



Announcements

ASERF has instituted **Dr Stya Paul Young Educationist Award** for honouring Young Educationists who have demonstrated their potential by making an impact on Indian education.

Applications from the eligible scholars are invited for the Award of the year 2011. [Click here](#) to download the prescribed format along with the terms and conditions.

Apeejay Stya University announces admission for the session 2011-12

Apeejay Stya University is offering diverse catalogue of technical, scientific, management and liberal arts courses for the academic session 2011-12. Applicants for admission accepted on the basis of comprehensive merit, judged by their academic excellence, their extracurricular achievements, and their utilization of the resources they have had available. As part of the application, the University recognize a number of examination scores to establish academic excellence, including AIEEE, GMAT, SAT, and SAT II.

For more, visit: www.apeejay.edu/asu

Get Involved

International Two-Year Teaching Fellowship

The Apeejay Stya University invites applications for its two-year teaching fellowship in India. Applicants would be based in Sohna, Gugoan, Haryana India, and take up to three classes in the subject of their proficiency. Fellows would gain experience in teaching in another culture, within an extremely innovative university system.

Please visit our website for more:

<http://apeejay.edu/asu/getinvolved/fellowships.php>

Partnership

Dear Partners,

The Apeejay Stya Education Research Foundation (ASERF) invites news, articles, resource material, opinions and analyses on relevant educational issues that can be highlighted in our by-monthly e-bulletins and on the ASERF portal.

We request if you could spare a few moments of your valuable time to have a look at our website and guide us on our regular initiatives.

Editor

Dr. Mithilesh Kumar Singh

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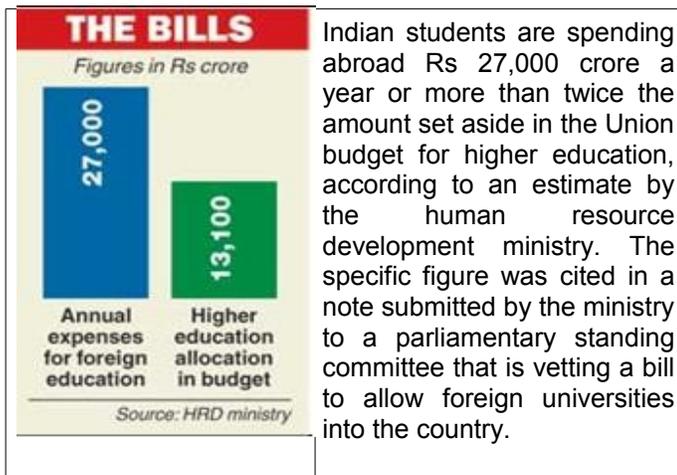
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ASPECT**Kids take out Rs 27000cr: Govt**

Estimate in HRD note for panel vetting foreign varsity legislati



Indian students are spending abroad Rs 27,000 crore a year or more than twice the amount set aside in the Union budget for higher education, according to an estimate by the human resource development ministry. The specific figure was cited in a note submitted by the ministry to a parliamentary standing committee that is vetting a bill to allow foreign universities into the country.

The ministry has put the expenditure incurred by Indian students for overseas education at “\$5.5 billion (Rs 27,000 crore)” a year. The figure is more than double the Rs 13,100 crore the Union government proposes to spend on higher education in 2011-12.

At today’s exchange rate of Rs 45 to a dollar, \$5.5 billion converts to Rs 24,750 crore. To reach the ministry’s figure of Rs 27,000 crore, the exchange rate needs to be Rs 49 to a dollar. The last time the rupee dipped to that level was in early 2009.

Weighed against the current total of 2.64 lakh Indian students studying abroad, the expenses per person on the basis of the ministry’s estimate come to around Rs 10.22 lakh. The figure — the per capita count is only an indicator as fees vary widely from college to college and country to country — is on the lower side, compared with the annual bill in many well-regarded universities in the West.

The ministry note does not say so explicitly but the suggestion behind the estimate appears to be a reminder that the country can keep back a part of the huge amount if foreign universities are allowed to operate here. The ministry has suggested several qualitative reasons for doing so.

But some academics have pointed out that not all students go abroad in pursuit of studies. M. Anandkrishnan, an educationist, cited the example of Australia which hosts nearly 90,000 Indian students.

He said many students were pursuing courses like hairdressing and cookery — some in substandard institutions — with the objective of settling down there. “Most students going to Australia aim at permanent residency status. They want to migrate to that country as it provides better job opportunities,” he said.

An HRD ministry official said the US remained the most favoured destination for Indian students. Nearly 1 lakh Indian students are pursuing higher studies in the US, followed by Australia and the UK (around 20,000). Some other destinations are Germany, France, New Zealand and Singapore.

“There is another group of students who turn to foreign institutions after failing to get admission in good institutes in India. There may be very few students who want to go abroad for pursuing quality education in good institutions,” Anandkrishnan said.

He said this trend of mobility could not be checked even after the entry of foreign universities into India.

According to the provisions of the Foreign Educational Institutions (Regulations of Entry and Operations) Bill, institutions with 20 years of standing in their home countries will be able to set up campuses in India.

The bill has been referred to the HRD parliamentary standing committee that met today. UGC chairman Ved Prakash and ministry officials deposed before the panel.

“The committee wanted to take the views of the UGC on the regulatory framework. The committee will meet again to finalise its recommendation,” Prakash Javadekar, a member, said.

The ministry cited two key reasons to justify the entry of foreign institutions.

It has told the committee that public expenditure on education stands at 3.78 per cent of the GDP. The government wants to increase the expenditure to six per cent of the GDP. It is expected that foreign education providers will be able to contribute towards enhancing the non-public investments in education.

The ministry drew the committee’s attention to the fact that research has been lagging behind in India. The government has to facilitate the entry of quality foreign institutions in the country in order to enhance innovation and research in emerging areas. The government feels that many researchers who want to migrate to foreign countries will stay back if world-class research facilities are made available in India.

The ministry has said a number of foreign institutions have already approached the government for setting up of campuses in India or collaborating with Indian institutions.

The US-based Virginia Institute of Technology has expressed a desire to set up a branch in India. It wants to set up research facilities in critical technology, bio-informatics and transportation studies.

Source: March, 2011/[The Telegraph](#)

Schools in 17th-19th century Madras

Although pātasāla-s existed in medieval Kāñçipura, schools in a Western sense became critical with rising numbers of

Europeans (and Eurasians) and their children in 17th century India. The necessity became acute because of orphaned and/or abandoned children. Local government and the foreign community in Madras felt compelled to provide for the neglected children in some way. Another reason was religious proselytism of protecting the new converts. Schools at this time served principally as a facility offering basic literacy and numeracy skills, with no path-breaking innovation in pedagogy. Innovation was mostly of social nature, enrolling children from marginalised families.

In such a context, the first school for orphaned girls was started by Dom Aleixo de Menezes, the Archbishop of Goa, using Portuguese medium, in Goa in 1605. Records show that a schoolmaster was paid in Madras by the English East-India Company from 1670. Two Tamizh schools exclusively for boys, and one Tamizh school exclusively for girls, one Portuguese school for both boys and girls, and one Danish school (for both boys and girls-?) existed in Tranquebar in 1712. A charity school on private donations existed in Madras in 1715, which, in high probability, admitted both boys and girls, because the covenant indicates that boys be taught to read, write, and learn accounting, whereas girls to read and some aspects of home management.

As time passed, these schools suffered financial difficulties. When Bartholomew Ziegenbalg died in 1719 and John Ernest Gründler in 1720 the schools started by the Royal Danish Mission in Tranquebar folded. However, their successors restarted the schools, with monies donated from Germany. However, even this support gradually waned. By the late 18th century the Madras Military Male Orphan Asylum (MMAO) administration resorted to lottery to support 250 children; running a money lottery was successful because the people of Madras, irrespective of caste or religion, bought lottery tickets, with a hope of making a quick buck. (Could this be the earliest organised money lottery in India?) On the other hand, struggling schools in Calcutta organised sacred-music concerts to raise funds.

Andrew Bell interested in educational practice 'developed' a pedagogy in MMAO, which he supervised in 1793. According to the Bell pedagogy, a teacher taught his older students directly, and those students taught the younger ones and maintained order among them – came to be referred as 'monitors'. This method was acceptable to Indian Muslims as well. The method gained support from the government because it saved money for them: less teachers, therefore less expenditure. Today the world celebrates Bell pedagogy as Madras system of education, although we know that Bell refined a practice, which he saw in a pātasāla in Calicut.

The earliest schools for differently-abled children commenced in Madras. William Cruickshanks, born to an Irish soldier in Madras in 1800 and abandoned, entered the Male Military Orphan Asylum. At the age of 12,

Cruickshanks turned blind. Not despairing, Cruickshanks heard lessons read aloud by his mates and memorized them; in a few years, he started tutoring children of wealthy Madras families. In 1838, he became the headmaster of the Native Education Society's School (100 students) in Madras. He became the headmaster of MMAO in 1841, and that of the 25-strong new school in Palayamkottai in 1844. A note on this remarkable Madras man is available in Stephen Neill. School Education Inspector Miss Carr refers to the 'satisfactory' performance of children with hearing and speech impairments in a school run by Florence Swainson in Palayamkottai in 1898.

Source: 4 April 2011/[Express Buzz](#)

NEWS

AICTE nod to foreign tech schools to operate

The All India Council for Technical Education (AICTE) has allowed foreign institutions to set up campuses and impart technical education in India even as a proposed Bill seeking to facilitate their entry is yet to be passed by Parliament.

However, the technical education regulator's new policy, which replaces the one formulated by it in 2003, does not permit foreign institutions to offer their own degrees.

According to the new 'approval norms', foreign institutions can set up campuses or collaborate with technical colleges approved by the AICTE anywhere in the country. For this purpose, foreign institutions can also collaborate with any company established under Section 25 of the Companies Act 1956, the new AICTE approval norms say.

Under the Foreign Educational Institutions (Regulation and Entry and Operations) Bill, 2010 — which the government introduced in Lok Sabha last May and is now pending with a parliamentary committee— foreign institutes can offer their own degrees.

They also don't need to register as a society or a trust or a Section 25 company as the revised AICTE policy mandates. Societies, trusts and companies registered under Section 25 of the Company's Act are not-for-profit institutions.

"After being registered as a society or trust or a company under the Act, a foreign institution will have to submit a detailed proposal for approval from the AICTE to run their courses under the new norms," a top AICTE source said.

Accreditation by an authorised agency in a parent country with acceptable grades where grading is available, will be the condition for a foreign institution interested in starting operations here.

Once approval is given, the foreign institutions will be bound by the AICTE's advice on admissions, entry qualifications and the conduct of courses or programmes "as may be communicated to them from time to time," the source said.

The proposal from a foreign university seeking equivalence of technical courses at various levels for mutual recognition of qualifications for the purpose of imparting such courses in India under collaborative arrangements or otherwise will be considered by the council through its standing committee.

Source: March 2011/[Deccan Herald](#)

Training Programmes for BPO

The Central Board of Secondary Education (CBSE) offers "Business Process Outsourcing Skills" as a subject under the vocational course 'Financial Market Management' in the higher secondary stage.

The course has been introduced in collaboration with National Stock Exchange. CBSE and State Boards are the certifying authorities for vocational courses at the higher secondary level

Source: 16 March 2011/[PIB](#)

UGC Considers New Norms for Teachers Student Ratio

The University Grants Commission (UGC), constituted a Committee under Prof. J.A.K. Tareen on the norms for teachers to student ratio for various disciplines/programmes and teaching to non-teaching in Central Universities and UGC-maintained institutions deemed to be universities. The recommendations of the Committee are as under:

Teachers to Student Ratio-

PG Programme

- (i) For Science Programme -1:10
- (ii) For Humanities/Social Sector -1:15
- (iii) Commerce & Management -1:15
- (iv) Media & Mass Communication -1:10

UG Programme

- (i) Social Sciences-1:30
- (ii) Sciences-1:25
- (iii) B.Ed.-As per NCTE norms
- (iv) Media & Mass Communication- 1:15

Teacher to Non-Teaching Ratio:

- 1:1.1 -Non-Teaching (Ministerial)
- 1:0.40- Non-Teaching (Technical)
- 1:1.30 - for affiliating University (Ministerial)

The UGC is considering the recommendation made by Prof. J.A.K. Tareen.

Source: 16 March 2011/[PIB](#)

Shri Kapil Sibal Inaugurates Web-Based Application for AICTE

Shri Kapil Sibal, Union Minister for Human Resource Development inaugurated, here today, a new web-based application for the All India Council for Technical Education (AICTE) that will provide for the information and data as filled in by the institutions to be available in the Public Domain. This is a bid to promote transparency and accountability in its functioning. Interested stake holders can thus view the information pertaining to any institution in the Public Domain.

The AICTE has also implemented Business Intelligence Report which will provide complete current statistics pertaining to issues like courses, programmes, faculty, students etc. in the Public Domain and in Real Time. This is expected to improve transparency and also provide useful information to the general public and all stake holders.

AICTE has further introduced SMS Service that will inform and update the status of the applications made under various categories to AICTE for approval. The intent again is to make the progress of the application transparent as it is processed for approval at AICTE.

Source: 16 March 2011/[PIB](#)

Management schools get interim relief with SC stay order

A court verdict may have put into pause mode the government's efforts to do away with one-year management courses and to bring in more transparency in the running of autonomous management institutes in India, but it has brought to the fore the crying need for a mechanism, self-regulatory or otherwise, to check malpractices in such institutions.

On March 17, the Supreme Court stayed a notification issued a few months ago by the All India Council for Technical Education (AICTE) that envisaged greater government role in autonomous business schools following appeals by such institutes. They contended that AICTE, the federal body that governs technical education in the country, took decisions on some controversial provisions of the notification when enough members were not present.

The eight provisions in the notification called for a much greater role of respective state governments in the running of B-schools besides setting some rules for admission tests and duration of the management courses. The council, which had received numerous complaints from many students and parents, was looking forward to regulating almost every aspect of running a management institute—fee structure, duration of the programme, curriculum and admissions.

SS Mantha, chairman, AICTE, says the notification was issued because "there is no regulation whatsoever" in autonomous management schools, much to the anguish of students who are forced to pay very high fee for pursuing studies there. "What we did was for the benefit of the

public; the students and their parents. What is the problem if these institutes are governed by the state?" asks Mantha.

Sure, AICTE's decision incurred the wrath of B-schools, who charge the AICTE with trying to "dissolve their autonomy".

A person associated with one such school, who asked not to be named, says the AICTE had, over the years, "recklessly" given approval to "sub-standard" institutions.

Claims Harvansh Chaturvedi, director, Birla Institute of Management Technology (BIMTECH), : "With this notification, they tried to punish the good ones because they couldn't (or didn't) punish the bad ones."

Chaturvedi is alternative president, Education Promotion Society of India, which along with the Association of Indian Management Schools, had petitioned the apex court against the notification. He says he is in possession of the minutes of the meeting held on 20 September 2010 when the controversial provisions were put on the table. Chaturvedi claims that the meeting was held and the crucial decision was taken "without a quorum".

Interestingly, the dearth of regulations in management education in India has been a cause for worry. According to figures provided by Career Launcher, a management test preparation company, there are approximately 3000 MBA colleges in India. "Very optimistically, only 150 of these provide quality education," says chairman and co-founder, Gautam Puri.

FICCI general secretary Dr Rajiv Kumar proposed a self-regulatory mechanism which can be adopted by management institutions at will. "It is just a beginning of an idea; an intermediate step to avoid both no regulation and over regulation," he says. However, with a wide disparity between demand and supply and countless sub-standard colleges, self-regulation doesn't actually seem to be a viable option.

Consider this. According to KPMG, the total number of seats in top 40 B-schools is around 10,500. The number of seats available in the good ones is for less than 5% of the MBA applicants. An increasing awareness and the premium commanded by management students in the job market have led to spurt in demand for management education in India.

The number of students who took the common admission test (CAT) conducted by the Indian Institutes of Management (IIMs) has been steadily rising till 2009, touching almost 2.5 lakh. After the test went online, the number went down in 2010 to approximately 1.86 lakh candidates. The number of Graduate Management Admission Test (for foreign MBA) applicants from India is also growing. In 2009, 30,633 Indians appeared for GMAT, a 128% increase in five years.

As is well known, the country's corporate sector wants MBA executives, even at the lower levels, to have an

overall knowledge of the corporate world. But how to ensure students don't fall into swindlers' trap?

TV Mohandas Pai, board member and director-HR, education and research and administration at Infosys Technologies, offers some unique suggestions which go beyond self, over and under regulation.

"The AICTE can keep a watch on new institutions for the initial years. These and the old institutes can be regularly rated by an independent body like Crisil. To tackle the menace of high fees, AICTE can come up with scholarships." Looks like a workable suggestion indeed!

Source: 20 March 2011 / Mumbai / [The Economic Times](#)

Common syllabus for maths, science soon

From the 2011-2012 academic session, senior secondary students across 19 boards, including the Central Board of Secondary Education (CBSE), will have core syllabuses for science and mathematics.

The common syllabuses were developed in collaboration with the National Council of Educational Research and Training (NCERT) and the Council of Boards of School Education in India (COBSE) and will be first offered to Class XI students from 2011 in physics, chemistry, biology and mathematics. The first board examinations for courses with the common syllabuses will be conducted in 2013.

While, the CBSE has already intimated its affiliated schools and has uploaded the complete syllabuses in its official website, other boards are also informing their schools and students on the changes. According to COBSE officials, of the 32 education boards operating in India, which include two national boards — CBSE and Council for the Indian School Certificate Examinations (CISCE) — 19 have confirmed the introduction of the common syllabus from 2011, while other state boards from states like Andhra Pradesh are going to introduce it from 2012.

Puran Chand, joint secretary of COBSE, said: "Eighteen state boards and CBSE have confirmed the introduction of the common syllabi from this year. Of the rest, the CISCE has agreed in principle to come on board, but yet to finalize the details. There are six-odd state boards which are yet to decide. According to COBSE sources, one of the largest state boards, the UP board has not yet confirmed its decision. The state boards which will offer the common syllabuses from this year include Haryana, Bihar, Uttarakhand, Goa, Nagaland, Jammu & Kashmir, Rajasthan, Kerala, Assam and West Bengal, among others.

In 2008-2009, a committee was formed by the ministry of human resource development, which included members of NCERT and COBSE, to frame common syllabuses for science subjects and mathematics, which would be common across the country. The idea is to offer level-playing field to all science students for various competitive examination for entry into higher education.

"There was a feeling among the students from state boards that the students of CBSE boards are at an advantage when it comes to cracking various competitive entrance examination for medical and engineering courses, among others. Now students will have the same syllabus across states," Puran Chand of COBSE said.

Officials from the committee which framed the common syllabuses said that around 10 topics have been changed from the existing syllabuses prepared by the NCERT.

Source: 24 March, 2011/[The Times of India](#)

HRD ministry to launch massive higher education survey

The Human Resource Development (HRD) Ministry has decided to launch a huge survey on the state of higher education in India, owing to the inadequacy of information that is available about the subject.

The ministry has assigned the task of conducting the survey to the National University of Educational Planning and Administration (NUEPA). The survey will be completed in one year's time. An official from the ministry said that the higher education sector in India has been marred with a lack of reliable data which has hindered the implementation of policy initiatives that are required.

"The information on Gross Enrollment Ratio (GER) does not get updated properly keeping in mind the increasing intervention of the private sector in higher education," he said.

The decision to carry out the huge task of conducting the survey was taken by a task force that was headed by a senior official from the HRD ministry. The collection of the data will begin in a short period and the NUEPA will be seeking assistance for the survey from educational institutions throughout the country.

The main aim of the survey will be to collect and provide reliable information regarding higher education in the country. The survey would be covering all public and private institutions of higher education.

The institutions to be surveyed would include universities, deemed universities, institutions of national importance and other institutes of university level, general and professional/technical such as medical, engineering, dental, veterinary, computer, management, agriculture, pharmacy, law, teacher training, etc.

Other institutions that would also be included in the survey are colleges and institutes that offer post secondary education like polytechnics and industrial training institutes.

The HRD ministry official said that the survey of the institutions would give the government a clearer perspective about the higher education sector in India.

The exercise will be based loosely upon the model of survey of elementary education that is conducted by the NUEPA every year.

The official further added that once the ministry had a basic data of the higher education in the country, it had planned to update the information on an annual basis the way that it is done for elementary education.

The information that will be collected in the survey would include data on the basic profile of institutions like management, affiliation status, courses offered, income and expenditure, enrollment, faculty, etc.

Source: 24 March 2011/[India Edu News](#)

Engineering, B-school campuses lap up boom-time lollies

India Inc, specially start-ups, are rolling out the goodies like never before in engineering and business school campuses. Salary hike isn't enough anymore, it's time for stock options, promise of deferred entrepreneurship and much more.

When Nihar Jain of the Indian Institute of Technology (IIT), Bombay, took up the job offered by a start-up company, what lured him was not the salary package, but the stock option. And Jain wasn't alone. A host of graduates from India's premier institutes have opted for start-up jobs for the same reason.

Amit Bansal, CEO of PurpleLeap, a Pearson-Educomp company specialising in entry level talent management, says start-ups can't afford to pay salaries as high as large companies do. So they are trying to compensate through stock options.

Companies are also offering candidates the option to work on their own ventures even while working with them. For instance, at the Indian Institute of Management, Ahmedabad, three students have got a job profile where they can work for first two years at the firm and later build their own entrepreneurship venture, of course with the firm's help.

Salary increases have been over 20 per cent this year after a gap of over two years. "Unlike the past couple of years, most companies this year have increased entry level salaries by 15-20 per cent, though bulk recruiters like IT companies have not joined the bandwagon," said the placements chairperson of Mumbai-based Veermata Jijabai Technological Institute (VJTI).

At VJTI, Microsoft has increased the salary from Rs 10.34 lakh in 2010 to Rs 12.5 lakh this year, an increase of 21 per cent. When contacted, a Microsoft India spokesperson said: "We continue to aim to become one of the most attractive organisations on engineering campuses, both in terms of compensation and overall employee value proposition."

V Suresh, executive vice-president and head-sales, Naukri, says entry level salaries offered at the placements of engineering and management institutes have been raised

by many sectors. The hike will depend on the type of institute (Tier I, II or III) and the profile for which the student is being hired. "These hikes also highlight the demand-supply gap. During the slowdown, many of the firms didn't hire. Now, with markets being buoyant, firms are back at campuses," he added.

Students who are hired by companies like Microsoft, Google and Yahoo, tend to draw a fatter pay package. Those who are hired for a research and development profile get a pay package in the range of Rs 6.5 lakh to Rs 18 lakh, according to industry experts.

Students in engineering institutes began working for start-ups when, on the back the global meltdown, big-ticket firms stopped flocking to their campuses. For instance, in 2008, IIT-Bombay's Entrepreneurship Cell joined hands with the National Entrepreneurship Network to organise a campus recruitment programme for start-ups, which saw enrolment of over 200 students.

Source: 25 March 2011/ Mumbai / [Business Standard](#)

Left, Congress blame BJP for blocking RTE bill

Important amendment in Right to Free and Compulsory Education Amendment Bill could not be taken up in Rajya Sabha on Friday. The Bill sought to treat children with disabilities as disadvantaged group under the Right to Education (RTE) Act.

While the Left was keen on the Bill's passage, BJP said there was not enough time to discuss it. The party wanted a four-hour discussion on the Bill, whereas Left said it would be happy to pass it with even half-an-hour discussion.

An upset HRD minister Kapil Sibal could be seen talking to BJP members, requesting them to let the Bill pass. Even Brinda Karat of CPM tried to convince BJP members but to no avail. Sibal said he had come prepared but was told minutes before the start of the proceedings that the Bill was not going to be taken up.

Karat blamed both Congress and BJP, saying the Bill was "sacrificed because of the government managers and obduracy of BJP". She said parliamentary affairs minister P K Bansal did not make effort for the passage of the Bill.

Traffic education in schools urged

Rajasthan transport minister Brijmohan Sharma on Friday urged the Centre to introduce traffic education in schools. He was speaking on 12th National Road Safety Council meeting at Vigyan Bhavan in New Delhi.

"The major reason behind accidents is untrained and irresponsible drivers," Sharma said. Regarding efforts to reduce accidents in the state and streamlining transport polices, he said, "We have started on-line licensing in the state besides punching of licence for flouting traffic rules."

PCC appointment: Naresh Choudhary, Youth Congress' assembly delegate Kishengarh in Ajmer constituency was

appointed state secretary (redressal and grievance cell) in Pradesh Congress Committee recently. This cell would act as platform for people to address civic problems.

Muslim MPs plea: Rajya Sabha MP Ashk Ali Tak, with other Muslim MPs, on Friday demanded districts having 15% Muslim population to be brought under planning commission development schemes for minorities. They urged Montek Singh Ahluwalia, deputy chairman, Planning Commission, that scholarships for minorities should be increased. "I asked the Commission to follow the Rajasthan model for upliftment of minorities in the country," Tak added.

Sonography machine seized: The health and medical department on Friday seized the sonography machine of Rathi hospital in Beawer town of Ajmer district that was being used to determine sex of children in the womb. The department also cancelled the hospital license to provide sonography facility. This is only the second sonography machine in Beawer. According to deputy chief medical and health officer Lal Thadani, the team from Jaipur headquarters found that the Rathi hospital was violating the pre-natal diagnostic rules.

Doctors unhappy: Akhil Rajasthan Rajya Chikitsak Sangh (non-teachers) has expressed its resentment over the government failure to fulfill their demands. They have threatened dire consequences if the government failed to fulfill the demands of state doctors.

IIT-JEE reforms: Students can check marks online

Students appearing for the highly competitive entrance examination of the Indian Institutes of Technology this year can for the first time see their answer scripts after evaluation and compare their scores with their answers. The IITs will place on the net scanned copies of answer scripts of each of the estimated 4.85 lakh students appearing for the IIT Joint Entrance Examination on April 11, IIT Kanpur director Sanjay Dhande told HT on Friday. IIT Kanpur is in charge of organising the IIT-JEE this year.

The move is among three dramatic admission process reforms the IITs will formally announce, possibly on Saturday, to regain any loss of faith in the IIT-JEE, ravaged by repeated controversies since 2006. "The answer scripts can be accessed by a student-specific password," Dhande said.

Apart from making answer scripts available, the IITs will announce the correct answers to all questions in the IIT-JEE within 48 hours of the test, Dhande said. Students at present have to rely on coaching centres in the immediate aftermath of the IIT-JEE for answers to questions.

Each student will also receive marks at the time of result declaration — irrespective of whether the student has qualified, he said. Only students who qualify receive marks at present, and that too much after the exam results are declared.

Together, these measures will for the first time allow reach student to evaluate his or her own performance and point out any problem in their marking by the IITs before the admission process is over and it is too late for corrective action. The reforms will also enable students who do not qualify to identify areas of weakness, and whether they are close enough to qualifying to appear for a second time next year.

The IITs failed to explain the cut-offs they used for the JEE in 2006 till last year. They offered three explanations for the cut-offs — including on oath to the Calcutta high court —that they subsequently changed, once it was exposed that the explanations cited did not yield the cut-offs used. Close to 1,000 students suffered.

Errors worth several potentially decisive marks in question papers over subsequent years, and errors in last year's Hindi question paper triggered criticism from Bihar chief minister Nitish Kumar and in Parliament.

Task force to monitor higher education formed

Going ahead with its proposal of conducting a higher education survey in the country, the Union Human Resource Development Ministry has set up a task force that will oversee the survey. The survey will include medical institutions also.

The task force is headed by the Additional Secretary (Higher Education) in the Ministry with representatives from the University Grants Commission, the All-India Council for Technical Education, the Medical Council of India, the Indian Agricultural Statistics Research Institute, the Central Statistics Office, universities, and the State Higher Education departments as its members.

Sam Pitroda's objection

The proposal has been criticised by Sam Pitroda, Adviser to the Prime Minister on Public Information, Infrastructure, and Innovations.

The survey is expected to give an accurate information on universities/university-level institutions, details of institutions attached, affiliated or recognised by universities and other statutory bodies. It will also provide details of faculty/departments/courses offered and information regarding teaching and non-teaching staff, student enrolment and examination results of the terminal year of each course.

Pilot Testing

The Pilot Testing of Data Capture Formats will be done between March 29 and April 16. Three Data Capture Formats have been designed and the main survey would be done during summer vacation in universities/ colleges when investigators/enumerators will visit institutions to collect information in the prescribed pro forma.

The institutions that have been identified for pilot survey are the University of Delhi and some of its colleges, the Benaras Hindu University and some of its affiliated

colleges, the Jawaharlal Nehru University, the Guru Gobind Singh Indraprastha University, the Panjab University, some universities and colleges in Andhra Pradesh, the Indira Gandhi National Open University, the Indian Institute of Technology (Delhi), the All-India Institute of Medical Sciences and the Rashtriya Sanskrit Sansthan and deemed universities.

Centres for higher learning

The institutions of higher learning include universities (Central, State, Private, Deemed) including Open universities, institutions of National Importance/ Institutions established under the State Legislature Act, colleges affiliated to universities, stand-alone institutions (not affiliated), polytechnics, and research institutions.

Source: 27 march, 2011/[The Hindu](#)

Kapil Sibal gets support on semester from Vice-Chancellors

The Vice-Chancellors (V-Cs) of state and central universities from across the country on Saturday unanimously supported the semester system at a two-day conference in the Capital.

This delighted Union human resource development (HRD) minister Kapil Sibal, who has firmly backed Delhi University V-C's decision to implement the semester system despite vociferous protests from teachers.

Some departments in DU, such as history and sociology, have continued to protest even as the university has gone ahead and introduced the system in the department of commerce and is in the process of doing so in political science and economics departments.

Sibal said the semester system would pave the way for more reforms in the higher education sector, such as the credit system of assessment that would ensure greater flexibility and mobility for students.

He also called for "normbased" funding for institutions and not a block grant from the Centre, as is the practice. "It is time the central government should not be deciding what individual universities need to spend on. It is for the universities to decide what they want to spend it on," the minister said at the conference that began Friday.

At the same time, he emphasised the significance of different levels of funding needed for different institutions as all universities do not have the same degree of financial requirement.

Sibal called for the need to develop standards for universities to be able to give affiliation.

Terming it their "biggest problem", he said "there are no standards for affiliation". At present, there are universities which have hundreds of colleges affiliated to them.

Professor Ved Prakash, chairman of the University Grants Commission (UGC), too, stressed on the need to limit the

number of colleges affiliated to every university to between 40 and 50.

He also supported Sibal's call for "norm-based" funding - firstly, mandatory norms for minimum substantive grants to all universities, then maintenance grants to all universities based on transparent and objective criteria, and finally, performance-linked incentive grants to be given to institutions based on stipulated indicators.

In fact, he proposed that to incentivise reforms and performance, colleges, universities and institutions should be provided additional funding by the UGC and the HRD ministry. This would help in achieving global standards in research and teaching, he contended.

On Friday, Sibal had admitted that "political influence" in the appointment of V-Cs was damaging higher education in India.

"Vice-chancellors are appointed at the instance of the political establishment. This must end," he said. He also condemned the frequent dharnas and strikes by protesting teachers.

"In no other country of the world do teachers go on strikes and dharnas," Sibal said.

"My suspicion is our academia has been wallowing in the past... you need to get out of that to create a future," he told the V-Cs.

Sam Pitroda, the PM's advisor on public information infrastructure and innovation, also lambasted the government for the slow progress on higher education reforms. "I'm sick of discussions and debates. We should act now; nothing has progressed in the last five years," he said.

Pitroda, who as the National Knowledge Commission head laid out the blueprint for education reforms, felt the HRD ministry's proposal to carry out a higher education survey will further delay the reform process.

Source: 27 March, 2011/[India Today](#)

Combined CBSE certificate for classes IX and X this year

This year, Class-X students taking the Central Board of Secondary Education (CBSE) exams will get certificates listing their results for both classes IX and class X. This includes students who have opted for the Board-based summative assessment II (SA-II) as well as those taking the school-based SA-II, who will also get their results on the same day in May.

The Board, for the first time since the implementation of the Continuous and Comprehensive Evaluation (CCE) scheme, has asked schools to frame their own datesheet for Class X. The results of all schools will, however, be announced by the CBSE only after data of all formative assessments and summative assessments from all schools are received.

The CCE certificates will have grades and grade points in different subjects and co-scholastic areas for both classes. No marks will be disclosed.

Schools evaluated students of classes IX and X throughout the year. The two terms carry a weightage of 40 and 60.

Class X students who opted for the Board-based SA-II took their exams starting March 1; students who sat for the school-based SA-II began March 15 onwards.

The CBSE has also discontinued the practice of declaring compartmentals or failing students. Candidates will, however, have to obtain grades of D and above in all subjects, excluding the additional subjects, to be awarded the qualifying certificate.

The combined certificate will help students know their Cumulative Grade Point Average in each subject.

Source: 28 March 2011/New Delhi/[The Indian Express](#)

Second batch of diploma holders pass out of IIM Shillong

A second batch of 66 students studying at the Indian Institute of Management-Shillong were today awarded certificates at the institute's second convocation here.

Addressing the convocation, the CMD of Power Grid Corporation of India SK Chaturvedi, who was the Chief Guest said, IIM Shillong has been emerging as a leader in the field of management education in India.

"The farsightedness and positivity of the institute in creating a niche for itself as one of the most tech savvy campuses in the country," he said.

Urging the diploma holders to serve the environment, Chaturvedi said, "protection of the environment counts, so does the demand for a fair distribution of resources among stakeholders present and future."

Noting that paradigms have changed from sustainable yield targets for each commodity to an integrated approach known as sustainable development, the CMD said, "neither agriculture, nor forestry or any other sector can develop in isolation."

Emphasis must move to people's total socio-economic situation, to the entire landscape and the integrity of its functions, he added. "We must undertake a global energy revolution sustained by savings, rationality and efficiency," he said.

Manav Jain bagged the Rathindranath Dutta Gold Medal for the highest cumulative grade point average of the year, besides, receiving the Ashoke K Dutta Gold Medal for all-round performance.

Sakshi Sharma received the institute's medal for standing second, while Shweta Srivastava and Hitesh Gulath were awarded medal for positive contribution to campus life and Math Finance AG Gold Medal respectively.

Source: 28 March 2011/ Shillong / [The Indian Express](#)

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1. Sam Pitroda's objection

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Source: 28 March 2011 / New Delhi / [The Hindu](#)

With eye on future, CBSE introduces Mass Media Studies

From the new academic session, schools affiliated to the CBSE will offer Mass Media Studies as an elective for

students of Class XI and XII. Last year, the subject was offered on a pilot basis in only a few schools.

The CBSE has now extended the elective to all senior secondary schools. A Board official said, "This is in pursuance of the policy of expanding the choice of subjects for students, particularly in non-conventional spheres of knowledge and skills that have bright employment prospects."

Schools have been asked to apply for online affiliation to the subject, and students are also beginning to show interest. Rashi Dhingra, a Class X student from Apeejay School in Pitampura, said, "I won't mind doing this course. Although no such announcement has been made in my school until now, it sounds interesting."

A CBSE official said, "Mass Media Studies can be offered to students as one of the four elective subjects, and also as an additional elective subject at the Plus Two stage, in combination with any of the subjects that are already available in the Board's scheme of studies."

Senior secondary schools across the Capital will start class work for Class XI immediately after the Class X exams. For now, the admissions are provisional in nature. "We will announce it in the school after Class X students are done with their exams. Even though the class work for Class XI will start from April 11, students can always go for the final selection of the subjects after the results are out," Bedi said.

Speaking on the new course, the CBSE official said, "The salient features of the elective are introduction to a comprehensive understanding of the five principal mass media — film, television, print, radio and Internet; introduction to the evolution of mass media; an understanding of how the content of mass media shapes our thoughts, vision, ethics and action; analysis of

the ways in which content is created in media; and, an understanding of creative and technical processes involved in filmmaking, television production, newsprint, radio and the Internet." Schools have to fulfill certain infrastructural requirements before they can offer it as an elective.

According to Board officials, they are currently focussing on introducing subjects that have "bright employment prospects". They had earlier introduced Body Science, and are also in the process of introducing Sports Journalism as a course in schools. In the third week of May, the Board will organise a five-day training programme for teachers from all schools opting for the Mass Media Studies elective.

Source: 31 March 2011/New Delhi/ [The Indian Express](#)

CBI calls HRD babus to explain grant of deemed univ status

In a move to unearth the modus operandi of granting recognition to technical institutes by All India Council for Technical Education (AICTE), and later deemed university status by UGC and HRD ministry, the CBI has called five

HRD officials, including R K Goyal, former private secretary of the then HRD minister late Arjun Singh.

CBI's move relates to investigation into the manner in which Maharishi Markandeshwar Institute first got recognition by AICTE and later the coveted deemed university status, which was given by the HRD ministry at the recommendation of UGC. "Investigation into the role of K Narayana Rao, former member-secretary, AICTE, has exposed the role of the then minister's office," a source said.

Apart from Singh's former private secretary, CBI has asked the three officials of higher education department "the then director, joint secretary, under secretary" and the assistant private secretary to Singh to explain how the system of granting deemed university worked.

Some of the officials have already explained to CBI how the process worked in general, and what happened in the specific case of Maharishi Markandeshwar, which got the deemed university status under the de novo (new and emerging areas of knowledge) category.

Sources said, "CBI has found out about the involvement of a senior official along with officials in the then minister's office. We called these officials to see if all the procedures were followed." RTI query into the grant of deemed university status to Maharishi Markandeshwar reveals that within days of its proposal for getting the deemed university status, Singh's office had started asking the concerned ministry officials about an update. Also, most of the decisions were taken when the then joint secretary was on tour.

Source: 3 April 2011/[The Times of India](#)

ANALYSIS/OPINION/INNOVATIVE PRACTICE

International Hindi Conference appeals to India to appoint Hindi professor in UK

Dr Sudheesh Pachauri, Dean, Delhi University and senior critic appealed to the Govt of India to appoint a Hindi Chair in the UK to promote Hindi education besides making arrangement to train teachers engaged in Hindi education. He expressed surprise that many small and not so thickly populated Indian Diaspora countries have Hindi Chair to guide and steer the Hindi education in the country, whereas Britain with such a large Indian population has none and there is no formal system in place to look after thousands of Hindi learning students.

He was speaking in the 4th International Hindi Conference. Dr Ashok Chakradhar emphasised the need of the teachers training in education. The conference was organised by UK Hindi Samiti under the auspices of The Nehru Centre, High Commission of India and Indian Council for Cultural Relations (ICCR), in three cities of UK, namely London, Birmingham and Nottingham. This function was organised to celebrate 20 years of the inception of UK Hindi Samiti and 10 years of Hindi Gyan Pratiyogita, a

landmark Hindi competition organised for Europe students. Dr Padmesh Gupta, President U.K Hindi Samiti was the convener of the conference. The opening session was inaugurated by Guru Raj Rao, Consul General of India in Birmingham on 11th March and presided by Boris A Zakharyin, Professor-and-Head, Department of Indian Philology, Institute of Asian and African Studies from the Moscow State University. Ajay Gupta, programme director of ICCR assured all support from ICCR. The organiser of the Birmingham leg was Kriti UK. The academic sessions and kavi sammellans were held at Kala Niketan Hindi School, Nottingham on Saturday, 12th March and at The Nehru Centre, London, on Sunday 13 March.

The conference highlighted role of new technology being used in Hindi education by Dr Ashok Chakradhar, Vice President of Kendriya Hindi Sansthan, premier organisation of Govt. of India and Balendu Dadhich, an IT expert. Various ways and means to make available Hindi and Indian language software abroad were also discussed. The session was chaired by Tejendra Sharma, senior Writer.

The issue of uniform syllabus was discussed by Dr Divik Ramesh and Dr Prem Janmejaya. A presentation on various method to develop interest amongs young children using films and Hindi songs were made by Dr Bageshri Chakradhar from Delhi University and Dr Ludmila Khokhlova from Moscow University.

Dr Padmesh Gupta, Convenor of the conference, said that the only way to take Hindi to new generation is through Hindi teaching. At the closing ceremony patron and guide of the conference, Monika Mohta, Director of The Nehru Centre, congratulated the organisers and said that the voluntary organistaions and organisers like Divya Mathur of Vatayan, UK Hindi Samiti, Dr K.K Srivastav and Titiksha of Kriti UK and Sudershan Mohindera, Jay Verma of Kala Niketan Hindi School are playing a vital role in promoting Indian language and culture in Britain.

Various teachers based in the UK including Dr Anvita Abbi, linguist, Sudarshan Mohindra MBE, Ved Mohla MBE, Surekha Chofla, Shashi Walia and Devina Rishi, amongst others, raised and discussed various problems and challenges of Hindi teaching abroad.

Many important dignitaries like Anand Kumar, Hindi and cultural attaché, Indian High Commission and Padamja from the High Commission of India, Dr Nikhil Kaushik, Shikha Varshnaya, Brij Goyal, Paul Nischol, Bakul Kumar, also participated.

Kavi sammelans were also organised in the evenings in which one of the most popular poet of India Ashok Chakradhar recited his poems. Ashok Chakradhar was joined by his wife, Bageshri Chakradhar, daughter of the famous Hindi poet Kaka Hathrasi. Dr Prem Janmejaya, guest editor of the ICCR's Hindi magazine, Gagananchal, also read one of his satires on the occasion.

Source: 21 March 2011/[The Times of India](#)

Make teaching child-friendly

THE RTE 2009 has come into force and the administrators and academicians harp on providing quality education to all. However, to provide quality education, the curriculum needs to undergo a massive transformation. It has to be activity based, so that the students learn through doing such that they explore and learn and go beyond the prescribed textbooks. The new education system demands a total overhauling because the roles of the teacher and students have been redefined. The teacher is no longer seen as a cane-wielding bugbear but more as an education manager, while the young learner is an active recipient and participant. The new education policy highlights stress-free learning where there is no place for rote learning and asks for the classroom to be child-centric.

Our classes till today have been teacher-centric, where the teacher gives the instructions and the pupils are expected to listen and absorb mostly as passive recipients. The timetable is fixed, as is the seating arrangement. The teacher dominates the classroom following the normal teaching methodology, where he gives the instructions, reads or writes on the board and the children jot down in their notebooks. The participation of young learners is minimum. Strict discipline is maintained and students appear highly bored. The teacher-oriented classroom is one to which all of us have been exposed, but that is bound to change now.

The child-centric approach is needed, where the teacher is the facilitator who does not hog the limelight in the classroom situation. He just creates a learning situation in the class. The children explore and learn at their own pace as they develop their own understanding of the concepts. Tasks are assigned to them and they participate in relevant activities. Coming from varied backgrounds, the students bring with themselves rich experiences into the classroom, which an experienced teacher can put to the best of use. In a child-centric classroom, learning is not strictly individual. There is sharing-pairing and as the child works in a group, he learns from his peers. The timetable will have to be flexible and the seating arrangement will be reorganized depending on the activity being organised. The movement of students is not restricted and they are free to move about.

A child-centric approach means an active classroom where the noise factor cannot be ruled out. The assessment is not taken as a separate activity. The report card does not convey the marks for subjects. It is the qualitative progress made by the child in all areas of his personality and does not measure only the cognitive aspect.

Commenting on the child-centric approach, Divya Thakur, Principal, Government Senior Secondary School, Sultanpur, Solan, says, "A teacher should not be a demigod. A teacher has to be a giver and a child should not be made to feel that he is at the receiving end. There is

always a status and knowledge chasm which the teacher has to bridge. The child-centric approach will ensure that the needful is done." She adds: "While implementing the child-centric approach, it may not be easily acceptable by the students when they have to take the reins in their hands. A dedicated teacher may feel frustrated and may want to hang his boots, but he will have to bring about a change in the attitude of the students and the parents as the ways of teaching and assessment undergo a major change."

Appreciating the new education approach, Harbeen Jakhar Chahal, a technocrat, says: "We have to be open minded and accept the rapid changes in the child-friendly literacy programme. A major transformation is required in our thinking process as new classroom teaching methods are introduced."

Source: 22 March 2011/[The Tribune](#)

Mobility of Students in University System

The University system must allow mobility to students. The University system needs to rise up from the current approach of limiting itself to teaching in specific streams such as arts and commerce as also limiting students to availing courses that are available only in their institution. This was stated by Shri Kapil Sibal, Union Minister for Human Resource, while inaugurating a Conference of Vice Chancellors of Central and State Universities here today. Shri Sibal went on to say that the power of the communication revolution taking place in the country must be utilised so that a student in one university can access a course he/she would like to study from another university. He also wondered as to why, when everything in nature is cross disciplinary, in academics there is still debate regarding this issue. Multi disciplinary study and research will result in creativity, he added.

Shri Sibal also underlined the need for uniformity in access to knowledge. He said that you must create a financial, social, economic structure which facilitates access to students. He said that the time has come that confidence in the academic system is shown and that the academic system should also show confidence in itself.

Shri Sibal, during his address, pointed out that enormous interest is being expressed by foreign universities in collaborating with Indian universities or setting up their institutions here. He also said that the general message he got from foreign institutions was that the large student strength in India attracts them to come here, especially for undertaking research.

The Conference of the Vice-Chancellors is being organized in the backdrop of the progress made during the last Five-Years with regard to expansion, inclusion and excellence in higher education and the nature of processes which informed the higher education reform. The 2-fold Agenda for the Conference is:

(I) to identify development issues, challenges and reform agenda in higher education for the 12th Five-Year Plan period; and

(ii) to provide inputs for policy planning and to carry forward the reform process into the 12th Five-Year Plan period.

The overriding theme of the Conference is "University and Society". The main purpose of the Conference is to come out with inputs for policy planning and development strategies that need to be put in place for making higher education relevant to the present as well as the future needs of our society at large. In all, the following thematic areas have been identified for facilitating discussion during the Conference:

- (i) Access, Equity, Engagement and Outcome;
- (ii) Content and Quality;
- (iii) Research and Innovation;
- (iv) Faculty Development and Inter-University Resource Sharing;
- (v) Internationalization in Higher Education;
- (vi) Alternative Modes of Delivery and Higher Education;
- (vii) Models of Financing; and
- (viii) Good Governance

It is proposed to hold eight parallel Technical Sessions devoted to each of the thematic areas in order to come out with specific inputs which will need into the design and implementation of reform programmes during the 12th Plan.

Shri Sam Pitroda, Advisor, Public Information, Infrastructure and Innovation to the Prime Minister, Smt. Vibha Puri Das, Secretary (Higher Education) Prof Ved Prakash, acting Chairman, UGC addressed the gathering, Vice Chancellors from the central and State Universities and other senior officials of the HRD Ministry were also present.

Source: 25 March 2011/[PIB](#)

No education reforms in last 5 years: Pitroda

If HRD Minister Kapil Sibal called for an end to politically managed appointments of vice-chancellors to universities, Sam Pitroda, advisor to Prime Minister on Public Information Infrastructure and Innovation, expressed disappointment with the government lethargy on higher education reforms.

Speaking at the V-Cs' conference Friday, Pitroda said the government must "act now" on education reforms "as there has been no progress in this regard in the last five years".

He said India desperately needed to devise its own model of education as western models did not work here and focus has to be drawn to the changing role of the teacher. Pitroda said he tried to follow up on the status of the many National Knowledge Commission recommendations, but

he was continually told that discussions and consultations were on. "Five years have gone by and nothing has happened... there is no need for any discussion, it's time to act," Pitroda said, adding that such inaction in higher education was "near-criminal".

Source: 26 March 2011/New Delhi / [Indian Express](#)

Present education system obsolete

Pushing for a change in the teaching system, chairman of Innovation Council Sam Pitroda said the present model has become "essentially obsolete." Delivering the 43rd convocation address of Utkal University, Pitroda said, "Only innovation and technology can save higher education in India."

"A lot of graduates are not well-equipped to meet the challenges at the work place. Much of the skilled manpower is not qualified. We have to focus on the mismatch. Our universities have to innovate locally," he said, adding, "our universities produce IT graduates but they don't use IT."

Pitroda suggested to university authorities set up incubation centres and work for longer shifts.

Source: 27 March, 2011/[The Times of India](#)

IIM graduates should help shape public policy: Prime Minister

The campus of the Indian Institute of Management, Ahmedabad (IIMA) had a golden sheen on Saturday evening as Prime Minister Manmohan Singh presided as the chief guest at the 46th convocation of the institute.

It was a glorious moment for the parents and relatives of the graduating students who watched their wards being awarded the prestigious IIM-A diplomas. And as IIMA director Prof Samir Barua pointed out, the 'magic in the air' at Louis Kahn Plaza was palpable to the students too.

The lawns of the historic Louis Kahn Plaza were packed with parents and relatives in their fineries, unbridled pride brimming in their eyes. On a balmy evening, amidst extremely tight security, Singh delivered the convocation address to a rapt audience which included eager youths on the threshold of a new life.

A total of 316 students of PGP, 86 of PGPM, 13 of the fellowship programme in management, 37 of agri-business management and four students of PGP in public policy management were awarded diplomas. Chief minister Narendra Modi, Governor Dr Kamala Beniwal, IIMA chairman Vijaypat Singhania and director Samir Barua were among the audience which listened attentively to the prime minister.

Singh mainly sought to engage the industry and corporate sector in the nation-building process.

"As you go ahead, I hope your decision will be shaped not only by the outstanding education and training that you have received here, but also by the values that define our society and the ideals on which our nation is founded -

democracy, debate and openness; the timeless embrace of pluralism and the celebration of diversity, the rule of law; the commitment to social and economic equity and justice and the high value that we attach to enterprise," he said as he concluded his address. During his speech, he talked about his first visit to the institute in 1994, the economic reforms that had taken place since then, the country's economic needs today and the notion that the business of business is not only business itself, but also the concept of 'shared value'.

"The greatest strength of India is our spirit of 'can-do'. There is no better training ground for Indian managers than India itself. If you can succeed in India, you can succeed anywhere in the world," he said.

Chief minister Narendra Modi in his speech also urged the youths to participate more in the policy formation process of the country. "Youths are our treasure and our strength; the country's future depends on them," he said.

Highlighting the need for more opportunities for higher education, Modi said only 11% of the people in India have access to higher education, as compared to the global average of 55%, and 22% in other Asian countries. With his speech marked by the characteristic pauses for applause, Modi showcased the Vibrant Gujarat business summits as oriented more towards knowledge gathering, than financial investment.

Source: 27 March 2011/Ahmedabad / [DNA](#)

Rs1k cr CWG loss could've been education bonanza

Commonwealth Games in Delhi saw over Rs 1,000 crore being squandered as estimated by CAG. Delay in projects cost Rs 900 crore, contractors made undue gains of Rs 254 crore and the government could have saved Rs 130 crore on the Barapullah link road.

This money would have been enough to set up 5,000 state-of-the-art or 10,000 basic primary schools across the country and could have taken care of the education of 1 million child labourers. It would have taught them to earn their bread in a more dignified manner.

Education, especially at the primary level, had an interesting journey since the Constitution came into force on January 26, 1950. Articles 24, 39 and 45 together guaranteed children a stress-free childhood and felt they must get free and compulsory education till the age of 14 years. The promise, at the beginning of the life of a nation, emphasizing children's education and teaching, reflected the foresight of the leaders. For, they knew the importance of this quote — "Give a man a fish, you have fed him for today; Teach a man to fish, and you have fed him for a lifetime."

The promise remained unfulfilled and the Union government in 1968 came out with a National Policy of Education, which resolved: "Strenuous efforts be made for early fulfillment of constitutional promise to provide free and compulsory education for all children upto 14 years.

Suitable programmes should be developed to reduce prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in school successfully completes the prescribed course."

Nothing changed dramatically on the primary education front for 18 years. Rajiv Gandhi government felt the need to formulate the National Education Policy, 1986.

The lack of access to elementary education and gaps in government efforts led to the beginning of its commercialisation. A disturbed Supreme Court ruled in Mohini Jain vs State of Karnataka [1992 (3) SCC 666] that every citizen has a right to education under the Constitution and the state was under an obligation to establish educational institutions to enable citizens to enjoy the said right".

This ruling was moulded into a more assertive direction by the court in 1993 in Unni Krishnan judgment. It said, "Citizens have a fundamental right to education and it flows from right to life guaranteed under Article 21. Every child/citizen has a right to free education until he completes the age of 14 years." The promise by successive governments and the SC rulings failed to provide education to all children. Vajpayee government in 2001 brought in Sarva Siksha Abhiyan in 2001, again promising to bring every child to school by 2005. The target was revised to 2010.

Both the deadlines have come and gone. The only silver lining is the fructification of right to education as a fundamental right.

But what is the reality? Nearly 80 lakh children are still out of school of which 1.3 lakh children are in Delhi. The 2007 estimate of government puts the child labour population at 10.7 million. The dropout rate of children from primary school is 25%.

Source: 28 March 2011 / New Delhi / [The Times of India](#)

Deliver with that upmarket MBA tag: Manmohan

Premier business schools and their graduates have a special responsibility to prepare our society and systems for the demands of a globalised world, Prime Minister Manmohan Singh told the graduating class of the Indian Institute of Management here (IIM-A) yesterday.

In his convocation address to the 46th batch of the institute, the PM asked them to remember that India was a society driven with the tensions and challenges of deprivation across the board. And, the attendant pressure of aspirations.

Looking back since the landmark economic reforms of the early 1990s, the PM, a prime player in those events, said: "The path was new, the challenges were formidable, the outcomes were uncertain. But our resolve was strong and our goals were clear. The reforms of 1991 were aimed at unleashing the animal spirits of Indian enterprise and the wellsprings of Indian creativity."

Today, he noted, the success of those decisions was evident. "We have long since left behind the era of modest savings, low investment and low growth. Our savings and investment rates give us confidence that we can, with prudent policies and sound economic management, achieve sustained double-digit growth. India has gradually become one of the most preferred global destinations for foreign investors."

And, yet, he said, the journey had barely begun, while also being vulnerable to numerous pitfalls. "The pace of reform in India will depend on how far our policies meet the test of democratic consensus and take into account the vulnerabilities of different sections of our population. We should recognise that our high growth is not sustainable unless it is made more inclusive, in a manner that helps to reduce social tensions and disparities."

Which was where B-schools and their graduates had a role bigger than many might realise. Innovation — in management, in systems, in ideas, in communication — was not just a matter of helping a firm or its bottom line along. It was a means of addressing pressing economic and social challenges.

The country respects you for having brilliant minds, he said. The issue is what you are going to do with it. It is a globalising world. Are Indian youth ready to cope, to participate? How prepared are B-schools' cream to show an inspiring way forward? "These institutions should help develop solutions for the critical development challenges of our time. Their research should create management models that are appropriate for our country."

Keep your horizons wide, he advised. Take climate change and environmental damage, and what these portend for human life and living. "A fundamental lesson of management is that organisations must adapt to changes in the environment to succeed," reminded the PM. Asking, in effect, do you have it in you to measure up to the task?

Your home base is itself your big plus point, he told the future bigwigs of commerce and industry. A strength that comes from what goes on outside your classrooms. For, India's greatest strength as a home for management education was the 'can-do' spirit of its people and their ability to deal with adversity. Which was why, went his upbeat advice, "Indian CEOs are second to none in the world. There is no better training ground for Indian managers than India itself. If you can succeed in India, you can succeed anywhere in the world."

Source: 29 March 2011/New Delhi/[Business Standard](#)

Christian schools don't want RTE

Christian missionary schools in the state have urged the state government not to include them within the ambit of Right To Education Act. The claimed the Constitution guarantees them complete freedom from government "interference".

This came days after the education department sent a circular asking private schools, including Christian missionary schools, to reserve 25% seats for economically disadvantaged groups.

Article 31 (1) of Indian Constitution says all minorities based on religion and language shall have the right to establish and administer educational institutions of their choice.

Father Aubert Carvaloh, vice-president, Roman Catholic Diocesan Education Society Ajmer claimed, "The government interference in the form of the act is against the spirit of constitutional provisions safeguarding minority institutes. Missionary schools have always supported inclusive education."

There are around 150 such schools in the state. Missionaries have stated that if government continues to pressurise them, they would not hesitate to challenge it in court. Sister Janet Mollen, co-ordinator and incharge of education wing of Mission Sisters, argued that missionary schools are always on the fore when it comes to delivering social service.

"Already we are serving the purpose of Right to Education Act by opening schools in rural and tribal areas, untouched by private schools," Mollen said. Our schools do not believe in profiteering. The annual fee charged by our premier schools is much cheaper than a private school next door, she said. Father Carvaloh invited the government to conduct an income-level survey to find out how many students are already from disadvantaged groups.

Experts said that if Act is implemented in its original form, it would effect the financial health of many missionary schools. Most of the old missionary schools with huge infrastructure are paying revised pay-scales to maintain quality education, while charging a third of the fees of any private school.

Taking strong cognisance of the matter, Rohit Brandon, principal secretary, Minorities Affairs department, have said that they are studying the National Commission for Minorities' Education Act 2004, besides taking legal help on this issue.

Source: 29 March 2011/Jaipur/[Times of India](#)

A year on, education not for all

A year on, the Right to Education Act is yet to be implemented by some state bodies. In 2009, the government announced that it will ensure every child gets an education which is free and compulsory. The Right to Education Act was termed as historic! The private schools were asked to reserve 25 per cent seats for children from the weaker sections of society.

Little Muktesh is excited about going to school. He is in standard two in a private school in Delhi. The fee is beyond what his family can pay and he almost dropped out last year. But the Right to Education Act rescued him. He is

now enrolled in the school as an economically weaker student. Muktesh will get free education till he is 14.

But not every student is as lucky. 11-year-old Akaash lost his parents. He has no other family to support him.

"I would love to study but no school will give me admission," said Akaash.

No school has admitted Akaash yet, claiming that their quota of poor students is full.

Private schools complain that the Act is incomplete.

"Was told that government would offset costs as per government norms but in reality cost per child varies from every school. 25 acre school vs 2 acre school," said Lata Vaidyanathan, Principal.

Bachpan Bachao Andolan, an NGO, conducted a study across 9 states to understand the impact of the Right to Education Act and discovered some disturbing trends. "The names of a large number of students are enrolled in school but they are not in schools," said the NGO.

Education could be an option for these children provided their parents know the government ensures a free education to them. But bodies which implement the Right to Education Act haven't even been set up in many states.

But some, like the monitoring agency in Delhi say direct intervention is the only way out. "We have made 12,400 interventions (patch) ensured 3,000 admissions after our interventions," said Amod Kanth, Chairperson, Delhi Commission for Protection of Child Rights.

The historic Act has certainly made a beginning but there are many lessons to be learnt before it can change India's education system.

Source: 1 April, 2011/[NDTV](#)

Census of India 2011: Three out of four Indians can read and write now

India's effective literacy rate has recorded a 9.2% rise to reach 74.04%, according to provisional data of the 2011 census released on Thursday.

Even as there was a sense of achievement at the improvement in the literacy rate, questions are being raised about what constitutes literacy and the real import of the continued high gender gap.

Literacy rate improved sharply among females as compared to males. While the effective literacy rate for males rose from 75.26% to 82.14%, marking a rise of 6.9%, it increased by 11.8% for females to go from 53.67% to 65.46%. The gap of 21.59 percentage points recorded between male and female literacy rates in 2001 census reduced to 16.68 percentage points in 2011. The Planning Commission had set up a target of reducing this gap to 10 percentage points by 2011-12.

"This is good news, but a lot more work needs to be done. The gender gap is still large, at 17%. This is a cause for concern given that this decade has seen a lot of investment in girls education. Age-wise data is likely to show that the improvement in female literacy is on the back of the elementary education programmes," Malini Ghose of Nirantar, a NGO working in the area of education.

Eleven states and Union Territories have recorded literacy rates below the national average of 74.04%. This include Bihar, Jharkhand, Andhra Pradesh, Madhya Pradesh, Chhattisgarh, Uttar Pradesh and Rajasthan. Over the last decade these states have improved literacy rates anywhere by 6.2% to 24%. While Bihar is the most laggard, at a literacy rate of 63.8%, it has made substantial improvement over its Census 2001 performance of 47%.

The most impressive gain was made by Jharkhand, which improved on its Census 2001 figure of 53.6%. The state's literacy rate according to the provisional numbers announced on Thursday is 67.6%. Former education secretary Anil Bordia said that far from a cause for celebration, the figure are a "cause for distress".

"The factor that makes the difference is female literacy," Bordia explains his unease with the figures. "Take Rajasthan, the male literacy rate is 80.51%, while the female literacy rate is 52.66%. This is a huge gap," the former education secretary said. He said that there is overlap in the states where the literacy rate is below the national average and where the school drop out rate is high.

Effective literacy rate in the 2001 census was 64.83%, which improved to 74.04%. Registrar General of India and Census Commissioner C Chandramauli said it was encouraging to note that out of total 217,700,941 literates added during the decade, females at 110,069,001 outnumbered males at 107,631,940. A significant milestone reached in 2011 census was the decline of illiterates by 31,196,847.

Bordia raises the question of what constitutes literacy. "Respondents are asked if they are literate, and how they became literate. That is not the way to do this. They need to be asked to read and write. Also it is time we reviewed the definition of literacy, to include mathematics. This base level of literacy doesn't change a person's life, except give a little more confidence."

Source: 1 April, 2011/[The Economics Times](#)

Kapil Sibal focuses on bringing GER to 30%

Union Minister for Human Resource and Development, Kapil Sibal on Saturday focused on increasing the Gross Enrolment Ratio (GER) in higher education which is presently hovering at a mere 13%, a whole 10% below the world average.

Out of 2.15 lakh students across the country, 78 students received gold medals during the 22nd convocation ceremony of the world's largest university, the Indira

Gandhi National Open University (IGNOU) today at the Convention Center of the headquarters in the capital.

There were 44,926 bachelor's degree, 20,775 Master's degree, 59,042 diplomas, 90,618 certificates and 3 Ph.Ds distributed during the ceremony with 10 gold medalists from Delhi and four cash award recipients.

Sibal was the chief guest during the ceremony.

He delivered the convocation address in a teleconference mode focused on increasing the Gross Enrolment Ratio (GER) in higher education which is presently hovering at a mere 13%, a whole 10% below the world average.

"I am setting sights to raise it to the global average by 2020, which by then will be around 30%. It will mean that the enrolment should expand to 40-45 million from the mere 13 million today," he said.

P.T. Manoharan, eminent scientist, former Vice Chancellor and Raja Ramanna Fellow, gave the guest of honour address. He emphasized upon the importance of science education and distributed the gold medals and other awards.

Vice Chancellor of the university, V.N. Rajasekharan Pillai harped upon the initiatives taken by the university to promote the GER and said, "120 districts were identified with the GER between 3.0 and 7.0 (excluding 8 districts having no higher education set-up) where IGNOU can tap the prospective learners in the age group of 18-23 years.

"Both enrolment of fresh learners by IGNOU and retention of learners in the IGNOU system are being addressed to."

"The 'new' demand for higher education in India has mainly come from two groups that traditionally did not access higher education: a 'rising' lower-middle class and women. The answer for them lies in distance education which is becoming increasingly popular as economic forces encourage, and new technologies facilitate, its spread.

"We are thus targeting an enrolment of at least seven million students with a majority from the disadvantaged sections and locations, during the next five years," said the chief guest during his address.

He also commented upon the role of Information and Communication Technology (ICT) especially in distance education both in terms of capabilities and cost.

"Distance education requires use of technology. Today, we have technology to simulate laboratory experiments; we have the technology to create virtual labs to allow our young students to obtain hands-on experience for technical training and skill development.

"We need to invest much more in these technologies and develop new teaching methodologies which will enable us access to complex educational resources for enhancing excellence in the field of distance education," he said.

The convocation ceremony also awarded students Dr. A.P.J Abdul Kalam cash award of Rs.10,000 for the gold medalist in Bachelor of social work, CEMCA cash award of Rs.10,000 for the best female student in the programme related to Information and Communication Technology, Prof. Ram Reddy Memorial medal for highest aggregate marks in master's degree programme in Social Science subjects and Prof. Grover cash award for the best among the differently-abled meritorious students.

There were also categories for the best service award for regional centre and overseas partner institution. Best and second best research paper awards were also given to the students.

Source: 2 April 2011/[India Blooms News Service](#)

INDIA: Medical education may be cut from foreign bill

India's Health Ministry and the Medical Council of India have together opposed the government's proposed Foreign Educational Institutions Bill to allow and regulate foreign universities in India, refusing to support the landmark legislation that is being closely watched around the world.

Their move could further delay the bill's timetable for consideration by parliament, and could prompt the possible exclusion of medical education from the bill.

The country's apex medical education regulator and health ministry officials informed the parliamentary standing committee examining the bill in March that opening up medical education to foreign players could hurt India's medical sector, drain faculty resources and raise quality concerns.

Medical education could be made an exception, instead covered by another bill being drafted by the health ministry.

The Medical Council of India (MCI), the statutory authority for health education, said it was not against the entry of foreign players in medical education, but it must be supported by strong legislation.

Any institution offering medical degrees in India has to submit to rigorous MCI scrutiny. The council said the current bill does not make provision for this prior to a foreign provider setting up a medical education facility.

The health ministry's opposition to Ministry of Education involvement in medical education is not new.

It also opposed medical education coming under the ambit of the new regulatory body for higher education known as the National Council of Higher Education and Research, currently being set up. The health ministry's stance led Prime Minister Manmohan Singh to announce the formation of a separate regulatory body for health under the National Commission for Human Resources for Health Bill, 2011.

"Why should the education ministry decide on what is best for medical education?" asked Ranjit Roy Choudhury, a member of the MCI's governing body.

"We have a separate bill for human resources and medical education. We will provide for the entry of foreign universities because we believe they will ensure competition and improve the standard of medical education in the country. Before that happens, we need to settle issues of quality, equivalence and faculty shortage.

"Most important is the quality issues. If foreign medical colleges come, doctors from abroad will come as part of the faculty. If they have foreign qualifications they will need a licence to practice in India. The MCI has not come to a decision on how to handle this issue," said Roy Choudhury.

The problem of equivalence also exists. For instance, Indian doctors and teachers have to take various exams in different countries where their Indian degree is not considered equivalent. There are many universities whose basic medical degree is not acceptable in India. The same applies to Indian doctors who have studied in India but have not kept up their registrations. They also have to take qualifying tests.

A number of prestigious collaborations with foreign institutions are already in the pipeline, with providers watching the passage of the bill closely.

Foreign providers such as Duke University in the US have signed major agreements to create institutions in India. The Medanta Duke Research Institute (MDRI) joint venture with an Indian medical organisation was announced in February as "a world-class early phase clinical research facility".

"This is not a degree-granting programme which is under a different regulatory environment - there are no restrictions on research," Director of Duke Medicine Global, Krishna Udayakumar, told University World News. However he said MDRI, which includes a 1,500-bed hospital in Gurgaon near Delhi, was part of Duke's aim to "establish an academic presence in India.

"In India we will have some kind of medical education programme. We will expand the education side after the relevant bill [is passed]," Udayakumar said. "Now is the time to be in India and build these partnerships, so we are not dependent on legislation although that would broaden our perspective. Medanta is less about degree-granting programmes and more about long-term relations with India."

But the MCI is concerned that better pay packages and incentives offered by foreign counterparts could wean away faculty members and doctors from Indian medical facilities.

According to the MCI, there is already a faculty shortage across medical colleges in India, estimated at 3,000 to 4,000 vacancies. Opening up medical education to foreign players would mean that more faculty could move to foreign institutes, deepening the crisis.

India believes it is short of 800,000 doctors, and that medical education needs to be expanded to bridge the gap.

Source:03 April 2011 /[University world news](#)

It's time for serious implementation

fe@campus, a collaborative and cynosure initiative taken by The Financial Express in sync with a variety of higher education institutes representing today's youth, provides students an opportunity to pen their views on trends and trendsetters in the world of business. For this week, we put forth the topic: "What should be the optimum percentage of GDP allocation towards education?" Students of the Bengal Institute of Business Studies, Kolkata, sent us their essays. Here is the best one:

Primary education in India is compulsory, yet the country continues to face stern challenges in the field of education. Despite growing investments, 35% of her population is still illiterate; only 15% of Indian students reach high school, and just 7% graduate school.

Although education sector has massively improved, yet a lot more needs to be done. India's demographic dividend, a relatively younger population compared to developed countries, is as much of an opportunity as it is a challenge. If we go by facts and calculations, we'll find that over 70% of India will be of working age by 2025. In this context, universalising access to secondary education, increasing percentage of scholars in higher education and providing skills training is necessary in the country. Also, there is an upliftment needed for the Sarva Shiksha Abhiyan.

Among the good news towards the higher education sector is that the field has been opened up to foreign players who want to enter India. This will not only make the local universities better (because of an increased competition) but also can have a trickle-down positive effect.

But more steps need to be taken, not in budgetary allocation but towards better implementation of the budgetary plans. Also the pupil-teacher ratio should be increased.

India certainly needs to invest more on education, but if we consider the current scenario, more of technical knowledge and practical education is required.

Source: 4 April, 2011/[The Indian Express](#)

RESOURCE

Child's education expenditure up 168% in 6 yrs: ASSOCHAM

Parents' annual spending on a child's education has risen by over 168% to Rs 94,000 between 2005 and 2011, a study has said. In 2005, the education expenditure was about Rs 35,000 a year, said the Assocham study. "The expenses have increased due to hike in tuition fees, books, uniform, transportation, tuitions and extra-curricular activities," it added.

The chamber surveyed about 2,000 parents, with a minimum salary of Rs 7 lakh annually, in major cities like Delhi, Mumbai and Kolkata.

The rising cost of education has become a major cause of worry for parents with a majority of them spending more than 18-20 lakh on average on child's schooling, the study said.

The cost of education is increasing every year, parallel to the inflation, it added. The general inflation in February was 8.31%.

The parents' annual income, on an average, has risen up to 32% in the past six years, the study said.

It also said that majority of parents believe it is difficult for a single parent to fund a child's education.

Source: 28 March 2011 / New Delhi / [Hindustan Times](#)

Ahmedabad parents spend over 50% on children's education: Study

With the school expense excluding tuition fees rising from Rs 35,000 to Rs 65,000 per annum in 2011, about 65 per cent of parents in Ahmedabad spend more than half their take-home pay on their children's education, says a study by the Associated Chamber of Commerce & Industry of India (ASSOCHAM).

The random survey done under aegis of ASSOCHAM on 'Parents wary of rising education cost of kids' of young parents for their children education, the report states in 2011, parents will spend over Rs 94,000 on a single child at primary/secondary education level.

"The expenses are on such items and activities as integral to the school curriculum, such as fees, transport books, uniform, stationery, building fund, educational trips, extra tuition and extracurricular activities," reveals an ASSOCHAM assessment.

The survey highlights that the rising cost of education, has become a major cause of worry for parents. Majority of Parents nearly spend on average more than Rs 18-20 lakh in raising a child by the time their teen graduates from high school.

In a random survey, nearly 2,000 working parents were interviewed in cities like Delhi, Mumbai, Ahmedabad, Lucknow, Dehradun, Pune, Bangalore, Kolkata, Chennai, and Chandigarh by the ASSOCHAM research team in months of Jan-March 2011.

"The survey showed that parents invest an average 40 per cent of their income in their children's education. In Ahmedabad, 65 per cent parents spend more than half their take-home pay on their children's education, extra co-curricular activities placing significant burden on their family budget. The cost of education is increasing every year, parallel to the inflation," said DS Rawat, secretary general, ASSOCHAM.

Also, 56 per cent of the parents of Ahmedabad said that they are interested in their children futures; complain that they are forced to make their children quit extra-curricular activities such as dancing, music or art lessons, sports or foreign language tutoring due to cost factor and time constraint, the survey states.

Source: 30 March, 2011/[The Business standard](#)

The Right of Children to free and Compulsory Education Act, 2009: Progress as on 1st April, 2011

- (I) Central RTE Rules notified in the Official Gazette on 8th April 2010; Model RTE Rules circulated to States
- (ii) Report of the Committee on Implementation of RTE Act and the Resultant Revamp of SSA finalised in April 2010 (available on website: www.ssa.nic.in)
- (iii) SSA Framework of Implementation and Norms for Intervention revised to correspond with the provisions of the RTE Act
- (iv) Financial commitment of Rs 2.31 lakh crore over five year period from 2010-11 to 2014-15; this includes the award RS 24,068 crore of the 13th Finance Commission.
- (v) Fund sharing pattern for implementation of RTE-SSA programme revised from the earlier pattern in the sliding scale to 65:35 ratio between the Centre and States for a five year period from 2010-11 to 2014-15.
- (vi) Central SSA outlays for 2010-11 enhanced from Rs 15000 crore to Rs 19,838.23 crore: Rs 4000 crore provided in the 1st Supplementary Grant; Rs 838.23 crore in the final Supplementary Grant.
- (vii) Supplementary Annual Work Plans and Budgets approved for States in October-November 2010:

Sl. No	Item	Projected for meeting RTE objective	Approved in 2010-11
1	Additional Teachers (to be provided within 3 years)	5.08 lakh	4.55 lakh
2	Part time instructors for Art Education, Physical Education and Work Education (to be provided within 3 years)	3.10 lakh	1.13 lakh
3	Additional Classrooms (to be provided within 3 years)	14.25 lakh	2.74 lakh
4	Uniforms: estimated number of children annually	8.52 crore	7.21 crore
5	New KGBVs	1073	999
6	Residential Schools	655	111

- (viii) NCTE notified as academic authority for Teacher Qualifications; new Teacher Qualifications notified in August 2010 (available on website: www.education.nic.in)

a.NCTE has also notified Guidelines for conducting the Teacher Eligibility Test for teacher recruitment.

b.NCTE has prepared Model syllabi for D.Ed and B.Ed.

(ix) Initiatives taken by States:

Sl. No	Item	Projected for meeting RTE objective
1	Notification of State RTE Rules	Andhra Pradesh, Arunachal Pradesh, Himachal Pradesh, Manipur, Orissa, Sikkim, Chhattisgarh, Madhya Pradesh, Rajasthan, Mizoram, have notified their State RTE Rules; A&N Islands, Chandigarh, Lakshwadeep, Daman and Diu, Dadra & Nagar Haveli have adopted Central RTE Rules Assam, Bihar, Delhi, Gujarat, Jharkhand, Karnataka, Kerala, Maharashtra, Nagaland, Puducherry, Punjab, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand, West Bengal have prepared the draft State RTE Rules
2	Constitution of SPCPR/ REPA	Assam, Bihar, Chhattisgarh, Delhi, Haryana, J&K, Madhya Pradesh, Maharashtra, Mizoram, Rajasthan, Sikkim notified.
3	Prohibition of detention, expulsion	A&N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Gujarat, Haryana, Himachal Pradesh, J&K, Jharkhand, Kerala, Lakshwadweep, Madhya Pradesh, Maharashtra, Orissa, Puducherry, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttarakhand, West Bengal
4	Prohibition of corporal punishment, mental harassment	A&N Islands, Andhra Pradesh, Arunachal Pradesh, Bihar, Chandigarh, Chhattisgarh, Delhi, Gujarat, Haryana, Himachal Pradesh, J&K, Jharkhand, Kerala, Lakshwadweep, Madhya Pradesh, Maharashtra, Nagaland, Orissa, Puducherry, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal
5	No board examination till completion of elementary education	A&N Islands, Andhra Pradesh, Arunachal Pradesh, Bihar, Delhi, Gujarat, Haryana, Himachal Pradesh, J&K, Jharkhand, Kerala, Lakshwadweep, Madhya Pradesh, Maharashtra, Manipur, Mizoram, Nagaland, Orissa, Puducherry, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, West Bengal

Source: 1 April 2011/[PIB](#)

World Bank approves \$400 mln for Pakistan education sector

By Sahar Ahmed KARACHI (Reuters) - The World Bank approved a \$400 million loan on Friday for Pakistan's flailing education system, one of the world's worst where the country spends less than 1.5 percent of its gross domestic product (GDP) on schooling. The World Bank said \$300 million would go to projects at the university level and \$50 million each for provincial reform projects at the primary school level in Punjab and Sindh. "Pakistan's transition to a middle-income country in the global

knowledge economy of the 21st century will depend critically on the country's intellectual and human capital," said Rachid Benmessaoud, World Bank Country Director for Pakistan. "To achieve this objective, Pakistan needs to upscale its entire education system." This loan comes at a time when Pakistan is going through what the independent Pakistan Education Task Force (<http://educationemergency.com.pk/>) said was an "education emergency" and what many think is the country's most pressing long-term challenge. In December 2010, Prime Minister Yusuf Raza Gilani announced that 2011 would be the "year of education", but according to the task force, which is working with the U.K. Department for International Development, Pakistan spends less than 1.5 percent of its GDP on education - less than the subsidy for Pakistan International Airlines <PIAa.KA>, Pakistan Steel and Pakistan Electric Power Company. According to figures from UNESCO and other non-governmental organisations, roughly one in 10 of the world's primary-age children who are not in school live in Pakistan, placing Pakistan second in the global ranking of out-of-school children, behind Nigeria. Thirty percent of its population lives in "extreme educational poverty", having received less than two years of education. Thousands of schools have no running water or toilets, and more than 20,000 don't even have physical buildings. And on any given day, 15-20 percent of all public school teachers don't show up to work. The task force says the economic impact of the Pakistan's poor education system is as expensive as last year's devastating floods, which caused about \$10 billion in damages, every year. Pakistan needs to spend an additional 100 billion rupees (\$1.17 billion) each year to reach the Millennium Development Goal for education by 2015, which it currently has no chance of reaching, the task force said. That's a 50 percent increase in current funding. A lack of education and opportunities are also cited by security analysts as a major source of grievances against Pakistan's civilian government. These grievances are often exploited by Islamist militants to recruit foot soldiers. (\$1 = 85.200 Pakistani Rupees) (Editing by Chris Allbritton and Ramya Venugopal)

Enrolled in Bihar, working in Delhi

Studies have shown free education in India is far from being a reality with 20% of government schools across nine states still charging admission fee and 42% charging money for study materials.

The dropout rate is at 24%, while 16% schools don't have drinking water facility; 33% lack separate toilets for boys and girls.

All this and much more was revealed in a report released by Bachpan Bachao Andolan (BBA), an NGO, on the eve of the first anniversary of Right To Education (RTE) Act, 2009.

The NGO had conducted a fact-finding survey across 251 government schools in 33 districts and 146 gram panchayats in nine states.

The study showed how children in the age-group of eight to 14 years, who are listed as enrolled students in Darbhanga, Bihar, are actually working as bonded labourers in Delhi. It has also claimed that 25% of all children between 6 and 14 years are still out of school.

BBA founder Kailash Satyarthi said: "The study was a fact-finding mission to find out if schools have been able to implement the RTE, and if the hardest to reach children (labourers, physically challenged, HIV positive, migrants and displaced) in states like Madhya Pradesh, Uttar Pradesh, Bihar, Rajasthan and Jharkhand, among others are being benefitted. What we found out is that the government has utterly failed. We don't have a clear policy on how to bring these children to school. Opening schools and giving mid-day meals won't automatically bring them to schools. The law itself has its share of loopholes. This is the only fundamental right which cannot be challenged in court. Its monitoring agencies are commissions appointed by the government and are toothless tigers, as they are only recommending bodies."

The report stated that of the 43,786 students in these 251 government schools, 21% are newly enrolled children, and in this one year, 24% of children have dropped out as well. The dropout rate in UP is as high as 30%, while in Bihar it is 25%.

"Government statistics are a big farce as we came across examples of bonded labourers trafficked out of Bihar to Delhi and other parts. They were school-going students, whose names are still there on the rolls for the state government and central government to boast about in the assemblies and Parliament," said Satyarthi.

According to BBA statistics, of the 12,000 children it has freed from child labour, names of 90% of those are still in the active enrolled lists of schools, and the latter are getting mid-day meals in the name of these children as well.

Amidst these gloomy figures, pockets in Bihar and UP have shown improvement in enrolment and mid-day meal schemes, the studies found.

RIGHT VIOLATED 24% children still drop out of school
Hidden costs in education for poor – 20% schools charge fee during admission and 40% charge money for study material
Only 33% children have access to free education
37% schools just provide textbooks. No free notebooks, uniforms or bags are given
While RTE Act, 2009, says students can be admitted at any time of the year, 30% schools don't allow this
16% schools don't have drinking water facility
33% schools do not have separate toilets for boys/girls

Source: 1 April 2011/[The Times of India](#)

8 million children still out of school

Even as India celebrates an impressive jump in the literacy figures in the past decade, a staggering eight million children are still out of school. Worse, 21 per cent of the

teachers at the primary level are without adequate qualification and as many as 9 per cent schools have only the one teacher.

Releasing the achievements in the first year of implementation of The Right of Children to Free and Compulsory Education Act, 2009, Human Resource Development Minister Kapil Sibal said 81 lakh children out of school was a matter of great concern.

However, he said the States were very cooperative in the implementation of Right to Education (RTE) Act. As many as 15 States had notified the Rules, 11 constituted State Commissions for Protection of Child Rights, while 28 States adopted the policy of eight year elementary education.

There was a policy of no detention (failing) in 27 States, 28 had banned corporal punishment and 26 had done away with board examination up to the elementary level. Several States had also banned private tuition, screening procedure and capitation fee.

Mr. Sibal said the teachers who did not possess qualification were given five years to equip themselves. He appreciated that a huge number of children were now enrolled in schools – 13 crore at the primary level and another five crore at the upper primary level. Girl enrolment was 48 per cent.

Source: 1 April 2011/[The Hindu](#)

Counting the ways

The provisional figures released by the Census of India are both heartening and challenging. Population growth has slowed this decade, by 3.9 per cent — the biggest drop in the population growth rate since Independence, though it has been gently waning for the last four censuses. And for the first time ever, there are more people made literate than the number added to the population, shrinking net illiteracy by 31 million.

But once you measure it, you proceed to manage it. What these numbers reveal is that we are now firmly on the other side of the great demographic bulge, sloping downwards. They imply that a whole sea of children is growing up, moving towards primary and secondary school, then higher education and the employment market. We need to do much better by them than we have for previous generations. Literacy levels have climbed, especially for women, which means a cascade of benefits apart from simple parity of opportunity — such as fewer children, lower infant mortality rates, better chances of children staying in school, and a more balanced workforce. But while the literacy spurt is a concrete, commendable improvement, it is nowhere near enough. India needs to convert this huge empty potential into something meaningful, for which it needs innovative policy in schooling, higher education and skills-training and employment. The value of schooling has clearly sunk in across India, but schools need to fulfil that aspiration. The right to education act is a good start, but is still riddled with problems, like an acute shortage of

teachers. Meanwhile, we need to break free of old controlling paradigms in higher education, and expand institutional capacity and standards — while opening up options for the private sector, since the state's capacity to deliver is being questioned. As of now, there is a dangerous abyss between the numbers of young people lining up for higher education and jobs, and the paucity of options that confront them. We need to close that in the coming years — and that also involves pushing through better and more accessible skills acquisition programmes, which must expand employer involvement in curriculum design and training.

With these preliminary numbers, we have been presented with a statistical atlas of the nation. But to turn these numbers into better numbers in the next census, we have to work desperately hard in this crucial window of time to harness the energies of a growing India.

Source: 2 April 2011/[Indian Express](#)

Only 57 per cent children going to school: RTE Act report

The euphoria over the spurt in India's literacy figures has all but overshadowed the poor progress of the Right to Education (RTE) Act in its first year.

The landmark law, mandating free and compulsory education for all children, was enforced from April 1 last year. But a reality check shows that even as the gross enrolment ratio is an astounding 98 per cent at the primary school level, actual attendance of students in schools is far lower.

Another area of concern is the large number of "out of school" children. Government data shows that at present, over 81.5 lakh children don't go to school and are a difficult segment to reach out to.

Educationist Vinod Raina, who was involved in the drafting of the RTE Act, said: "While the gross enrolment ratio stands at 98 per cent, attendance in schools is only about 57 per cent. A lot needs to be done if children are to be actually put into school."

The 81.5 lakh children who are out of school constitute 4.22 per cent of kids in the six to 14-year-old age bracket. The majority of children in this group have never been to school - not even to the alternative education centres and education guarantee scheme centres, which the government runs for children who are out of regular schools.

Human resource development (HRD) minister Kapil Sibal, while releasing a report on the RTE Act in the Capital recently, said: "It is unfortunate that 81.5 lakh children are still out of school. We have to bring all those children to school."

The states which stand out for the bulk of children who are out of school are Bihar - which has 13.4 lakh such kids -

and Rajasthan (10 lakh). In Delhi, the number stands at 1.24 lakh.

Reaching out to child labourers as well as kids who have been trafficked is one of the greatest challenges for the effective implementation of the RTE Act.

Raina said: "Greater convergence is needed between different ministries if these children are to be brought into school. The prohibition of the child labour Act must be brought in conformity with the RTE Act."

While child labour prevention is under the purview of the Union labour ministry, implementation of the RTE Act is the responsibility of the HRD ministry.

It is only through inter-ministerial co-ordination that these children can be ensured their fundamental right of free schooling.

The RTE Act has set a deadline of March 31, 2013, for every child to be enrolled in a school.

If this objective is to be fulfilled, then greater effort would be needed on part of the government and every ministry within it, Raina said.

Moreover, all states will have to notify the state rules at the earliest so that the RTE Act becomes a reality within the next two years.

The Census 2011 has revealed that India's total literacy has shot up to 74.04 per cent, up from 64.84 per cent till about a decade ago.

While the national literacy rate for males is 82.14 per cent, 65.46 per cent of the country's women are educated, the Census revealed.

Source: 4 April 2011/[India Today](#)

The bad news from the census

Jhajjar district, the socially backward region of south-western Haryana, has a child sex ratio of 774 (i.e. 774 girls for 1,000 boys in the 0-6 age group), the worst in the country.

Discrimination against the girl child is a well-known phenomenon in India. But in contrast to the more subtle biases, in certain districts, if not in entire states, of north India, the situation is scandalous. These places have gained notoriety in recent decades for "missing girls". Entire generations have disappeared due to the wide prevalence of female foeticide.

As reported in Mint on Monday, Jhajjar district in the socially backward region of south-western Haryana has a child sex ratio of 774 (i.e. 774 girls for 1,000 boys in the 0-6 age group), the worst in the country. Jhajjar is barely 60km from New Delhi.

So far, the focus of state governments in the north (especially Punjab and Haryana) has been to try and implement the Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection Act) 1994. This law forbids the use of

medical techniques such as ultrasound tests to determine the sex of the foetus. Even in this limited, but important, task, these governments have proved ineffective. The results of the 2011 census show this clearly.

The close to 17 years of experience in working that Act shows that it is a wrong remedy to a social problem. If the incentives of parents—which include the mothers of prospective children—are geared towards boys, there is little that a law can do. If ultrasound clinics have been banned, or severely restricted in performing such tests (except in case of medical emergencies), they have simply gone underground. Corruption at the official level in the districts and lethargy in the state medical bureaucracies effectively kill the limited possibilities of the Act.

A better solution would have been to provide incentives for girls from their childhood all the way to the stage of higher education. These—mainly some petty scholarships—hardly do the job. In any case, even these were implemented very poorly. Then again, these are only palliatives. Much more, in terms of creating social infrastructure in these districts—education, health and employment for women—is required before any improvement takes place. This is far away as the priorities of the state governments are very different and these social disasters are not even on their radar.

Source: 4 April 2011/[Live Mint](#)

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