for Assessment & Accreditation

**Mr B Wijayaratne**
Secretary, Ministry of Youth Affairs and Skills Development,
Government of Sri L anka

**Prof Dr M Muhibur Rahman**
Member, University Grants Commission, Bangladesh

**Saul Nassé**
Chief Executive, Cambridge English

# Speakers

### Ashok Thakur
**Secretary, Department of Higher Education, Government of India**

Sri Ashok Thakur has served in various Departments under the Government of Himachal Pradesh, including Land Revenue Management, Industries, Environment and Forests, and Consumer Affairs. When appointed to the Centre, he served at the Lal Bahadur Shastri National Academy of Administration and later in the Ministry of Rural Development.

On 28 May 2008, Ashok Thakur joined the Department of Higher Education, Ministry of Human Resource Development, as Additional Secretary in charge of the Technical Education Bureau.  He is a member of the Board of Governors of various technical and management institutions such as IIM Lucknow and IIT Kanpur. He is also the Vice-Chairman of Kendriya Vidyalaya Sangathan.

### Professor Sir Leszek Borysiewicz
**Vice-Chancellor, University of Cambridge**

Professor Sir Leszek Borysiewicz was installed as the 345th Vice-Chancellor of the University of Cambridge on 1 October 2010.

Sir Leszek was previously Chief Executive of the UK's Medical Research Council (2007-10).  From 2001 to 2007 he was at Imperial College London, as Principal of the Faculty of Medicine and later as Deputy Rector.

In 1988 Sir Leszek was a Lecturer in Medicine at Cambridge.  He went on to be Professor of Medicine at the University of Wales in Cardiff, where his unit in Cardiff conducted clinical trials for a therapeutic vaccine for human papillomavirus (a cause of cervical cancer) – the first in Europe.  He was knighted in 2001 for services to medical research and education.

Sir Leszek was a founding Fellow of the Academy of Medical Sciences in 1996 and a member of its Council from 1997 until 2002; and he became a Fellow of the Royal Society in 2008.

## Fr C M Jose Aikara

**Chairman, Council for the Indian School Certificate Examination**

Rev Fr Dr Jose Aikara, CM was elected as the new Chairman of ICSE and ISC Board, New Delhi on 16th March, 2012.

After completing his primary education in Kerala, Fr Aikara left for Orissa in 1967 for his religious studies. He obtained the BD (Bachelor Divinity), BSc, MSc, BEd, MBA and PhD. He is now a registered lawyer of the Orissa High Court.

Considering his services in the field of education, Fr Aikara was conferred a national award in 1997 by Prof Yashpal and another one in 2010 by Sri Kapil Sibal, Minister HRD, Government of India. He became the Secretary-Treasurer of the Association of Orissa ICSE Schools in 1995 and held the post till he left Orissa in 2000. In 1998 Fr Aikara became the Vice-President of the All India Association of ICSE Schools, and at the Calcutta meeting in 1998 he was unanimously elected as the President of the Association.

## TV Mohandas Pai

**Chairman of Manipal Global Education**

TV Mohandas Pai is an Advisor to the Manipal Education and Medical Group. He was a Member of the Board of the Securities and Exchange Board of India (SEBI), a Trustee of the International Financial Reporting Standards (IFRS) Foundation, the body that oversees the International Accounting Standards Board (IASB), and a Member of the D Anil Kakodkar Committee on Autonomy for the IITs and the Karnataka Knowledge Commission. He is currently a Member on the Boards of IIT Bhubaneswar and IPE, Hyderabad; and a Member of the Kelkar Committee, constituted by the Government of India to reform direct tax regulations. Until mid-2011, Mohan was a Member of the Board at Infosys Limited, Bangalore (formerly Infosys Technologies Limited).

In 2000, Mohan set up the Akshaya Patra Foundation, Bangalore. This is the largest mid-day meal program in the world, which feeds over 1.3 million children each day in 8,500 government schools across nine Indian states.

Mohan holds a Bachelor's degree in commerce from St Joseph's College of Commerce, Bangalore, and a Bachelor's degree in law (LLB) from Bangalore University. He is also a Fellow Member of the Institute of Chartered Accountants of India.

## Prof Mukti Mishra
### President, Centurion University of Technology and Management

Prof Mukti Mishra, a distinguished senior scholar with a well-regarded PhD from Victoria University, Melbourne, Australia, is the Founder and President of Centurion University of Technology and Management (CUTM), established through an Act of Odisha State. This is the first Private Multi-Sector State University headquartered in a Naxal and Tribal district. Prof Mishra is also the Chairman of Gram Tarang Group of Enterprises, which is the social entrepreneurship outreach entity of the University.

Prof Mishra worked for 15 years in Fortune500 companies until 2002; he then turned his attention to teaching. From 2002 to 2010 he taught in MBA programs of national and international institutes, such as Xavier Institute of Management Bhubaneswar, BIMTECH (India), MDI (India), Victoria University (Australia), RMIT (Australia). He taught in universities in various countries, ie Malaysia, China, Singapore, Kenya, among others, and was also the Country Advisor (India) of RMIT, Australia.

Entities under the banner of Gram Tarang were established to work with and for the community, especially socio-economically marginalised segments of society, and to vindicate the raison d'etre of Centurion University to provide appropriate and relevant education with a focus on hands-on knowledge, experience-based learning, and practice-oriented pedagogy.

## B Wijayaratne
### Secretary, Ministry of Youth Affairs and Skills Development, Government of Sri Lanka

Mr Wijayaratne has a BSc and Masters degree in Public Administration, and a Postgraduate Diploma in Management.

His illustrious career in Public Administration includes being appointed as the Director General of Sri Lanka Institute of Development Administration where all executives in public service are trained, Additional Secretary (Administration and Finance), Ministry of Economic Development, and Commissioner General of Motor Traffic (Department of Motor Traffic) together with key posts in the Ministry of Housing etc.

Mr Wijayaratne has attended prestigious training programs, including: Public sector leader training Program at Civil Service College, Singapore; Fisheries Policy and Planning, United National University Fellowship, Marine Research Institute, Iceland, 2002, and has shared his thoughts at conferences across the globe: Conference of Network of Asia Pacific Schools, Institute for Public Administration; Governance (NAPSIPAG), Nepal; and SAARC Ministerial Conference.

In addition to producing papers, Mr Wijayaratne has developed path-breaking initiatives in steering and transforming the Dept of Motor Traffic towards securing the 1st Place in the Competition of the National Quality Award 2009.

## Rashmi Bansal
**Writer and youth expert**

Rashmi Bansal is a writer, entrepreneur and youth expert. She is the author of six bestselling books on entrepreneurship, including: Stay Hungry Stay Foolish, Connect the Dots, I Have a Dream, Poor Little Rich Slum and Follow Every Rainbow. These have sold more than a million copies and been translated into 10 languages. Her sixth book 'Take Me Home' was released in January 2014.

She is also the founder of BGB Media (Bloody Good Book), a platform to discover and e-publish budding authors. Earlier in her career, Rashmi co-founded JAM (Just Another Magazine) which went on to become India's most popular youth magazine.

Rashmi has been a consulting editor with Businessworld magazine and business news channel Bloomberg UTV.

Rashmi mentors students and young entrepreneurs and has spoken at various corporate bodies and institutes of national and international repute, including IIM Ahmedabad, IIM Bangalore, ISB Hyderabad and Kellogg School of Management.

Rashmi is an economics graduate from Sophia College, Mumbai and an MBA from IIM Ahmedabad.



## Angela ffrench
**Director of Operations South and South East Asia, Cambridge English Language Assessment**

Angela ffrench is an education professional with 40 years of experience, first as a teacher in the public and private sectors, and since 1991 with Cambridge English Language Assessment. Since joining Cambridge English, she has been responsible for the management of production of question papers, maintaining marking standards, and grading, and has been closely involved with the Research and Development Department at Cambridge English.

Her special interest in the testing of Speaking led to her being invited to contribute to the development of a set of exemplar performances illustrating the 6 levels of the CEFR for languages for the Centre international d'études pédagogiques (CIEP) and in the production of a similar set of exemplar performances for the International Civil Aviation Organisation (ICAO).

Angela has an MEd in Educational Assessment, Testing and Measurement from the University of Bristol and an MA in Educational Assessment from the University of Cambridge. She has published and presented on a range of topics relating to assessment.

### Michael Carrier
**Director of Strategic Partnerships, Cambridge English Language Assessment**

Michael Carrier has worked in language education for 30 years as a teacher, trainer, author, and director in Germany, Italy, Poland, UK and USA, and lectured worldwide. He has an MA in Applied Linguistics and an MBA.

Michael was formerly Executive Director of Eurocentres USA, CEO of the International House World schools network, and Director, English Language Innovation at the British Council in London. He has written many ELT course-books and professional articles, including the Break into English series, Front Page series, and Business Circles.

Michael is currently serving on the Board of the EAQUALS organization as Special Advisor, a Trustee of the TIRF research foundation in the US, and as a Board member of ICC – the European Language Network, as well as on UKTI's ELT Advisory Group to advise the UK government's education strategy. He is a Fellow of the Royal Society of Arts, a Member of the Institute of Directors, the Society of Authors, and the Oxford & Cambridge Club in London.

### Praveen Kanipakam
**President and Chairman of the Board, Sharp Software Development India, Pvt Ltd**

Praveen is a Digital Electronics and Computer engineering professional with experience in electronics and Hi-tech industry for over 24 years. He heads the India Technology Center as onsite Sharp member responsible for working with Sharp Corporation (SC), and is a key partner in global strategy for product development and R&D activities in India. His main focus is on anticipating, creating and managing change in the areas of organization, technology, human capital and quality.

Praveen started SSDI with $0.5 Million capital and developed it to an estimated valuation of $6.5 Million over 14 years. He has advised Sharp companies and groups on addressing their technology and business challenges with practical approaches, including enterprise architecture considerations to achieve desired outcomes.

### Dr Hanan Khalifa
**Head of Research and International Development, Cambridge English Language Assessment**

Dr Khalifa leads a team of research experts on language testing validation issues, assessing K-12 Common European Framework of Reference for Languages (CEFR) matters, and on impact assessment. Dr Khalifa represents the organisation at the European Association for Quality Language Services (EAQUALS) and on the Council of Europe CEFR expert panel.

Dr Khalifa joined Cambridge English Language Assessment in 2003 with a PhD in Language Testing from the University of Reading. She has extensive assessment and evaluation experience working with Egyptian universities, ministries of education and international development and donor agencies in the MENA region.

Dr Khalifa's published work was a runner-up for the prestigious Sage/ILTA award for Best Book on Language Testing and is used as course material for the Association of Language Testers in Europe (ALTE) professional development programmes and for Masters programmes in UK universities.

### Prof R Natarajan
**Former Director of the Indian Institute of Technology and Former Chairman of the All India Council for Technical Education**

Dr Natarajan received his BE degree from the University Visvesvaraya College of Engineering; his ME degree from the Indian Institute of Science, Bangalore; and the MASc and PhD degrees from the University of Waterloo, Canada. He has worked as a National Research Council Fellow in Canada, and as a Humboldt Research Fellow in Germany.

Dr Natarajan served as the Director of the Indian Institute of Technology, Madras from 1995 to 2001, and as the Chairman of the All India Council for Technical Education from 2001 to 2004. He is currently the Chairman of the Board for IT Education Standards of Karnataka, and the Co-Chairman of the Engineering Education Forum of the Indian National Academy of Engineering.

Dr Natarajan has been conferred several Awards and Honours, including the 'Dr Homi J Bhabha Award' of The Indian Science Congress. In addition, he has been conferred Honorary Doctorate Degrees by several Universities such as the University of South Australia.

### Dr Nick Saville
**Director Research and Validation Group, Cambridge English Language Assessment**

Dr Saville is a member of the Cambridge English Senior Management Team and is responsible for directing the work of the Research and Validation Group. He holds a PhD from the University of Bedfordshire in language test impact, and degrees in Linguistics and in TEFL from the University of Reading.

Dr Saville is the elected Manager of the Association of Language Testers in Europe (ALTE) and has close involvement with European initiatives, including the Council of Europe's Common European Framework of Reference (CEFR). He is also a member of the Board of Trustees for The International Research Foundation for English Language Education (TIRF).

Dr Saville is a member of the Cambridge team responsible for setting up the University's Institute for Automated Language Teaching and Assessment. He was a founding associate editor of the journal Language Assessment Quarterly and is the joint editor of the English Profile Studies series.

### Dr Karthick Sridhar
**Vice Chairman, Indian Centre for Assessment & Accreditation**

Prior to founding the Indian Centre for Assessment & Accreditation (ICAA), India's pioneering private non-profit accreditation organization, Karthick helped build successful Social Enterprises managing large diverse teams with 11 projects across 12 States of India.

The goal he aims to achieve for India is 'to witness the entry of at least 5 Indian elite universities in the 'Top 200 World University Rankings by 2025'. Apart from working closely with Central & State Governments, Karthick also engages closely with Global Ranking agencies such as QS, THE & ARWU and assists them in understanding the Indian environment better.

With a PhD in Social Entrepreneurship, Karthick has also played senior key roles in organizations such as IDP Education Australia, Welingkar Institute of Management, and IELTS, in building strategy, managing operations, creating new initiatives and fostering corporate partnerships.

## Prof Dr M Muhibur Rahman

**Member, University Grants Commission, Bangladesh**

Professor M Muhibur Rahman is currently a full time member of the University Grants Commission (UGC) of Bangladesh. He is in charge of the Research Support & Publications Division of the Commission. In addition to this responsibility, he is also in charge of the US$ 250 million Higher Education Quality Enhancement Project being implemented by the UGC.

Before joining the UGC, he had been a faculty in the Department of Chemistry, University of Dhaka from 1966-2010. He had earlier obtained his BSc and MSc degrees from the same department. He was recipient of a Commonwealth Scholarship with the University of Cambridge and obtained his PhD in 1970.

Professor Rahman worked with Professor R N Schindler as a guest research associate in the University of Kiel, Germany. Professor Rahman has to his credit over seventy research publications in peer-reviewed journals.

Professor Rahman is a founder member of the Bangladesh Chemical Society (BCS) and founder General Secretary of the Humboldt Club Bangladesh, now the Association of Humboldt Fellows Bangladesh (AHFB) from 1984-2002, and President of the AHFB from 2003-2010.

## Saul Nassé

**Chief Executive, Cambridge English Language Assessment**

Saul Nassé is Chief Executive of Cambridge English Language Assessment, who provide the world's leading range of qualifications for learners and teachers of English. Saul studied Natural Sciences at Cambridge University and spent three years as a research scientist at Cranfield University, before joining the BBC.

In a twenty-three year career at the corporation he was Editor of prime-time science show Tomorrow's World, Head of Religion and Ethics, and General Manager of BBC Worldwide Productions in Mumbai, where he was responsible for the Indian version of Dancing with the Stars, Jhalak Dikhhla Jaa. His last job at the BBC before joining Cambridge English in March 2014 was as Controller of BBC Learning, where he ran the department that commissioned and produced the BBC's education programmes and websites. These included Stargazing Live, BBC Food, Bitesize, and the innovative new learning online product, iWonder.

**Inaugural Plenary**

The inaugural plenary session was entitled 'Building partnerships for the future'. Angela ffrench the event host from Cambridge English introduced an eclectic mix of speakers who were stakeholders and influencers in their own right in the domain of education. Speakers presented their unique perspectives on the challenges and opportunities in Indian education from which broad issues can be defined and solutions/action points identified.

Presenting the Govt. of India perspective, the Education Secretary Mr Ashok Thakur set the ball rolling by stating that India had become a leader in the Global IT services industry due to its natural affinity and facility of the English language (in comparison with China) which has given India a competitive advantage. But significant challenges remain. With a large population, education policy hitherto had been focused more on 'quantity' rather than 'quality'. Global universities are not expected to establish campuses in India in significant numbers to impact the overall quality of higher education. Therefore, domestic solutions are the only way forward to provide quality learning to 27 million (and growing) students in Indian higher education. The National Education Mission which is being rolled out will focus on "reach and quality". To achieve scale and standardization, information and communications technology (ICT) will play a key role in the future. Fifty DTH education channels are in the pipeline and institutions of higher learning are being encouraged to participate in global, open, online programs offered by the likes of EdX and Coursera. For example, IIT Bombay is partnering with EdX a free online education provider. An integral part of the National Education Mission is to measure the success of education initiatives for which metrics need to be developed. The role of assessments both for individuals and institutions is another focus area in partnership with Quality Assurance of the UK.

Cambridge University "understands excellence "and can "contribute via partnerships" stated Vice Chancellor Sir Leszek Borysiewicz, while presenting the Cambridge University perspective. He cited the example of Cambridge English which leads English language education in India. The University has 270 academic partnerships in India, plus private public partnerships with the IT company Tech Mahindra and the Corporation of Chennai, plus the SCOPE initiative in Gujarat. Cambridge's commitment to quality education in India makes it an ideal partner.

Fr Jose Aikara, Chairman, Council for the Indian School Certificate Examination, highlighted the fact that the Council had its beginnings with the University of Cambridge Local Exams Syndicate (UCLES) and was offering secondary certifications even before Indian independence. Fr Aikara felt that the globalisation of English language requires quality student and teacher evaluation. He felt the current assessment methodologies need to be 'just' and fine tuned to the Indian context. Cambridge English was encouraged to support schools in evolving such evaluation processes which are the need of the hour.

"English is an Indian language" said Mr Mohandas Pai former Executive Board member of Infosys, an iconic Indian IT company, and current Chairman of the Manipal Education Group. Mr Pai had a unique education–industry perspective to offer. He started by describing the scale of the Indian education sector.  The current strength of 750 Universities/46,000 colleges is expected to grow by 2030 to be 1500 universities/75,000 colleges with a 60–70 million student enrollment. An educational qualification is important for aspirational India, where 800 million people will soon be below the age of 40. Internet connectivity and a huge leap in cell phone usage, where a quantum of information is driven by English, presents a major challenge. While an impressive 300 million people speak English in India, Mr Pai asked if that means 900 million people who do not know English will be left out. English is the 'operating system' for global commerce. Employability is dependent on communication skills in English. English speakers can command 3 times the salaries of non–English speakers in the job market today. The role of English is as an enabler to the market place and employment.

An alternate view of the role of English language education was the 'paradox of perception' energetically articulated by Prof. Mukti Mishra, an educationist who heads a university in Naxalite districts in Orissa state, and is incubating 'nano entrepreneurs'. He felt that in our quest to create 'economic beings', migration to urban centres is a natural corollary and contribution to local society is being forgotten. There is a danger of an 'English divide' in India. The role of education should be to facilitate entrepreneurship and employment at the local level. Communication is critical in this process, particularly to envision change.

Rashmi Bansal a noted author, presented her perspective on youth in India. She was of the opinion that today's youth are looking for hope and inspiration. Educators are failing to ignite the spark in youth of today as 'soul 'and 'passion' are missing in their engagement with students. Therefore "how will their potential flower?" The focus of teaching is on subject matter expertise and not on creating motivated leaders. Entrepreneurship she opined, was not a classroom subject. Female enrollment in the work force is hindered by the lack of equality and respect. Consequently, women tend to revert to traditional roles by exiting the work force with their potential remaining unfulfilled. Her solution was to create a cadre of 100,000 – 200,000 teachers, well marshalled with the tools and techniques of teaching. These teachers would be able to motivate students and foster change in current teaching methodologies.

## Salient points from the Inaugural Plenary

The primacy of possessing English language skills for employability was reiterated. The demand for English language education is expected to grow exponentially. Solutions to meet this demand will have to be developed domestically.

Competence in the English language is an aspiration for the youth of India.

The Government of India recognises the criticality of English language skills. It is focused on providing 'reach and quality' in education.

Content and assessments will need to be tailored to the Indian context.

English language should not become another 'divide' like the 'digital divide'.

## Breakout Sessions

As a preface to the breakout sessions, Dr Nick Saville from Cambridge English advocated a systemic approach to the learning, teaching and assessment of languages in formal education. He argued that teaching and assessment goals must be closely aligned and suggested that the Common European Framework of Reference (CEFR) for now provides a useful framework for achieving this.

By way of background he noted that the challenge for us all is to make sure that society equips young people with the skills that employers need in the workplace. The labour market relies on the outcomes of the school system when recruiting staff to meet their needs in a globalised world and evidence of functional communication skills in several languages is increasingly sought. This means there are 'real world' needs that language specialists must respond to in order to improve outcomes and to raise standards over time. Languages must therefore be seen as 'life skills', not just academic subjects to be learned in school and then forgotten. Treating language ability as a skill with social and professional value provides a clear basis for aligning teaching and assessment to desired outcomes – and for understanding and measuring progression, metaphorically speaking, 'up the learning ladder'.

There is a wider role for language assessment and new challenges in linking learning, teaching and assessment more effectively. They must be aligned to the same set of goals, and thus to each other – and we should ensure that large–scale, external examinations impact positively on learning and on educational systems in the local contexts where they are used.  The aim must be to define complementary roles for the expertise of teachers and assessment specialists.

Tests and examinations are often simply thought of as a way of proving that students have achieved the required level of language skills by providing a certificate of proficiency. Dr Saville suggested, however, that assessment specialists can play a more powerful role, and that our focus should be on linking school learning with wider society in a systemic way. The challenge here is to link all types of assessment into a coherent model to improve learning processes and learning outcomes. We need to adopt a learning–oriented approach that

locates learning at the heart of all assessment contexts – from classroom tasks to progress tests, continual assessment to high stakes exams. On the one hand, we must enable international standards to be met – and to be raised over time. On the other, we must empower teachers and learners to set individualised goals, to monitor performance and to make decisions about the next steps learners need to take to make progress.

An important step is to bring the different types of assessment into alignment, and there are two key aspects to this: firstly, to ensure that all assessments focus on the same goals, and secondly that they report performance in terms of a common interpretive framework – that is, a common standard.  He suggested that the CEFR now provides a tool for both of these aspects on an international scale – from Latin America to Asia.

In addition, we need to find ways to extend the learning context within society outside the classroom. For example, the idea of the flipped classroom is a way of engaging learners with new material outside the class, largely online. Digital technology and mobile devices will help to create the necessary ecology for improving learning outcomes in this way.

In conclusion, Dr Saville noted that teachers and the quality of their teaching must remain a central concern. Despite the arrival of new technologies, the role of the teacher will become increasingly important.  But that role will need to change and amongst other things teachers will need to develop higher levels of 'assessment literacy' and to work on innovative ways to use the evidence that the digital systems provide. They should empower learners to become more effective learners – and to scaffold their progression 'up the learning ladder'.


Dr. Saville then introduced the sub themes for focus group discussions, which were as follows:

- Improving access to education by leveraging the power of technology: a learning oriented approach.

- Measuring the success of educational projects: a focus on improvement and measuring progression.

- The role of assessment in raising standards: including blended learning, adaptive learning and on–line tutoring.

Participants were pre–assigned to a group to ensure a good mix of stakeholders. Each group was presented with four questions which were discussed by sub groups within it and discussed in the main group for presentation to the entire Summit audience.

**Focus Group 1: Improving access to education by leveraging the power of technology**

**Q1. What should the outcomes be?**

In what ways can the application of new technology enhance the learning competences and learning styles of learners so that they can have access to future educational and employment opportunities? What kinds of educational resources do they need? What kind of new curriculum design and assessment design will have the greatest impact on learning outcomes?

**Q2. How can Government and private collaboration (PPP) catalyse such improvement?**

What impact should new technology have on the government's educational policy, official curriculum, teacher training and development, and assessment systems? How can we devise new policies that will unlock the investment budgets needed to make new technology available? How should we evaluate which technologies to implement for educational gains? How can we evaluate the success of this impact?

**Q3. What technologies can we leverage for today and tomorrow and how should we apply such technology?**

What can be done to give increased access to knowledge and educational resources to the less advantaged communities that lack access to technology? What is the role of mobile phone technology in bringing internet access to rural areas that lack electricity and access to other technologies? How can we leapfrog the use of fixed line broadband by using mobile networks and/or new technologies like WiMax? What kind of educational resources can we deliver in this way and how can we measure success?

**Q4. How do we train the trainer?**

How do we need to support teachers and build their skills and competences to help them apply and make use of new technology in the classroom? How should we develop a new teacher training program that focuses on the competences of technology implementation? What would this consist of, and how would we motivate existing teachers to upgrade their skills?

**Solutions took account of:**
• Lobby policymakers
• Devise new policies for investment and training
• Engage corporates – employability
• Partner with technology companies – pilot
• Follow best practice – e.g. Microsoft Badaliko
• Design new teacher training programs
• Design new curricula for learners
• Develop new, exciting learning resources
• Agree on new digital assessment models.

**Focus Group 2: Measuring the success of educational projects**

**Q1. Educational reform: What are the conditions for success at different stages and what are the measurable parameters?**

**Solutions took account of:**
- Clear and bring up to date frameworks of reference and clear policies
- Participation of all relevant stakeholders in addressing their needs
- In-depth situational analysis (example)
- Realistic timeframes and managing expectations
- Employability, scalability and sustainability, impact, transformation from starting point, bridging the urban/rural and gender divide.

**Q2. Workable partnerships leading to success?**

**Solutions took account of:**
- Stakeholder focus
- Bottom-up and top-down so involvement of all relevant stakeholders
- Mutual trust and confidence
- Complimentary partnerships
- Continuous feedback
- Managing expectations.

**Q3. Managing educational projects: issues for consideration?**

**Solutions took account of:**
- Stick to the timeframe (timeframes are often not practical or pragmatic)
- Seek independent perspectives through external agencies/third parties
- Create intellectual impact
- Corporate discipline is missing from project execution. There are various bottlenecks: lack of coordination between various entities and consequential delays, red tape.

**Q4. Educational projects: digital or traditional? Challenges and opportunities.**

**Solutions took account of:**
- Online courses are critical in a diverse country with remote and interior areas
- Open-source platforms offer a world of opportunities which can lead to an increase in employability
- Any non-starter can make a start
- Self-paced and simulation
- Increasing access for people with disabilities
- Content: quality
- Sustainability of the delivery
- Connectivity
- Different focuses and different challenges.

**Focus Group 3: The role of assessment in raising standards**

**Q1. Learning and Assessment**

How can an assessment system achieve twin goals: to guide and support learners in their individual learning and at the same time ensure that international standards are met?

There was unanimous agreement that learning and assessment have to meet individual and international standards.

**Solutions took account of:**

- Must be linked to employability
- Localisation needs to be considered. One cannot ignore local issues when aspiring to international standards
- The ecology of the classroom must be considered: students; teachers; ambience
- Ecosystems vary: not all learners are at the same level of ability
- Need to focus on the micro: at the outset of a course, a diagnostic test should be administered and records of learners' ability recorded. Scaffolding and support needs to be provided to individual learners so that they all progress to the best of their ability
- Teachers and learners should be made aware of what outcomes are expected so there is a shared understanding of the outcomes
- Mother tongue influence: there needs to be an understanding of what is a minimum acceptability in terms of comprehensibility. Need to focus on communicability rather than a spurious criterion.

**Q2. International Frameworks and Assessment**

Can an international framework of reference (e.g. CEFR) be used to set national curriculum objectives which are aligned to international levels? If so, how can local needs be balanced against international standards?

**Solutions took account of:**
- The group felt that Government would be willing to accept a standard from 'outside'
- Content creation could be 'crowd sourced' (taking into account IP)
- No dispute regarding the need for an international reference point – but this needs to address teachers as well as learners
- There is a difference between state boards and national boards (ISCE/CBSE): state = national perspective; national = global perspective
- Concern that in Hindi–speaking states, there is a lack of a global perspective
- There is variability at policy level across the states
- Need for a political will
- NCF 2005: concerns that teachers find it a burden to adopt another framework. A common Framework needs to evolve that considers the individual/local situation/policy.

**Q3. Teaching and Assessment**

Teachers typically have little knowledge of assessment principles. In what ways can 'assessment literacy' be raised to ensure that teachers support the twin goals most effectively? How might teaching knowledge and teacher behaviour need to change?

**Solutions took account of:**

- During initial training, teachers need to be taught the basics of assessment
- Learners should also be taught how to assess themselves – to understand what they can do, and how they can improve
- Teachers, learners and parents need to co-operate to achieve goals
- Teachers should be assessed for language and pedagogical competence at the outset of their careers and in-service
- Assessment literacy is a must. There needs to be an understanding of assessment in the digital world.

**Q4. Digital Technology and Assessment**

Digital technology offers new ways to link formative and summative types of assessment to support better learning. What conditions need to be created in the educational setting to enable this to happen?

**Solutions took account of:**

- Concerns about: inadequate infrastructure; teachers' lack of familiarity with technology
- Need to consider incentives to encourage teachers to improve their skills
- Technology improvement should have its own educational roadmap
- Need to consider use of TV and mobile technology – accessible across the whole of India
- Need to consider how technology can help teachers with formative assessment – real-time feedback – immediate analysis
- Need to draw up a menu of enabling solutions, taking account of cost, infrastructure, modes of delivery (TV/radio etc.) which can be selected from, appropriate for the individual situation.

## Partnership opportunities emerging from the breakout sessions

Whilst the solutions presented in the breakaway sessions were generally broad and generic in nature, possibilities for partnerships between strategic, technical and user stakeholders can still be identified.

- Engage with the Government of India and State governments to evolve a policy on English language education in India.

- Acceptance and incorporation of international quality standards within the framework.

- Initiate dialogue with industry bodies to evolve minimum standards of English language proficiency in specific industries. Customise learning solutions to those standards.

- Develop content and assessments in English language education within the Indian context while adhering to international standards. Diversity of student population with access to variable quality of education to be kept in mind.

- How to ensure 'reach' pan India, via cost–effective digital methodologies (including TV) while not compromising on the quality of learning. Can this be achieved in a public private partnership mode? How can private companies assist?

- How to meet the critical shortage of English language teachers.  How to create a pool of trained teachers?

- There is a need to conduct quality health checks for English language education at the school level at regular intervals. How can standards be developed in a partnership mode?

## Closing Plenary –'Forging the Partnerships'

The closing plenary infused an international flavor with policy makers from Bangladesh and Sri Lanka sharing their experiences of English language education in their respective countries.

The Bangladesh experience was presented by Dr M Muhibur Rahman , Member of the University Grants Commission of Bangladesh. Dr Rahman leads the $250 million higher education quality improvement project in that country. Bangladesh has 33 public and 79 private universities, 2200 colleges and 3 million students at the tertiary level. There are 1.2 million high school graduates every year, 99% enrolment at the primary school level, and textbooks are provided free of cost up to grade 12. English language education is compulsory from grades 1–12 and is the medium of instruction at the tertiary level. Quality assurance has been instituted at every University, where the focus is on employability with communication and technical skills. The primary challenge is that 75% of students are in rural areas, so connectivity is as issue compounded by a paucity of trained and capable teachers. Fifty master trainers in English have been certified with the assistance of the British Council. There is a compelling need for an affordable English language test which can be administered nationwide.

The current status of English language education in Sri Lanka was presented Mr B. Wijataratne, Secretary, Ministry of Youth Affairs and Skill Development. Sri Lanka is in urgent need of partnerships as the country wants to transform itself into a knowledge economy. The main impediment is the level of sub optimal. The genesis of this can be traced to government policy in the 1960s to focus on Sinhalese as a language of communication, whereby a whole generation was deprived of English language education in state schools. This policy also had social implications, as it created disharmony between the majority Sinhala community and ethnic minorities like the Tamils due to the lack of a common medium of communication. English is now taught as a second language in schools. However, the failure rate in examinations is high outside Colombo. The ability to speak is significantly lower than the ability to write due the absence of a critical mass of English speakers. Therefore, there are many opportunities for English language skill development in Sri Lanka.

Dr Karthick Sridhar from the Indian Centre of Assessment and Accreditation discussed areas of potential partnerships. He informed the delegates that only five Indian universities featured consistently in the top 200 universities in the world. One important reason for this was that the rankings are skewed in favour of research capabilities and output by universities. Indian universities, on the other hand, are focused on teaching as a priority with an emphasis on employability of the students. This focus, while eminently practical, is usually at the cost of quality. He had three specific recommendations to make, namely:

- Overall school quality assessment.
- Health and safety assessment of schools at the district level (Karnataka framework).
- Establishing a Cambridge CoE for Training trainers, imparting assessment methodologies etc.

Saul Nassé, the Chief Executive of Cambridge English language Assessment rounded off the Summit proceedings. He noted that India's advantage is that it "has English in India". There is now an entrepreneurial approach to learning English as it provides access to information, markets and importantly employment. This is driven by an aspirational class who have a passion for education. The exponential growth in electronic news media and internet connectivity inspires people. He felt broadband is not critical and the television medium needs to be harnessed for English language learning as English is a global phenomenon. Cambridge English is well placed to partner with stakeholders.

## Conclusions

The Summit met its main objective of providing a platform for stakeholders in English language education in India and the region to raise issues, present perspectives, provide potential solutions and flag opportunities for forging partnerships. The essence of the deliberations and outcomes have been presented in this report.

The next stage of facilitating transformation through action has to be initiated. It is imperative that a 'Framework for Action' is in place to achieve this. Otherwise, The Summit in its future incarnations will limit itself to being a 'talking shop', notwithstanding the quality of participants, and their thoughts. Future Summits need to differentiate themselves from the plethora of conferences and seminars on 'education' that are held frequently in India without any follow up action.

**Thoughts For The Future**

1. Define a 'Frame work for Action' so that it can be used by all stakeholders who wish to initiate collaborative partnerships with other stakeholders in English language Education.
2. Provide further catalysts or enablers to facilitate engagement between all three identified stakeholders.
3. Showcase ongoing or completed projects at the next Summit.
4. Initiate pilot projects which could set the direction for future initiatives.

## About the University of Cambridge

The mission of the University of Cambridge is to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence. To date, 90 affiliates of the University have won the Nobel Prize. Founded in 1209, the University comprises 31 autonomous Colleges, which admit undergraduates and provide small-group tuition, and 150 departments, faculties and institutions.

Cambridge is a global university. Its 19,000 student body includes 3,700 international students from 120 countries. Cambridge researchers collaborate with colleagues worldwide, and the University has established larger-scale partnerships in Asia, Africa and America.

The University's reputation for outstanding academic achievement is known worldwide and reflects the intellectual achievement of its students, as well as the world-class original research carried out by the staff of the University and the Colleges. Cambridge is consistently ranked among the top five universities in the world.

www.cam.ac.uk

## About Cambridge English Language Assessment

Cambridge English Language Assessment is a not-for-profit department of the University of Cambridge. It is a world leader in language assessment and has been providing high-quality English language exams since 1913, backed by one of the largest dedicated language research teams in the world. Over the last 100 years, Cambridge English has developed cutting edge language assessments and has provided opportunities for English language communication skill development.

Over 5 million candidates take Cambridge English Language Assessment exams every year. The organisation has a global network of 2,500 test centres in over 130 countries and Cambridge English Language Assessment exams are recognised and used by 15,000 organisations globally.

In India, Cambridge English supports both educational institutions and corporate bodies in developing and assessing the language proficiency level of students and employees. Cambridge English also works towards development of English language skills of students in partnership with the Governments of Tamil Nadu, Gujarat, Rajasthan, Mizoram, Orissa and Andhra Pradesh.

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