



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 2010. [Click here](#) to download the prescribed format along with the terms and conditions.

Apeejay Education Society announces the opening of Apeejay Stya University

The Apeejay Education Society, with over 40 years of Excellence in education, announces the initial opening of Apeejay Stya University at Sohna, Gurgaon. Sponsored by the Apeejay Stya Education Foundation, the University is currently located in a sprawling picturesque campus with the state-of-the-art infrastructure.

Apeejay Stya University will offer a diverse catalogue of technical, scientific, management and liberal arts courses for the academic session 2010-11. Applicants for admission will be accepted on the basis of comprehensive merit, judged by their academic excellence, their extracurricular achievements, and their utilization of the resources they have had available. As part of the application, the University would recognize a number of examination scores to establish academic excellence, including AIEEE, GMAT, SAT, and SAT II.

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

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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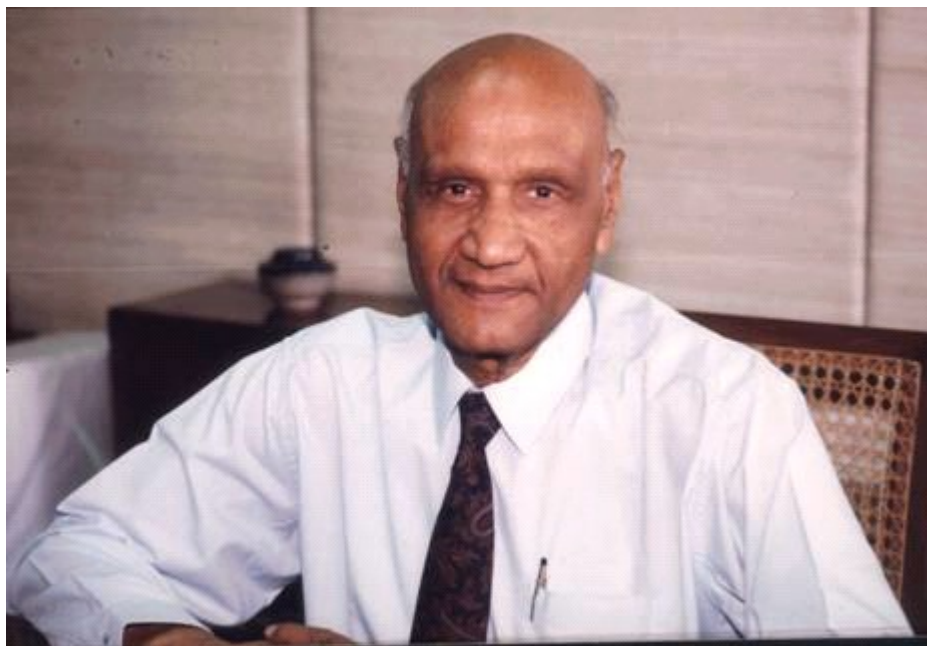
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A Tribute to our beloved - Dr. Stya Paul Chairman Emeritus, ASERF

“He who is successful is not ideal. Only he is ideal and revered, who, irrespective of success or failure, gain or loss, victory or defeat, remains steadfast in the pursuit of his mission”

- Srimad Bhagavadgita



**Dr. STYA PAUL
(October 4, 1919 - June 7, 2010)**

We rejoice, for a saintly life beautifully lived, deeds great and gracefully done, an immortal legacy set, and the beginning of another extraordinary journey.

Loving husband, father, grandfather, brother, Philosopher, guide and mentor to all, we see you move to a higher plane, a better place, with much applause.

Our beloved Dr. Stya Paul (Chairman **Emeritus**, Apeejay Stya Education Research Foundation and President, Apeejay Education Society) left for his heavenly abode on the morning of June 7, 2010.

An eminent industrialist, educationist, freedom fighter and philanthropist, Dr. Stya Paul was a true **Karmayogi** who valued integrity and selflessness above all. He was the father figure and inspiration for the entire Apeejay family and all those who came into contact with him.

Dr. Stya Paul's passing away has left us all deeply bereaved. His ideals and vision will continue to inspire and serve as a beacon of light for us at all times.

Apeejay Stya Education Research Foundation (ASERF)

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ASPECT**A profitable education**

In August 2009, the Right to Education Act was passed in the Indian Parliament with no debate, by the fewer than 60 members who happened to be attending the session that day. Not that the Act was an open-and-shut case: many critical issues, including who exactly would fund implementation of the new legislation, which promises free, compulsory elementary education, certainly warranted debate. For many, the most worrisome part of the Act, which came into effect on 1 April, is a clause that vests the ultimate funding responsibility with the state governments. Given the fiscal status of most of India's state governments, the worry now is that this single provision could quickly render the RTE Act irrelevant. Soon after notification of the bill, the chief ministers of both Uttar Pradesh and Bihar declared that they did not have the necessary funds for implementation. In the meantime, the recently passed central budget includes no financial commitment towards implementation. This would seem to suggest an imminent ramping-up of an already hotly contested model within the Indian education system: the outsourcing of responsibilities within the sector, including for teaching, to private entities, through so-called public-private partnerships.

It should be noted that the RTE Act has managed to change the language of the Indian education discourse from one of policy to one of rights – a notable achievement. At the same time, however, Clause 37 seems to take back this 'right', as it clearly prohibits legal proceedings against any government or school management with regard to anything done 'in good faith'. There are several other contentious issues involved, which deserved broader attention from Parliament. For instance, the legislation excludes children up to the age of six, and it is unclear as to whether those over 14 are covered, despite UN conventions that suggest that the definition of child should extend to 18 years of age.

The Act further strengthens the current unequal multi-tiered schooling structures, which include private and various types of government schools offering vastly differing qualities of education, and which have been widely criticised for fostering inequity. As cost-cutting measures in recent years, states have been changing policies of appointment of permanent teachers, instead choosing to appoint teachers on a contractual basis (generally known as 'para-teachers'), often under exploitative terms and conditions. In the Act, there is no indication of doing away with such policies to set uniform salary norms and working conditions at par with other professions, instead leaving payment decisions with the 'appropriate governments and the local authorities'. Indeed, one of the most disconcerting aspects of the RTE Act is that it shows little faith in teachers – only foreseeing the possibility of teacher 'committing default in performance of duties' & thus requiring disciplinary action.

A recent study of 50 schools from across Madhya Pradesh could not find a single institution that had all permanent teachers – they were a 'dying cadre', researchers were told. During the 1990s, MP argued that reaching all settlements for education would be too expensive, and so instead started a programme called the Education Guaranteed Scheme (EGS), staffed by poorly paid para-teachers called 'gurujijs'. Today, the gurujijs are still paid a miserly INR 2500 per month; after working for three years, gurujijs can be upgraded to a consolidated pay of INR 4500-5500, but are still not entitled to other benefits, not even paid leave. Consequently, in most EGS schools, one or two teachers receive a monthly salary of upwards of INR 17,000, while the rest are receiving consolidated amounts of as low as INR 2500, for doing the same work. This has vitiated the school environment, leading to further deterioration in the quality of teaching. According to a December 2009 news report, lakhs of para-teachers have recently been appointed across the Indian landscape, from Jharkhand, Bihar and Uttar Pradesh to Madhya Pradesh and Orissa. Employment of teachers on contracts has invited a significant amount of both support and criticism from educators and researchers. Supporters see this as the only way of achieving RTE goals, and a solution to the crippling resource crunch. Teachers, meanwhile, have been agitating for better working conditions, and have successfully forced several state governments to marginally modify service conditions (including the 'raise' to INR 4500 monthly salaries of para-teachers in MP, as noted above). While compensation and other conditions are still woefully inadequate, sustained protests have proven effective in keeping pressure on state governments to continue making incremental changes. This ability to apply pressure could soon be almost completely de-fanged, however: under the new model of public-private partnerships (PPPs), contracts would be signed between the contractor & the employee – not the provider of the funds.

The MP study also found that, in spite of declared policy goals of free elementary education, the burden of multiple fees and other charges are significant for parents. Indeed, these continue to act as a major deterrent in the education of children of marginalised communities. Some parents said that even paying two rupees per month for two or three children studying at the primary level is burdensome, forcing many children to drop out. How this will impact on an education system overseen in part by the private sector remains to be fully understood.

Economic Context

Discussion on RTE will remain incomplete without engaging with the PPP model, under which since 2004 the government has been handing over education resources (including whole schools, school buildings and/or other infrastructure) to corporate and other private bodies. There are two strong arguments in favour of PPPs. One holds that the government does not have the resources to finance education, and that it is high time the private sector shares this responsibility. The second avers that teachers are

overpaid, and that it is not possible to cut costs unless they are paid less.

The need for the private sector to share the cost of education certainly cannot be denied, but the current arrangements seem to be wilfully neglectful about the private sector's motivations. In today's neoliberal context, what motive other than profit could be involved in any company private group agreeing to take on such responsibilities? Further, how can profit-making bodies cost-effectively fulfill the goals of universalisation of education if governments have not been able to do so? And, most worrisome, is it really appropriate for corporate entities to be entrusted with promoting an agenda of social justice, equality and equity? Ominously, PPP promoters have already begun to suggest that school education would be advised to begin focusing solely on literacy and mathematical skills, and not on equity, justice or other larger goals of education.

Some have argued that there have always been PPPs in education, in the form of private schools set up by trusts, NGOs and other kinds of philanthropy. In fact, the two models have very different origins and motives: education philanthropy has had its roots in social and liberal democratic ideals, and the motive is not profit. In fact, constitutionally private schools were also to run on a principle of 'no profit, no loss'. Today's PPPs in education, on the other hand, are a product of a neoliberal market philosophy in which education is a commodity. Stating that non-profit private initiatives are too limiting, the Planning Commission is recommending PPP models that would be self-sustaining, and suggesting how private capital can earn profits through education. Of course, a PPP can ultimately take on many different forms, but the term cannot be divorced from its context: the neoliberal economic order.

So how can the government be simultaneously pushing RTE and PPPs? Where do the two converge, or do they run parallel? On the one hand in this situation is cost-cutting, which the PPPs argue is necessary for any universalisation of even elementary education; the reality, on the other hand, is the lack of government commitment to allocate adequate funds for RTE. The rhetoric of quality in the legislation neither provides any insight into the understanding of the ground realities, nor concrete action required to deal with the same. In fact, the factors that are detrimental to quality (multi-tiered schooling, academic input, teachers' working conditions, infrastructure, etc) are all left to the private bodies, or to 'appropriate' governments.

In this context, three central documents need close scrutiny: a note on PPPs circulated by the Ministry of Human Resource Development MHRD in 2009, inviting comments from the general public; a government report from 2004 on PPPs in the social sector; and a book written by an economist, Harry Anthony Patrinos (and published by the World Bank) on the impact of PPPs in education. The language used in these three documents is strikingly similar. The government's 2004 report calls PPPs a

'contractual system' between the government and private bodies, where accountability is to be jointly shared. The MHRD concept note and the Patrinos book elaborate on this, the former stating that PPPs constitute 'an approach used by the government to deliver quality services to its population by using expertise of the private sector'.

Thus, the government is admitting its failure in delivering quality services, and is proposing entering into a variety of private contracts – ranging from building construction and maintenance to teacher training and even teaching – in order to deliver education efficiently and cost-effectively. It is argued that these private arrangements will generate healthy competition among schools, while also opening the market in a way that will eventually offer greater choice for parents and students. Most importantly, according to Patrinos, PPPs provide flexibility in teacher contracting: 'For policy-makers, contracting is a middle ground between government delivery and outright privatisation and does not attract as much controversy and criticism as privatization.' Yet the government can choose private providers by means of open bidding, automatically awarding contracts to the lowest bidder. Such a system allows the government to bypass its own laws regarding payments and service conditions, as these become the responsibility of the private contractor, not the government.

Admittedly, PPPs are currently reserved for higher and higher-secondary schools, and not for elementary levels, with which the new RTE Act deals. But, as noted earlier, one of the most vigorous debates over the new legislation is its limited purview, with many assuming that the Act will eventually be pushed to cover higher-level education too. Yet if that happens, what kind of schools will be awaiting RTE-education children under the new PPP system? With the enactment of the RTE Act, some are arguing that they have been able to push back the PPP agenda. But on 17 May, HRD Minister Kapil Sibal announced that of the promised 6000 new 'model' schools, almost 3000 will be run in public-private partnerships. Do RTE and PPPs represent two contradictory world views, or do they complement one another? Before the government continues to make such far-reaching decisions, that is a question that needs rigorous debate.

Source: New Delhi /[Morung Express](#)/7 June 2010

NEWS

Deemed universities unhappy with new UGC guidelines

The new University Grants Commission (UGC) guidelines, which bar the presidents of sponsoring organisations from chancellorship of the deemed-to-be universities established by them, have drawn flak from educational trusts and societies.

As per the new UGC (Institutions Deemed-to-be Universities) Regulations 2010, notified on May 21, the chancellor of a deemed university, appointed by the sponsoring society or trust, will have to be an eminent

educationalist or a distinguished public figure other than the president of the sponsoring society or his/her relative. The chancellor can be a member of neither the society nor the trust.

Conveying their reservations over this provision to Union Human Resource Development Minister Kapil Sibal, the managements of several private institutions run by registered societies and trusts and granted the 'deemed-to-be university' status by the UGC pointed out that it would be a disincentive to philanthropic groups interested in setting up new educational institutions when the country actually needed more.

Among those who have voiced their concern are the Birla Institute of Technology and Sciences (BITS), Pilani; Manipal University; Vellore Institute of Technology (VIT); and Symbiosis University, Pune — all deemed universities under Section 3 of the UGC Act.

While Symbiosis University, a registered society, has written to Mr. Sibal, VIT and Manipal University, both registered as trusts, and BITS, also a registered society, have conveyed their reservations.

The new guidelines were issued with a view to plugging deficiencies detected in the recent review of deemed universities, which indicated that such institutions functioned as family 'fiefdoms.'

These institutions will not be granted the deemed university status under the fresh guidelines, while the position of pro-chancellors has been abolished.

The proposed deemed-to-be university will have to be registered either as a non-profit society under the Societies Registration Act or as a non-profit trust under the Public Trust Act.

The new guidelines also make it mandatory for an institution to be in existence for at least 15 years before seeking deemed university status, against the earlier 10 years, except under the category of 'De-novo Institutions' or Innovative Universities.

To discourage single discipline colleges seeking deemed university status in order to escape regulatory councils, the diversity of programmes has been insisted upon. There is also emphasis on the quality of research activity, publications and scholarly works of a high standard as evidenced by inclusions in an internationally recognised database.

Source: New Delhi /[Beta. The Hindu](#)/1 June 2010

Govt.'s new norms for university teachers' promotion

Government has approved new regulations for university and college teachers under which promotion of faculty is linked to their research output.

The HRD Ministry has approved the UGC Regulations for Minimum Qualification for Appointment of Teachers and Academic Staff in Universities and Colleges.

The UGC will pass the regulations at its meeting on Monday and then notify it, official sources said today.

These regulations link performance of teachers to their promotion. An assistant professor in a university needs to have at least three publications for being considered for promotion to the level of associate professor.

Similarly, an assistant professor in a college with just Masters degree should have three publications to be eligible for promotion. An assistant professor with Ph.D needs to have at least one publication in 12 years for getting promotion to the level of associate professor.

An assistant professor with just MPhil needs to produce two publications for being considered for promotion to the next level in a college.

Similarly, an associate professor needs to show at least five publications for promotion to the level of professor in both colleges and universities, the regulations said. The papers should have been published in a referred journal, it said.

A UGC committee under Prof S P Thyagrajan, former vice chancellor of Madras University, had prepared the regulations which were pending before the government.

Besides, the regulations say that there is no need for an external observer from UGC for cases of promotion to associate professor.

The regulations will apply to nearly five lakh teachers in universities and colleges across the country.

The Federation of College and University Teacher Association has objected to certain provisions in the regulations.

Source: New Delhi /[zeenews.com](#)/1 June 2010

UIPS to start new course for discovery of drugs

With an aim to collaborate research for discovery of new drugs using natural products, microbiology, toxicology, pharmacological techniques and so on, a new programme will be started in the University Institute of Pharmaceutical Sciences (UIPS) from this session. A Resource Networking Centre with funds from the UGC has already been started in the department.

Meanwhile, to provide orientation to faculty members and researchers, the third UGC Networking Summer Programme was inaugurated on Monday. The two-week programme will continue till June 12. Its theme area will be Emerging trends in drug discovery and development.

Experts opined that the Indian pharmacy, with miracles like panchkarma treatment, was lagging behind at the global level. The members of the department felt that to see a new light, the Indian pharmaceutical industries needed efficient entrepreneurs, having functional knowledge of the subject. The first day of the programme saw lectures by Prof CK Kokate, Prof K K Bhutani, Dr Maninder Karan and Prof Rama Rao. UIPS has, so far, accepted 21 applications for the new course.

Source: Chandigarh /[Indian Express](#)/1 June 2010

Five new courses at IP university this year

The Guru Gobind Singh Indraprastha (GGSIP) University has introduced five new programmes viz MTech (regular), MBA (weekend), MA in Criminology, MSc Forensic Science and the MTech (weekend) programme this year.

Besides the regular programmes, the weekend programmes will benefit those who are already in their chosen profession. "People expect the university to organise courses for professionals. So, we came up with these weekend programmes", said Professor Yogesh Singh, Controller of Examination, GGSIP.

Students who want to pursue MBA can now pursue options such as Consultancy Management, Banking & Insurance, Real Estate and Disaster Management. And those opting for MTech may choose between Engineering Physics, Nano Science & Technology, Chemical Engineering, Computer Science & Engineering, Information Technology, Digital & Wireless Communication, VLSI Design, Signal Processing, RF & Microwave Engineering, and Information Security and Digital Communication.

The other good news is that students need not worry about the University Grants Commission (UGC) certification. "All the programmes are recognised by the UGC", said Anup Singh Beniwal, acting vice-chancellor, GGSIP.

Moreover, students will have a new avenue to get admission to the university. The varsity has says it has introduced 40 common entrance tests for the seats that were left unfilled following the Graduate Aptitude Test in Engineering (GATE). The last date for applying for the Common Entrance Test is June 30. The examination will be held on July 7.

Source: New Delhi /[Hindustan Times](#)/2 June 2010

Govt. lists optional class X boards as achievement

The UPA government, after coming to power last year, took up two issues that affect children directly — right to free and compulsory education and making CBSE class X examination optional.

The government also set in motion a series of legislations that promises to root out corruption and bring systemic reforms. It has planned a new body to replace behemoths like UGC, AICTE and NCTE, another body to provide loans to educational institutions, educational tribunal, a body to deal with malpractices & yet another to give accreditation.

The government has opened nearly 20,000 elementary schools across the country while over 35,000 teachers have been appointed and 9,708 additional classrooms constructed.

Malnutrition remains a problem area

Malnutrition continues to be one of the primary causes of death in children under 5 years and there has been little dent in this field in the last year.

Malnutrition hovers around 47% despite the government's claims that the ICDS scheme has been restructured and nutrition norms revised. The UPA's report card said 792 projects, 2.9 lakh anganwadi centres (AWC) and 20,000 anganwadis had been approved to ensure operational anganwadis in all habitations.

The scheme now covers nearly 725 lakh children below the age of 6 years and about 160 lakh pregnant and lactating women. The jury however is out on the effectiveness of the scheme as it largely depends on the state's priorities.

While UPA-2 has introduced three legislations related to political representation of women, the fate of the most important one, the women's reservation bill, appears bleak.

Source: New Delhi /[Times of India](#)/2 June 2010

US universities keen to set up institutions in India

Presidents and Deans of many US Universities met Union Minister for Human Resource Development, Shri Kapil Sibal today at Washington DC and expressed their desire to set up higher education institutions in India. They also appreciated the process of academic reforms initiated in India and said that they would like to be active partners in the growth story of Indian education.

Dr. Charles Steger, President of Virginia Tech., along with senior academics of Virginia Tech met HRM and informed that they wish to set up facility near Chennai for research in three broad areas, namely Bio-informatics, Nanosciences and Transportation studies. They also want to start select masters' and Doctoral degree programmes. The team of Virginia Tech, an important technical institution in USA, appeared enthused by the recent introduction of the legislation on Foreign Education Providers in the Parliament and said that apart from starting own institution in India, they would also like to have collaboration with Indian institutions in other fields including medical education. Shri Kapil Sibal satisfied their many queries on accreditation and other regulatory requirements and suggested that with India's sustained growth rate of 8 to 9%, there is tremendous scope of development in urban studies, urban housing and transportation, architecture and planning and sustainable development. The challenge is to find solutions for problems in India which can be replicated globally.

Dr Spiros Demolitsas, Senior Vice President and CEO of Georgetown University along with his team, met HRM Shri Kapil Sibal and briefed HRM about the progress made since the last visit of Union Minister for Human Resource Development, Shri Kapil Sibal in end Oct 2009. Dr Demolitsas informed that they are looking at institutions and projects aiming at social science research and suggested two areas- professional and executive development for policy makers and business leaders as also research in emerging areas of climate change, sustainability etc. requiring inter-disciplinary approach. Union Minister for Human Resource Development, Shri Kapil Sibal asked

them to send a concept note so that areas of mutual interest are identified

Dr Louis Goodman, Dean School of International Service, American University met HRM and informed that their School of International Studies(SIS) has already signed a MoU with Manipal University to develop a program in national security studies. School of International Studies (SIS), which is the largest school of international studies in the world with over 3000 students and 200 faculty, also expressed keen interest in establishment of an Indian Institute at American University which will be dedicated to Indian Studies. As per their proposal, this institute will inter- disciplinary in approach focussing on such areas as foreign policy and national security, science and technology policy, sustainable development, etc.

A number of other academics also met HRM and expressed their desire to participate in India's growth story.

Source: New Delhi pib.nic.in/2 June 2010

Domicile for admission not needed this year

The state higher and technical education department, which had asked all students to get domicile certificates for securing admission to professional courses, has relaxed the condition this year. The state, though, will demand domicile certificates from next year, which clearly indicates that the NCP-controlled higher and technical education ministry wants to play the sons-of-the-soil card.

Citing the reason for the relaxation, minister for higher and technical education Rajesh Tope said, "We have been studying the norms issued by southern states and a few northern states and felt that it was necessary to ask for domicile certificates while giving admissions to professional courses in the state. But, the orders were signed by me on May 20 and the government resolution was issued on May 24. My staffers have told me that many people still do not know about the new rule. There is not much awareness about it."

Shiv Sena and Maharashtra Navanirman Sena, known for playing the Marathi card, have decided to protest against the decision. Tope, though, adds that this does not mean that students from other states will be totally barred from entering universities in the state. "There is a 15% reservation for students who can take admission through the all India entrance test and another 15% can be admitted through the management quota." Shiv Sena MP Sanjay Raut said, "The relaxation of this rule in the current year is an injustice to Marathi students. We will surely protest."

But the Maharashtra Navnirman Vidyarthi Sena was quicker than Sena. They protested on Tuesday. "Apart from asking for domicile certificate, the government must ask for birth certificates, fourth standard passing certificate and tenth certificate. This will ensure that only Maharashtrians get admission," said Sainath Durge, MNVS vice-president.

Source: Mumbai Times of India/3 June 2010

JNU to host SAARC university, for present

The ambitious SAARC university will start functioning from a temporary campus in Jawaharlal Nehru University (JNU) this year with 50 students in two MA courses.

JNU on Wednesday agreed to provide its school of physical sciences building to be used as the temporary campus of the SAARC university which will offer MA in development economics and MA in computer application with students from all the eight member countries.

In a letter to SAARC university CEO Prof G K Chadha, JNU vice-chancellor Prof B B Bhattacharya said the building can be used for a year for running classes and administrative purposes, said an official source.

The campus of the university will be set up later for which land is being acquired in Mehrauli in south Delhi.

Each course will have 25 students each. While 50% of the seats will go to the host country, India, smaller countries will get minimum 4% of seats.

In case of any reserved seat for a smaller country remaining vacant, it will go to the students of another small country, the source said.

Admission for the programmes will be carried out in July and classes are expected to start in August this year, they said.

The rules, regulations and procedures for admissions were discussed at the two-day SAARC summit in Thimpu in April this year. The SAARC university, which is the brainchild of PM Manmohan Singh, is expected to be a centre of excellence.

The university, which will have campuses in all the member countries like Pakistan, Nepal, Sri Lanka, Bhutan, Maldives, Bangladesh and Afghanistan, will ultimately have the capacity to accommodate 7,000 students from the region. The university will have a faculty of 500.

India has asserted that there will be no discrimination in visa against any student from any country, including those from Pakistan, although police reporting would be a must.

Pakistan had reportedly objected recently to the requirement of police reporting.

Source: New Delhi Times of India/3 June 2010

Negative marking in SET may further decline the pass percentage

Only about two per cent of the total candidates who appear for the Maharashtra State Eligibility Test (SET) for lectureship clear the exam each year. It won't be surprising if this abysmal pass percentage declines even further this year onwards as the University Grants Commission (UGC) that conducts the examination has introduced negative marking system for two of the total three papers.

For every incorrect answer, 25 per cent of one-fourth of the marks will be deducted. Over 12,000 candidates appear for the examination each year out of which only about 500 candidates clear the exam.

The University of Pune is the state agency to conduct the examination across Maharashtra and Goa. The exam will be conducted on August 8 this year across 12 centres in the state and one in Goa.

According to the new guidelines, of the three papers, Paper I and II will have a negative marking system. Sunil Atre, deputy registrar of the state SET centre said, "The negative system has been started by the UGC from this year onwards and it is applicable to all states. The new rule will be applicable from this year onwards."

Among other changes, from this year onwards, Paper I, which is based on general teaching and aptitude, will have 60 questions instead of the usual 50. However, 10 of the 60 questions will be optional and students will have to solve any 50 questions. Atre said, "Students will have to solve this paper very carefully since they are getting 10 optional questions and with introduction of negative marking system, they will have to solve only those questions which they are sure about. In event of a candidate answering more than 50 questions, only the first 50 will be considered for evaluation."

Paper II and III will be based on the subject chosen by the candidate from the 29 listed by the UGC. These papers will correspond to knowledge at the post-graduate level in that subject.

Paper II shall consist 50 objective type questions while Paper III will be descriptive on short and long answer questions based on the syllabus of the subject selected by the candidate. "since Paper III is descriptive, there is no question of negative marking," Atre said.

Rajesh Salunke, who is appearing for the exam for the second consecutive time, said, "The negative marking system has definitely made the exam tougher. The pass percentage is low in this exam and this new rule will definitely hamper performance even further."

Source: Pune [/Times of India/3 June 2010](#)

Now, law graduates will have to clear test before practicing

The Bar Council of India (BCI) has come up with a novel initiative to screen law graduates through an "All-India Bar Examination" which they will have to clear before being allowed to practise.

Come December, every law graduate intending to practise in court will have to pay Rs 1,300 to appear in the examination being conducted with the help of private agency 'Rainmaker', which will also provide study material to each candidate.

As questions were raised on making huge payments to a private agency for conducting the test, BCI chairman and solicitor general Gopal Subramaniam clarified that those appearing in the test could bring in any study material into the examination hall.

"It is a test to see the basic ability of a law graduate to practise," the BCI chairman said, adding that the first test

would be conducted on December 5, 2010. There would be no limit on the number of attempts and a law graduate could keep appearing in the test but he would have to clear it to practise in courts, Subramaniam added.

Meanwhile, the BCI, with the full backing of law minister Veerappa Moily, on Wednesday raised a banner of dissent against HRD ministry's hyped bill for setting up of a National Commission for Higher Education and Research (NCHER).

The NCHER bill aims to establish an overarching commission to determine, coordinate, maintain standards and promote higher education and research in every field of education except agriculture.

However, Subramaniam said it had set up a Directorate of Legal Education which would monitor, improve and standardise legal education in the country, a task similar to what NCHER aims to do.

With Moily expressing his and his government's undiluted support to BCI's stand on carrying out reforms in legal education, Subramaniam had no hesitation in answering in the negative when asked whether BCI had the approval of HRD ministry for such an endeavour?

"BCI is not dependent on HRD ministry's approval. It is an independent authority established by law enacted by Parliament and it is the sole custodian of legal education and profession in the country," Subramaniam said.

Asked whether it would scuttle the plan for NCHER, Moily was at his diplomatic best and refused to touch the issue. Though he effusively praised Subramaniam for bringing in this reform and extended government's unconditional support, he was a little circumspect while answering questions touching the core of the controversy.

"What Subramaniam said was that BCI was an independent body and was in no way required to get any approval from the HRD ministry," Moily said on the sidelines of a show to inaugurate BCI's new website.

Source: New Delhi [/Times of India/3 June 2010](#)

Journalism course runs on temporary teachers

Did you know that Delhi University (DU) has only a handful of permanent teachers for BA (Honours) journalism? This despite the fact that it is one of the most sought after courses in DU and is offered in just five colleges. One out of every three teachers in these colleges is a visiting faculty.

"The main reason is that not too many posts have been sanctioned for permanent teachers. Also, a lot of reserved seats are still vacant," said Jyoti Raghavan, professor of journalism in Kamala Nehru College.

She added that journalism being a professional course needs people who are specialists in their field. "It is, in fact, a good thing that the University Grants Commission (UGC) has allowed guest faculty to teach the courses because practical knowledge can only be imparted by people working in the industry," she said.

The introduction of the 6th Pay Commission led to a resurgence in interest in teaching. However, while other subjects have been able to draw new teachers that has not been the case with journalism.

"This is because the industry pay scales are impressive and, hence, visiting faculty for the journalism course chose teaching just as an add-on option," a professor said.

The National Educational Testing Bureau of the UGC conducts the National Eligibility Test (NET) to determine eligibility for lectureship.

Most of the visiting faculties have not cleared this test as they do not intend to take up teaching as a primary career. "Journalism is an exploding field and permanent faculty would not be able to do justice to it. Professionals are able to provide a better angle to the course as they teach from experience. The archaic mindset has to be replaced with a progressive one," said Abhay Chawla, a guest lecturer at KNC.

Source: New Delhi /[India Today](#)/7 June 2010

UGC norms put a spinner in new college plans

The need committee of the Gujarat University, which will meet here on Tuesday to decide how many new colleges need to be granted permission given the ever increasing number of students, will have a tough task at hand.

This, because the University Grants Commission (UGC) has issued a notification laying down fresh norm for granting approval to colleges by varsities all over the country. And one of the most important new rules is that colleges coming up in non-metro cities should have a campus area of minimum five acres.

State education department officials say that the according to the new UGC notification, the colleges should come up on a five acre campus. This is to ensure that there are at least average 15 sq metre spaces per students.

Local educationists say that this rule would be difficult to follow for most education trusts as it is difficult to have five acres of land in big cities like Ahmedabad, even though it may not be a metro yet.

Moreover, more norms have been introduced. The trusts which have applied for commerce, arts and science colleges will have to deposit Rs 15 lakh with the university concerned. Those who have applied for professional colleges will have to make a deposit of Rs 35 lakh.

The UGC rules have also made it mandatory that the local inquiry committee shall constitute of a subject expert, who is a dean or professor; an official of the higher education department of the level of deputy director and a PWD officer.

The UGC has also said that the decision taken by the need committee will have to be passed by the executive council before new colleges are granted permission.

While the universities have been flouting these norms, which were laid by the UGC sometimes back, it will be

difficult to violate them now that the UGC has issued a notification.

"Any college which is granted permission but is not found conforming to the rules will risk cancellation of the approval. Also the university that has granted permission to such a college will also risk losing their registration and grants can be withdrawn," the notification says.

GU vice-chancellor Parimal Trivedi says that the new rules of the UGC will be followed strictly.

Source: Ahmedabad /[Times of India](#)/8 June 2010

Universities to start community colleges for unskilled workers

At least ten community colleges will be started by each university to provide vocational training to unskilled workers by September 1, a meeting chaired by Higher Education Minister K. Ponmudy decided on Wednesday.

A. Ramasamy, Vice-Chairman, Tamil Nadu State Council for Higher Education (TANSCHE), said universities would provide infrastructure and faculty support, while the Directorate of Technical Education would provide the course content and conduct the examinations.

The courses would be tailored to the needs of specific communities.

For instance, the colleges opened near Tirupur would focus on textile workers' training, Dr. Ramasamy said. In all, around 300 such targeted courses could be offered, he added.

Kumar Jayant, Commissioner, Directorate of Technical Education, said the courses would be standardised across universities and would help upgrade skills of those already practising their different vocations.

There would be no educational requirements apart from the minimal ability to read and write.

The courses would be offered over six months and successful candidates would get a diploma certificate from the directorate.

To help practising professionals, the courses could be offered in the evenings or on weekends, but the details would be worked out in consultation with the universities.

The courses would be of around 150 hours duration each and a plan of offering them free of cost is also under consideration, government sources said.

The meeting, attended by Vice-Chancellors of different universities, Principal Secretary Higher Education K. Ganesan, TANSCHE member-secretary S. Baskaran, apart from Dr. Ramasamy and Mr. Jayant, also discussed the upcoming World Classical Tamil meet.

Competitions

At the meeting, it was also decided that three students selected from each university after preliminary rounds would participate in the final round of competitions at the University of Madras on June 15 in essay-writing, oratorical

skills and poetry-writing in connection with the Tamil conference.

Three winners in each competition would receive prizes from Chief Minister M. Karunanidhi in Coimbatore during the conference.

Source: Chennai [/The Hindu/](#)10 June 2010

Deemed universities seek PM help

With the University Grants Commission notifying the stricter norms for deemed-to-be-universities on Thursday, associations of deemed-to-be-universities have sought the Prime Minister's intervention on the issue. Sources confirmed to The Indian Express that these associations have written to the PM requesting him to put the new UGC regulations on hold until they have been heard out.

The University Grants Commission (UGC) had in April made public a series of legally enforceable regulations that propose to bring in a stiffer quality control regime to run checks on the 100-odd deemed varsities operating in the country. The HRD Ministry had conducted a review of all deemed varsities last year and submitted to the Supreme Court hearing a PIL on the issue that as many 44 deemed to be universities did not deserve the status and several others exhibited deficiencies.

The UGC regulations stipulate mandatory accreditation of institutes, diversity of courses offered and strong focus on research and patents — in keeping with the original intent with which the deemed to be university concept was put into practice. These will also apply to older proposal for grants of deemed varsity status pending before UGC.

Under fire for failing to check the mushrooming deemed universities — many of which were allegedly run like personal fiefdom of managements, charged huge fee and offered sub standard quality of education — the Commission has come out with the "UGC (Institutions Deemed to be Universities) Regulations 2010" as part of a course correction.

In case of any violations, the commission will be able to order an enquiry into the affairs of the institute and even bar it from admitting any new students for a duration. It can also advise the Centre to withdraw its status for one-five academic sessions or even permanently in case of which it can and forfeit its movable and immovable assets.

The new regulations also propose that the said institute be subjected to a review by UGC every five years. Eligibility criteria for an institute to be granted the status has also been tightened stipulating that an institute must have been in existence for 15 years instead of the 10 years, should have undergone periodic reviews and assessments by recognised external accrediting agencies, have full time fully qualified faculty, generate intellectual property and secure merit based research funding from public and private agencies.

Source: New Delhi [/Indian Express/](#)11 June 2010

3E super partnership between India, Canada urged

A leading educationist here has called for a 3E "super partnership" - involving energy, entrepreneurship and education - between India and Canada in mutual interest.

Indira Samarasekera, who is the president of the University of Alberta, said India and Canada can forge this super partnership by strategically focusing on energy, entrepreneurship and education as their interests complement in these areas.

"With a focus on the three Es, Canada and India (can) lay the foundations of a formidable super-partnership," she said while delivering the keynote address on 'Exploring Possibilities, Achieving Heights' at a function where the apex Indo-Canada Chamber of Commerce honored 11 Indo-Canadians and organizations for their accomplishment in various walks of life.

As millions of Indians rise out of poverty thanks to the country's growth rate, she said, India would need huge energy resources in the coming years. Canada, with the world's second largest supply of oil, can be "a reliable energy supplier" for India, she said. With India importing 70 percent of energy resources, she said Canada could help the rising South Asian giant with its world-class energy research facilities.

Her own University of Alberta, she said, has already forged energy partnerships with Indian Institute of Technology (IIT) - Mumbai, the Indian Institute of Science, and Petrotech and Tata Consultancy Services and was in talks with IIT Kharagpur and the University of Hyderabad.

Praising India's rising entrepreneur class, she said, "Few countries are so rife with creative, risk-taking entrepreneurs as India..and the award winners celebrated this night exemplify the impact of this spirit of entrepreneurship on the prosperity of Canada." Entrepreneurial collaboration between the 2 countries can help meet Canada's need for "more entrepreneurial knowledge energy lie this," she said.

Highlighting India's higher education deficit, she said Canadian universities can help India nurture its young talent by enrolling more students as against just 7,000 now.

"Canadian universities need to raise their profile in India and the large Indo-Canadian community can help build Canadian brand in higher education in India," she said.

Among those honored at the annual gala dinner here included Ontario provincial minister Harinder Takhar and Montreal businessman Baljit Chadha. Various artists enthralled the gathering which included government and opposition leaders, MPs and MLAs, Indian High Commissioner Shashshekhar Gavai and top Indo-Canadian businessmen.

Source: Toronto [/indiaedunews.net/](#)14 June 2010

States demand more funds for right to education

Most states are demanding more funds for implementation of the landmark Right to Education Act in meetings with

Human Resource Development (HRD) Minister Kapil Sibal, an official said.

"The states want more funds. They are pressing the central government to give larger chunk of the expenses," Anshu Vaish, secretary, School Education, HRD ministry, told the sources.

The Right to Education Act that came into force on April 1 this year makes states responsible for providing compulsory education to all children below 14 years of age.

Sibal is holding meetings with state education ministers to ensure that the states prepare the needed infrastructure for implementation of the Act.

"Many states have been covered. He (Sibal) will now meet the education ministers from the northeastern states, Jharkhand and Madhya Pradesh," Vaish said.

Sibal has so far met education ministers from Bihar, Uttar Pradesh, West Bengal, Chhattisgarh, Orissa, Andhra Pradesh, Rajasthan and Assam.

These states have demanded more funds from the central government for the implementation of the Act.

The HRD ministry is stressing on a 55:45 ratio for sharing of expenses between the central and state governments. But the states are seeking a larger chunk of the share from New Delhi.

"We are suggesting 55:45 ratio for central government and state," Vaish said.

The 13th Finance Commission has provided for Rs.25,000 crore to the states over five years for implementation of the Right to Education Act.

This is over and above allocations for centrally-sponsored schemes like Sarva Shiksha Abhiyan, teacher education scheme and mid-day meal scheme, which is the largest of its kind in the world. For 2010-11, the allocation for such schemes is Rs.15,000 crore.

Source: New Delhi [/indiaedunews.net/](http://indiaedunews.net/) 14 June 2010

UK launches inquiry into misuse of education aid

Britain has launched an inquiry into reports that millions of pounds of aid for education and the 'Sarva Shiksha Abhiyan', has disappeared into the depths of corruption without any benefit to the poor children the aid was intended for.

Shocked by reports based on findings by the Ministry of Human Resources Development, Andrew Mitchell, Secretary of State for International Development, said: "These are shocking allegations.

"I have launched an immediate inquiry to ensure British aid money has not been misused. The new British Government will have a zero tolerance policy to corruption".

Reports in the British media about the corruption mentioned a figure of 340 million pounds in aid to a schools project for children under the age of 14. One audit

of money earmarked for the Sarva Shiksha Abhiyan project found that 70 million pounds had reportedly vanished.

Mitchell said: "When I took up this job a month ago I made a pledge to taxpayers that they must know that for every pound of their money, we will get 100 pence of value".

"Now I'm reviewing every single one of the Department for International Development's country programmes to ensure we are giving aid to where it's most needed - to help the world's poorest people".

'The News of the World' quoted a report by India's Auditor General that almost 14 million pounds had been spent on items and luxuries that had nothing to do with schools.

The newspaper's investigation said: "Cash meant for kids' education has been blown on luxuries. "We discovered that officials throughout the country had used it to buy new cars and in one instance aid cash was spent on four luxury beds costing a total of 17,754 pounds as well as a 3,803 pounds computer".

Large amounts of money were shown to have been spent on schools that reportedly did not exist, while in some cases air conditioners, faxes, photocopiers and 7,531 colour television sets were reportedly bought despite there being no electricity supplies

The report said that 150,000 pounds was paid into a mystery bank account with no reason given. It quoted a report by the Institute of Public Auditors of India that in Bihar children were reportedly being taught in open fields, because money had not been passed on for classroom repairs.

"In Muzaffarpur they found that only 400,000 pounds out of an allocated 1.1 million had gone to schools," it said. India is one of the largest recipients of British foreign aid. One woman involved in the widespread fraud has been accused of siphoning off up to 6 million pounds from the funds, even using 44,000 pounds of it to make a movie directed by her son.

"Auditors checking individual state accounts found sums up to 4.8 million pounds missing from the books," the report said.

Source: London [/news.in.msn.com/](http://news.in.msn.com/) 14 June 2010

UT starts professional course for girls

As part of the Chandigarh Administration's action plan for gender sensitisation and removing discrimination against girl child, a certificate course has been started for adolescent girls and young women who have passed Class XII.

Classes for the three-month vocational course in office management will be held in Post-Graduate Government College, Sector 11. It is for the first time that such a course has been started in a co-educational college.

A similar course is being offered at Government College for Girls, Sector 11. But it is not able to achieve its motive of enabling women to work in a professional environment- according to the feedback received by the Education

department, students do not get used to a professional life in an all-girls college.

The new course is being offered in a co-educational college so that students quickly adapt to a professional life once they step out of college, Director Higher Education Ajoy Sharma said.

The course will provide basic training in computer and soft skills, tally and accountancy, documentation, adobe programme and typing. The fee for the course is Rs 1,500 and the first batch will have 40 students.

“A survey conducted by the Administration found that office management jobs in banks and other offices were not taken up, for lack of applicants,” Sharma said. “To empower adolescent girls and young women, the Administration decided to start this short-term course.” The course includes counselling, placement guidance and ‘emotional support’.

Sharma said depending upon the response, the number of seats at PGGC-11 might be increased. Also, the course would be started at other co-education government colleges.

The special feature of this course is lectures by qualified teachers of the college and professionals.

Source: Chandigarh /[Express India](#)/14 June 2010

Education institutes likely to get partial financial autonomy

The HRD ministry has indicated that it is open to considering partial financial autonomy for higher education institutions. HRD minister Kapil Sibal has asked higher education secretary Vibha Puri Das to set up a committee to look into the issue of providing “partial autonomy” to higher education institutes to enable them to be flexible in matters of salary for faculty, funding specific projects without having to rush to New Delhi for approval from the ministry.

The committee, to be formed shortly, will consider the parameters of autonomy to institutions. It will submit its report in three months after which the ministry will need to seek Cabinet approval before the institutes are given this flexibility in financial matters.

The decision to consider the possibility of partial autonomy was made in the course of a meeting of the Higher Education Roundtable, headed by Mr Sibal.

It was pointed out by IIT (Madras) director M S Ananth and IIM (Kozhikode) director Debashis Chatterjee that institutes like theirs are unable to take the decision to hire faculty at higher salaries because they need to get approval from the ministry, an exercise that leads to delays and lost opportunities.

They also said that even when companies offer to pay the extra amount required to hire specific experts or professors, the institutes are unable to take a decision as any deviation from norm requires prior approval from the ministry. This limited manoeuvring has meant that the

newer institutions have to make do with fewer faculty, as they are unable to attract teaching staff at the current emoluments.

The committee would also consider moving from the system of block grants to norm-based grants for greater manoeuvring space for institutions.

Source: New Delhi /[Economic Times](#)/15 June 2010

ANALYSIS/OPINION/INNOVATIVE PRACTICE

Governance of higher education

The last few months have witnessed intense activity in the education sector, with a flurry of new legislation. Apart from the Right to Education Act, guaranteeing primary education to all children there is a great deal happening at the tertiary or university level. After over half a century, radical changes are being brought about in the governance of higher education. The University Grants Commission — created in 1952, and given statutory form in 1956 — is to be abolished; so also the corruption tainted All India Council for Technical Education, and a few other regulatory bodies. Few will bemoan their demise: the UGC had, over time, got increasingly ossified, bureaucratic and inefficient; the AICTE had not only achieved this in double quick time, but was also perceived as hugely corrupt. Sadly, in both cases, it is academicians and academic administrators who are as much to blame as structural and systemic factors. In addition, proposed and new laws will permit the entry — with certain conditions — of foreign educational institutions, and will create educational tribunals (at national and state levels) and an accreditation body. Clearly, higher education is in for radical change.

Almost as significant as the bill creating the National Commission for Higher Education and Research (NCHER, which will replace UGC and AICTE) is the process through which it has evolved. Building on the recommendations of the National Knowledge Commission and the Yash Pal committee, a draft was prepared by a task force — comprising mainly of eminent academicians — constituted by the government. This was put in the public domain for wider consultations. The task force also visited various locations to interact with academicians, educational administrators and state governments. Based on their concerns and suggestions, a revised version was prepared. This was then discussed at a roundtable, presided over by HRD minister. This open and consultative process, involving the widest spectrum of stakeholders, is a model for other legislation.

NCHER seeks to operationalise a major recommendation of both, NKC and Yash Pal committee: the integration of various streams under a single overall umbrella. Many decades ago — as far back as 1966 — the Kothari Commission had recommended just this, noting that “all higher education should be regarded as an integrated whole”. The importance of cross fertilisation between

disciplines and the increasing integration of different streams (bio-engineering, computational biology, behavioural economics, etc.) is widely recognised, as is the fact that innovation thrives on trans-disciplinary interaction.

While the academic argument is irrefutable, a combination of genuine concerns and vested interests had threatened to forestall such an integrated view of education. Fortunately, there is hope that medicine and health education, as also the legal area will agree to be part of NCHER, while retaining certain professional and accreditation functions with their own professional bodies. Issues of 'ownership' and vested interest may yet result in turf wars, but one hopes that if not good sense, then political leadership will prevail.

Agricultural education is yet an issue, primarily because it is legally a state subject. Constitutional amendments have been recommended and will, hopefully, go forward. To separate agriculture from its related sciences — as also from economics and sociology — would be an academic travesty and an inhibitor of research and good education. If agricultural education too is included, then NCHER will have brought together the presently fragmented pieces of higher education.

The bill proposes the separation of policy-making and funds disbursement, by creating a not-for-profit company to handle the latter. In principle, such a separation is good; however, there are many elements that would need care during implementation, if excessive control, corruption and inefficiency are to be avoided.

Some fear that NCHER will become a highly centralised and powerful super regulator, amplifying the negatives of UGC and AICTE, rather than eliminating them. However, there is little in the bill to justify such a negative view; in fact, there are strong checks and balances through a broad-based general council and a collegium of eminent academicians. Also, as a pleasant surprise, none of these bodies includes the now-customary ex-officio bureaucrats, or ministers! While there are other aspects that need tweaking and some areas of concern, overall the bill is definitely a big step forward. One hopes that its central purpose of a more autonomous structure for higher education is realised and — as important — such autonomy is also made functional down the line, within universities and their constituent departments, centres and colleges.

The other radical move, of permitting foreign institutions, is far more controversial. Top-notch universities are unlikely to come in on their own, and the dream of a MIT, Harvard, Oxford or Cambridge setting up a campus in India will be just that: a dream. In any case, it would be far more productive to facilitate — and fund — Indian universities to attract the best global faculty, and even students, and to set up excellent research facilities and pedagogic tools. Systemic changes to reduce bureaucracy, provide greater autonomy and more generous funding, are necessary too.

Importantly, before foreign universities are allowed to compete with Indian ones — for both faculty and students — the latter must be given more freedom with regard faculty hiring, salaries, curriculum and courses, admission policies, fees and other operational matters. Such flexibility can at least be given to select, top-notch institutions. Without this, we may “gain” only a few second-rung foreign universities and lose on the quality of some of our star institutions. Competition is welcome, but the field must first be level. One hopes that the government follows the same transparent and open process in finalising this bill as it has for NCHER.

India's future — and the economic and physical well-being of Indians — depend upon its ability to create, absorb and leverage knowledge, and to develop the people who will do so. The spread, quality and health of the universities will determine our success in this. We need bold, imaginative, innovative and well considered steps to ensure this. NCHER is a good start; we need to sustain and carry forward this approach.

Source: New Delhi /[Economic Times](#)/1 June 2010

No stream exempt from education watchdog

The single higher education body that is being set up will most likely be a unified one that includes medical, agricultural, legal as well as higher education. The final draft bill to set up the National Commission for Higher Education and Research (NCHER) notes that all streams would come under the body's ambit, despite various ministries having indicated they want to regulate their own territories.

“When the task force invited experts, all of them recommended that the NCHER should be an all-encompassing one, covering all areas of education. There are efforts going on to convince the Union health minister to be a part of the NCHER. In the end, I see a single unified body emerging to handle all the aspects of post-school education,” said a member of the panel that penned the final draft for the Higher Education and Research Bill, 2010, a copy of which is with TOI.

The draft bill states that along with the Prime Minister, both the Union human resources development minister and the Union health minister would be a part of the selection committee that would recommend to the President who should head the NCHER. Similarly, even the general council (see box), which would be the working group of the NCHER, has members from all the professional bodies associated with health sciences—Medical Council of India, the Dental Council of India and so on.

The Union agriculture ministry and the Union law ministry have already conceded to the thought of the NCHER handling the educational aspects, said sources. So that the Union health ministry also warms to the idea, the draft bill clarifies that the commission would not step on its turf.

The bill reads: “College or institution intending to impart medical education shall provide an assessment report of its

attached hospital and clinical establishment prepared in such a manner and in accordance with such norms as may be specified by the central government... which refers to the ministry concerned with the subject matter of medical education." Even the director of the All India Institute of Medical Sciences has a place on the general council.

Members of the panel that drafted the bill said that the document would now be shared with the states in the June 19 meeting of the Central Advisory Board for Education (CABE). Interestingly, among its many tasks, the NCHER would also be put in charge of regulating the entry and operation of foreign universities.

The Higher Education Financial Services Corporation, too, would come under the NCHER. This corporation would be responsible for giving out loans to students to take up higher education and to institutes to build and develop campuses.

At a time when most Indian states are setting up specialized universities that compartmentalise areas of medical and technical education, the final draft has also recognised the importance of inter-disciplinary education and introduced a concept of setting up inter-university centres that would set up research facilities for a group of varsities to carry out cutting-edge research.

Whether medical or agricultural or legal, a panel member said, "The real answers lie at the cusp of two streams."

Source: [/Times of India/6 June 2010](#)

Foreign law firms will not be allowed in India: BCI chief

The Bar Council of India's (BCI) new chairman and solicitor-general of India, Gopal Subramaniam recently ruled out any possibility of allowing foreign law firms to practice in the country. He said the BCI will now play an active role in improving legal education by working for a pan-India common law syllabus by July.

On the issue of foreign firms coming to the country, Subramaniam says, "Lawyers of this country has sacrificed a lot for freedom and we cannot compromise by allowing foreign law firms to practice in courts and tribunals in the country."

On the issue of outsourcing young lawyers, he said the proposal needs discussion. BCI has now resolved no law college will be permitted to function unless it agrees to pay UGC recommended pay-scales to the law teachers and has qualified persons.

Setting out his priorities, he said the All India Bar Entrance Exam was one facet the other priority is to ensure a good legal education with UGC pay scales for law teachers.

BCI will shortly introduce national health insurance plan for lawyers as also all central legislation will now be scrutinised by BCI experts.

The advocate fraternity may also shortly see a completely new code of ethics from BCI. The BCI chief is studying extensively the South African model of code of conduct.

"We have also decided to ask all the law firms to disclose the name of lawyers or partners, including lawyers and solicitors dealing with particular cases, so that in case of dissolution of a firm the client does not suffer," said Subramaniam.

The BCI is also working on the proposal to select some outstanding lawyers or students, enrolled in LL M course, to be awarded fellowships for research and academic studies at national level as also to have opportunity to go to Harvard or other international law university under an exchange programme.

Source: Jaipur [/Times of India/10 June 2010](#)

New AICTE norms may affect rural pharmacy colleges

Increase in seats to benefit urban colleges, but lack of students may lead to closure of rural ones

The All India Council for Technical Education (AICTE) and the Pharmacy Council of India's (PCI) new policy might take a toll on pharmacy colleges this academic session, Gujarat Technological University (GTU) authorities have said.

AICTE's new policy states that pharmacy colleges can increase the number of seats from 60 to 180. This can serve as a boon for urban pharmacy colleges, but will lead to a rise in the number of vacant seats in the rural areas.

A few diploma and pharmacy colleges have already sought GTU's permission to close down their colleges in the rural areas of Gujarat as there were not enough takers last year.

Besides, PCI had clearly stated during 2009 that students desirous of starting their Diploma in Pharmacy (DPharm) and Bachelors in Pharmacy (BPharm) courses this year should apply for approval within a stipulated time of nine months.

Most of the self-financed pharmacy institutes have not even applied for PCI approval, GTU officials said.

M N Patel, Member Secretary, GTU Admission Committee, said: "Already three D Pharm institutes in Gujarat have approached us saying they cannot satisfy PCI norms. The GTU Admission Committee has sent repetitive notices to the degree pharmacy colleges; nearly 84 pharmacy colleges are affiliated to GTU. Most of them, have not even applied for PCI approval."

I B Peerzada, Director, Technical Education, said: "Self-financed pharmacy colleges might close down due to stringent PCI norms. We are getting applications from pharmacy colleges. The picture will become clear by the beginning of July. Patel was the GTU acting Vice-Chancellor (V-C) for the last two years until Akshai Aggarwal took over charge on Tuesday.

He said: "Now, with the new AICTE policy, the rural areas might have to suffer a lot. During last year's Assembly session, the issue regarding vacant seats in pharmacy colleges was raised; there were around 5,125 seats in Self Financed Institutes (SFIs) in Gujarat, and 1,000 seats in government pharmacy colleges were left vacant."

This year, Patel said, the number of seats might rise to 7,000.

“Most of the pharmacy colleges in the rural areas might close down, but those in the urban areas will be benefited. The students prefer city-based colleges. But the pharmacy colleges in north Gujarat such as Botad, Savarkundla and Rajkot may suffer. The seats might also lie vacant due to the delay in the admission process in medical colleges,” Patel added.

G K Ruwala, Secretary, Association of Self-Financed Pharmacy Colleges of Gujarat, said: “Last year, on behalf of SFIs, I petitioned the High Court about the seats left vacant in pharmacy colleges owing to the state government’s policy not to allow mathematics group students in pharmacy. The problem was resolved after AICTE agreed to allow them.”

He further said: “Most of the pharmacy colleges have applied for PCI approval. But the PCI members have not begun their process of inspection. PCI has no legal grounds to approve or permit pharmacy colleges. The association is going to challenge PCI on this issue. The function of PCI is only to register pharmacy students.”

Source: Ahmedabad /[Indian Express](#)/10 June 2010

Education is free but uneasily accessible

How do authorities plan to implement the right to education in the new academic session in the face of acute shortage of primary and upper primary schools. The right to free and compulsory education is guaranteed to children as per the norms prescribed under Sarva Shiksha Abhiyan.

Authorities of elementary education department, however, are tight-lipped on the issue. “We have not received any instruction in this regard so far,” Rajesh Kumar Singh, district coordinator of SSA, claimed when TOI contacted him on Friday. He, however, said all children up to 14 years of age were being covered under the elementary education system of SSA. According to the government norms, there should be a government primary school for a population of 300 at a distance of every one kilometre and an upper primary school for a population of 800 at every two kilometres. Presently, according to the records of the basic education department, there are 1,032 primary schools and 352 upper primary schools in the district. Besides, there are 780 other recognised primary and 577 upper primary schools in the district. If we add up the figures, there are 1,812 primary and 929 upper primary schools in the district. As per the SSA norms, there should be 10,462 primary and 3,923 upper primary schools in the district having a population of 31,38,671 (2001 census). However, there are also a number of other institutions in the district like private, non-government schools and madrasahs.

“Survey of children from 6 to 14 years will be conducted soon,” said Triloki Sharma, another officer of SSA, adding the survey would be completed before the commencement

of the new academic session in July. However, according to the old survey, 6,79,140 children were identified in the district. “In such a situation, there is a great possibility of the violation of the RTE Act in the coming academic session,” said Dr Rajni Kant, state convener of the Campaign against Child Labour (CACL). “After the enforcement of RTE Act, it is mandatory for the government to fulfil the norms to provide education to all children,” he said.

The SSA, the Central government’s flagship programme launched in 2001, aims at universalisation of elementary education in a time-bound manner. It is being implemented in partnership with state governments to cover the entire country. The emphasis is on mainstreaming out-of-school children through diverse strategies and providing eight years of schooling for all children in 6-14 age group. It aims at providing useful and relevant elementary education to all children in this age group by 2010. The 86th Amendment to the Constitution of India made education a fundamental right. And now, after enforcement of the Right of Children to Free and Compulsory Education Act 2009 from April 1, 2010, it has implications for fulfillment of the obligation of the state to ensure that every child is in school.

But, the reality is that there are a number of children of this age group who are engaged in some forms of work. If the records of the labour department are to be believed, over 5,000 children working in hazardous and non-hazardous industries have been identified and rescued so far since December 1996 in Varanasi, Chandauli, Jaunpur and Ghazipur districts. According to the additional labour commissioner DK Kanchan, 70 special schools for child labour under the National Child Labour Project (NCLP) are being run in Varanasi district while there are 30 such schools in Jaunpur and 20 in Ghazipur district. Each school provides education to 50 children for three years.

At national level, according to the All-India Educational Survey, there are 3,878 urban centres or localities in the country with an estimated population of 190.5 million. These have access to 74,656 schools, which have facilities for at least 4-5 years of education. This implies that there is one primary school for a population of about 2,500. Over 12 lakh Indian children, aged between five and 14, continue to work in dangerous occupations like construction, and manufacturing industries all over India. Based on the 2001 census, an estimated 1,85,595 children are employed as domestic help and in dhabas, 49,893 children work in auto-repair workshops, around 2,52,000 children are engaged in beedi manufacturing and 2,08,833 in the construction site.

Source: Varanasi /[Times of India](#)/11 June 2010

Education can help end child labour – experts

The Right to Education Act, which calls for free and compulsory education for everyone under the age of 14, will help to eliminate child labour in India, experts said on Saturday.

Speaking on the World Day against Child Labour, speaker after speaker underlined the importance of education.

"Every child out of school will sooner, rather than later, be a child labourer. Realisation of Right to Education is crucial in reaching the aim," said Shantha Sinha, chairperson of the National Commission for Protection of Child Rights (NCPCR).

India is home to nearly nine million child labourers, most of whom come from impoverished families and are often forced into hazardous industries. Many slave away without being paid.

Speaking at an event organised by the central government, the UN and a few industrial organisations, Sinha urged the private sector to join the initiative.

"The government needs equal social partners to see that the world is free of child labour. The role of private sector is inevitable," she said.

A joint statement from the NCPCR, International Labour Organisation, UNICEF and UNESCO said that the Right to Education will substantiate efforts to eliminate child labour.

National Advisory Committee member and social activist Harsh Mander stressed the need to set up residential schools to woo child labourers.

"We need to provide them residential facilities along with education," Mander said. "After freeing a child labourer, the case is not followed and most go back to work. We must focus on taking them back to school."

Source: New Delhi [/indiaedunews.net/](http://indiaedunews.net/) 12 June 2010

TN explores 'dual degree in 3 yrs' concept

Tamil Nadu higher education ministry has set in motion a major policy initiative to explore the feasibility and modalities of offering students the option of simultaneously pursuing dual undergraduate degree courses in arts and science colleges.

This will enable students to get two degrees in three years time — a concept that would not only enhance their employability potential but also widens the choice for postgraduate education. As and when the policy takes shape, a student would be able to pursue a BSc degree in Chemistry and Physics or a BA in History and Economics or a BSc in Mathematics and Statistics simultaneously. Subjects and language papers which are common for both degrees will not be duplicated.

"A five-member high level committee of academics has been constituted to study in-depth the concept of offering simultaneous double major degrees at the undergraduate level. This committee will gather details about similar courses being offered by some colleges in a few states and assess the modalities of replicating the model in Tamil Nadu. A decision to explore this concept was taken at a meeting at the Tamil Nadu State Council for Higher Education (TANSCHÉ) last week," a higher education ministry official told TOI on Monday.

The panel comprises the TANSCHÉ member secretary S Baskaran, Madurai Kamaraj University vice chancellor R Karpaga Kumaravel, Manonmaniam Sundaranar

University vice chancellor R T Sabapathy Mohan, director of collegiate education S Jayabaskaran and a professor the Avinashilingam University for Women (deemed).

"In the US some colleges even allow students to study three major branches simultaneously. However, in India we have watertight compartments in higher education which prevents students from exploring beyond a single major branch like commerce or physics. A dual major degree course will help a student to choose his specialisation in PG. If he gets a dual degree in BSc Chemistry and Physics, he can join MSc Physics or Chemistry," an academic said.

Source: Chennai [/Times of India/](http://TimesofIndia/) 15 June 2010

India needs one crore teachers to achieve goal of 'education for all'

Demand for qualified teachers has been growing every year. The country needs at least one crore teachers to achieve central government's goal of 'education for all', said T. Padmanabhan, Vice-Chancellor, Tamil Nadu Teachers Education University.

He was delivering the Graduation Day address at Amman College of Education here on Sunday. "At present, the country has 50 lakh teachers only. Even today, 10 per cent of teachers without B.Ed degree qualifications has been working in several schools in Bihar, Uttar Pradesh and nearby states. The future of qualified teachers is very bright."

Teachers should strive hard to enhance personal qualities, upgrade values and inculcate discipline among students to make them whole men with responsibility. Teachers should kindle inner spirit, boost energy and enhance values of students to act efficiently and independently, he added.

Higher education has reached higher level in the state. Health and education should be ensured to all. Quality health care should reach villages fully. At present, the country has one doctor per 2,000 people. Speciality hospitals and specialists in medical profession were in urban areas only.

"Teacher is placed next to god. Parents and students have immense confidence in us and expect more from us. But, we (teachers) are doing what we should not do. We should not go down from our levels," he stated.

"Process of learning should be a continuous affair." Dr. Padmanabhan also advised that teachers should not show their personal grudge to students. What we need today is man making education and scientific theories.

Later, the Vice-Chancellor distributed degree certificates to graduate teachers at the function.

Source: Dindigul [/c2clive.com/](http://c2clive.com/) 15 June 2010

Tech education in India has to be revamped: Experts

Seemingly outdated and unplanned technical education system has been one of the reasons for India's unimproved

higher education system in the field of science, engineering and technology, experts have said.

“Resuscitating the Indian higher education system necessitates considerable ingenuity and prudence on the part of its administrators and planners... to stimulate wider discussion and introspection within Indian academic and government circles,” Vikramaditya Yadav, a technologist with the MIT, USA and Ganapati Yadav, VC of Institute of Chemical Technology, Mumbai have said in an article.

The article -- ‘Fuelling the Indian Economic Engine by re-tooling Indian technology education’ -- has been published in the latest issue of scientific journal ‘Current Science’.

The current system of technical education has failed to give solutions to major problems like drinking water, electricity, absence of civic planning, rising unemployment, and disparate regional development, they said.

“It is believed that by selectively emulating the American model of higher education, notably technical education, India could usher in hitherto unimaginable waves of development that could vastly improve the standard of living of her citizens,” the duo said in the article.

“Improving a nation’s technical education system is directly correlated to its economic health and the social development of its population. One of the reasons for India’s failings and America’s dominance has been the outdated and ailing technical education system of the former and the excellence of the latter,” the technologists opined. A revolutionary transformation is required in the manner in which our scientists and engineers are educated, they said while quoting that IITs and the IIMs are modeled along the lines of European, notably British universities.

Dogmatic bureaucracy and conditions stifling innovation have percolated in most of the Indian universities and this has all but killed original research in most departments, they said. India is yet to witness appreciable improvement in technology sectors which suggests that our professionals are woefully out of depth, the technocrats said.

They also said there is no denying that India needs several more branded institutes of higher learning which would be hubs of new knowledge, but a lack or even absence of proper planning, as seems to be the case with the establishment of the new IITs, will only be a detriment to the country and its institutes.

“Not only are most of these institutes poorly planned, but in lieu of the government’s European approach to funding universities, every additional central university is a drain on precious resources,” the duo said.

Thus, the funds allocated for establishment of such institutes would be better utilised toward restitution of existing institutions especially modernisation of the curricula and teaching facilities, they said.

Source: Mumbai [/Indian Express/](#)15 June 2010

Privatization of professional education in India

Education is the process of instruction aimed at the all round development of boys and girls. Education dispels ignorance. It is the only wealth that cannot be robbed. Learning includes the moral values and the improvement of character and the methods to increase the strength of mind.

Higher and professional education in India

Higher education in India is gasping for breath, at a time when India is aiming to be an important player in the emerging knowledge economy. With about 300 universities and deemed universities, over 15,000 colleges and hundreds of national and regional research institutes, Indian higher education and research sector is the third largest in the world, in terms of the number of students it caters to.

However, not a single Indian university finds even a mention in a recent international ranking of the top 200 universities of the world, except an IIT Kharagpur ranked at 41, whereas there were three universities each from China, Hong Kong and South Korea and one from Taiwan.

On the other hand, it is also true that there is no company or institute in the world that has not benefited by graduates, post-graduates or Ph.D.s from India be it NASA, IBM, Microsoft, Intel, Bell, Sun, Harvard, MIT, Caltech, Cambridge or Oxford, and not all those students are products of our IITs, IIMs, IISc/TIFR or central universities, which cater to barely one per cent of the Indian student population. This is not to suggest that we should pat our backs for the achievements of our students abroad, but to point out that Indian higher educational institutions have not been able to achieve the same status for themselves as their students seem to achieve elsewhere with their education from here.

While many reasons can be cited for this situation, they all boil down to decades of feudally managed, colonially modelled institutions run with inadequate funding and excessive political interference. Only about 10 per cent of the total student population enters higher education in India, as compared to over 15 per cent in China and 50 per cent in the major industrialised countries. Higher education is largely funded by the state and central governments so far, but the situation is changing fast. Barring a few newly established private universities, the government funds most of the universities, whereas at the college level, the balance is increasingly being reversed.

The privatisation experience

The experience over the last few decades has clearly shown that unlike school education, privatisation has not led to any major improvements in the standards of higher and professional education. Yet, in the run up to the economic reforms in 1991, the IMF, World Bank and the countries that control them have been crying hoarse over the alleged pampering of higher education in India at the cost of school education. The fact of the matter was that school education was already privatised to the extent that government schools became an option only to those who

cannot afford private schools mushrooming in every street corner, even in small towns and villages. On the other hand, in higher education and professional courses, relatively better quality teaching and infrastructure has been available only in government colleges and universities, while private institutions of higher education in India capitalised on fashionable courses with minimum infrastructure.

Nevertheless, successive governments over the last two decades have only pursued a path of privatisation and deregulation of higher education, regardless of which political party ran the government. From the Punnaiah committee on reforms in higher education set up by the Narasimha Rao government to the Birla-Ambani committee set up by the Vajpayee government, the only difference is in their degree of alignment to the market forces and not in the fundamentals of their recommendations.

With the result, the last decade has witnessed many sweeping changes in higher and professional education: For example, thousands of private colleges and institutes offering IT courses appeared all across the country by the late 1990s and disappeared in less than a decade, with devastating consequences for the students and teachers who depended on them for their careers. This situation is now repeating itself in management, biotechnology, bioinformatics and other emerging areas. No one asked any questions about opening or closing such institutions, or bothered about whether there were qualified teachers at all, much less worry about teacher-student ratio, floor area ratio, class rooms, labs, libraries etc. All these regulations that existed at one time (though not always enforced strictly as long as there were bribes to collect) have now been deregulated or softened under the self-financing scheme of higher and professional education adopted by the UGC in the 9th five-year plan and enthusiastically followed by the central and state governments.

This situation reached its extreme recently in the new state of Chattisgarh, where over 150 private universities and colleges came up within a couple of years, till the scam got exposed by a public interest litigation and the courts ordered the state government in 2004 to derecognise and close most of these universities or merge them with the remaining recognized ones. A whole generation of students and teachers are suffering irreparable damage to their careers due to these trends, for no fault of theirs. Even government-funded colleges and universities in most states started many "self-financing" courses in IT, biotechnology etc., without qualified teachers, labs or infrastructure and charging huge fees from the students and are liberally giving them marks and degrees to hide their inadequacies.

It is not that the other well established departments and courses in government funded colleges and universities are doing any better. Decades of government neglect, poor funding, frequent ban on faculty recruitments and promotions, reduction in library budgets, lack of investments in modernization leading to obsolescence of

equipment and infrastructure, and the tendency to start new universities on political grounds without consolidating the existing ones today threatens the entire higher education system.

Another corollary of this trend is that an educational institution recognized in a particular state need not limit its operations to that state. This meant that universities approved by the governments of Chattisgarh or Himachal Pradesh can set up campuses in Delhi or Noida, where they are more likely to get students from well off families who can afford their astronomical fees. What is more, they are not even accountable to the local governments, since their recognition comes from a far away state. Add to this a new culture of well-branded private educational institutions allowing franchisees at far away locations to run their courses, without being responsible to the students or teachers in any other way. This is increasingly becoming a trend with foreign universities, especially among those who do not want to set up their own shop here, but would like to benefit from the degree-purchasing power of the growing upwardly mobile economic class of India. Soon we might see private educational institutions getting themselves listed in the stock market and soliciting investments in the education business on the slogan that its demand will never see the sunset.

The economics of imparting higher education are such that, barring a few courses in arts and humanities, imparting quality education in science, technology, engineering, medicine etc. requires huge investments in infrastructure, all of which cannot be recovered through student fees, without making higher education inaccessible to a large section of students. Unlike many better-known private educational institutions in Western countries that operate in the charity mode with tuition waivers and fellowships (which is one reason why our students go there), most private colleges and universities in India are pursuing a profit motive. This is the basic reason for charging huge tuition fees, apart from forced donations, capitation fees and other charges. Despite huge public discontent, media interventions and many court cases, the governments have not been able to regulate the fee structure and donations in these institutions. Even the courts have only played with the terms such as payment seats, management quotas etc., without addressing the basic issue of fee structure.

Privatization of Teacher Education

“The destiny of India is now being shaped in her class rooms”. This is the opening sentence of the Kothari Education Commission report (1964-66). What kind of destiny has been actually shaped during the last sixty years? There are thousands of schools without primary needs. The position of teacher’s economic condition is also poor when compared to USA teachers. Majority of teacher educational institutions are under the control of private sector. The main aim of private organizations is to get profit.

It is not only students but also teachers who are at the receiving end of the ongoing transformation in higher and

professional education. The nation today witnesses the declining popularity of teaching as a profession, not only among the students that we produce, but also among parents, scientists, society and the government. The teaching profession today attracts only those who have missed all other “better” opportunities in life, and is increasingly mired in bureaucratic controls and anti-education concepts such as “hours” of teaching “load”, “paid-by-the-hour”, “contractual” teachers etc. With privatisation reducing education to a commodity, teachers are reduced to tutors and teaching is reduced to coaching. The consumerist boom and the growing salary differentials between teachers and other professionals and the value systems of the emerging free market economy have made teaching one of the least attractive professions that demands more work for less pay. Yet, the society expects teachers not only to be inspired but also to do an inspiring job!

Present status of teacher education

Permission is granted by the NCTE regional centres to number of teacher education institutions/colleges especially in the private unaided sector. Take for example, in Andhra Pradesh, there are more than 300 B.Ed Colleges in the private unaided sector and there are less than 20 B.Ed colleges in Government and aided sector. Is there any kind of supervision either by the university authorities or by the government officials or by the officers of NCTE with regard to availability of the staff during college days, proper attendance of the students, proper organization and running of different programmes of B.Ed Course? It is a doubtful validity. The first and foremost supervising authority for running B.Ed programme is the concerned University. The concerned officials of the university have to make frequent surprise visits to the B.Ed Colleges under its Jurisdiction. If any loopholes identified, necessary steps may be taken for rectifying them at the earliest possible time; then only the quality of B.Ed programmes can be improved.

In the most of the private B.Ed. colleges in the state of Andhra Pradesh, there are two or three teaching staff only. In some of the universities, there are no selection committees for these colleges. The managements will run the colleges according to their whims and fancies. In majority of the situations, they are charging Rs.6000/- for a set of B.Ed. records which cost about Rs.300/- in the market. They will pay less than Rs. 5000/- to the teaching staff. They are collecting huge amounts from the students under the heads; ‘practical examinations’, ‘study tours’, etc. they allow less than 20% attendance students to the examinations by collecting huge amounts from them. Some private management resort to all types of fraud activities. Then, who will set right these things? The first and foremost is the concerned affiliating university, then the state government and NCTE at the regional level and national level. Honest persons with surprise visits can make the situation better.

Conclusion

India is a developing country. Different types of religious people are living in the country. We have thousand years of tradition and culture. Now we are living in the technological and modern world. Because of globalization a lot of change occurring. Education is a primary need for all in the society. It is the duty of government to provide free education for all up to 14 years. All people have no opportunity to study higher and professional education. Now majority of professional educational institutions are under the control of private organizations. Especially all teacher educational institutions are in the private sector. The main aim of private sector is to get profit. How it is possible to expect quality education? It is not possible to study Medicine or Engineering course for a poor student in the society. It is necessary to establish more and more professional and higher educational institutions in the country. Teacher is a national builder. He has a capacity to change the world. There are some benefits and losses due to privatization of professional education. But India is a developing country. It is better to establish all professional educational institutions under the government sector. Then only it is possible to study all type of courses for poor section children and India will become developed country in the world.

Source: online10.info/ 15 June 2010

RESOURCE

India to host international congress of mathematicians

India will host the International Congress of Mathematicians (ICM) at Hyderabad from August 19 – 27, 2010. This is the first time in more than hundred years of history of the ICMs that the Congress will be held in India and only the third time in an Asian country (the 1990 Congress was held in Kyoto and the 2002 Congress in Beijing).

The Awards given out at the ICM are one of the most attractive features of the Congress from the point of view of the public at large. The Fields Medal, the Nevanlinna Prize and the Gauss Prize are given out at these ICMs. At Hyderabad, a new prize called the Chern Prize, named after S S Chern, a well known figure in geometry in the twentieth century, will also be awarded for the first time to an individual whose lifelong outstanding achievements in mathematics warrant the highest level of recognition. A onetime ‘Lilavati’ Award, named after the daughter of legendary astronomer and mathematician Bhaskaracharya, will also be given to an individual recognised for contributions towards popularization of mathematics. The Fields Medal is considered by the mathematical community as an equivalent of the Nobel Prize. The medals are awarded, once in four years at the inaugural function of the Congresses. The prize is administered by an international organization – the International Mathematical Union (IMU).

The ICM is built around 200 invited talks: about 20 plenary one-hour lectures in diverse mathematical areas addressed to the mathematical community at large given by eminent

figures responsible for the very evolution of the area; and the rest – sectional talks – by outstanding experts addressed to other experts. At the Hyderabad Congress there will be two plenary talks by Indians and seven sectional talks. Public out-reach talks are by Professors Martin Groetschel and Guenter Ziegler of Germany and Bill Barton from New Zealand. Special events such as non-technical talks connected with promotion of mathematics as well as cultural programmes will also be held during the Congress.

Another new feature of the Hyderabad Congress will be a 2-day meeting styled "International Congress of Women Mathematicians" which will focus attention on women in mathematics. The initiative for holding this comes from the organization "European Women in Mathematics". This is the first meeting of its kind. Prior to the ICM, the General Assembly of IMU will also meet in Bangalore on 16-17 August 2010.

The year 2010 is significant for mathematics. It marks the centenary of the founding of the Indian Mathematical Society, while a second mathematical society – the Ramanujan Mathematical Society will be celebrating its Silver Jubilee.

The Department of Atomic Energy and the University of Hyderabad are partially funding the ICM along with Department of Science and Technology.

More details on the Congress are available at <http://www.icm2010.org.in>

Source: New Delhi [/pib.nic.in/](http://pib.nic.in/)1 June 2010

Shri Kapil Sibal meets secretary Clinton - discusses formation of India - US education council

Union Minister for Human Resource Development, Shri Kapil Sibal met the U.S. Secretary of State Ms. Hillary Clinton today and discussed wide ranging issues relating to bilateral cooperation in the field of education. Shri Sibal recalled that 50 years ago India and USA had come together to establish world class institutions like IIT Kanpur. The nature of cooperation has now changed with development of India but there is great opportunity for the two countries to work together to create centres of excellence.

Shri Kapil Sibal mentioned some of the major reform measures undertaken by him and said that his aim is to increase GER in Higher Education to 30% by the year 2020 which means almost tripling the enrolment from the present 14 million to about 40 million. This effort would require setting up of at least 600-700 new universities and another 35,000 colleges. Welcoming the Singh-Obama knowledge Initiative, Shri Kapil Sibal said that we need to establish a bi-national India-US Education Council having academics, entrepreneurs and govt. representatives as members. This Council will give further impetus to the sustained efforts being made by both sides to increase education cooperation. Shri Sibal also mentioned the 14 Innovation Universities being set up in India and said that

the two sides could partner in setting some of these Innovation universities, one of which could be announced during the proposed visit of President Obama to India later this year.

The two leaders also discussed the use of ICT in enhancing the Teaching- learning capabilities, research collaboration Biosciences, nano-sciences and other spheres. they also discussed the interest shown by US universities in establishing institutions in India.

Secretary Clinton, who was well informed about the education developments in India, expressed keen interest in India's vision of building an educated and skilled society and suggested collaboration in areas of skill development as well, particularly through community colleges. Secretary Clinton also welcomed the proposal of India-US Education Council. Earlier during the day, Shri Sibal met Arne Duncan, Secretary Education. Shri Sibal shared his vision of education particularly reforms in education sector.

The photograph of Shri Sibal with Secretary Clinton and Education Secretary Arne Duncan is available on Indian Embassy website (www.indianembassy.org.) and can be downloaded from there.

Source: New Delhi [/pib.nic.in/](http://pib.nic.in/)4 June 2010

Proposal for initiation of second phase of technical education quality improvement programme (TEQIP) approved

The Cabinet Committee on Economic Affairs today approved the proposal for initiation of second phase of Technical Education Quality Improvement Programme (TEQIP).

The total project expenditure is Rs.2430 crore, in which the World Bank contribution is Rs.1395.50 crore, the Government of India contribution (as per 11th Five Year Plan) is Rs.500 crore, the States contribution is Rs.518.50 crore and private unaided institutions contribution is Rs.16 crore.

The major benefits of the project are strengthening of Institutions with improved learning outcomes and employability of graduates, scaled-up post graduate education and demand-driven R&D and innovation, establishment of Centres of Excellence and imparting of pedagogical training to the faculty.

The project will be implemented in pursuance of the National Policy on Education (NPE-1986 revised in 1992) through MHRD as a "Centrally Sponsored Scheme" with matching contribution from State Governments and Union Territories (UTs). The project will be open for competition and participation by all the AICTE (All India Council for Technical Education) approved engineering institutions from all States / Union Territories across the country. An estimated 200 engineering institutions including the Centrally Funded Institutions (CFIS) such as National Institute of Technology (NITs) will be competitively selected along with a small number of eligible private unaided

institutions. The project will also support universities which affiliate project institutions.

Background:

The quality of education and training being imparted in the engineering education institutions varies from excellent to poor, with some institutions comparing favourably with the best in the world and others suffering from different degrees of handicaps. There is a huge gap between the educational standards of the Indian Institutes of Technology (IITs) and other engineering institutions and the gap needs to be bridged.

The Technical Education Quality Programme (TEQIP) was envisaged in 2003 as a long term programme of about 10-12 years duration to be implemented in three phases for transformation of the technical education system with World Bank assistance. The first phase of Technical Education Quality Improvement Programme was envisaged in 2003 and ended on March 31st, 2009, covering 127 Institutions in 13 States. In order to continue the development activities initiated through TEQIP-I, TEQIP-II is planned as a sequel project.

Source: New Delhi pib.nic.in/ 10 June 2010

Change of pattern of funding from corpus fund to regular annual budget for national innovation foundation (NIF), Ahmedabad

The Union Cabinet today approved the change of pattern of funding from Corpus Fund to Regular Annual Budget for National Innovation Foundation (NIF), Ahmedabad. The NIF will be converted to a grant-in-aid institution under the Department of Science and Technology as soon as possible. The project cost during the Eleventh Five Year Plan is Rs.26.06 crore.

The National Innovation Foundation was set up in March 2000 with a corpus fund of Rs.20 crore. Due to reduced income in real terms as a result of declining interest rates coupled with inflationary pressures, the mode of financing the activities of NIF was changed from a corpus fund financed society to a regular grant-in-aid institution under the Department of Science and Technology.

The proposal would enhance the quantum of resources matching the innovation potential of grassroots innovations for inclusive growth. The proposal would provide appropriate level of investments for deepening market worthy innovations after due diligence and linkages to market place. One of the major impacts would be promotion of innovations at affordable cost and enhanced value to the innovators and to the society.

The main objectives of the proposal include the positioning the country as an innovative and creative society and a global leader in sustainable technologies by scouting, spawning and sustaining grassroots innovations; evolution and diffusion of green grassroots innovations in a time bound and a mission oriented manner so as to meet the socio-economic and environmental needs of our society; facilitate scaling up of grassroots innovations and

traditional knowledge with or without value addition through commercial and/or non-commercial channels; influence public policy and conduct, coordinate and support research, design and development efforts in the country on grassroots innovations; and enable protection of the intellectual property rights of the knowledge holders wherever applicable and upholding their Prior Informed Consent (PIC) before transferring their technology to any third party.

Background

NIF has provided hand-holding support to thousands of creative people in the country in a number of ways. More than 225 patents on grassroots informal innovations have already been filed and around 40 technologies based on innovations or pooling of folkloric traditional knowledge practices have been licensed to various entrepreneurs and small companies.

Source: New Delhi pib.nic.in/ 10 June 2010

Implementation of RTE: Shri Kapil Sibal meets education ministers of Orissa, Chhatisgarh and Andhra Pradesh

Union Minister for Human Resource Development, Shri Kapil Sibal today met with the Education Minister of Orissa, Shri Pratap Jena, of Chhatisgarh, Shri Brijmohan Aggarwal and of Andhra Pradesh, Shri Nanikya Varaprasadh in separate meetings here today. The meetings were held in the backdrop of the implementation of the Right to Education Act which has been notified on 1st April, 2010. The three States informed of the progress made towards implementing of this Act, while the Minister urged upon them to put in place the requirements mandated by the Act especially with regard to closing the gap in teacher requirement and training in these States.

All the three states were informed that Teacher recruitment policy will need to be amended in their states to enable recruitment of subject teachers and of part-time instructors for Art Education, Health and Physical Education and Work Education at the upper primary level. They were also asked to assess infrastructural gaps in existing schools, undertake mapping for establishment of neighbourhood schools and also establish School Management Committees (SMCs) in their respective states. Orissa was specifically asked to consider notifying SCERT, Orissa as the academic authority u/s 29 of the RTE and also to constitute SCPCR/REPA.

Orissa has 2.24 lakh sanctioned posts of teachers at elementary level, out of which 52,498 posts are vacant, 24% of total sanctioned posts. As per Section 25 of the RTE Act, the State Government would require to undertake teacher re-deployment (intra-district and inter-district) in order to meet the PTR norms. At the elementary stage, Orissa has 39,081 untrained teachers, constituting around 18% of the total teacher strength at that level. However, 45% of the primary school teachers have only class X qualification. These teachers need to acquire the academic

qualification of senior secondary, either through NIOS or state open school.

Chhatisgarh has 1.76 lakh sanctioned posts of teachers at elementary level, out of which 34,060 posts are vacant, constituting 21% of total sanctioned posts. As per Section 25 of the RTE Act, the State Government would require to undertake teacher re-deployment (intra-district and inter-district) in order to meet the PTR norms. Chhatisgarh has taken a decision to notify SCERT, Chhattisgarh as the academic authority u/s 29 of the RTE. In Chhatisgarh, the SCPCR has been constituted.

Andhra Pradesh has 44,110 teacher posts vacant, 16% of total sanctioned posts. As per Section 25 of the RTE Act, the State Government would require to undertake teacher re-deployment (intra-district and inter-district) in order to meet the PTR norms. In Andhra Pradesh, while the average PTR in Government school is 26:1, the deployment of teachers is uneven. At the elementary stage Andhra Pradesh has 31,282 untrained teachers (as reported in DISE 2008-09) for which the State has to develop a strategy.

The AP delegation was also informed that the State has not fulfilled the commitment of adopting an elementary cycle of 5+3. Instead, the Elementary Cycle in Andhra continues to be 5+2. The State RTE Rules are yet to be notified, although the State has held extensive consultations.

Andhra Pradesh informed that they have decided to notify SCERT, Andhra Pradesh as the academic authority u/s 29 of the RTE. They have also undertaken an extensive geospatial mapping of the schools in the state, tabulating all data related to schools and have also loaded photographs of all schools. All three states made a strong pitch for more funds for implementation of the RTE.

Source: New Delhi [/pib.nic.in/](http://pib.nic.in/) 10 June 2010

On world day against child labour, NCPDR, ILO, UNICEF, UNESCO herald 'Right to Education Act' as means to end child labour in India

As the football World Cup in South Africa kicks off, globally 12 June was marked as the World Day Against Child Labour with an urgent appeal to “go for the goal-end child labour,” calling particular attention to the target of eliminating the worst forms of child labour by 2016. In New Delhi, the National commission for Protection of Child Rights (NCPDR), ILO, UNICEF and UNESCO marked the World Day Against Child Labour by heralding India's landmark Right of Children to Free and Compulsory Education Act (RTE) as an essential foundation to ensure that all children are in school and out of child labour. Education for all was unanimously agreed as a target towards reaching the goal of elimination of child labour, in addition to scaling up efforts through poverty reduction, social protection and building political commitment to tackling child labour.

“We welcome the enactment of the Right of Children to Free and Compulsory Education Act that guarantees education as a fundamental right to each and every child. This ground-breaking Act provides the foundational building blocks to ensure that all children are in school and out of labour” said NCPDR Chairperson Shantha Sinha during Saturday's event that joined the Government, UN and corporate sectors to stand up against child labour.

There are millions of children and young people out-of-school in India. They are at risk of not only child labour, but also trafficking, child marriage and other abuses.

Some children are more vulnerable to labour than others. For example, girls are still less likely to enroll in school than boys, with even higher gender gaps for girls from Scheduled Tribes (ST) and Scheduled Castes (SC). India's Mid-Decade Assessment of Education For All highlights the fact that close to half of children left school before reaching Grade 8 with higher drop-out rates for SC children (55 out of 100) and the highest for ST children (63 out of 100).

RTE provides a platform to reach the unreached, with specific provisions for child labourers and other disadvantaged groups, such as migrant children, children with special needs, or those who have a “disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factor.”

“It is now imperative to identify and remove all financial obstacles to guarantee at least eight years of quality, equitable education and give families the support they urgently need so parents don't need to send their children out to work but to school,” said Kevin St. Louis, Acting Representative for UNICEF.

Under RTE, education is a free entitlement for all children. Solutions must be found to end the cycle of poverty so that disadvantaged families don't have to rely on their children's earnings to survive.

“The International Labour Organization (ILO) is committed to supporting our tripartite constituents i.e. government, employers' and workers' organizations in their efforts to eliminate the worst forms of child labour here in India and throughout the world by 2016,” said Andre Bogui, Acting Director for ILO's Sub-Regional Office for South Asia. “RTE is a powerful tool to make sure that children are not working and in school where they belong and, decent work for adults, essential also to the overarching goal of the elimination of all child labour.”

Creative and sustained initiatives are crucial to train more than one million new and untrained teachers within the next five years and to reinforce the skills of existing teachers to ensure child-friendly education and prevent children from dropping out of school and going into labour. Teachers will also need specific training to help former child labourers mainstream into schools and catch up on missed learning. Substantial efforts are essential to eliminate disparities and ensure quality with equality.

“Citizens of the country, employers, corporations, all of us, must realize that child labour deprives children of their

fundamental right to education and is illegal,” said UNESCO New Delhi Director Armoogum Parsuramen. “Education is now everybody’s business.”

Joint statement from corporate bodies

On behalf of Business Federations and the corporate sector, we express our solidarity and commitment to the initiatives and efforts to promote the right to free and compulsory education for all children. Today we are duty bound to ensure that no child is engaged in any form of work in any sector-formal or informal.

We recognize that there is an inextricable link between abolishing child labour and children enjoying their right to education in a full time formal school. Simply put, when a child is out of school, it is inevitable that the child is either already a part of the work force or will, sooner than late, be a part of the work force. When a child is in school, it is one way of ensuring that she/he is not part of the labour force and thus prevented from joining the labour pool.

It is important that all children in our country enjoy their right to education as guaranteed by the “Right of Children to Free and Compulsory Education Act, 2009 and mandated by the constitution of India.

We firmly believe that together with government and civil society it is possible and necessary to make education a reality for every child. With that in view, we dedicate ourselves to pledge our full support to all endeavours towards making education a reality for every child. Through sustained campaign and vigilant action we will work towards enhancing the freedom and dignity of every child and in making India a child labour free country.

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