



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 2009. [Click here](#) to download the prescribed format along with the terms and conditions.

[Apeejay Education Society launches courses in Biosciences & Clinical Research:](#) Apeejay Education Society (AES), has now established an institute for Biosciences and Clinical Research to meet the growing demand for technical personnel in the Biosciences sector. The institute, [Apeejay Svrn Institute for Biosciences and Clinical Research, Gurgaon, \(AIBCR\)](#) has been established in collaboration with leading companies in the industry, viz Martin & Harris, ASG Biochemicals and Walter & Bushnell Health Care.
For more, visit: www.apeejay.edu/aibcr

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.

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ASPECT

Education: Time for statesmanship

With education in a high-growth phase, it is necessary to ensure freedom, flexibility and professionalisation. This calls for new structures and modalities of governance, and a change in the mind-set of government, says Kiran Karnik.

EDUCATION is in the news — and that is good news. It is now centrestage and many issues related to education are being vigorously debated. Minister Sibal has moved quickly in certain areas and one sees activity and dynamism in the ministry for the first time since the Rajiv Gandhi era. The enactment of the Right to Education is truly historic. At the university level, the move to create a single, integrated regulatory body seems to be facing stiff resistance; what is emerging is a rather watered-down version of the recommendation made by the Yash Pal committee.

Also making headlines was the recent protest and fast by IIT teachers, though the matter of their salaries and promotions now seems to be near resolution. However, the government orders that triggered the protest give rise to some basic issues, as do other orders and actions by the government. At the core of many of these issues is the question of the relationship between government and academia, in general, and with major national institutes (e.g., IITs, IIMs) in particular.

Until a few years ago, this relationship evolved and did so smoothly. Barring very rare instances, there was little interference from the government. Recent years have, however, seen a big regression in the relationship, and a continuous battle seems to be on. AIIMS, IIMs and IITs have all had major skirmishes with the government arising mainly from government efforts to — rightly or wrongly — dictate terms to these institutes.

This disjoint between government and academia is unfortunate, especially at a time when the importance of education is being widely recognised and the government has made substantial increases in the funding for all levels of education. It has announced plans to rapidly expand capacity and quality in tertiary education, and to create “world-class” universities. New central universities, IITs and IIMs are being set up as part of this effort, and structural reforms in the education sector are underway.

However, while quantitative expansion is mainly a matter of resources, quality is not. What, then, will help to raise the quality of our education and research? What enables institutions to compete, excel and set benchmarks for others? In looking at these issues, we can draw on our own experience, from our own cultural and situational context. There are institutions like ISRO, which have delivered, time and again — be it a string of successful launches, communications and remote sensing applications, or the Moon mission — or the Indian Institute of Science in Bangalore: one a government organization and the other an autonomous educational institution. What is common is that in both cases there is no interference by the political leadership or the bureaucracy, they are led by professionals and their zealously-guarded autonomy is respected by the government.

On the other hand, we have disasters like Prasar Bharati and Air India: both have seen golden periods, but are now in terminal decline. Supposedly autonomous, their freedom has been completely compromised, thanks to political interference and lack of professional leadership. As a result, their ability to withstand competition or difficult times is practically non-existent.

The lesson is clear: with education in a high-growth phase and competition intensifying, it is necessary to ensure freedom, flexibility and professionalisation. This calls for new structures and modalities of governance, and a change in the mind-set of government. First and foremost, it is necessary that the government modify its concept of ownership. The paradigm cannot be one of majority shareholder — and, therefore, owner — as in the corporate world; rather, the parallel is that of parent: having nurtured the child, the parent has to let go and cease trying to “discipline” the now-adult child. The offspring must have full freedom; however, the parent stands ready to provide support in an emergency, and takes pride in the achievements of his/her creation.

AFTER a century of experience with modern universities, the creation of the IITs by a far-sighted prime minister was done through an Act that provided them far greater freedom, flexibility and funding. The IIMs, born a few years later had even greater freedom. They consciously chose autonomy and flexibility, at the cost of not being able to grant degrees to their graduates. It is now time for the next step.

The new model of governance could begin with a few institutions, probably those widely acknowledged as



institutes of national importance. They must be given complete freedom, not only in academic matters — including courses, pedagogy, evaluation, admission criteria, faculty recruitment, etc — but also in administrative matters. These will be board-run organisations, with self-perpetuating members (through its own Nominating Committee), and a board-elected chairperson (the government may, at most, hold powers to ratify this appointment).

The director will be selected and appointed by the board. All powers will vest with the board, including faculty and staff compensation, fees, expansion, etc. Government may lay down that anyone who qualifies for admission will be eligible for a full loan, and that scholarships will be provided by government and the institution for students who meet the defined income criteria.

Financial accountability will be ensured through the normal auditing process, with a requirement for full transparency. Government may also appoint, in consultation with the board, an independent committee every five years to review the overall functioning of the institute. Government financing — after the initial period — should be only for capital expenditures and as subsidy for scholarships.

It is only through such structurally engineered autonomy that we can hope to create institutions that will one day compete with the best in the world. The forthcoming entry of foreign universities into India makes this even more necessary, as a levelling of the playing field. The IT industry has shown how we can compete, world-wide, if there is no interference; Air India has demonstrated the obverse. Realising the dream of world-class institutions will require statesman-like political leadership, and a willingness to stop all ministerial directives and interference. Here is Mr Sibal's big chance to make history.

Source: [/the times of India/](#) 6 October 2009

NEWS

Azim Premji University gets the nod

The long-drawn attempt to establish the first private university in the state has been finally met with the promulgation of an ordinance to establish the Azim Premji University— promoted by Wipro Chairman Azim Premji— on Wednesday.

The Azim Premji University Ordinance 2009, received the assent of Governor H R Bhardwaj earlier this week.

It will be a unitary university established in Bangalore, focusing chiefly on development of school education.

The University will focus on providing high quality training for government school teachers, capacity building among government education administrators, and developing resource centres.

It will also offer degree and diploma in subjects such as education management, education policy, elementary education, teacher education, and technology education.

The New Indian Express had reported last month that the Azim Premji Foundation had indicated an unwillingness to wait until the next legislative session in December for the government's nod to the project.

Subsequently, the state government decided to take the ordinance route to establish the university.

The Ordinance has been modelled on the Himachal Pradesh Private Universities Act, which provides the government extensive control over the university. APF, in contrast, had pressed for the Institute of Chartered Financial Analysts of India (ICFAI) University Act adopted by Uttarakhand, which is a less intrusive Act.

Following suggestions from the scrutinising committee — consisting of the Law Minister, Law department secretary, Higher Education Minister, and Higher Education Secretary — the bill incorporated a few changes including preference for students from Karnataka, giving government the power to examine the fee structure, and increasing the endowment fund of the university from Rs 10 crore to Rs 25 crore.

APF officials said that they would comment once they received a copy of the official notification.

Source: Bangalore [/expressbuzz.com/](#) 15 October 2009

He comes, he sees, he floors Shimla

Addressing a packed auditorium of over 1,000 students at Himachal Pradesh University today, Congress leader Rahul Gandhi emphasised the need for deregulating the higher education sector.

Sharing concerns of students, he said the higher education system in India is crippled by unnecessary regulations and it needs to open up like the telecom and IT sector opened up in 1980s, with Rajiv Gandhi's vision of bringing technology to everyone. "People with vested interests and political connections are keeping higher education out of reach of many students, who never get a chance to study in good institutions due to the gap between demand and supply," he said.

In an hour-long discussion, he urged the students to work with him as a team, leaving behind all ideological disagreements. On many occasions during the interactive session, he spontaneously pointed out to some students and teachers in the audience.



Within a few minutes his charm swept the audience, as each time the microphone was passed among audience for questions more than a hundred hands were raised to grab it.

Those who did not get a chance did their bit by ensuring huge applause after each reply. Not only NSUI members, student leaders of SFI and ABVP also applauded him. Many students who could not enter the auditoriums due to shortage of space waited outside and after coming out, Gandhi shook hands with all. An ABVP member said, "Rahul's appeal to students has signified hope of change for many students."

Earlier, replying to a question on the need for youths in politics, Gandhi compared BJP leaders Atal Bihari Vajpayee and LK Advani by terming the former as young in his thinking despite old age and the latter as comparatively rigid and opposed to new thinking. Rahul also praised Prime Minister Manmohan Singh. "He might be old but has a young mind open to new ideas. He is ready to change his thoughts according to need of the hour."

Source: Shimla [/indianexpress.com](http://indianexpress.com)/14 October 2009

Higher Education - India - a new market research

The higher education market in India accounts for a substantial share of the total education in India. This segment is estimated to be worth INR 6.5 bn and is expected to be growing at 12% per annum. This space has seen large-scale public and private participation. The government has undertaken various initiatives towards developing the market. The growth in the student population is fuelling growth in this sector.

The report begins with an introduction to the higher education industry covering the various regulatory bodies and councils that exist in this space including their functions with respect to specific courses. The overview section indicates the market size and growth of the higher education sector and institutions in this space as well as information regarding market segmentation. The intake of students across India for various courses has also been mentioned. The current scenario in India has been discussed covering the fundamental shortcomings in the market, low gross enrolment ratio, low public spending, not-for-profit mandate of the government and the approach adopted by private players, lack of co-operation between public and private sector and lack of large players in the market.

The key initiatives of the government identified include the introduction of National Commission for Higher Education and Research (NCHER), Foreign

Educational Institutions Bill of 2007, provisions for higher education under the 11th Five Year Plan and passing of the Right of Children to Free and Compulsory Education Bill. An analysis of the drivers explains growth factors such as growing middle class with the ability to afford a private education, India's demographic advantages, poor perception towards alternative education streams, growing private players due to large demand-supply gap and expenditure on foreign education.

The competition section highlights the major private players including their business focus and expansion plans.

Source: [/pr-inside.com](http://pr-inside.com)/1 October 2009

HRD gets nod to table education clean-up bills in winter session

Of the four legislations proposed by the HRD ministry, the law ministry has asked it to first bring the educational tribunals bill for passing in Parliament. A few changes have also been suggested in the tribunals bill as well as the one that proposes to check malpractices by educational institutions.

However, law ministry has agreed that HRD can introduce all the bills, if they are ready, in the winter session of Parliament. The proposed bills relate to setting up of the National Commission for Higher Education and Research, educational tribunals, accreditation authority and a law to check educational malpractices.

Since all of them are expected to be referred to the Standing Committee of Parliament, the law ministry has suggested that tribunals bill should be taken up first after it comes from the standing committee. The reason being that the proposed legislation envisages creation of a redressal body to deal with disputes related to educational institutions. "First the legal structure to address disputes should be put in place," a law ministry official said.

As for the changes in the bill, HRD has removed the provision of district tribunals and given high courts the writ jurisdiction on tribunals. Earlier, the ministry had proposed a three-tier structure — centre, state and districts — for setting educational tribunals. But many states had protested against this provision. The bill to check malpractices has also gone through certain changes.

Source: New Delhi [/timesofindia](http://timesofindia)/4 October 2009

India and Australia agree to work on quality assurance



India and Australia have agreed to work together on quality assurance and developing a framework in higher education as well as vocational education and training.

A decision to this effect was taken at the meeting of the sub panel of a Joint Working Group which was set up in the aftermath of series of attacks on Indian students in Australia to work on various issues including students' safety.

The meeting, which was held last week, touched upon the areas of vocational education and training, quality assurance and student welfare, officials said.

Both the countries, agreed to have a common bureau for vocational education collaboration, besides working on quality assurance mechanisms.

The decisions assume significance as the quality of vocational education provided by certain private providers have come under cloud recently. A number of private education providers have been closed down in Australia.

Source: New Delhi [/ptinews.com/](http://ptinews.com/)13 October 2009

Indian Navy to conduct recruitment drive for engg students

Indian Navy would conduct its recruitment drive under -- University Entry Scheme (UES-2010) at Integral University, Lucknow, for engineering students who will qualify in 2010. Students from AICTE approved institutions from all over the state would participate in drive. A team headed by Cdr Ajeet Sethi, from Naval Head Quarters, New Delhi would conduct the recruitment process at Integral University from October 5 to 7, 2009.

All male BTech (Final Year) students of non IT stream, having 60 per cent marks in BTech till VI Semester and have no standing backlog may participate in the drive. Female students of civil and mechanical engineering are also eligible to participate.

Students of electronics, electrical, mechanical, civil, architecture, control & instrument etc may also get in touch with training and placement officer (TPO), Integral University, through TPOs of their respective institutes and take part in "walk-in-interviews" along with duly completed application form, which can be downloaded from Navy website www.nausena-bharti.nic.in.

"Students should also bring photocopies and original documents along with the application form. The application must be endorsed by the principal/director of the institution. The eligibility criteria is also given in the website. Navy officers would also conduct similar

drives at HBTI Kanpur and MNNIT Allahabad later," said Afaq Mahmood, TPO, Integral University.

Source: Lucknow [/timesofindia/](http://timesofindia/)4 October 2009

Now, correspondence courses are no breeze

No more degree mills; that is the diktat of the University Grants Commission (UGC). Setting the tone for improved higher education in the country, it's now cracking down on sub-standard distance education.

Also, students with degrees through distance mode from universities not approved by the Distance Education Council (DEC) will get another chance to get a UGC or any other relevant statutory authority degree.

As one of its qualitative measures, UGC said if these students qualify in the examination, the university concerned will issue a certificate. "The degree along with the said qualifying certificate will be recognized for the purpose of employment/ promotion under the central government," it stated.

Even though the government hasn't yet allowed Foreign Direct Investment in education, the UGC has allowed reputed foreign education providers, accredited by a competent authority in their country, to offer programmes in India. But they must fulfil all legal requirements in India and a mechanism will be set up to evaluate their degrees.

Examination reforms

Revamping its former conventional method of evaluation, the UGC will promote a choice-based credit system, which all Open and Distance Education (ODE) institutions be encouraged to adopt. Similarly, conventional universities will also be asked to follow suit. It also suggested a switch from annual to semester system.

Institutes' role

Institutes can frame regulations, spelling out the outline of their programmes. This includes the number of required credits, list of courses with assigned credits, study hours, contact classes at study centres, assignments, examination and evaluation process and grading system.

Who can offer distance education

The UGC made it clear that only the Distance Education Council of IGNOU, is the competent authority to allow universities/ institutes to offer distance education.

No institution, except those established by or under an Act of Parliament/ state legislature before 1985, can offer any programme through the distance mode, without approval from DEC and accreditation by National Board of Accreditation (NBA). However, ODE



institutions already offering programmes in humanities, commerce/ business / social sciences/ computer sciences and information technology and management, may be allowed to continue, but they have to obtain fresh approval from DEC and NBA within a year or else the permission will be revoked.

What they must do

The UGC mandated that all universities and educational institutions offering distance education use information and communication technology in delivery of their programmes, management of student and university affairs through a web portal and displayed in a public domain.

They must make optimal use of e-learning methods for delivering their programmes. The institutions will be required to adopt e-surveillance technology for conduct of clean, fair and transparent examinations.

The ODE institutions will be encouraged to take care of the educational needs of learners with disabilities and senior citizens.

Source: Bangalore [/timesofindia/](#)2 October 2009

Not just kids, teachers bunk classes as well

It isn't students alone who play hockey. Teachers do as well. No state in the country has teachers scoring a 100% attendance, says a report by the department of school education and literacy, HRD ministry. While teachers in West Bengal scored 98.1% attendance, Delhi and Haryana followed with 95% and 91.9% presence. The record of most teachers in other states stood between 70 and 80%. In Assam, though, only 55.2% teachers attended classes regularly. Teachers in Karnataka came up with a 83.9% score both for primary and middle schools.

The attendance report to evaluate India's preparedness for meeting the Education for All (EFA) target by 2015 shows that in some states teachers at the primary schools have been far more regular than their seniors in the middle schools.

The assessment was submitted for further evaluation last fortnight. Except in Assam where middle school teachers bunked more (55.2%) compared to their primary school counterparts (79.2%), in almost all states the attendance disparity was not too huge.

Karnataka's teachers had equal score of 83.9% attendance while Tamil Nadu had 86.6% and 89.6% respectively.

If teachers cut classes can students be far behind? While children in Bihar had the lowest attendance rate of 42.2% in primary schools, attendance rate dipped to 36.8% at the middle school level. Children in

Himachal Pradesh probably loved going to school. They scored the highest 94.6% (primary) and 93.2% (middle). Only 86% children in Karnataka attended school regularly.

While children in Andhra Pradesh scored 72.7% and 76.6% respectively, Delhi had 73.5% children attending school regularly. It was only natural for Kerala which enjoys the highest literacy rate in the country to record an attendance of 91.4% and 92.0% respectively. Children in Tamil Nadu scored 88.3% and 87.8%. In Orissa where teachers showed 85% attendance rates, children didn't reciprocate. Their scores stood at 66.8% and 69.0% respectively.

The attendance scores of students ranged between 60% and 80% in the other states. "Teachers presence in the school is too crucial for pushing up our enrolment rate. No amount of enticements in the form of midday meal or free uniforms will help if teachers don't show commitment and be there in the classroom," said a senior academician.

Source: [The Times of India/](#) 5 October 2009

IITs strike partnerships with global varsities

Offers tailor-made courses to students from other campuses

Even as the Indian Institutes of Technology (IITs) nationwide continue to be sore over autonomy and pay revision issues, some of them are launching projects along with global universities to offer students and faculty more opportunities besides collaborative research and development with foreign academic partners.

IIT-Delhi, for instance, has designed four courses for the Addis Ababa University in Ethiopia. Several students in Ethiopia are currently studying engineering and technology in virtual classrooms led by IIT Delhi teachers. The idea to make Ethiopia's students more tech-savvy was mooted by its ambassador to India and even its prime minister was eager to have an association with IIT-Delhi.

"The Ethiopian government is making rapid expansions in education but it does not have the adequate infrastructure. The ambassador talked to us and then the process moved. Even their prime minister was very eager for such association," M Balakrishnan, dean of post-graduate studies at IIT-Delhi, said. To begin with, IIT-Delhi has designed four courses for the Addis Ababa University. Two courses - construction technology and management, and chemical engineering - have been taught for a semester. The



other two courses - computer engineering and manufacturing engineering - will complete their first semester in a couple of months.

“Initially, we have a four-year agreement with Ethiopia. Our job is to develop curriculum, set up a laboratory, deliver lectures both through virtual classroom and face-to-face mode. We are also responsible for students’ evaluation, but the degree will be awarded by the Addis Ababa University,” said Balakrishnan.

Ethiopia has set a target of producing 10,000 science and engineering students at the higher education level in next five years or so, and has availed of the expertise of the IIT-Delhi as one of the partners. At least 46 faculty members are involved in the project and IIT-Delhi offers up to 70 hours per week of instructions. Around 50 students are involved in each semester for each course.

Likewise, Indian Institute of Technology-Kanpur (IIT-K) has signed a memorandum of understanding (MoU) with the University of Texas, San Antonio, US, for collaborative research. The project involves around five faculty and 10 students.

“The areas identified for collaborative research include fields like bio-material, where the focus will be on the research collaboration, faculty and student exchange programme. The co-operative research programme in other areas of mutual interest will be conceived later,” said K Muralidhar, dean - research and development of IIT Kanpur. The Indo-US center for bio-material is funding the project. The long-term goal of this MoU is to research on low-cost implants in a human body, like knee replacements, etc. In India, currently knee replacements are expensive and costs between Rs 30,000 and Rs 2 lakh.

In another deal, IIT-Kanpur has signed an MoU with its Malaysian counterpart, Universiti Sains Malaysia, for setting up of an electronic hub in Penang. Muralidhar said that around 20 faculty and about 100 students are expected to be involved in this project. The research projects would be funded by industry partners in communications and the semi-conductor industries.

Around 20 training and 40 research programmes have been identified, which will be carried out in various phases. In phase one, two courses, namely ‘Very Large Scale Integrated Circuits’ and ‘Radio Frequency Technology’, will be taken up for the industries for the first six months, where IIT-K faculty will visit Penang.

IIT Kharagpur (IIT-KGP), on the other hand, is setting up a 350-700 bed medical college and has signed a MoU with University of California, San Diego, as a partner for this venture. The collaboration is both for part-financing the project as well as an academic collaboration.

Initially IIT-KGP would fund the project with the Rs 800 crore investment it had announced earlier in infrastructure expansion till 2011.

The institute is also seeking additional Rs 1,000 crore for further expansion, to build more centres of excellence and to accommodate a total of 20,000 students by 2020 from 8,000 right now, among other plans.

The institute already carries out research related to biomedical engineering, medical biotechnology, development of non-invasive testing devices, reproductive healthcare and medical science and technology. The medical science and technology is a unique programme in the country where MBBS doctors are admitted and they get a Masters Degree in Medical Science and Technology in three years.

“To boost this research and education programme, particularly in the interface areas of medicines and engineering, the institute is in the process of building a state-of-the-art hospital of 300-750 beds. To support this hospital there will be a Centre of Excellence in training of paramedical staff and public healthcare specialists. Graduate and postgraduate programmes in medicine will be its natural outcome. Both the multispeciality hospital and the Centre of Excellence on paramedical training are being set up on public-private-partnership mode. University of California, San Diego, who has one of the best health science faculty in USA, is our partner in this venture. A MoU to that effect will be signed on August 18, 2009, which is also the foundation day of the institute. The hospital will be an academic unit of the institute and there will be collaborative research between the faculty of the hospital and our engineering departments. This is expected to bridge the gap between two distinct disciplines of medicine and engineering,” Damodar Acharya, director of IIT-KGP, said.

Source: [Business Standard](#) / 5 October 2009

US varsity studies India’s rise on global stage

Washington, Oct 6 (IANS) India’s dramatic rise on the global stage has made a leading American university to launch the Year of India, an initiative to better understand the country and its growing impact around the world.



The lineup of events during the 2009-2010 academic year at Providence, Rhode Island, based Brown University includes major public lectures, art exhibitions, academic conferences about India's people, culture, economy, and politics.

"American and Indian scholars, researchers and administrators have long enjoyed a productive environment of international exchange and collaboration," said Brown President Ruth J. Simmons.

"While the fact of India's new global stature may no longer be surprising, understanding the history and potential of modern India is more important than ever for all academic disciplines."

Brown is one of several universities that have recently launched initiatives to better understand India, including Yale, Harvard, Stanford, and University of Rhode Island.

"Politically and economically, India's rise on the international stage has been widely noted, and American higher education is responding to the new developments," said Ashutosh Varshney, professor of political science and one of the programme organizers.

"In the coming years, a global orientation in education will almost certainly require greater understanding of India - its politics, economics, history, society, and culture."

The Year of India that officially began Oct 1 features on Oct 22 a lecture by Infosys founder Narayan Murthy on India's national strides, its powerful new international position, and the role technology has played.

Other Year of India events this fall include the inaugural lecture of a year-long seminar series being launched by faculty at Brown, Harvard, and The Massachusetts Institute of Technology, aimed at filling a long-perceived gap in the intellectual discussion of contemporary South Asian politics in the Boston-Providence area.

"The superb and diverse programmes planned for this Year of India reflect our deep commitment to bringing Brown to the world and the world to Brown," said Matthew Gutmann, vice president for international affairs.

"Events with leading scholars, government figures, and cultural presentations will bring greater appreciation and understanding about India to campus, and greatly strengthen future exchange

programs and collaborations between faculty and students in India and Brown."

Source: [/ThailIndia News/](#) 6 October 2009

India 134 on UN development index

The extremes are chilling. A child born in Norway will likely live 30 years longer than a child born in Niger, in Africa. The average income in Norway is 85 times the average income in Niger. The global divide between rich and poor countries continues to be shockingly wide, according to latest data on key measures of 182 countries, released on Monday as part of the 2009 Human Development Report (HDR).

The report ranks countries according to the Human Development Index (HDI), a summary measure of well-being based on life expectancy, literacy, school enrolment and GDP per capita. Published annually by the United Nations Development Program (UNDP), this year's HDR is based on data till 2007, before the current global downturn. It provides comparisons between rankings since 1980.

Norway, followed by Australia and Iceland are this year's top three ranked countries. The bottom three ranked countries are: Niger, Afghanistan and Sierra Leone. India is ranked at 134, the same as last year's updated rankings.

Between 1980 and 2007, India's HDI increased by about 1.3% every year. Many African countries show even higher growth rates in HDI, reflecting the very low levels they were at in 1980. Most high income countries show growth rates between 0.25 to 0.5% per year over this period.

"Despite significant improvements over time, progress has been uneven," says the Report's lead author Jeni Klugman. "Many countries have experienced setbacks over recent decades, in the face of economic downturns, conflict-related crises and the HIV and AIDS epidemic," Klugman adds, since the most recent internationally comparable data is for 2007.

Five countries rose three or more places, compared with 2006: China, Colombia, France, Peru and Venezuela. These were largely driven by increases in incomes and life expectancy and, in the cases of China, were also due to improvements in education.

China showed the maximum improvement, jumping 7 places to rank 92. Since 1980 there is significant advances in human development, with an average improvement of 15% in countries' HDI scores. The strongest gainers have been China, Iran and Nepal.



Planning Commission deputy chairman Montek Singh Ahluwalia questioned UNDP's methodology for measuring human development index (HDI) and sought inclusion of additional parameters for the data relating to migration.

Releasing UNDP's report 'Overcoming Barriers: Human Mobility and Development', Ahluwalia said, "Some of India's data seems to show a small percent of population as migration."

Suggesting that the report include other parameters for checking internal migration within a country, Ahluwalia was quoted by agencies as saying, "If you compare our internal migration with China's, it is much lower. It is important to know migration within countries also."

Ahluwalia also suggested that UNDP look at how the report is perceived around the world, adding, "They should come out with these reactions also."

He was referring to census data on internal migration from one state to another in India that represented 4.1% of migrants. On the other hand, migration from place of birth to another place stood at around 307 million. In the latest Human Development Index released on Monday, India has been ranked 134 among 182 countries.

The ranking clearly showed India has slipped in comparative terms in ensuring a better quality of life for its citizens as in the previous index, compiled together for 2007 and 2008, it ranked 128, while the position the year before was 126.

Source: /[the Times of India](#)/6 October 2009

Corporates eye career guidance pie

Rohan K was a bright student who had won several social science competitions at school. When he passed out, his parents enrolled him for an engineering course. It proved to be a bad decision. Rohan who had excelled in subjects such as history and language, found the alpha and beta stuff difficult to cope with. Eventually, he managed to get a BE degree, but not before losing two years. The fact that he had opted for a branch of studies he was not interested in was something the family had to finally acknowledge.

Across India, stories of career options going wrong are becoming common. Students enrolled in engineering find they would have been better suited to media studies, BCom graduates discover they have a yen for environmental science, and law students repent not having chosen an MBA course. Mindful of a latent demand for professional career

guidance, a growing number of companies are now looking to enter this sector, hoping to gain by counselling schools and families at their own doorstep.

Their strategy is essentially based on building up links to educational institutions and creating a pool of resources which includes training for teachers and scaleable models for lab infrastructure. The bouquet of services offered range from book-keeping to career-mapping to teacher training and running of state-of-the-art labs.

"Today we find most engineering students are a misfit and they end up in these colleges due to parent/peer pressure without actually knowing where their strengths lie. We'll help school students in career mapping and hone their skills accordingly," says S Giridharan, CEO of Edserv Systems. Edserv is a listed company based in Chennai which says it has a unique "industry-aligned" plan that involves personalised "career-mapping" playing to the individual strength of each student. Edserv also hopes to lease/manage or provide infrastructure like labs and teachers with career counselling skills to schools. In the process, it will bill an annual Rs 500-700 per student, a similar amount for providing teaching staff, and other charges dependent on services offered.

Everonn Education, another education service provider, is a firm which is scouting for investors to partner with and start schools, colleges and skill development centres across the country, under their 'Educating India' initiative. "Through Educating India we aim to set up world class educational institutes, and bring up a new breed of social entrepreneurs," said P Kishore, Managing Director, Everonn Education. "We will act as facilitator and aggregator and also manage schools. In the process, we will also leave an everlasting impression on society."

There are roughly three lakh private schools in the country, of which 60% are entrepreneur-driven, 30% are run by institutions like churches, madrassas, and the rest by quasi-government and quasi-industry bodies like the Tatas, ISRO and BHEL. Companies like Everonn and Edserv see an opportunity in joint ventures, especially with educational institutions that are keen to upgrade their facilities using specialised knowhow.

"Education is a recession-proof business and that has been proven in the current downturn. There is enough money to be made as the pie itself is huge, but the key issue is that schools are still controlled by individuals. Getting them to sign up would be a key challenge and if successful then there is no looking back," an analyst with a local fund house said.



Everonn, which already has 7,500 "points of presence", charges 7% for executing a school project, a similar sum for facilitation and aggregation, and 15% as school management fee. Kishore is targeting projects worth Rs 700 crore by the next academic year.

Delhi-based Educomp Solutions is another outfit that proposes to promote budget schools in small towns countrywide. To be known as Vidya Prabhat Schools, these schools, following the CBSE curriculum with NCERT certification, plan to offer affordable schooling "which will blend innovations in education technology with traditional Indian knowledge and values."

According to Shantanu Prakash, CEO of Educomp, there is a shortage of 2 lakh schools in the country, especially in the tier III and small towns. Most of the Vidya Prabhat Schools would come in these towns and the company would charge an average Rs 700 per student as fees. The first batch of schools will become operational in Bazpur, Kashipur, Bahl Parav and Gadarpur in Uttarakhand. Educomp plans to establish 100 schools in the next two to three years.

Source: [/the times of India/](#) 4October 2009

Norway to set up marine engineering institute in India

The Human Resource Development Minister, Kapil Sibal today said Norway would make investments for setting up a marine engineering institute in India.

"We have 1,500 km of coastline and in the coming years we will require more marine engineers as we set up new ports and explore oil and gas. Therefore the institute will be a win win situation for both India and Norway," Sibal said, addressing 'Third Global Summit on Skills Development' organised by CII.

He did not give any details of the project such as its location and when it would be set up. The minister hoped that the foreign education providers' bill would be put in place by the next academic session (July 2010) paving the way for more collaboration between India and other countries.

"We can have boys and girls going from one country to another to get experience for a joint degrees", he said, adding the country's growing requirement for skilled workforce will be addressed with such a initiative.

In this context, he stressed the need for imparting skill education right from the school level and said if India has to create wealth it has to increase its 'Gross Enrolment Ratio' of students going for higher education to 30 per cent from the existing 12.4 per cent by 2022.

Source: New Delhi [/business-standard/](#)23 September 2009

Pharmaceutical Microbiology

Hello reader, hope you are finding pleased with the website. Well, this post about the microbiology also; how it plays essential role in the field of pharmacy and provides useful resource to you. For many years, they have been developing new techniques in microbiology keeping in mind about pharmaceuticals. In my opinion, pharmaceutical microbiology has critical place in drug development. If you are looking for a book having the information you need then this book is perfect for you.

This textbook specifically aims at the ever-demanding thoughtful need of an absolutely well documented compilation of factual details related to: theoretical principles, classifications, diagrammatic profiles, graphic presentations, critical explanation, latest examples for the Pharmacy Degree (B. Pharm.) throughout the Indian Universities, SAARC-countries, and similar curricula adopted abroad. Modern invigorative society, based on the overwhelming and overemphasized broad-spectrum importance vis-a-vis utilities of 'Microbiology' profusely gets benefited from the intricate species of scores of microorganisms in several ways and means, namely: antibiotics, vaccines, enzymes, vitamins etc. Nevertheless, a quantum-leap-forward in the field of 'Modern Biotechnology' rests predominantly upon reasonably sound microbiological foundation.

Besides, microorganisms do modulate a plethora of vital and critical functionalities, such as:

- (a) Enable completion of cycles of C, O, N and S, which essentially occur in both terrestrial and aquatic systems
- (b) Provide absolutely indispensable components of prevailing ecosystem; and
- (c) Serve as a critical source of 'nutrients' occurring at the grass-root of practically a large segment of ecological food webs and chains.

The entire course-content presented in 'Pharmaceutical Microbiology' has been meticulously and painstakingly developed and expanded as per the AICTE-Approved Syllabus-2000.

Each chapter has been duly expatiated in a simple, lucid, and crisp language easily comprehensible by its august readers. A unique largely acceptable style of presentation has been adopted, viz., brief introduction, principles, labeled figures, graphics, diagrams of equipments, descriptions, explanations, pharmaceutical applications, and selected classical examples. Each chapter is duly elaborated with



adequate foot-notes, references, and 'further reading references' at the end. An exhaustive glossary, Important Microbiological Terminologies, has been duly annexed at the end of the textbook. A fairly up to date computer-generated 'Index' in the textbook will surely enlarge the vision of its readers in gaining an easy access of subject enriched well documented text materials.

Textbook consists of Ten Chapters:

- (1) Introduction and Scope;
- (2) Structure and Function: Bacterial Cells;
- (3) Characterization, Classification and Taxonomy of Microbes;
- (4) Identification of Microorganisms;
- (5) Nutrition, Cultivation and Isolation: Bacteria-Actinomycetes-Fungi-Viruses;
- (6) Microbial Genetics and Variations;
- (7) Microbial Control by Physical and Chemical Methods;
- (8) Sterility Testing: Pharmaceutical Products;
- (9) Immune Systems;
- (10) Microbiological (Microbial) Assays: Antibiotics-Vitamins-Amino Acids.

The text material essentially embodies not only an ample emphasis on the vivid coverage of fundamental principles of microbiology as a scientific discipline but also maintains a manageable length for the apprehension of brilliant students.

Source: pharmacybooks.com/29 September 2009

Plan for your child's future with right life policy

Are you comfortable telling your children that 15 years hence you would be there to take care of their financial needs? Wouldn't you rather guarantee that their future is safe, whether you are there or not? Life insurance helps provide that guarantee.

Not only do such products provide financial protection for your family in case something unfortunate happens to you, they also have a savings element for your long-term needs.

The Indian insurance industry has seen many changes since the sector opened up in 2000. The private life insurance companies have also changed the way insurance is sold in the country. From being a tax savings tool, insurance is now being bought to satisfy specific needs like creation of a fund for a child's education, saving for one's retirement and so on.

Insurers have introduced innovative products and a need-based sales approach wherein only those

products that satisfy a customers' needs are recommended. To explain this better, let's take an example of planning for one's child's education.

According to the latest survey on saving habits of urban parents, conducted by Aviva and IMRB, investment in education is the topmost priority for Indians and a key reason for saving. The survey reveals that college education ranks the highest concern for 93% of parents saving for child's future. Almost 77% parents feel anxious about the cost of higher education which is slated to grow at a far higher rate owing to rise in inflation and feel that it requires planning at their end.

So how do parents combat financial volatility given the current economic scenario? Well, the answer is fairly simple. One has to be smart while planning investments for future. The key to successful planning of a child's future is in starting early and assessing the needs (keeping in mind the hidden costs) carefully. Your child may want to be a doctor, an engineer or a pilot tomorrow.

As a parent, you want to ensure that he/she is provided with the best education, which entails high cost and needs a large corpus. You may think that you have enough time to save for the same. However, for each year that you delay saving, you will need to invest a larger amount to secure your child's future.

Considering that you would need a corpus of Rs 10,00,000 for your child's education, if you start saving when your child is less than 1 year of age, you would need to pay a premium of Rs 39,771 pa. However, if you start saving when your child is 7 years old, you would need to pay an annual premium of Rs 82,045. This means, that you would end up paying an additional sum of Rs 42,274.

There are four simple steps to define how a child plan works:

Step 1 – Decide the corpus you wish to provide for your child's future and the time when the same should be made available. This will define the premium and policy term.

Step 2 – Choose the level of protection you require. This should be reflected in sum assured and the riders (like income benefit, comprehensive health benefit and accidental death benefit) that you choose. This would ensure that no matter what happens to you, your child's future is secure and his education is not affected.

Step 3 – Choose the premium, premium payment term and frequency.

Step 4 – Choose the funds you want to invest based on your risk appetite.



Child plans not only fulfil the investment objective, but also provide protection in case something unfortunate happens to the parent. This is the only product that ensures that the corpus that you have planned to save for their child's future is available when your child is 18 or 21 years old. The choice of product, however, depends on the risk appetite of parents.

There are various plans available in the market, with options like premium waiver — so that the policy continues even in case of the parent's death, disability or critical illness (if the rider has been opted for), while the sum assured is paid out. Income Benefit plans also provide regular income (if the rider has been opted for) to meet the child's everyday expenses in case of the parent's death. On maturity you get the fund value.

Once again, while the key to successful planning for future is to start early, at the same time, it is never too late to get started.

Source: [/economic times/](#)27 September 2009

Promoting Professional Qualification with German Partners

iMOVE Informs at the Global Summit on Skills Development and at the Worlddidac India in New Delhi from September 24th to 26th, 2009

In order to initiate and extend German-Indian projects in the training sector, iMOVE presents cooperation opportunities at the Global Summit on Skills Development and at the Worlddidac India.

iMOVE is the official partner of the Confederation of Indian Industry (CII) in organising the Global Summit on Skills Development. The event is featuring the slogan "Strengthening the skills delivery system - quality versus quantity." German training providers will present their services and cooperation offers in special interest workshops.

iMOVE will also be present at the Worlddidac India. The Worlddidac is the most prominent trade fair in the field of education for southern asia. By organising the event in New Delhi for the first time, Germany and India aim at promoting their close cooperation in professional qualification. iMOVE will present information pertaining to Germany's capabilities in vocational training.

Both events aim at fruitful partnerships and business relations between educational institutions, training providers and enterprises. "Training - Made in Germany" stands for the internationally recognised quality of the German vocational training system. It is based on long experience and characterised by

practice-orientation and a strong responsiveness to the demands of the labour market. For more information see: www.imove-germany.de/english.

iMOVE (International Marketing of Vocational Education) is an initiative of the German Federal Ministry of Education and Research. iMOVE promotes international cooperation and supports the initiation of collaborations and business relations in vocational training and continuing education.

For further information please contact: iMOVE at the Federal Institute for Vocational Education and Training, Ms. Silvia Niediek, Public Relations, phone +49-228-107-1702, e-mail niediek@imove-germany.de.

Source: New Delhi [/blog.taragana.com/](http://blog.taragana.com/)16 September 2009

Schools to now flash the quality card

In his three years at Kendriya Vidyalaya at RK Puram in Delhi, Bharath Kesav has never been more impressed with his school than he is now. Over the past six months, the class XII student and his schoolmates watched in awe their modest government-run schools metamorphose into a model campus, even private schools envy. Today, their teachers use audio-visual aids and power point presentations in classrooms, and the school has a vastly improved computer lab and a great music room.

"It's great...even the principal, teachers, and staff are more active now," said 16-year-old Bharath. According to the principal DP Thakur, the school will be investing a total of Rs 1 crore in improving its infrastructure. "We are upgrading the entire infrastructure; classrooms, labs, even washrooms," he said.

The school is also open to ideas. "We have put up suggestion boxes inside the campus for students, teachers to give ideas on how to better our offering. Our stakeholders can now share their perspective through our interactive website," said Mr Thakur.

Impressed? Well, hundreds of schools — both private and public — around the country could be aggressively building similar facilities in the next couple of years, as they chase what RK Puram Kendriya Vidyalaya has: a certificate from National Accreditation Board for Education and Training (Nabet).

Nabet is the country's first initiative to certify educational institutes for their quality of services. It rates schools according to the standards developed by its parent organisation, the Quality Council of India, in what is seen as a major attempt to raise the country's education system to global standards.



“The idea is to make our accreditation a benchmark for parents to select schools for their children,” said Vipin Sahni, director of Nabet, which started functioning this year.

The Quality Council of India (QCI) is an autonomous body set up by the government in partnership with industry bodies like CII, Ficci and Assocham to form a national accreditation structure to uphold international standards in various sectors and domains.

The education system in the country is widely seen inadequate to deal with the demands of modern-day life and work culture. Government schools around the country, particularly in hinterland, are afflicted by poor infrastructure and teacher absenteeism, while there are no set standards compared with private schools.

“The problem of quality and access is not new. Besides, regulation on its own doesn’t help much, if people themselves are not motivated,” said MM Joshi, joint secretary of Kendriya Vidyalaya Sangathan (KVS) that runs the 981-central schools across the country. “Nabet’s accreditation process leads to self evaluation by students and staff members. It’s a right way to approach the issue than regulating things.”

Till now, besides the Delhi school, Nabet has accredited Kendriya Vidyalaya at IIT Powai in Mumbai and Modern School in Lucknow.

Across India, there are 40-50 schools, both government and private, in advanced stages of getting certified. There are 22 Kendriya Vidyalayas and Delhi’s 11 Navyug schools for poor kids in line.

Nabet accredits schools across primary, secondary and higher secondary levels on three parameters: infrastructure and support mechanism, school governance and monitoring of progress.

While the certification is voluntary, the agency expects 300-400 schools to seek its accreditation over the next couple of years.

Already, some 15 states, including Delhi, West Bengal, Maharashtra, Karnataka, Bihar and Jharkhand, are in talks with Nabet to accredit at least one school in each district.

Jharkhand has identified some schools such as Netarhat Residential School at Latehar and Delhi public schools at Shamli and Ranchi.

“Infrastructure and quality have always been a issue in school education. We hope to address that through this,” said Mridula Sinha, Jharkhand’s HRD secretary. “These schools can inspire others to improve themselves.”

Once a school applies for accreditation, Nabet sends its assessors (it has a core team of 1,000 assessors) to rate the school. If it is not up to the level for

accreditation, then the school is given a feedback and asked to improve. For government schools, it runs a pilot programme to bring them up to a minimum standard before accrediting them.

The process lasts 3-6 months depending on the requirement. The certification will be reviewed every year to check if an institution is keeping up with promises.

“We will cancel the certification, if they don’t comply with the rules and don’t follow the standards,” said Mr. Sahni.

As competition increases in the education system, it is hoped that Nabet sets a minimum benchmark for schools to attract more students.

Also, in the long-run educational boards like Central Board of Secondary Education (CBSE) and Indian Certificate for Secondary Education (ICSE) may insist on Nabet accreditation for affiliated schools.

School accreditation system exists in most developed countries. In the UK, Ofsted (Office for Standards in Education, Children’s Services and Skills) does it. In the US, several regional agencies like Middle States Association of Colleges and Schools (MSA) undertake the task of rating schools.

But the task of certifying schools is not easy, as there are about four lakh schools around the country. “It’s a long climb, but worth the effort every bit,” said Mr. Sahni.

Source: New Delhi [/economic times/](#)28 September 2009

Sibal eyes tie-ups with leading global universities

The ministry for human resource development is keen to tie up with the world’s leading universities to ensure that its “innovation universities” are a class apart from the pack. During his visit to the US in late October, the minister for human resource development Kapil Sibal would like to firm up MoUs with leading US universities to collaborate with the proposed innovation universities.

Among the American universities that are being approached are Yale, Standford and MIT. The government plans to set up 14 innovation universities over the next few years.

The government proposes to set up these universities as “global centres of innovation” and would like to draw on the talent and expertise of leading universities. “We are looking for a collaboration for two or three of the innovation universities,” a senior ministry official said. India has had a history of collaborating with leading international universities to set up her own world class institutions.



The lits and lins were set up in collaboration and partnership with leading international institutes. “The nature of the partnership will be different. We are better equipped now than we were when the IITs were set up,” the official said. The exact nature of the partnership is still being worked out.

Mr. Sibal, who will be travelling to the US ahead of Prime Minister Manmohan Singh’s state visit in November, will leading a delegation to put in place the India-US Education Council. As part of the preparation, last week Mr. Sibal met with Timothy Roemer, the US Ambassador to India. Sources said that discussions centred on chartered schools, vocational education options and twinning programmes at the higher education level.

The human resource development minister has been actively seeking tie-up partnerships with foreign education institutions. Earlier this month, possible areas of collaboration were discussed by UK’s trade and investment minister Mervyn Davies and Mr. Sibal. The British minister had indicated teacher training as one of the possible areas of collaboration.

At last week’s meeting Mr. Sibal and Mr. Roemer are understood to have also discussed the legislation that would permit foreign education institutions and universities to set up campus in India. A legislative proposal detailing out the legal and regulatory framework for foreign education providers is pending with the Cabinet Secretariat for approval by the Cabinet.

The ministry would like the Bill to be introduced in Parliament during the winter session, so that it can be in place by the next academic session.

Source: New Delhi [/economictimes/](#)29 September 2009

UGC to ban second term for VCs in same varsity

The University Grants Commission will ban varsities across the country from re-appointing the same vice-chancellors for a second term after the end of their five-year tenure in a move aimed at limiting politicisation of post.

In new regulations setting minimum qualification requirements at all Indian varsities, the UGC is specifically barring reappointments for VCs at the same university, The Telegraph has learnt.

“There shall not be a re-appointment of the vice-chancellor for the second term in the same university,” according to the draft regulations to be published in the Gazette of India.

The draft regulations however, clarify that “appointment for another term as vice-chancellor is

admissible in other central/state universities” based on the candidate’s performance in his first stint as VC.

The tenure of a VC, his service conditions and whether he can be re-appointed at present can technically vary from university to university.

Till now, these conditions were laid down by the statutes accompanying the act — of Parliament or Assemblies — that created the university, and not by the UGC.

While all other central universities already specifically forbid a second term for a VC, the statutes governing Jamia Millia Islamia — also a central university — allow the re-appointment of a VC.

State universities in different parts of the country follow different norms at present.

But once the new UGC regulations come into effect, all universities across the country have to — if necessary — amend their statutes to meet the minimum qualifications for appointments that the commission is laying down.

UGC sources expressed hope that the move would end any fears of the incumbent VC influencing the selection panel that has to either re-appoint him or find a new choice.

The bar on a second term at the same university for VCs comes amid stated efforts by human resource development minister Kapil Sibal to reduce political interference in appointments of varsity chiefs.

Sibal has already announced intentions to set up an independent collegiums of academic experts that will recommend central university VCs, replacing the current practice under which an HRD ministry-appointed team shortlists candidates.

The current mechanism to appoint VCs has repeatedly drawn criticism from academics who allege that it allows the HRD ministry to appoint pliant members on the VC selection panel.

The UGC move also comes close on the heels of a long-drawn battle for the post of VC at Jamia, which eventually embroiled even advisers to UPA chairperson Sonia Gandhi.

Source: [/telegraphindia.com/](#)27 September 2009

ANALYSIS/OPINION/INNOVATIVE PRACTICE

Address by Shri Kapil Sibal, Union Minister of Human Resource Development, during the “General Policy Debate” at the 35th session of the general Conference of UNESCO 9th October, 2009



Mr. President of the General Conference, Mr. Director General, Excellencies, Distinguished Colleagues, Ladies and Gentlemen,

1. At the very outset, I would like to pay my tributes to Mr. Koichiro Matsuura who, after devoting 10 years of his career to UNESCO during which he brought in significant reforms and introduced modern management in UNESCO, will be relinquishing the charge of Director- General, UNESCO.
2. It is also my pleasure to congratulate H.E. Ambassador/PR of Bulgaria to UNESCO, Ambassador Bokova on her election by the Executive Board as DG-designate of UNESCO. We are confident that this nomination would be approved by the General Conference by acclamation. India and Bulgaria have historic ties of friendship and share common concerns on UNESCO's mandates especially in Education and Culture. Ambassador Bokova's quest to bring a new humanism to UNESCO in the 21st Century is greatly welcomed.
3. The 35th session of the General Conference is being chaired by His Excellency Dr. Davidson L. Hepburn of Bahamas who is a friend of India and well-known to UNESCO. My warm greetings to the Chair. I would also like to express my appreciation to Ambassador Anastassopoulos from Greece, the outgoing Chairman who piloted the important reform document where India too had a role to play so as to ensure that all Member States have a more meaningful role in the deliberations of the General Conference which is a major Organ of UNESCO.
4. The enduring contribution of UNESCO's Constitution is to develop Education and Culture for Peace through peace education, education for sustainable development and the dialogue between cultures and civilisations. This dialogue has at its core our concerns for the fundamental ethical mission of promotion of peace, understanding, intellectual solidarity and human unity. These values sustain a civilisation and transcend conflict to meet in harmony and peace. UNESCO has always encouraged inclusiveness, tolerance and pluralism and the multi-cultural, multi-ethnic and multi-religious environment. We in India have fully supported the UN Decade of Education for Sustainable Development based on the

premise that Education must become a tool for ushering in a sustainable lifestyle pattern so that developing countries can leapfrog to a sustainable developed economy based on respect for the environment, international understanding, harmony and peace.

5. It is in a spirit of humility that in the name of Mahatma Gandhi, India has brought to the General Conference through the Executive Board, its proposal for the establishment of the Mahatma Gandhi Institute of Education for Peace and Sustainable Development as a Category – I Institute of UNESCO. When established this would be the first Category-1 Institute in Asia and only the 3rd in a developing country. This proposal was approved by the Executive Board by acclamation. I am confident that the General Conference would support this initiative brought in the name of the Mahatma whose birthday on 2nd October is celebrated by the United Nations General Assembly as the International Day of Non-Violence. I also take this opportunity to thank the Director-General, Mr. Koichiro Matsuura and his colleagues in the Secretariat for their partnership and support to this project.
6. Let us now turn to the issue of social development. The creation of social capital has a direct nexus to development of human resources. Education is fundamental in the formation of social capital. India welcomes the operationalization of the South-South Cooperation Programme/ Fund for Education pilot projects for the different regions of G-77 & China being implemented. As the Chairperson of the Steering Committee of the South-South Cooperation Programme/Fund, India looks forward to the early implementation of Fund Raising Strategy approved by the Executive Board at its last session and raising the profile of the unique South-South Fund in the field of education through successful celebration of South-South Cooperation Day on 15th December, 2009.
7. Our 1.1 billion people are a huge human resource. Access to quality education and skills development can create a demographic dividend which could become a global resource. What is needed is political commitment to ensure that appropriate policies and financial resources are made available to create the necessary environment enabling our young to be producers of wealth. By wealth I do not mean economic resources

but intellectual capital. In this context, we recently passed the historic Right of Children to Free and Compulsory Education Act 2009 to create a legal entitlement for compulsory and free education to all children between the age group of 6-14 years. We have recently also revamped and relaunched the National Literacy Mission with a focus on women called "SAAKSHAR BHARAT". Prime Minister, Dr. Manmohan Singh launched it on International Literacy Day, September 8, 2009. Our commitment to empower our youth is demonstrated by increased outlays for higher education by 10 times in the current 11th Five Year Plan. We are also establishing several new educational institutions like, 8 Indian Institutes of Technology (IITs), 7 Indian Institutes of Management (IIMs), 5 Indian Institutes for Science Education & Research (IISERs), 20 Indian Institutes of Information Technology (IIITs), 10 National Institutes of Technology (NITs), 2 Schools of Planning & Architecture, 15 Central Universities, besides 1000 new polytechnics and 374 new degree colleges which are being set up as a part of expansion of education infrastructure with thrust on access and quality.

8. The information technology revolution allows us to connect with each other. Through ICT we can ensure free access and flow of information between Institutions. In February 2009, India launched a National Mission on Education through ICT. This Billion Dollar enterprise will provide internet connection to about 20 thousand colleges and other educational institutions. Through this we demonstrate that technology can be a major multiplier in the field of education. UNESCO is destined to play a significant role as a global clearing house of ideas and to foster the growth of knowledge based societies. We wish to offer sharing the e-learning materials prepared by us under this national mission by the Indian Institutes of Technologies (IITs) so that all those around who wish to access quality knowledge can do so freely.
9. The realization of Right to Education depends not merely on expansion of educational infrastructure but, more importantly, on availability of trained teachers with commitment to their profession. The Oslo Declaration 2008 has projected a requirement of 18 million new primary teachers in the next seven years to achieve universal primary education at the global level.
10. To bring the benefits of technology at the doorsteps of millions, we need to innovate. The poor and marginalised sections of society are the ones that stand to benefit from the new ICT revolution and innovative ways of providing access. In this endeavour, UNESCO can play a significant role. One of the ways to ameliorate poverty and hardship is to provide solutions which are accessible and affordable enabling those left out to enrich their lives and help increase their incomes. At the Ministerial Roundtable on Science and Technology for Sustainable Development and the Role of UNESCO held on 26th & 27th October, 2007 during the previous General Conference, we had agreed that bridging the technological divide is a major challenge for the international science community, and the immediate challenge is the development of a global access system making use of a range of modalities that are to be carried out. The Ministerial Round Table had also recommended to UNESCO that it should broker knowledge banks to facilitate information and data sharing and also develop an enabling platform for affordable and accessible technologies. I would again suggest that UNESCO adopts a campaign of "Science for the benefit of masses" as a thrust area to create advocacy for directing all scientific efforts towards this end. To take this forward, UNESCO should launch project "One Billion" of the most deprived and seek help of Member States to develop an eco-system through which they are empowered. Project "One Billion" should be a flagship programme that provides access to affordable technologies for everyday solutions. All technological enterprises must have a two-fold objective. One is to conquer the barriers of knowledge through technological solutions and the other to foster the growth of knowledge through ordinary solutions. Project "One Billion" falls in the second category.
11. Mr. Chairman, India expresses its sympathy and condolences to the family members of the victims of the Tsunami which struck islands of Samoa, American Samoa and Tonga recently. Devastating floods in the States of Andhra Pradesh and Karnataka have caused havoc and left thousands homeless. Such natural disasters should encourage us to establish global networks providing for disaster preparedness and warning systems that will allow people to take preventive action. We



need to strengthen Global Tsunami Warning Network in which UNESCO's IOC played a key role. India, which also suffered tragic loss of human life in the December 2004 Tsunami, operationalized in October 2007 a state-of-the-art Tsunami Early Warning System, set up at a cost of approximately US \$ 31 million, which is of benefit to the entire region. India has expressed its readiness to assume the responsibility of RTW Provider for the Indian Ocean region and has offered to set up an integrated multi-hazard Warning Centre. In order to share the benefits of the development of science and technology with the countries of the Asia Pacific Region, I would request UNESCO to consider reviving the Regional Office for Information and Communications which was earlier located in New Delhi.

12. Mr. Chairman, Board of Governors of the Regional Centre for Biotechnology Training and Education in India (Category-2 institute under auspices of UNESCO) has met twice this year including on 1st September, 2009 in Paris and will start conducting programmes from the next academic year. Government of India has allocated approximately US \$ 22 million for establishment of this Centre which will become a regional hub for interdisciplinary education and training in biotechnology with emphasis on novel education programmes relevant to industry, including bio-drug discovery science, nano-science & medicine, imaging techniques, designer crops, bioengineering and biomaterials, intellectual property, technology transfer and regulation.
13. Mr. Chairman, we are proud that Professor Yash Pal from India and Prof. Trinh Xuan Thuan from Vietnam will be jointly awarded the UNESCO-Kalinga Prize for popularization of Science 2009. UNESCO-Kalinga Prize is the oldest prize of UNESCO and we are pleased that it would be awarded again after a gap of 3 years. Many Kalinga Prize winners were later awarded the Nobel Prize.
14. The 'S' in UNESCO stands for Science. The 'S' also stands for Solutions. Such solutions need to be sustainable. So the 'S' in UNESCO is all encompassing. It is destined to energise the global community to provide scientific solutions that are sustainable. For global benefit, we need to reinvent solutions to meet the challenges of tomorrow. We need to revitalise our efforts to overcome the

roadblocks ahead. Our journey towards sustainable development cannot be undertaken without understanding and addressing the socio-economic dimensions of poverty and its linkages with the environment. Scientific solutions for sustainable development are disparate; as disparate as the challenges we face. We need a global multi-pronged strategy for scientific solutions for sustainable development. It is not a one-size-fits-all solution. For those in the developed world, such solutions might lie in embracing green technologies and looking at lifestyles through the prism of sustainable development. Solutions for the less developed world with sustainable existing lifestyles require investments, technology transfer and human resource development. UNESCO can play a significant role in developing global understanding for the disparate nature both of the challenges and the solutions: for the less developed world without impacting overall growth, realisation of the right to food, work and education along with access to basic health and nutrition. This cannot be realised without the 'S' in UNESCO. Global meltdown, scarce budgetary resources available to the less developed world require the developed world, to recognise the need for providing additional resources for investments in the social sector. The impetus of financial packages need to be harnessed to ensure that millions already poor are not driven to worsening levels of poverty. India, all Member States and the global community should advocate for a more inclusive structure for global economic governance as reiterated by our Prime Minister.

15. An important role of UNESCO is that of a promoter of cultural diversity and multilingualism. The diverse cultural expressions in the world today reflect the enormous wealth of knowledge, traditions, value systems, beliefs and art forms that makes this world richer and interesting. However, diversity also demands the need for creating mechanisms for promoting understanding and respect for the uniqueness of these cultures. Mr. Chairman, India welcomes the operationalization of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions after the adoption of Operational Guidelines by the Conference of State Parties in June 2009. This is of special significance especially for

developing countries because of the Article on Preferential Treatment. While, innovative funding mechanisms for increasing the resources of the International Fund for Cultural Diversity are being discussed, India has already paid its second voluntary contribution to the Fund.

16. India also welcomes operationalization of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. India had played an important role in the deliberations of the 3rd Extraordinary Session of Committee for Safeguarding of Intangible Cultural Heritage held at Istanbul, Turkey in November, 2008. An important development was the establishment of the Representative List of Intangible Cultural Heritage of Humanity with two inscriptions from India, one of which is the multinational nomination of Nowrouz along with Iran, Kyrgyzstan, Uzbekistan, Pakistan and Turkey and the other entitled "Ramman: religious festival and ritual theatre of the Garwal Himalayas".
17. India represents unique diversity as a living tradition and an ancient civilization which has attempted to assimilate and grow richer with interaction and intermingling of various cultures. India would be bringing to the General Conference at its next session its proposal for the establishment of a UNESCO Category II Centre for Heritage Conservation and Management using the existing facilities at the Wildlife Institute at Dehradun India.
18. Linguistic diversity also needs to be preserved based on the understanding of the linkages and interaction between linguistic, educational and cultural diversity, and the principle of equality of all cultures and languages. Of critical importance is the mobilization of political decision-makers, civil society and private partners in Member States. I am happy to share that we in India are shortly going to initiate a special project aimed at preservation of the endangered languages in India. India has also been playing a proactive role in promoting use of multilingualism in cyberspace. The 3rd Internet Governance Forum (IGF) was held in Hyderabad in December 2008. In the IGF, the UNESCO organized workshops on "Freedom of Expression in Cyberspace: Internet Filtering and Censorship" and "Access to Public Held Information with a Development Perspective". To enable wide proliferation of ICT in Indian languages, a major initiative has been taken to make available software tools and fonts in various Indian languages freely to the general public. As a result, software tools and fonts are now available in about 16 Indian languages.
19. The Chairman of the Executive Board Amb. Yai of Benin to whom we also pay tribute took the timely initiative for UNESCO to commemorate the contribution of Rabindranath Tagore, Pablo Neruda and Aime Cesaire for a Reconciled Universal. This project supported by France, Chile, and our friends from Africa will be developed over the next two years here in UNESCO. It is only appropriate therefore that UNESCO would commemorate the 100th Anniversary of Mother Teresa in 2010 and the 150th Anniversary of Rabindranath Tagore in 2011, both initiatives brought by India.
20. May I also thank the DG for his support in organising the great spiritual event here in UNESCO on 16th Sept., 2009 culminating in the unveiling of the statue of Sri Aurobindo in front of an audience of eminent persons. A great philosopher, poet and freedom fighter, Sri Aurobindo was an important leader of India's movement for independence before turning to develop his own vision and philosophy of human progress and spiritual path which he termed as integral yoga.
21. May I thank the international Coordinating Committee of the Man and the Biosphere Programme for inclusion of three biosphere reserves viz. Nokrek (Meghalaya), Simlipal (Orissa) and Pachmarhi (Madhya Pradesh) which have been included in the World Network of Biosphere Reserves during 2009.
22. India's interface with UNESCO and our efforts in various spheres in furtherance of UNESCO's objectives have been mentioned in the report of the National Commission which is being shared in the General Conference.
23. I would like to take this opportunity to thank UNESCO for collaborating with India in various programmes including the Sub-regional Conference for South, South-West and Central Asia on Higher Education which was organized in New Delhi in February, 2009. The Conference had culminated in adoption of the New Delhi Declaration wherein the participants affirmed the "fundamental linkage between higher education, nation building and sustainable development...".

24. We in India believe that the global community must rededicate itself to building a society free from conflict and adopt and adapt to sustainable lifestyles. At the heart of a global community free from conflict is the spirit of non-violence and the message of the Mahatma. This message provides our way forward. President Obama in a recent response to a question from a student at Wakefield High School in Arlington Virginia in the United States said that Gandhi, ended up doing so much and changing the world just by the power of his ethics. President Obama further went on to say: "I am always interested in people who are able to bring about change, not through violence, not through money, but through the force of their personality and their ethical and moral stances". At the heart of the concept of non-violence and sustainable development is the ethical principle. This is the ethic of moral stances. It is this spirit that must be propagated through UNESCO. May I conclude with a quotation from the famous thinker Sri Aurobindo, who wrote in 'WHO' :

"In the blue of the sky;
In the green of the forest;
Whose is the hand that has painted the glow?.....
We are blind to our pride & the pomp of our passions,
We are bound in our thoughts where we hold ourselves free.
It is He in the sun who is ageless and deathless,
and into the midnight His shadow is thrown;
when darkness was blind & engulfed within darkness,
He was seated within it immense and alone."
Jai Hind.

Source: New Delhi [/pib.nic.in/](http://pib.nic.in/) 9 October 2009

Education for growth opportunities

The recent meltdown has forced a new debate among rich nations — about missed economic opportunities due to an underperforming education sector. It has spurred a new vigour in official spending on education.

According to a McKinsey report, the current US GDP would have been higher by 9% to 16%, that is, \$1.3 to 2.3 trillion, if the high school pass outs had been equipped with the requisite skills. Strangely for us even as a developing economy, spending is not the issue, but educational reform is, if we want to spur our economic opportunity.

Despite an impressive annual \$55 billion outlay for education, India suffers from a double whammy of missing social and economic opportunities. A national average dropout rate of 50% means about \$15 billion spent annually on education is unproductive, if not a complete waste. Each percentage reduction in this rate can add our GDP — some say, at least a 25%.

In spite of a mammoth spend, we continue to have large disconnects in our system that stymie student development. These force a mismatch between the student's developmental needs and economic requirements of employment.

Educational reforms need to focus on these disconnects in our system. Some simple yet far reaching take-aways from over two decades of global research across over 1,00,000 schools, 300 colleges and 130 universities by MGRM, (Global Education Research ©MGRM 2009; recognised by ministry of science & technology) a global educational rehabilitation based research initiative, are relevant here.

This work suggests that education system should adopt a framework of continuum for all its key stake holders — namely students, teachers, administrators and alumni to address issues of educational reforms including regulation, capacity building and inclusion.

First, our education system must see a student as a continuum — from primary school to higher or technical education ie, until or even during or after employment. And it should not create any discontinuities at any stage.

The system must offer flexible entry and exit options with formal and informal choices. This implies that students be encouraged to take to vocations after school education. They need to be allowed to pursue higher education flexibly. This will ease huge peer pressure on students that cause much fear of failure and open education as a way of life.

Equally, jobs/professions must have options for affordable education and training at every step. Capacity building has to complete these gaps. Such a system will be more sensitive to student needs, inject vocational skill sets and let a student achieve what he wants to be.

This will also open newer opportunities in employment. For employers, it implies larger entry level choices. For students, it is an opportunity to learn in real life. Job experience along with higher studies produces far better productive outcomes.

At the policy level, this means that all parts of the ministry of human resource development — be it primary, middle, secondary, higher, technical or specialist education — need to work under an



overarching mission to deliver education with quantifiable objectives. Today, these departments are independent silos with no shared goals.

Given the size and scale of the system today, student development at an individual level can be tracked. MGRM argues in its approach of 'from delivery to development' that this tracking should be from pregnancy stage where the state already runs huge budget to support women welfare. The HRD ministry would need to implement a tracking policy here.

Secondly, teacher also has to be seen as a continuum. We have done little to salvage this beleaguered institution. Once a teacher, always a teacher. This has actually stunted any teacher initiatives. Is teaching a serious career? Vertical and horizontal moves with rewards for performance can motivate teachers. An All India Teachers Service, with different specialisations may be an answer. Teachers should have a compulsory secondment to the government and private sector jobs.

Just a pay hike or title won't do but a career path that is contemporary in outlook can galvanise this institution. But then equally, the teacher output also needs to be subjected to evaluation.

Third is the continuum of administrators with due empowerment. In my many years of interaction with governments, some officials impressed me with their insights and vision. But they are not allowed to continue. Even a three-year stint for a secretary at state or central level is rare. Bodies like UGC and AICTE are built around temporary officials on deputation.

Is the new proposed Central Commission for Higher Education going to be staffed differently in the absence of a given cadre? Where is then the question of ownership and accountability?

There is a need to create an All India Education Service which should rank at par with IAS. This service should help specialise and excel in the field of education. The HRD minister has announced a cadre for trainers which is a welcome move but this needs to be extended to education management. Governance is at the core of the issue here.

Finally, the alumni also need to be seen in this continuum, implying them a continuing part of the education system. There are examples of big funding of IITs by the alumni. Their effective alumni engagement can be a harbinger of huge resource. There is hardly any discussion on this very important resource. They can also be involved more actively in the management of their institutions.

A framework approach may ensure quantifiable objectives for the system. Do we know what outputs

do we want from our system like China does? Education policy needs to usher in quantitative goals at each step.

The economic boom of the past decade was sustainable due to available bench strength of the educated workforce. But next boom may be constrained by non-availability of such strength as a demand-supply mismatch will challenge our costs. This then is an impending scenario of missed economic opportunity.

Source: [/economictimes/](http://economictimes.com)13 October 2009

Govt. vs govt.: architect agency in line of fire

The human resource development ministry has asked the CBI to probe alleged repeated violations of norms by the Council of Architecture in an unparalleled move against a government standard-setting agency.

The HRD ministry has sent the CBI a list of allegations against the council and its officials, requesting that the agency probe the manner in which a "coterie" is running India's apex architecture body.

This is the first time the HRD ministry has itself approached the country's premier investigative agency for a probe against a body that comes under its own administrative ambit.

The demand for a CBI probe follows a nearly six-year-long tussle, including legal battles, among different arms of the government to wield the power to recognise institutions and courses concerning architecture.

Documents available with **The Telegraph** show that the principal allegation against the Council of Architecture involves granting institutions and courses legitimacy without enjoying the authority to do so.

Other charges against the council include not holding organisational elections as mandated by the Architecture Act of 1972 and the rules that accompany the law, and running the agency like a coterie of non-elected individuals.

According to the documents, the council has also removed the ministry's representatives from decision-making bodies.

Vijay Shrikrishna Sohoni, the council's president at the centre of most of the ministry's allegations, denied that the agency had breached any norms and dared the government to launch a probe.

"We have nothing to hide. If they (the CBI) want to conduct an inquiry, they are most welcome," Sohoni told **The Telegraph**.

The ministry contends that the council was mandated with limited responsibilities under the government and alleges that the body is working beyond its sanctioned powers.

Ministry circulars state that the council has been vested with powers "to register architects and also to prescribe standards of professional conduct and etiquette and the code of ethics for architects".



The council, ministry officials said, is similar to the Bar Council of India — a professional body that sets standards for practising in India but does not have the power to directly legitimise institutions or courses.

Only the University Grants Commission (UGC) and the All India Council for Technical Education (AICTE) are mandated by the government to participate in the process of recognising degree-offering architecture institutions and courses, according to the ministry.

In recognising institutions and courses, the UGC or the AICTE are required to follow norms set by the Council of Architecture, but the council is not expected to involve itself directly in the process of recognition, ministry officials said.

But the council, over the past few years, has taken on the role of the UGC and the AICTE and has started recognising institutions and courses related to architecture, the ministry has alleged. This has led to a situation where institutions “recognised” by the council are held illegal by the UGC and the AICTE.

Sohoni, however, appears to be drawing confidence from a 2004 Madras High Court judgment that dubbed the council the “final authority in the regulation of architectural education in India”.

The AICTE had challenged this order in 2005 in the Supreme Court where the case is pending.

“They (the HRD ministry) are welcome to make allegations. But as far as we are concerned, we were set up under a law and we are following that law,” Sohoni said.

Source: New Delhi [/telegraphindia/](#)5 October 2009

Indian B-schools grow only in quantity, not quality

Although there has been a tremendous increase in the number of B-schools that were set up post liberalization in India, not all these institutes provide quality education. According to Premchand Palety, the Chief Executive of the Centre for Forecasting and Research (C fore), a research agency, in 1991 there were only around 50 B-schools in the country, but between 1991 and 2000, the number rose to about 700. And between 2001 and 2009, the number swelled to about 2,000.

Quantitatively, it is an impressive growth story. However, the quality of education delivered in most of them is the disturbing aspect of this positive narrative, writes Palety in Wall Street Journal. The thorough research, which was carried out by Palety based on his experiences has revealed some startling aspects of B-schools. Not more than 30 B-schools in the country - about 1.5 percent of the total - have systems and processes in place to deliver quality education. The vast majority is inefficient teaching colleges and function primarily as placement agencies.

According to Palety, if there has been proliferation of dubious B-schools, one important contributing factor has been the 'License Raj' of the government's regulator, the All India Council for Technical Education (AICTE). Under the council's rules, a newly-established business school can't admit more than 60 students in the first year and for subsequent incremental expansion, it needs a number of different permits. This rule, it seems, has been inspired by the philosophy of keeping capacity down to avert monopolies and to protect the small-scale entrepreneur, writes Palety.

With this constraint on student intake, institutes find it difficult to run a quality program without any aid. Yet government-aided autonomous B-schools like the Indian Institutes of Management, which don't have to seek AICTE approval for expansion, have been too complacent. Though they have expanded capacity somewhat in the past two years, they failed to do so for the better part of four decades. According to Palety, many shoddy B-schools quickly moved in to fill the space that the growing economy created. Some of them deliberately violated the law, luring students with misleading advertisements and admitting them without any approvals. Many of them routinely draw off major parts of the financial surplus they generate to unrelated activities instead of cultivating faculty or using it for improvement of the institutes systems.

Though the survey reveals the problems of B-schools in the country, it also has a silver lining to it. In the year 2000, it was found that more than 70 percent of B-schools that were surveyed didn't have a single faculty member who had authored a case or a research paper or a book. In this year's survey, 81 percent of the institutes had at least one faculty member who had authored a research paper that was published in a peer-reviewed journal.

There is also an improvement in faculty strength, interaction with industry, infrastructure and international linkages in some of them. About a decade ago, only about 20 B-schools had their own journals. Now, over 270 have one. On the flip side, not more than 10 of them are of an international standard. Beyond the top 25 B-schools, faculty publication in peer-reviewed international journals is almost non-existent. Entrepreneurship development continues to remain a neglected area. Of the 2,000 B-schools, not even 10 have an effective incubation centre to cultivate enterprise.

Source: New Delhi [/siliconindia.com/](#)6 October 2009

Indian syllabi encourage rote learning: WB



Parents might be concerned about the back-breaking weight of their children's schoolbags, but what they read is out of sync with the international curriculum, the World Bank has revealed.

According to a recent comparative study with the Geneva-based International Baccalaureate (IB) and Britain's International General Certificate of Secondary Education (IGCSE) on curriculum, the World Bank has shown that the Indian syllabi only encouraged rote learning rather than creative thinking.

"Overall language instruction is clearly weaker in the Indian system both in curriculum coverage and level of difficulty," the study said.

"This weakness is exacerbated by the general acceptance across schools in India of drilling, which tends to be rote memorisation of textbook content," it added.

Language skills

According to the World Bank, it is a serious issue as a strong command of language was necessary to develop higher-order thinking, not only in language but also in other subjects.

Moreover, the Indian English syllabi reflected the grammar-based approach that predominated in the previous decades.

By contrast, most international curricula focus on content-based language learning and communicative competencies, using texts that are task-based and include real life communication-oriented exercises for students.

With respect to mathematics, there is a surprising amount of similarity in the topics and subjects addressed, although each curriculum has its unique features.

"Concerning the sciences (physics, chemistry and biology), the Indian curriculum is distinguished from the international one mainly by the teaching approach and the focus on rote reproduction skills," the study said. Like the Indian mathematics syllabus, the science syllabus was not taught in a thematic manner and contained an abundance of standard exercises, which are directly related to questions on the certification examination.

"There are few questions that develop the use of contexts, broaden and deepen insights, describe attributed relationships or develop higher-order thinking or meta-cognitive skills during the learning process," it said.

The latter types of goals and competencies could be clearly identified as a goal of the IB and IGCSE mathematics and science curricula.

The IB has 1,600 schools in 121 countries, and its diploma is recognised by major universities of the world, while IGCSE is followed in over 100 countries worldwide. Maintaining that the Central Board textbooks are considerably better than the state-level ones, the study said the latter seemed to predominantly address students' examination needs, with even less emphasis on conceptual understanding.

It added that several of them seemed to be designed merely as notes for examinations. In addition, states appear to adjust the content to reflect low learning expectations compared with CBSE or CISCE (Council of Indian School Certificate Examination) textbooks.

Also in an effort to ensure affordability for financially poor students, states have compromised on the physical quality and attractiveness of the books.

Source: deccanherald.com/ 14 October 2009

We desperately need skill-based education

"We desperately need skill-based education to prepare our country for the future. Management education is a responsibility in this direction," stated Kiran Mazumdar Shaw.

The Biocon CMD on Monday inaugurated an MBA programme of the Amruta Institute of Engineering and Management Sciences (AleMS). The two-year MBA programme, which costs Rs 1 lakh, is aimed at making students industry ready.

According to Shaw, future entrepreneurs and leaders need to create jobs and not become job seekers. "For that, one needs to innovate by seeking new knowledge, upgrading skills and not accepting conventional methods," she said.

Shaw stated that management education has a huge role to play to solve the challenges of the country, such as infrastructure, health care and education, and the solutions developed 50 years ago won't work today. Even though India's education sector is estimated at \$40 billion, and about 300 new business schools will come up over the next four years, few management graduates get selected through campus placements, because they are not industry ready.

According to Jagdish Bapat, member, governing council at AleMS, and head of people function at Azim Premji Foundation, the MBA programme will be on a par with the best, giving them the wherewithal to compete in the global arena. "The graduates may be technically sound, but we will hone them with new skills required by the industry," Bapat added.

AleMS stated that various industry leaders, entrepreneurs and faculty from top B-Schools will



come as guest mentors to make students industry ready. As part of creating awareness, a free workshop for aspiring students was also held, highlighting the advantages.

Source: Bangalore /[The Times of India](#)/6 October 2009

New-age schools for poor children pass quality test

Quality education for the students from economically weaker is still a distant dream at private schools. But at Navyug Schools run by New Delhi Municipal Council, it's become a reality. The National Accreditation Board for Education and Training (NABET), an offshoot of Quality Council of India, has given accreditation to five of the 11 Navyug schools in the city for the quality of education.

The schools achieved this honour on September 29 after the assessment by NABET on 50 different parameters including infrastructure, teacher training and monitoring process. Said Mamta Aggarwal, education director, NDMC, "All 11 schools had applied for accreditation after which eight were shortlisted as some construction work was going on in rest of the schools. Five schools finally met the parameters of NABET and got the accreditation."

The Navyug Schools, which have been accredited for their quality, are located at Sarojini Nagar, Lodhi Road, Moti Bagh, Peshwa Road near Gole Market and at Laxmi Bai Nagar.

According to Aggarwal, there are many features of Navyug Schools, which put them on a par with private schools in the city. "Our teachers are better qualified than in any other school. Besides academics, we provide various facilities like sports, ICT, extra-curricular activities and even a swimming pool at one of our schools," she said. "Nowhere else do students from economically weaker sections get such quality schooling."

Navyug Schools, which are funded by NDMC, have 70% reservation for students whose parents' annual income is less than Rs 1.25 lakh. The school runs from classes I to XII and the admission is restricted for the residents of NDMC areas only. The schools do not charge any tuition fee from the students but only Rs 20 per month as miscellaneous charges. The students from EWS category even get the textbooks and uniform free of cost. All students get mid-day meals. And they seem to be far from the horror stories attached with mid-day meals at various MCD schools. "The meals are outsourced. The one who distributes them in the school, wears gloves and

masks. We don't compromise on quality," said an NDMC official.

The first Navyug School was started in 1973 at Sarojini Nagar for talented students from economically weaker sections. After the students started doing well, NDMC decided to make more such schools. For a better output, even the teachers were kept at a higher grade than other government and private schools.

Said Achala Kukreti, principal, Navyug School, Peshwa Road, "Trained Graduate Teachers (TGTs) are appointed for primary classes whereas they teach the middle classes in other schools. In Navyug Schools, the middle school students are instead taught by post-graduate teachers (PGTs)." She added, "We had a pass percentage of 97% in CBSE class XII exams last year. Our teachers work on individual students and we also hold remedial classes for those lagging behind."

Now also with CBSE's continuous and comprehensive evaluation falling in place, students think the Navyug schools will do well. Said Shruti Mohan, a class XII student at Peshwa Road, "We are like any other public school. We participate in sports, singing and other co-curricular activities. Our teachers are also friendly and helpful and give us extra classes if we want."

Source: [The Times of India](#)/ 6 October 2009

Women's education affects lifespan

A woman's education influences how long she - and her partner - will live, researchers have said.

A study on 1.5 million people found a woman's level of education was more important than a man's when it came to the chance of him living a long life. But a man's social class and income seemed to have the most impact on a woman's chances of living longer - more than the impact of her own employment.

The research, from experts at Stockholm University, examined data from the 1990 Swedish Census on 1.5 million people aged 30 to 59 who were in employment. Information on causes of death, including from cancer and circulatory diseases like heart disease and stroke, was then examined for the following 13-year period.

Education was found to be "of great importance" through a direct influence on death rates as well as indirectly via occupation and income.

"Education may also have an indirect effect through its possible importance for choice of partner," the authors said.



They suggested that better educated women may be more aware of healthy diets and medical treatments, thereby influencing their partner's lifespan.

"Women traditionally take more responsibility for the home than men do, and, as a consequence, women's education might be more important for the family lifestyle - for example, in terms of food habits - than men's education.

"If highly educated women more easily understand the plethora of advice about healthy lifestyles, women's education could have a substantial influence on the health and mortality of the partner. Women with higher education may in addition (be able to) receive better medical treatment, which may also be true for men - and for partners of highly educated women."

The study was published in the Journal of Epidemiology and Community Health. It said a man's income influenced death rates for both sexes "presumably since men stand for the major part of the family income and thus the material standard of the family."

The authors concluded: "For men, the wife's education is more important for the mortality risk than his own education when the man's social class is included in the model. For women, the husband's social class yields larger mortality differences than own occupational measures. Women's education and men's social class and income are particularly important for women's deaths from circulatory diseases."

Source: 2009 [The Press Association](#).

What's wrong with our education system?

There are 200 foreign universities waiting to come to India while 7-13 million students go out to study every year according to various sources.

The age-old, industry-institute demand-supply inconsistent higher education in India is under the scanner currently and wide changes are being discussed by HRD minister Kapil Sibal to make the country move to a knowledge economy.

A book discussion session was recently held at the Indian Chamber of Commerce.

The book, **Indian Higher Education: Envisioning the Future** is written by Pawan Agarwal, an IAS officer, on issues pertaining to higher education system in India with data and its analysis, as opposed

to the "loose statements made by others without any data".

Indian education is 20 years behind

"There needs to be an informed policy debate on this issue. India stands two decades behind the rest of the world in terms of accrediting higher education, financing it and regulation," said Agarwal.

Prof Subimal Sen, chairman, West Bengal Council of Higher Education, raised the issue of capability of graduates. "In any discussion of higher education system, the question of employability of large number of graduates and postgraduates coming out is raised. *In my opinion, a far more important question is, how many of them are turning out to be good human beings, with a head which can think independently, two hands which not only do, but can also create, a heart which throbs not only for self but also for others,*" said Sen.

Regulation of educational institutes is an important issue which experts present raised, with none of them supporting tight regulation of some institutes, and non-regulation of others. Integration of vocational and higher education system is also needed according to Agarwal.

Dr Giri Dua, chairman and MD, TASMACH showed confidence in the current HRD minister, Kapil Sibal to liberate the education sector to transform India in a knowledge economy.

Abolish the system

"The current system does not need any changes, but needs to be totally abolished," said Dua. "I would like to see students get to choose what they want to do. If it means they want to study music with engineering, options should be available. Foreign institutes should be freely allowed to open in India, and the choice pursue international programs should rest with the individual. There are 200 foreign universities waiting to come to India while 7-13 million students go out to study every year according to various sources. These students certainly want foreign institutes in India," explained Dua.

End the mismatch

The institutes are not integrated with the industry which produces the mismatch of student supply and industry demand pointed out Krishnendu Sarkar, deputy director, NSHM Knowledge Campus.

While pointing out that institutes of two types – for merit and not-for-merit exist parallel in India, Sarkar said "Today is the time when we should raise our hand and say education is all for profit because when we



talk of business economy the three P's are very important- people, planet and profit. Profit, here, necessarily need not be cash. A large chunk of this profit is in kind, indirect, contributing to planet."

Suggesting that organisations like ICC have a lot of space for advocacy to raise questions on government's education policy from the perspective of economic security of academic staff, Sarkar ended with "Just like happy married is an oxymoron, not for profit education is an oxymoron too."

Source: [Kolkata Mirror](#)/6 October 2009

Re-imagining education

Is teacher absence the problem or a symptom of a deeper malaise?

There is a need to recognise that piecemeal and one-off strategies do not work.

For many years now people who have tried to unravel the problem of teacher absence have grappled with ways to ensure teachers come every day and teach the required number of hours. If we are to look at all the initiatives tried out in different parts of the country one cannot but be reminded of the story of the elephant and four blind men.

Over the years it is recognised that we need a coordinated reform process. Piecemeal approaches to create school level management committees (which have no teeth), install a camera to record teacher attendance (Sewa Mandir, Udaipur), create oversight bodies to ensure attendance compliance, do away with permanent teachers and appoint them on yearly contracts, to name a few, have had limited impact. Another set of strategies tried out, to ensure teachers get regular training, teacher support through Cluster and Block resource centres (which ended up becoming data collection and oversight agencies), again have had limited impact. Why is this so?

Accountability

One, at the root of the problem is the issue of who the teacher is accountable to and who controls the teacher. At one end is Rajasthan where teachers network with local politicians to ensure they are not shunted from one place to another (or pay hefty bribes to stop transfers) and on the other is West Bengal where teachers, though not transferred, are mostly CPI (M) party workers. Among other strategies, the CPI (M) also used teacher appointments as a means to augment their force of rural cadre. Arbitrary transfer does not happen in Tamil Nadu and Kerala. A primary school teacher who asks for transfer has to follow a set process. If

she upgrades her qualification she can even become a teacher trainer or even the director of a training institute. In Andhra Pradesh, the counselling system has minimised political interference in teacher management. When the counselling process was tried out in Karnataka it was soon withdrawn because of political pressure. Essentially what these experiences tell us is that political interference reduces accountability of teachers to their students and the school while enveloping them in a network of rent-seeking and patronage.

Two, how is the system monitored? For over 30 years now the main monitoring tool is data on enrolment, attendance, transition rate, completion rate etc... No one asks whether the school functions, and is regular teaching and learning happening. Or if the teacher comes regularly, if she actually teaches and if and when she does teach, what and how. No one asks what and how much are children learning? To top it all, the government in its wisdom introduced the no-detention system to prevent children from dropping out (because they were failing in hordes). As a result, children are pushed from one class to the next and no one asks the teacher what they have learnt. Children can reach Class V without knowing how to read or how to do simple mathematical operations! (see ASER reports from 2005 to 2008) The no-detention system ended up doing away what little accountability the teacher had to ensure children learn. And when teachers are transferred every few years (like in Rajasthan) they invariably blame their predecessor. In sum, the government has privileged data over process- or outcome-based monitoring and we are saddled with a system that perpetuates false reporting.

Three, when the government and donors got terribly upset about children not learning, what did they do? Train teachers was the battle cry. So from 1993 we have had an in-service teacher training regime. Notwithstanding good intentions, the teacher training regime is a mechanical process that does not address the real training needs of teachers, it does not ask them what their problems are and what training they need. A centrally rolled out uniform training regime has become a burden for teachers, an opportunity to siphon off funds and a big joke on the teachers and on the system. Unfortunately, teachers who really desire meaningful training have nowhere to go as there is no cadre of competent resource persons who can provide such value-added training. No surprise we are where we are with respect to teacher capacity, subject knowledge and confidence to work in a challenging environment.

Four, when some States were fed up with the powerful, unionised, absent teachers, they decided



that contract teachers could do the trick. So way back in 1999 the government of MP decided to do away with a permanent cadre of teachers. Though we now have thousands of contract teachers (euphemistically called para-teachers), yet teacher absence rate is not very different. In many States, para / contract teachers are political appointments.

Doomed to fail

The new mantra is to persuade government to fund schooling of children, not schools. As a result the argument for a voucher-based system is slowly gathering momentum. This, advocates feel, would generate competition and private and government schools will compete for students and the resources that come with it. How, pray, can that be done without dismantling the current government school system? Will the government be obliged to continue paying teachers even when no one really wants to enrol in their schools?

So, at the end of so many years of experimenting with piecemeal strategies/ innovations, we are where we started.

There is a need to recognise that piecemeal and one-off strategies do not work. We just have to turn the system around, free teachers from the clutches of political patronage and rent seeking, simultaneously improve monitoring system, make them accountable to a village level parents' body that has the power to sign their attendance sheet and deduct pay for the number of days they did not attend school. Equally, we need to give teachers real autonomy in the classroom, provide meaningful on-site training and academic support, enable them to improve their subject knowledge, test learning outcomes of children (periodically) and assess the knowledge, attitudes and practices of teachers...

Changing the rules

We need a multi-pronged strategy. Remember the corporate sector has argued (through the 1990s and even now) that the economic system could not be liberated from the licence control raj without a systemic overhaul and that the basic rules of the game have to be changed and that the economy democratised. The same holds true for education. There is an urgent need to re-imagine school education. This means that we would have to stand up against vested interests (including in existing institutions created for education, research and training on the one hand and educational management/ regulation on the other from the national to the district level) and overhaul them with determination.

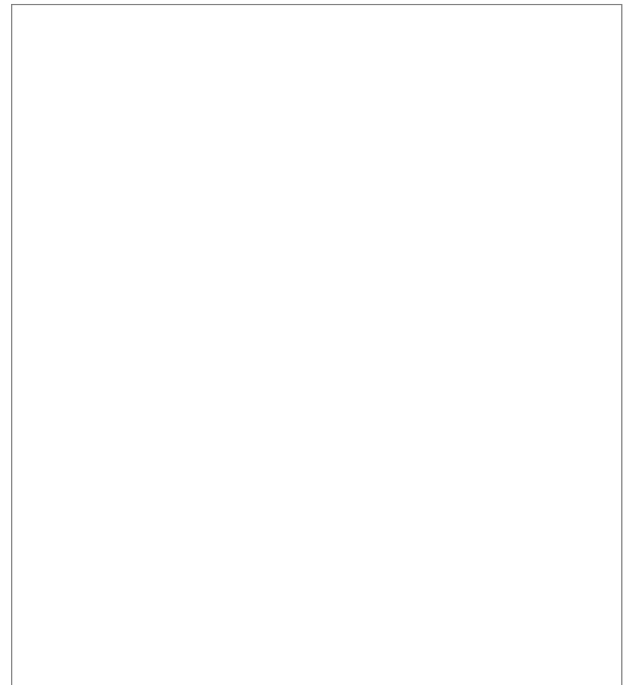
Teacher absence is a symptom of a deeper and systemic problem. Overhauling the system is possible. Once the will is there it is possible to find solutions. There are many brilliant and committed people in the country who would be more than willing to work through the reform process. It needs determined leadership from above.

Can the newly re-elected government in the centre take this up as a challenge? Millions of children and many generations will be grateful if this is done, albeit 62 years late!

Source: [The Hindu](#)/ 4 October 2009

Right to education still elusive

When launching the country's flagship education programme in 2001, the government promised to bring every Indian child to school by 2005. Four years on, 80 lakh (eight million) children — more than the population of Switzerland — are still out of school. See Graphics



An independent survey commissioned by the government, conducted as a new law makes school education a fundamental right, found that this figure includes 1.3 lakh children just in Delhi, one of India's wealthiest cities.

The Indian Market Research Bureau conducted the survey in 2009. The bureau conducted a similar study in 2005 for the government and found that 1.3 crore children were not going to school.



Investigators defined an out-of-school child as any child who had not attended school for the past two months.

The market research entity visited every district across India this year, choosing 40 per cent of the households covered by the National Sample Survey Organisation's 64 th round of survey in 2007.

The survey results are at wide variance with the estimate of 28 lakh out-of-school children by the Sarva Siksha Abhiyan, raising questions about the credibility of the government's own reporting mechanism.

A senior official in the Human Resource Development Ministry, speaking on condition of anonymity because the study has not been made public yet, said, "We have to discuss these findings. How to reconcile them with the figures reported to us by each state is a challenge for us."

Officials reckon that the mid-day meal scheme — a cooked lunch meant to retain children in school — could be having the unintended effect of inflated enrolment numbers. "In order to get the meal grants and supplies, schools might be reporting students whose presence is limited to school registers," said the official.

Educationists are also worried that India's metropolitan cities continue to report high numbers of out-of-school children from the urban poor, who are often migrants from rural India.

In Delhi, 1.38 lakh children are out of school in 2009, up from 84,424 in 2005. In Maharashtra, the state education secretary flatly refused to conduct a survey of such children, saying Mumbai's teeming slums were too difficult to conduct such an exercise.

An educationist, who was associated with reviewing the Sarva Shiksha Abhiyan coverage this August, said, "The children of the urban poor ... are emerging as a disadvantaged category in themselves. They need special policies that identify who they are, their problems, and ensure learning and retention, with a better school infrastructure."

Source: [Hindustan Times](#)/ 6 October 2009

Where are the funds for edu. reforms, ask worried educationists

The draft syllabus for the common school system is nearly ready and educationists are now concerned over whether the government has set aside enough funds to implement the new system and also whether

government schools in the state have the required infrastructure in place.

At a seminar to discuss the effective implementation of an equitable standard of education organised by the State Platform for Common School System, KALVI Alliance of Tamil Nadu convenor Vasanthi V Devi criticised the matriculation school lobby for claiming that schools under that stream were better than government schools. "Of the 3,600 matriculation schools in the state only 300 have the required infrastructure and trained teachers. They claim that their system of education is better but the salient features in the matric syllabus is that they have more exams. It cannot be claimed that this alone makes for a good system of education," she said.

She said having different boards of education had resulted in unhealthy competition among schools. This has resulted in the matric board making its syllabus tougher to score over the rest. This had forced the state syllabus to follow suit, putting more burden on the students. Equitable Standard Education would end the commercialisation of education by private schools, which prescribed books brought out by private publishers and collecting fees for unnecessary materials, she said.

Other activists at the seminar suggested that the government start kindergarten classes in its schools in order to offset the difference in the standards of children attending government schools and those in private schools even before they start formal education. Equitable Standard Education committee chairperson S Muthukumaran said: "In many households children are sent to school before they are three. As government schools do not have kindergarten sections these children are at the mercy of untrained teachers, who could spoil the children's attitude and learning mentality. To avoid the need to deschool these children when they start formal education at five years, the government should start KG classes in its schools."

He said that only if a school prepared the lesson plan right, had the required infrastructure, adequate teachers, implemented the right methodology, had a common textbook and an improved evaluation process could it give students Equitable Standard Education.

Source: [The Times of India](#)/ 4 October 2009

Semester system an enigma for teachers, students

Instead of proving a boon for students, the semester system introduced in class IX and XI, has turn out to be a bane for them as in the absence of clear cut



instructions from the authorities, teachers and students are still in a confused state about the process to be adopted to promote the students who fared poorly in the recently concluded exams.

The exams started in the month of September and results for class IX have already been declared, whereas for class XI, it is about to be declared. But the teachers and students are unaware that if a student fails in one semester and pass the second, whether he would be promoted to the next class, which would be the board or would he be sustained in the previous class.

Students of class XI got the first term of 52 days only in which teachers and students were asked to complete 40% of the syllabus and actually teachers rushed through the syllabus to complete the target. Talking about the problem, Swaran Singh, a student of class XI, said, "As the exams were internal, students were not very serious and now, we don't know how we would be promoted to the next class."

Jagmohan Kumar, another student opined the same and said, "If the authorities are planning to calculate the average then how students failing in one subject or the other in the first term would be promoted to the next class. Even school authorities are in a state of fix."

Talking about it, Sanjeev Thapar, principal Government School, PAU, said, "We have declared the result of class IX and are about to call the parents of class XI."

Talking about the results and promotion of students in the next class, he said, "I don't know. We have not received any instruction so far. But I think it would be based on the average."

The Punjab School Education Board introduced the semester system in class IX and XI from this session in all government and affiliated schools.

Meanwhile, despite efforts, authorities were not available to comment on the issue

Source: [The Times of India](#)/ 5 October 2009

To Make More Managers

Management education needs to be better planned

Kapil Sibal might well deal aggressively with the reform of management education, still being regulated by the All India Council for Technical Education. Indian institutes of management are only the froth on top of a large wasteland (with a few oases) in management education. It also attracts some of the

brightest young people. Business education is almost a guarantee for well-paid jobs and prospects for rapid increases in remunerations. Indian students of management in business schools here and abroad were around 200,000 in 2007, a very small number in relation to the needs.

Management education was an artificial graft on to our educational system. It has not had the integrated thinking and planning that, for example, went into Indian institutes of technology or the five-year law programme at the National Law School of India University. The regulatory framework of the AICTE is highly inefficient, overly centralized and corrupt. The National Knowledge Commission and the Yash Pal committee want the AICTE disbanded and individual schools to decide on fees, curricula and other matters. This will not improve the many bad schools that should be dealt with firmly.

Self-regulation by many bad business schools cannot do any better than the AICTE. Many schools are promoted by seedy entrepreneurs including politicians, out to make large bucks. Until we can weed out the shady schools and introduce high standards of self-governance by law, there must be a mechanism to monitor, inspect and award quick punishment for violators. There must be a mechanism to close the inefficient and corrupt ones.

AICTE norms for recognition included square footage, library, faculty strength, and so on. But AICTE constantly overlooked norms in granting recognition. There was casual and sporadic monitoring and inspection. Cheating was not uncommon and AICTE did not take action. Few were penalized for violation. Many of these recognized schools are scandalously under-equipped in libraries, computers and even qualified faculty. It is a comment on the high quality of students, the shortage of trained managers, and the herd instinct of Indian industry that almost all get good jobs on graduation.

Post-graduate management education must be integrated to build on knowledge imparted in a related undergraduate programme. The student should have had a broad exposure to the social sciences as well as the natural sciences. Values, ethics and societal needs must reflect themselves in management education.

Management education has failed to meet the vast need for managers in Indian business and non-business organizations. The unintended consequence of the hurried reservation for other backward classes is that IIMs, after years of foot dragging, have been compelled to increase the numbers admitted. But IIMs alone cannot meet the huge need for managers in



India. We need a more root-and-branch reform of all management education.

There is a severe shortage of competent faculty. They are poorly integrated into management education. Most have little practical experience of management. Many come from different disciplines and there is no system to give them orientation towards management. At least the better management schools must offer the doctorate degree and run faculty development programmes. A massive effort to train faculty from other disciplines to teach in management courses needs to be initiated.

There is no way for students and recruiters today to establish the capability of different schools. Ratings could enable assessment of their relative merit. But hardly 15 per cent of recognized management schools allow themselves to be rated. They all make substantial surpluses both above and below the table. Most schools have modest libraries, few computers and poor faculty. We need a single national rating agency that would publish results annually, and compel all schools to pay for annual ratings.

There are over 22,500 listed and unlisted companies in India. Then there are private companies, partnerships, proprietary companies, service companies, innumerable small and medium manufacturing, trading and financial enterprises, and many non-governmental organizations in health, education and other fields that also need trained managers. The numbers of around 100,000 domestic MBAs (or equivalent) and such of the foreign-trained who return are not sufficient to meet the needs of most of these current and potential users. Most organizations actually recruit experienced people or those freshly out of school and college and train them for their needs. Commerce and economics graduates and others with professional qualifications in accounting, auditing, secretarial practice, engineering and so on form the bulk of the managerial population.

The present standalone MBA post-graduate programme must be integrated with undergraduate education. Students must be able to seamlessly move into an MBA class without having to newly learn the social sciences, statistics, economic history and so on. Many undergraduate courses do not give exposure to a lot of these subjects. The present undergraduate programme is the BBA, a money-making course designed in haste to cash in on the demand for people with a 'business' education. Teaching business management, as is done now, for a BBA degree to 16-year olds is misguided, since management studies demand some more exposure to other subjects and preferably work experience.

Instead, a new five-year integrated management programme, with a two-year gap for work experience, must be like the five-year law programme at the national law schools.

We must also pay a lot more attention to the content and teaching in our BCom and MCom courses. The V.K.R.V. Rao committee report on commerce education of 1961 had proposed that management education be at the apex of a pyramid of which the base consists of diploma and degree-holders in commerce who learn the essentials to start as foot-soldiers in commerce and industry. Above them would be the BCom starting as a lower level executive, sales officer, supervisor of accounts and so on. The MCom would have specialized in one industry or another, like banking, transport, railways, even NGOs, arts management and so on, and enter those areas. The management education post-graduate would be fit to join as manager at the entry level anywhere. He would be well-rounded because of his undergraduate work, have had exposure to aspects of management, and would be even more useful if he had spent two years at work. If we create a structure like this, we will produce many more trained personnel to staff a variety of industries and levels of jobs. The present mad rush for management graduates for all types of jobs might decline.

Exploitation of students by charging capitation fees or excessive fees, offering poor facilities and relatively untrained faculty is rampant in many business schools and must be stopped ruthlessly. Every management education institution, whether run by a university or a trust, should be made to follow the same corporate governance rules prescribed for listed companies by the Securities and Exchange Board of India.

The small number of management graduates in relation to the total need makes many of the young and bright entrants act superior and arrogant. They complete management education in their early twenties and have multiple highly paid job offers. Management thinkers fault this practice and attribute the decline of values in many industrial and finance companies to it.

The government must not interfere with educational institutions on matters of faculty remuneration, differential salaries according to qualifications of faculty members, or remuneration based on performance. If the institution depends on government grants it must be free to set remuneration within an overall budget.

Sibal must understand that IIMs do not represent management education in India. There are hundreds of other institutions, many quite unsuited for the job,



but making money. After the aging senior politicians who for the last decade handled the human resource development ministry, Sibal is a fresh mind and can transform management education.

The author is former director-general, National Council for Applied Economic Research

Source: [/the Telegraph/](#) 5 October 2009

Education should be a liberating process: Karan Singh

Education should be a liberating process, not something “which constricts you”, president of the Indian Council for Cultural Relations Karan Singh said here Monday.

Singh was delivering a lecture on The Four Pillars of Education to mark the collaboration between IILM, a management institute and a Kolkata-based think tank, Global India Foundation.

Stating that India was a dialogic civilisation, Singh said that educators should encourage the asking of questions in the classroom.

This is deeply embedded in our culture. The scriptures from Upanishads to Gita are all based on dialogue, on asking questions, he said.

He felt that India had not given adequate attention to providing vocational education. We have very good IITs, but what we really need are thousands of people graduating from ITIs, he said, referring to Industrial Training Institutes.

Earlier, presiding over the function, Indira Gandhi National Open University vice-chancellor V.N. Rajasekharan Pillai said that one of the important parts of education was unlearning.

It is very important to think about learning, about unlearning. Unlearning mean throwing away prejudice, mindset... So that one can learn new things, said Pillai.

Source: [Breaking News 24/7](#)

India an 'under-performer' in secondary edu, says World Bank report

The World Bank has described India as an "underperformer" in secondary education, and suggested that the country must address issues of access, equity and quality efficiently.

“Secondary education hasn't received the attention it deserves, when compared with elementary and

higher secondary levels (in India),” Sam Carlson, Lead Education Specialist, World Bank told reporters here.

Releasing a report titled “Secondary Education in India: Universalising Opportunity,” Carlson said the Indian government must dramatically improve access, equity and quality.

The bank has agreed in principle to provide \$ 500 million which the government has asked as soft loan to fund the Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

The report noted 40 per cent gap in secondary enrollment rates between students from the highest and lowest expenditure quintiles. While there is 20 per cent difference in enrollment for secondary education in urban and rural areas, a persistent gap of 10 per cent exists between boys and girls.

“Secondary enrollment by state also varies greatly from 22 per cent in Bihar to 92 per cent in Kerala and from 4 per cent in Jharkhand to 44 per cent in Tamil Nadu.

“In states like Rajasthan, Uttar Pradesh and Madhya Pradesh, the enrollment of general population is 80 per cent higher than for SC/ST and Muslims,” the report said.

The World Bank states that the 40 per cent Gross Enrollment Ratio (GER) India boasts is inferior to its competitors in the Far East (70 per cent) and Latin America (80 per cent).

Even countries with lower per capita income such as Vietnam and Bangladesh are ranked above India in terms of their GERs, the report points out. India has “a lot of catching up to do.”

Uneven distribution of school infrastructure, lack of trained teachers, inefficient teacher deployment, sub-optimal use of private sector in expanding enrollment capacity and insufficient schooling opportunities are hurting India's progress, the report states. It also mentions that 27 per cent of India's districts have less than one secondary school for every 1,000 youth in the age group of 15-19.

Low completion rate at elementary education places a limit on students ready to enroll in secondary schools. “Currently fewer than 60 per cent children complete grade VIII,” the report said.

The fact that secondary education costs almost twice the average direct cost of the elementary level is no persuasion for poor families to enroll children in secondary school, it noted.

Source: [/deccanherald.com/](#) 8 October 2009



RESOURCE

Setting up of new National Institutes of Technology (NITs)

The Union Cabinet today approved setting up of new National Institutes of Technology (NITs). These new NITs will be established in Manipur; Meghalaya; Mizoram; Nagaland; Goa (which will also cater to UTs of Daman & Diu, Dadra & Nagar Haveli and Lakshdweep); Puducherry (which will also cater to Andaman & Nicobar Islands); Sikkim; Delhi (which will also cater to Chandigarh) and Utrakhand.

The process for setting up of these new NITs will start in 2009-10 with formation of their respective societies, constitution of their Board of Governors, appointment of Directors, etc. The admissions in these new NITs will be made from the academic session 2010-11 and NITs will start classes either in campuses taken on lease or temporarily in mentor NITs. Work for construction of campuses for these new NITs will also be initiated subject to the land being provided free of cost by the concerned States/UTs. The process of setting up will be completed over a period of five year.

The new NITs are being setup so as to cater to the needs of States/UTs which do not have NITs as of now. This will meet a long standing demand of these States/UTs. These Institutes will be covered under the National Institutes of Technology Act, 2007 making them institutions of national importance, which will ultimately help in addressing the aspirations of people especially of the North East region where 6 new NITs are to be established. The new NITs will be able to provide high quality education to many of the bright students from these States/UTs, as 50% of the seats are to be filled from the eligible students from these States/UTs. Many of the States/UTs where these new NITs are being opened, especially those in North East are lacking in national level technical institutions. This will bring such States of North East in the main stream of the technical education.

The new NITs will increase in output of high quality:

- (i) By producing engineering and science graduates in the short run and postgraduates and Ph.Ds in the long run;
- (ii) By providing teachers for Engineering and Science subjects at College/University level; and
- (iii) By developing Research & Development and Intellectual Property generation in Engineering and Science, in the long run.
- (iv) The new approved NITs are categorized under two Schemes, as follows:

(a) Scheme "A" consisting of proposed NITs at Manipur, Meghalaya, Mizoram, Nagaland, Goa, which will also cater to UTs of Daman & Diu, Dadra & Nagar Haveli and Lakshadweep, Puducherry, which will cater to Andaman & Nicobar Islands also and Sikkim; and

(b) Scheme "B" consisting of approved NITs at Delhi (which will also cater to Chandigarh) and Utrakhand. Each of the NIT under scheme A will be established at a cost of Rs.250 crore while each of the NIT in scheme B will be set up at a cost of Rs.300 crore. Total project cost is Rs.2600 crore. During 11th Plan the expenditure will be of the order of Rs.540 crore and for the year 2009-2010 expenditure will be of the order of Rs.50 crore.

Main beneficiaries will be the students from the States/UTs which at present do not have NITs as seats will be earmarked for such students in these NITs along with seats earmarked to be filled on all India merit basis.

Presently there are 20 National Institutes of Technology (NITs), located at Agartala, Allahabad, Bhopal, Calicut, Durgapur, Hamirpur, Jaipur, Jalandhar, Jamshedpur, Kurukshetra, Nagpur, Patna, Raipur, Rourkela, Silchar, Srinagar, Surat, Surathkal, Tiruchirapalli and Warangal. Seventeen of these NITs were earlier known as regional Engineering Colleges (RECs). These RECs were set up as joint and co-operative ventures of the Central and State Governments with an aim to meet the increased demand for technically qualified manpower. In 2003, the Seventeen erstwhile Regional Engineering Colleges (RECs) were rechristened as National Institution of Technology (NITs) and taken over as fully funded institutes of the Central Government and granted deemed university status. Subsequently, Bihar College of Engineering, Patna;

Government Engineering College, Raipur; and Tripura Engineering College, Agartala, were also converted into NITs in 2004, 2005 and 2006 respectively. NITs are governed by National Institutes of Technology Act, 2007 which came into force w.e.f. 15th August 2007. The NIT Act 2007 declares these NITs as institutions of national importance.

50% of the seats in NITs at Under Graduate level are filled from the eligible students of the State where the NIT is located. Remaining seats are filled on all India merit basis. However, Students of States/UTs which are not having NITs have complained being at a disadvantage, though this Ministry if compensating such States/UTs by way of allocating supernumerary seats in NITs. To address this problem, MHRD has proposed to set up new NITs, provision for which is



available in the 11th Five Year Plan, so as to cater to the needs of non-NIT States/UTs.

Source: New Delhi pib.nic.in/17 September 2009

UNESCO's Executive Board approves India's proposal to set up Mahatma Gandhi Institute of Education for Peace & Sustainable Development as UNESCO Category-I Institute

India is poised to become the first country in Asia to have an UNESCO Category – I Institute, which will be named Mahatma Gandhi Institute of Education for Peace and Sustainable Development. The Executive Board of UNESCO has approved India's proposal to set up a Mahatma Gandhi Institute of Education for Peace & Sustainable Development as UNESCO Category I Institute. This approval was accorded by acclamation in the Joint Administrative and Finance Commission of the Executive Board at its 182nd Session, which was held on 18th September, 2009. This would be the first Category-I Institute of UNESCO to be established in the Asia Pacific region. At present, there are eleven UNESCO Categories-I institutes and except 3 of them, all are located in developed countries and none is located in Asia.

The proposal to set up Mahatma Gandhi Institute of Education for Peace & Sustainable Development as UNESCO Category I Institute was submitted to UNESCO earlier this year. This proposal resonates with UNESCO's aims and objectives enshrined in its Constitution and mandate of building the defences of peace in the minds of men. The proposal in the name of the Father of the Nation, Mahatma Gandhi, whose birthday is commemorated by the UN General Assembly as the International Day of Non-Violence, will help to spread UNESCO's message internationally.

The Union Minister for Human Resource Development, Shri Kapil Sibal had earlier met D.G. UNESCO Mr. Koichiro Matsuura on 9th July, 2009 this year and sensitized upon him India's keenness for establishing the Institute. During the meeting with DG, UNESCO, Shri Sibal had said that the proposed Category-I UNESCO institute will symbolize the rich heritage and values of peace and diversity that India stands for.

At the initiative of the HRM, DG UNESCO had sent two mission teams of UNESCO for appraisal of the proposal, who visited New Delhi from 25th to 30th June, 2009 and from 27th to 29th July, 2009 to discuss the various aspects of the proposal before its submission to the Executive Board for its consideration. Finally, the proposal was put up as a joint proposal of India and DG, UNESCO in the Executive Board Meeting on 18.09.2009.

The proposal was supported by a number of countries cutting across regional groups and adopted by acclamation. In fact, the Chairman of the Executive Board commended India and the Institute which when established "would belong to the whole world". The Chairman of the Board further stated "We are proud of India for bringing this initiative to the Board. We call upon the Secretariat to fully support this initiative".

Category – I institutes and centres are integral part of UNESCO and its governing bodies are either elected by the General Conference or appointed in whole or part by the Director General, UNESCO and report to the General Conference. These are governed by UNESCO's rules and regulations and are integral part of Organization's Programme and Budget. These institutes are designed to serve as centres of excellence and expertise in the area of specialization to Members States and to contribute to UNESCO's programmes, objectives and strategies. Having an UNESCO Category – I institute is considered to be an honour for any country.

The overall focus of the activities of the proposed Mahatma Gandhi Institute of Education for Peace & Sustainable Development activities will be on fostering a culture of peace through education, promoting sustainable economic and social development and respect for human rights. The decision is being viewed as a historic one and reinforces India's key role in UNESCO and its leadership position in building the defences of peace in the minds of men.

The General Conference of UNESCO will formally approve the proposal in its 35th Session, which is going to be held from 6 – 23 October 2009 at its headquarters at Paris.

Source: New Delhi pib.nic.in/23 September 2009



Contribute

If you are an academician, a researcher, an investigator or a thinker then, Apeejay Stya Education Research Foundation invites you to send your inputs by way of your opinion, information, suggestions and experiences in the field of education.

Researchers are also invited to send in their published documents so that they can be hosted on this site.

Please email your contributions to aserf@apeejay.edu



Apeejay Stya Education Research Foundation (ASERF) is guided by the vision of eminent educationist, industrialist and philanthropist Dr. Stya Paul's vision of value-based holistic education for a responsive and responsible citizenship with a finely ingrained attitude of service-before-self. It is supported by Apeejay Stya Group, a leading Industrial & Investment House of India with interests in diverse fields. It will attempt to shoulder the efforts in serving the broader issues of Access, Quality, Equity & Relevance of Education and gear up to face the challenges of the new world order

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