



सत्यमेव जयते

DEPARTMENT OF  
HIGHER EDUCATION  
MHRD  
GOVERNMENT OF INDIA

# द न्यूजलेटर THE NEWSLETTER ON HIGHER EDUCATION

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*"You may never know what results come of your action, but if you do nothing there will be no result"*

- Mahatma Gandhi

*Union Minister Shri Kapil Sibal (center) and other dignitaries at the Meeting of State Education Ministers on National Vocational Education Qualifications Framework on January 20, 2011.*

## State Education Ministers' Meeting

### MHRD Considering Suitable Framework For NVEQF

The HRD Ministry is finalizing a National Vocational Education Qualifications Framework (NVEQF), to promote vocational education. The Framework will also facilitate the vertical and horizontal mobility for students within the sector and allow them to enjoy options of multiple entry and exit through schools, colleges, universities and institutes of vocational education.

To discuss this, a meeting of the State Education Ministers on the NVEQF was convened on January 20, 2011. Shri Kapil Sibal, Minister of HRD chaired the meeting. Participants arrived at a consensus on setting up a Group of Ministers of State Governments in charge of the vocational education, to recommend a framework and prepare a roadmap for the implementation of NVEQF. The Group of Ministers will work with a Co-ordination Committee of the Ministry, to coordinate the draft of NVEQF.

The Group of Ministers will submit its report by July 31, 2011, after the Coordination Committee submits its draft to the Group of Ministers by May 30, 2011, covering common principles and guidelines for a nationally recognized qualifications system, covering schools, vocational education institutes and institutions of higher education. The NVEQF is also expected to facilitate international recognition of national standards as well as that of our qualifications from secondary to doctorate levels of educations.

The Group of State Ministers consists of Ministers of Education (in charge of Vocational Education) of the States of Karnataka, Andhra Pradesh, Maharashtra, Gujarat, Chhattisgarh, Haryana, Punjab, Rajasthan, West Bengal, Bihar, Assam and Mizoram. Secretary (SE & L) and Secretary (HE) shall be the Convener and Co-Convener, respectively.



The third issue of THE NEWSLETTER is with you. Your encouraging feedback, as discerning readers, is a source of strength. At the same time, it has cast an enormous responsibility on the editorial team to deliver to your expectations. We accept the challenge in all humility. As you are aware, each issue of THE NEWSLETTER is devoted to a policy issue of significance. The current issue deals extensively with Vocational Education and Skill Development. It is often stated that India presents an inverted model of educational pyramid in enrolment in technical education – there are at least twice the number of students enrolled in degree-level engineering programmes as there are in polytechnics; the reverse is true for developed countries and most of the developing countries.

One of our weaknesses has been in imparting skill-sets at schooling and post-schooling levels, which could not only provide greater employability and livelihood options to our youth, but also meet shortages in skills that could increase productive efficiency for accelerating economic growth. While the rapid expansion in access to degree-level courses in professional education is a matter of pride for us, and is certainly in keeping with the national priorities for XIth Five Year Plan, the large number of our youth who do not wish to pursue degree-level higher education immediately after schooling or even later, have to be given a wide range of options to pursue vocations of their choice.

For the first time ever, India shall have a robust Vocational Education Qualification Framework, which would be

### All India Survey On Higher Education – Pilot Survey Begins

As informed in our last issue, the Department of Higher Education, MHRD, is keen to build a reliable and sound database for Higher Education to make informed policy decision and to do so, it is proposed to conduct an All India Survey on Higher Education. This would include surveys of all the higher educational institutions in the country, engaged in education beyond Class XII.

A Task Force was constituted for this, which was mandated to explore the mechanism of conducting the survey. The Task Force has launched a Pilot Survey under this project, which began in the Month of March. The Task Force has also finalised a detailed Data Capture Format, which would be tested during the pilot survey.

be designed to suit our situation and the genius of our youth. THE NEWSLETTER gives you, in this issue, a glimpse in to all the exciting developments taking shape in Vocational Education and Training (VET).

How often have we lamented that our villages, towns and cities are woefully lacking in professional help in a variety of ways? How often has our industry complained about not finding workers and technicians? How often has the service sector in India rued the constraints on growth owing to the missing skills including soft skills? The focus on VET is precisely to address these concerns. Like they say - better late than never.



(Sunil Kumar)

### Discussion Forum

The next issue will focus on **Participation of Women in Education**. Readers are requested to send in feedback, in the form of comments, suggestions and ideas. You can also send in your feedback on [editor.edu@nic.in](mailto:editor.edu@nic.in)

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## National Skill Development Coordination Board (NSDCB)

The NSDCB has been set up to create strategies to implement the decisions taken by the Prime Minister's National Council on Skill Development. It is chaired by the Deputy Chairman, Planning Commission and its members are Secretaries of the Ministries of the Human Resource Development, Labour and Employment, Rural Development, Housing and Urban Poverty Alleviation and Finance. Secretaries of four States (by rotation for a period of 2 years) and three distinguished academics/Subject Area Specialists are its other members. Secretary, Planning Commission, is the Member Secretary of the Board.

Apart from devising strategies for implementation of decisions regarding skill development in the country, the Board also develops appropriate operational guidelines and instructions for meeting the larger objectives of skill development. In addition, the Board: -

- 1) Formulates appropriate and practical solutions and strategies to address the various concerns (regional imbalances, socio-economic, rural-urban, gender divides, dearth of quality teachers, etc).
- 2) Encourages State Governments to put their activities in such structures that may be modelled along similar lines or in any other way as deemed suitable by the State Governments.
- 3) Assesses skill deficits, sector wise and region wise, and plans action to bridge the gaps, and move towards the establishment of a "National Skill Inventory" and "National Database for Skill Deficiency Mapping" on a national web portal.
- 4) Coordinates and facilitates the repositioning of Employment Exchanges as Outreach points for storing and providing information on employment and skill development.
- 5) Coordinates the establishment of a "credible accreditation system" and a "guidance framework" for all accrediting agencies.
- 6) Monitors, evaluates and analyses the outcomes of the various schemes and programmes and apprise the PM's National Council on Skill Development.

### *Skill Development System in India*

## National Policy on Skill Development – For A Skilled Future

Vocational Education and Training (VET) is a vital resource-development avenue for the country because it creates relevant skilled manpower and enhances the industrial productivity of an individual. While the terms Technical Education (TE) and Vocational Education (VE) are used synonymously more often than not, TE is more importantly associated with post-secondary courses of study and practical training aimed at preparation of technicians to work as supervisory staff. On the other hand, VE refers to lower level education and training for the population of skilled or semi-skilled workers in different trades and it does not enhance their level with respect to general education.

At present VET is an important part of the Central as well as State Government's education policy. The Skill Development System in India is guided by the **National Policy on Skill Development**. The policy objective is to create a workforce empowered with improved skills, knowledge and internationally recognised qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic Global Labour market.

This policy governs India's 3.1 million skilled workers' population which is expected to grow upto 500 million by 2022. The XIth Five Year Plan has envisioned an increased capacity intake of about 15 million in the skill development sector.

### Mission

"National Skill Development Initiative will empower all individuals through improved skills, knowledge, nationally and internationally recognised qualifications to gain access to decent employment and ensure India's competitiveness in the global market."

The **main aims** of the **National Policy on Skill Development** are:

- Enhancing individuals' employability with respect to wage and self-employment and ability to adapt to changing technologies and labour market demands
- Improving productivity and living standards of the people
- Strengthening competitiveness of the country
- Attracting investment in skill development



Its **objectives** are:

1. Create opportunities for all to acquire skills throughout life, and especially for youth, women and disadvantaged groups
2. Promote commitment by all stakeholders to own skill development initiatives
3. Develop a high-quality skilled workforce/entrepreneur relevant to current & emerging employment market needs
4. Enable the establishment of flexible delivery mechanisms that respond to the characteristics of a wide range of needs of stakeholders
5. Enable effective coordination between different ministries, the centre and the states and public and private providers.

### **Reach:**

1. It encourages institution-based skill development.
2. It covers formal, informal apprenticeship and other training by enterprises.
3. It provides for training for self-employment /entrepreneurial development.
4. It facilitates adult learning, retraining & lifelong learning.
5. It ensures non-formal training including training by civil society organisations.
6. It manages e-learning, web-based learning and distance learning.

Although, skill development is a relatively new and vibrant sector in the Indian education system, it is not devoid of its own set of challenges, which has not allowed this arm of education sector to achieve its full potential yet. Some of the **reasons for the low performance of VET in India** are:

- 1) Low priority for VET
- 2) Shortage of trained teachers and trainers
- 3) Inadequate linkages with Industries
- 4) Absence of a national competency testing and accreditation system
- 5) Lack of infrastructure
- 6) Lack of vertical mobility
- 7) Inflexible curriculum, etc

To sum up, the VET needs to be able to attune the skills provided to the changing business environment. There is an immediate need to improve the quality of education and trainings at all levels besides the need for a more flexible and inclusive vocational education system for sustainable growth.

## Vocational Education In India: NSS 2007-08 Report Excerpts

The survey on "Participation and Expenditure in Education in India," conducted by the National Sample Survey Organisation between July 2007 and June 2008, is a path-breaking exercise for the Vocational Education sector. This 64th round of NSS covered Vocational Education as a separate category for the first time, in addition to General and Technical Education. The 64th Round of NSS was a multi-subject household survey covering participation and expenditure in Education in the country.

Vocational Education (as defined by the NSS) is the education which aims at imparting training in very specific fields through providing significant 'hands-on' experience in acquiring necessary skill, which will make them employable or create for them opportunities of self employment and the degree/diploma/certificate awarded by the institute which have recognition by the State/Central Government public sector or similar employers is included in vocational education. This is offered primarily by the Industrial Training Institutes (ITIs), polytechnics, etc.

The Survey covers all types of vocational courses that are of duration three months or more and are conducted by institutions like the ITIs, National Vocational Training Institute, Regional Vocational Training Institutes, etc, and authorised by competent authorities.

The Survey highlights the significant increase in the aggregate attendance in technical and vocational education at "post-elementary" level. The estimated number of students attending technical and vocational education has increased by approximately 9 times in 12 years since the 52nd round of the NSS survey on education that took place in 1995-96. According to the Survey, the Average annual private expenditure per student on Vocational Education is Rs 14,881. The Average annual private expenditure per student on Vocational Education in the rural areas is Rs 13,699 per student and in the urban areas it is Rs 17,016 per student. This figure stands at Rs 2461 for General Education (Rural – Rs 1551, Urban – Rs 5128). For Technical Education, it is Rs 32112 (Rural – Rs 27177, Urban – Rs 34822).

The survey also showed the percentage distribution of students aged 5-29 by the type of education they received in the major or basic course they were attending. According to the survey figures, the total number of all India students attending vocational education is 0.3 % (Male – 0.3%, Female – 0.2 %). For Technical Education, it is 1.9 % (Male – 2.2%, Female – 1.6%).



## Vocational Courses Offered in Different Areas under the Apprentices Act 1961

<u>Courses</u>	<u>Subjects</u>
Agriculture	Poultry production, Fisheries/Fish Processing, Dairying, Sericulture, Apiculture, Floriculture, Plant Protection, Agricultural Chemicals, Inland Fisheries, Plantation crops Management, Seed production Technology, Swine production, Vegetable seed production, Medicinal and Aromatic Plant Industry, Sheep and Goat Husbandry, Repair and Maintenance of Power Driven Farm Machinery, Veterinary Pharmacist-cum-Artificial Insemination Assistant, Agro Based Food Industry (Animal based), Agro Based Food Industry (Crop based), Agro Based Food Industry (Feed based), Post Harvest Technology, Fish Seed Production, Fishing Technology, Horticulture, Soil Conservation, Crop Cultivation/Production.
Business & Commerce	Banking, Marketing & Salesmanship, Office Secretaryship/Stenography, Cooperation, Export-Import Practices and Documentation, Insurance, Purchasing and Storekeeping, Taxation Practices/Taxation laws/Tax Assistant, Industrial Management, Receptionist, Basic financial services, Office Management, Tourism & Travel, Accountancy and Auditing.
Engineering & Technology	Civil Construction/Maintenance, Mechanical Servicing, Audio Visual Technician, Maintenance and Repair of Electrical Domestic Appliances, Building and Road Construction, Building Maintenance, Ceramic Technology, Computer Technique, Rural Engineering Technology, Materials Management Technology, Rubber Technology, Structure and Fabrication Technology, Sugar Technology, Tanaries.
Health & Paramedical	Medical Laboratory/Technology Assistant, Health Worker, Nursing, Health Sanitary Inspector, Hospital Documentation, Hospital Housekeeping, Ophthalmic Technology, X-ray Technician, Physiotherapy and Occupational Therapy, Multi-rehabilitation Worker, Bio Medical Equipment and Technician, Dental Hygienist, Dental Technician, Multi-Purpose Health Worker, Pharmacist, ECG and Audiometric Technician, Nutrition and Dietetics, Auxiliary Nurse and Mid Wives, Primary Health Worker.
Home Science	Food Preservation, Child Care & Nutrition, Catering & Restaurant Management, Pre-School and Creche Management, Textile Designing, Interior Design, Commercial Garment Designing and Making, Clothing for the Family, Healthcare and Beauty Culture, Bleaching Dyeing and Fabric Painting, Knitting Technology and Institutional Housekeeping.
Humanities Science & Education	Library & Information Science, Instrumental Music (Percussion tabla), Classical dance (Kathak), Indian Music (Hindustani vocal music), Photography, Commercial Art, Physical Education, Bharat Natyam, Cotton Classifier.



### CEC Efforts In e-Learning in Vocational Education and Skill Development

To enable Indians to have greater employment opportunities, education and training should aim to equip the labour market with skilled workforce. For India to be a knowledge-based economy a new generation of skilled and educated Indians is required to face the changing realities of globalisation and global economy. Indians need to develop specialized skills in order to build a stronger knowledge-driven economy as also to contribute towards the innovation and growth of the nation. The skilled workforce of the country can only be achieved through vocational education and training at secondary and tertiary levels of the education system.

In India vocational education aims to develop the skilled manpower through training and courses that aim to meet the requirements of the unorganized sector. However, it also seeks to develop and instill skills among the self employed through skill-oriented courses imparted in various institutes in the country.

Every year, the Indian Higher Education system churns out a large number of graduates who do not have the specific skills required in the labour market. The vocational and training institutes in India should emphasize on providing quality education, training and specialized courses to bridge this gap and help the Indian workforce meet the requirements of current global trends.

Recently Shri Kapil Sibal, Minister of HRD had chaired a meeting of the state ministers in charge of Vocational Education to put in place a National Vocational Education Qualifications Framework (NVEQF) for the country. During the meeting, the participants highlighted the need and necessity and the rationale for scaling up of vocational education in the country, citing demands of high economic growth, technological and demographic changes, global shortage of skilled manpower, skill deficit in various sectors and mismatch of demand and supply. Quoting a noted management expert, Shri Kapil Sibal mentioned that "to sustain a double digit growth the country would need 200 million graduates and 500 million skilled people by 2022."

According to the Confederation of Indian Industry (CII) and Boston Consulting Group (BCG), the mismatch between educational standard and suitability

for employment will result in a 'talent gap' of five million by 2012 and a shortfall of 750,000 skilled workers in the next five years. India's Universities, colleges and Industrial Training Institutes turn out 2.3 million non-technical and 500,000 technical graduates. But according to the National Association of Software and Services Companies (NASSCOM), only 10 per cent of the former and 25 percent of the latter are employable.

The National Knowledge Commission Report 2006-2009 says India needs 1,500 universities, 1,500 IIT's, 1,500 IIM's, 1,500 medical schools and a million schools to cater to more than 550 million young people. Shri Sam Pitroda, Chairman of the National Knowledge Commission said that "of the 90,000 odd MBA's produced each year, only a miniscule percentage is found to be worth employing". A report on global skills for graduates in financial services organizations also says that "58 per cent of financial services organizations are facing difficulties in recruiting people with the right set of skills".

The only way out of the shortage of opportunities in skill-based education is to modernize the education system through new means and make the process of imparting education state-of-the-art.

Taking a step in this direction, the Consortium for Educational Communication (CEC), since its inception in 1993, has been working for the development of educational communication technology and the use of various blended technologies in providing higher education and e-Learning to students in universities and colleges in the country. CEC imparts technology-enabled blended higher education through the use of television, Edusat, Internet and use of ICT and its applications and thereby it provides educational opportunities to the left out youth, quality content for general and add on courses to the students in universities and colleges, value added education in various vocations and professional courses, mass education to the existing work force of the country and finally providing lifelong education to all by empowering people with knowledge through the electronic media. The technology enabled blended education offers a lot of scope for providing value added higher education to the masses. Keeping the objective in view CEC makes education reach the unreached with the use of ICT and its applications and develops the minds of the students into responsible citizens of the nation.

\* [ Jayaja Krishnan, CEC]



## Various Schemes to Encourage Vocational Education & Training

A number of schemes are being implemented to encourage participation of students in vocational courses. The schemes are:-

### **Scheme of Vocationalisation of Higher Secondary Education**

This scheme provides for diversification of educational opportunities to encourage individual employability and address the gap between demand and supply with regard to skilled manpower. This scheme is also instrumental in providing a suitable alternative to students who are not able to pursue higher education for some reason or the other.

Launched in 1988, this scheme has since then covered about 10,000 schools, with a total intake capacity of 10 lakh students. Under this scheme, the Central Government provides financial assistance to the States and Union Territories so that they can set up administrative infrastructure, conduct area surveys in vocational education and prepare curriculum replete with text books, work books and create a support system for research and development in this field.

This scheme provides job-oriented courses at Higher Secondary level in diverse fields such as agriculture, business and commerce, engineering and technology, home science, health, social sciences and humanities. Besides the States and UTs, this scheme also helps NGOs and voluntary organisations in implementing innovative projects for running short-term courses in vocational education.

Apart from this, there are other schemes to promote Vocational Education in the country. These schemes are:

- **Central Financial Assistance to State Governments for setting up of new polytechnics in unserved & underserved districts**
- **Upgradation of existing polytechnics to integrate the physically disabled in the mainstream of technical and vocational education.**

## NIOS; Showing The Way For Vocational Education & Training

The Government of India is very keen to ensure the upgradation of the skills of the common man so that he or she is able to earn a respectful living for himself or herself and the family too. This would be especially helpful for those who, for some reason or another, are not able to continue their studies and, therefore, cannot enjoy good employment opportunities.

The Ministry of HRD has been actively working in the field of skill-based education and it is also keen that those who do not get a chance to rise above their mundane lives and pursue education of their choice, are allowed to do so within their limited means.

A significant step in this direction has been the National Institute of Open Schooling (NIOS), which is responsible for imparting education through distance mode. The NIOS has been entrusted with imparting vocational education and training programmes (VET) to general as well as prioritized groups (Scheduled Castes, Scheduled Tribes, women, rural people, neo-literates, disabled and disadvantaged groups of the society).

The highest number (5344) of students opting for VET is in Delhi, the national capital, which includes 1460 boys and 3884 girls, almost double the number of boys, again an encouraging sign. North-Eastern part of the country fared worst in terms of enrolment in open schools, with Assam accounting for just 9 of the total students in the country enrolling in these schools.

### **NITTR Chandigarh Gets Going On NVEQF**

In January 2011, National Institute of Technical Teachers' Training & Research (NITTTR), Chandigarh prepared a draft document on the NVEQF. In addition to this, the institute has also devised 65 curricula-related documents on Skill Development Programme, which cover five different sectors of the Indian economy.



### DU Annual Convocation

## Shri Sibal Asks Youth To Become 'Agents Of Change'

Addressing students at the 88th Annual Convocation of the University of Delhi (DU), Shri Kapil Sibal, Minister of HRD, encouraged the youth to become "agents of change" and turn the country from being "a nation of holidays" to the one where "people enjoy work." The Convocation was held on February 26, 2011 at the Convention Hall, Old Vice Regal Lodge, DU campus.

Exhorting the students to realise the value of education as separate from its commercial value, Shri Sibal said, "We are living in a world where commercialisation has cast a shadow on our ethics and value systems, also impacting our education system...in such a way that students with ideological values are discouraged."

He maintained that in order for the country to meet the challenges of a rapidly globalising world, it was important that the students contributed towards this transformation. He said, "We need to become a nation of hard workers.... hard work not resources helped Japan rise up after the devastation of World War II. We need to change the perception of India being a nation of holidays to one of people who enjoy work."



*Shri Kapil Sibal interacting with the participants at the DU 88th Annual Convocation.*

Reiterating the fact that more than 50% of the country's population today was below 25 years of age, the Minister said that India is a country of great diversity but the challenges it faced were insurmountable.

He said, "We have a government that is often perceived to be bureaucratic and unresponsive but the same



*Hon'ble Minister Shri Kapil Sibal addressing the students at the DU 88th Annual Convocation.*

government is also capable of achieving miraculous things like conducting free and fair elections which is the biggest management exercise in the world."

At the Convocation, Shri Sibal presented 139 medals and 49 prizes to the University toppers of graduate and postgraduate levels. Before his address, DU Vice-Chancellor Dinesh Singh also awarded doctorate degrees to 381 candidates in various disciplines including Medicine, Science, Social Sciences, Humanities, etc.

### 98th Indian Science Congress

## Minister Outlines 3 Generic Principles For New Institutions

The Higher Education sector is set for a revamp and it needs to work on three generic principles to make sure that it continues its journey into a bright future unhindered. These three principles were spelt out by Shri Kapil Sibal, Minister of HRD, at the inaugural function of the 98th Indian Science Congress at SRM University, Chennai, on January 3, 2011. The 3-day Congress was inaugurated by Prime Minister Manmohan Singh.

Shri Sibal said that every new as well as existing institute of higher education needs to embrace the three principles for better performance. These 3 guiding principles are:

- 1) Providing access to educational opportunities to all who desire and need it
- 2) Reducing financial barriers to increase affordability
- 3) Building quality and accountability to ensure relevant education of global standards





*Prime Minister Manmohan Singh and HRD Minister Shri Kapil Sibal along with other participants at the 98th Indian Science Congress in Chennai on January 3, 2011.*

He also made it clear that the government expected the newly established Central Universities to follow these principles. Speaking at the inaugural function, Shri Sibal said, "The Gross Enrolment Ratio in higher education is today around a mere 15%. Changing labour markets and demographics are driving a "new" demand for higher education. This has come mainly from two groups that traditionally were not known to attend universities: a 'rising' lower-middle class and women. This will necessitate many more universities and colleges to be opened in the years to come which are estimated minimum doubling over the next decade."

Addressing the supply-demand gap in higher education, Shri Sibal said, "An effective quality assurance system will be in place and provide a common frame of reference for students and others to obtain credible information on academic quality across institutions, domestic as well as international." He also reiterated his Ministry's goal of doubling the Gross Enrolment Ratio in higher education by the end of 2020.

## Indo-US Conclave on Engineering Education

Introducing the revolutionary concept of a "meta-university," in consonance with the open content and open-access movement, Shri Kapil Sibal, Minister of HRD, hoped that it would be possible to establish a "transcendent, accessible, empowering and communally viable framework" for Higher Education worldwide.

Shri Sibal, who was speaking at the inauguration ceremony of the Indo-US Engineering Education

Conclave, said this while speaking on the subject, "Universities for the 21st Century: Promoting Innovation and Education." The Conclave was inaugurated on January 10, 2011.

In his address, Shri Sibal said, "The emerging meta-university, built on the power and ubiquity of the Web and launched by the open courseware movement, will give teachers and learners everywhere the ability to access and share teaching materials, scholarly publications, scientific works in progress, tele-operation of experiments, and worldwide collaborations, thereby achieving economic efficiencies and raising the quality of education through a global endeavour."

Advocating the need of giving up the old industrial model of pedagogy of how learning is accomplished, the Minister called for replacing it with a new model called collaborative learning. Emphasising further, he said, "In the industrial model of 'mass production,' the teacher is the broadcaster. Broadcast learning may have been appropriate for that era, economy and generation, but increasingly it is failing to meet the needs for a new generation of students who are now entering the new global knowledge economy."

He concluded by saying that the present day universities needed to share and partner with each other in terms of;

- 1) exchange;
- 2) collaboration;
- 3) co-innovation;
- 4) co-creation and;
- 5) connection of course content, knowledge & learning.

Smt. Vibha Puri Das, Secretary (HE) and Shri T. Ramasami, Secretary, Deptt of Science & Technology, also addressed the two-day conclave.

## New Webpage Launched for the ease of NRIs/PIOs

A new webpage, dedicated to the Non-Resident Indians (NRIs) and Persons of Indian origin (PIOs), was launched by Shri Kapil Sibal on January 6, 2011. The launch took place on the eve of the Pravasi Bharatiya Diwas, 2011 which was celebrated in New Delhi from 7-9 January, with its focus on 'Education and Health.' A special edition of MHRD newsletter dedicated to NRIs/PIOs was also launched on this occasion.



A link for the the new page, titled "NRI/PIO Webpage," has been given on the official website of the Department of Higher Education. It gives information about the opportunities available in teaching in various fields of Higher Education. An important aspect of the webpage is that interested members of the Diaspora can register themselves on the website. The special edition of the MHRD newsletter, included in the webpage, gives the readers a round-up of the major initiatives taken up in the Higher Education sector and informs them about the international collaborations that were set up with neighbouring countries.

The MHRD has also published a booklet called "Gyan-deep – Building a Knowledge Society," that contains details about the various initiatives taken up by the government from time to time in order to bring in reforms in the Higher Education sector.

The contact persons in India for this are:

Shri Amit Khare, Joint Secretary, MHRD  
Dr. Dev Swarup, Joint Secretary (IC), UGC  
Dr. (Col.) M. K. Hada, Acting Member-Secretary, AICTE  
Shri Vineet Joshi, Chairman, CBSE

### *National Geoscience Awards - 2009*

## Vice President Confers Lifetime Achievement Award Upon Prof. Sahni

Hon'ble Vice President of India Shri M. Hamid Ansari presented the "National Geoscience Awards-2009" on February 4, 2011. During this function he honoured well known paleontologist Prof. Ashok Sahni with the lifetime achievement award in recognition of his vast body of work in the field of prehistoric life.

Prof. Sahni, a Ph. D. from Minnesota, US, took over as RAC Chairman of the Birbal Sahni Institute of Palaeobotany in August 2007. With expertise on Application of Electron Microscopy to Geology; Biomineralisation; Advanced Invertebrate and Vertebrate Palaeontology; Palaeobiogeography; Evolutionary Theory, etc, Prof. Sahni is considered an authority in his chosen field.

He was Professor of Geology & Coordinator for UGC's Special Assistance Programme Centre of Advanced Study in Geology, Panjab University, Chandigarh.

Prof. Sahni has been a three time Gold Medal winner for academic excellence at University level and is also the winner of the L. Rama Rao Gold Medal of the Geological

Society of India for research contributions to Indian stratigraphy and palaeontology.

He has also published books on the subject and has to his credit more than 150 scientific contributions published in international journals of India, US, France, England, Japan, Czechoslovakia, Italy, Holland, Korea, China, USSR and Germany.

He is also Fellow of various institutions of repute such as the Indian National Science Academy (FNA), New Delhi (1992), the Indian Academy of Sciences, Bangalore (1987), National Science Academy of India, Allahabad (1997), etc.

## IIT Delhi Organises Teacher Training Workshop

The Indian Institute of Technology, Delhi (IIT-D) organised a workshop on Effective Teaching through Case Study Methodology between March 14-16, 2011 at its Department of Management Studies.

The workshop was aimed at sharpening the teaching skills of the faculty members to ensure that they are able to impart effective teaching. This was done using the case study method, wherein the participants learnt about the three clear requirements of effective teaching, which are:

1. Identifying the most effective cases for the topics covered in the course.
2. Preparing to lead the class discussion.
3. Leading the class discussion in a manner such that students discover the theory rather than be informed about it.

The workshop used case study methodology to help the participants develop skills in the above areas and it was made up of a judicious mix of lectures, case discussions, exchange of personal experiences, role-play etc.

The participants to this workshop included Professors, Lecturers and Owner/Managers of the Business schools, who wanted to sharpen their teaching skills as well as core competencies.



## AICTE Web-Based Application Launched

In a bid to promote transparency and accountability in functioning, the All India Council for Technical Education (AICTE) has come up with a web-based application that will provide for the information and data as filled in by the institutions to be available in the public domain. Shri Kapil Sibal, Minister of HRD, inaugurated the application on March 22, 2011.

With the launch of this application, the stake holders would be able to view the information pertaining to any institution in the public domain.

With the implementation of the Business Intelligence Report, the AICTE has also made it possible to view complete current statistics on issues like courses, programmes, faculty, students, etc in the public domain and real time.

Another step towards encouraging transparent functioning is the SMS, which will be used to inform and update the status of applications sent to AICTE for approval.

With all these steps, AICTE hopes to ensure a smooth and transparent process of functioning in the future.

## UGC-NET Examination's e-Certificate Launched

Shri Kapil Sibal, Minister of HRD, inaugurated the 'e-certificate' for the University Grants Commission's National Eligibility Test (NET) qualified



Union Minister Shri Kapil Sibal releasing a Compendium of UGC Schemes, at the launch of the 1st E-Certificate of NET, in New Delhi on March 03, 2011. The Minister of State for Human Resource Development, Dr. (Smt.) D. Purandeswari is also seen.

candidates on March 3, 2011. This certificate will be awarded to the successful candidates of the UGC-NET examination and it will be created with the help of the data captured by the UGC after it initiated steps for online registration of the National Eligibility Test (NET).

It is expected that this move would reduce the time spent on issuing such certificates to candidates from 6-8 months to just 6 days. Similarly, in case an institution wants UGC to verify a student's NET certificate, the same exercise, which was earlier carried out over 4 months, will not be done within 24 hours.

The Minister also released a compendium of UGC schemes on the occasion, which includes 63 schemes in all. This compendium covers the objectives of each scheme along with the criteria of eligibility for financial assistance from the UGC, operational tenure of the schemes and the process of selection followed in approving the proposals, etc.

### VCs' Conference

## Shri Sibal Suggests Mobility For University Students

Exhorting the University system to rise above its limitations, Shri Kapil Sibal, Minister of HRD, wants it to allow mobility to students within the ambit of Higher Education. Shri Sibal was speaking at the inaugural event of the Conference of Vice Chancellors of Central and State Universities on 25th March, 2011.

While inaugurating the event, Shri Sibal said that the University system should make use of the communication revolution taking place in the country and allow every student to access a course of study even if it is being taught in another university. He also underlined the need for uniformity in access to knowledge by creating a financial, social and economic structure.

The conference was organized in order to evaluate the progress made during the last five years in expanding, including and excelling in the field of Higher Education. The theme of this conference was "University and Society: Issues and Challenges."

During the conference, the Vice-Chancellors took stock of the initiatives taken up at the University level while identifying constraints & making relevant suggestions with regard to the framework for policy planning as well as implementation. The 2-fold agenda of the Conference was:





Shri Kapil Sibal delivering the inaugural address at the Conference of the Vice-Chancellors of Central and State Universities, in New Delhi on March 25, 2011.

- To identify development issues, challenges and reforms in Higher Education for the 12<sup>th</sup> Five-Year Plan period
- To provide inputs for policy planning and to carry forward the reform process into the 12<sup>th</sup> Five-Year Plan period.

While "University and Society" was the overriding theme of the Conference, the following thematic areas were also touched upon during the discussions:

- Access, Equity, Engagement & Outcome
- Content & Quality
- Research & Innovation
- Faculty Development & Inter-University Resource Sharing
- Internationalisation of Higher Education
- Alternative Modes of Delivery of Higher Education
- Models of Financing
- Good Governance

## Training Programme on Collection of Educational Statistics

On January 12, 2011, Shri Digambar Kamat, Hon'ble Chief Minister of Goa, chaired the valedictory function of the Regional Training Programme, conducted by the MHRD, Government of India, in association with the Directorate of Higher Education, Goa. The programme was held from January 10 to 12, 2011 at Goa. While appreciating the Ministry's initiative, Shri Kamat emphasized upon the importance of correct and reliable data while saying that a proper database is imperative whenever a new project is to be introduced. He complemented Shri V. P. Goel, DDG, MHRD, and his team, for having taken this initiative and also distributed the Certificates of

Participation to all the participants of the programme.

The training programme was earlier inaugurated by Shri A. K. Acharya, Education Secretary, Government of Goa. Shri M.S. Yadav, Chief Statistical Officer, UGC, was the resource person for the programme.



From left to right:- DDG Dr. Vijay P. Goel, CM Shri Digambar Kamat, Secretary (Education) Shri A. K. Acharya, and Director (Higher Education), Goa, Shri B. G. Nayak at the valedictory function.

The programme was for the heads of the educational institutions and key personnel dealing with statistics. Basically, the programme was meant to train the Statistical staff at grass root level in collection of Statistics related to education sector. About 50 participants took part in the Training Programme and they belonged to five States – Goa, Gujarat, Maharashtra, Karnataka, and Kerala.

## Policy Initiatives for Central Educational Institutions

Two important reports have been submitted with regard to the Central Educational Institutions, including IITs and IIMs in the month of February, which are aimed at evolving a comprehensive policy on the autonomy of these institutions as well as to address the critical areas affecting the University education.

The first report was submitted on February 19, 2011 by the Committee constituted to evolve the policy on autonomy of these institutions. This Committee is chaired by Prof. N. R. Madhava Menon. The Committee had earlier held its final meeting at Tezpur University, Tezpur in January 2011.

The second report was put in by the Core Committee of Central Universities' Vice-Chancellors, headed by Prof. Najeeb Jung, Vice-Chancellor, Jamia Millia Islamia on February 28, 2011. This report outlined several critical areas affecting University education, like assistance to few outstanding universities to make them globally competitive, credit transfer, student mobility, common entrance test, teachers' training, faculty sharing, etc.



## Round Table

## Vocational Education & Its Importance In Media & Entertainment Industry

About 126 representatives of the Indian media & entertainment industry participated in a Round Table on Media & Entertainment Industry, held under the Chairmanship of Shri Kapil Sibal, to discuss the development of a vocational educational qualification framework. The main thrust of the Round Table meeting, organised by the All India Council for Technical Education (AICTE), was to discuss the current scenario of the Indian workforce in



Union Minister Shri Kapil Sibal addressing the Round Table Conference to discuss the National Vocational Education Qualification Framework with the Media and Entertainment Industry organized by AICTE, in New Delhi on February 09, 2011.

terms of soft and technical skills, especially of those in the age group of 20 to 25. Besides, the participants also chalked out references for the present requirements of the industry.

Two major concerns that were found to be hampering the hiring process in this industry are shortage of good workers and lack of avenues to train them. It was also ascertained that with the overall population of the country projected to grow at 1.4% over the next 5 years, the working age was also expected to rise by 2.15%, which made it crucial for the majority group to have access to the secondary as well as vocational education as well as vocational education training (VET).

The participants stressed upon the need to increase VET responsiveness to the changing demands of the labour market as well as improve the dynamic relationship of education and training with demand and supply. The importance of skill-based technical education for better employability was also reiterated.

After a deliberate discussion on the topic, a committee has been constituted, which would prepare the draft curriculum for vocational education in this sector. The Committee for this purpose has Shri S. S. Mantha, Chairman AICTE, Shri Anurag Batra, CEO, Exchange for Media and members from different media organisations. There are also five sub-committees, which will identify and finalise norms for curriculum to be set up in different media-related sectors like TV, advertising, theatre, print and support sector.

## केन्द्रीय हिन्दी संस्थान आगरा का स्वर्ण जयंती समारोह

केन्द्रीय हिन्दी संस्थान, आगरा ने अपना स्वर्ण जयंती समारोह इंडिया हेबिटेट सेंटर, लोधी रोड, नई दिल्ली में 28 मार्च, 2011 को आयोजित किया। इस अवसर पर सुविख्यात कवि एवं केन्द्रीय हिन्दी शिक्षण मंडल के उपाध्यक्ष प्रो. अशोक चक्रधर, मानव संसाधन विकास मंत्रालय की संयुक्त सचिव डा. (श्रीमती) अनिता भटनागर जैन, आंध्र प्रदेश हिन्दी अकादमी के पूर्व अध्यक्ष श्री वाय. लक्ष्मी प्रसाद सहित कई माननीय व्यक्ति उपस्थित थे।

संस्थान के निदेशक प्रो. के. विजय कुमार ने समारोह की शुरुआत में हिन्दी के शिक्षण प्रशिक्षण के क्षेत्र में संस्थान की गतिविधियों का विस्तार से परिचय दिया। इस अवसर पर संस्थान द्वारा प्रकाशित पत्रिकाओं का लोकार्पण भी किया गया।

इस संस्थान की स्थापना 15 मार्च, 1960 में की गई थी तथा आगरा सहित ये देश के नौ शहरों में कार्य कर रही हैं।



डा. (श्रीमती) अनिता भटनागर जैन (बायें से चौथे स्थान पर) एवं प्रो. अशोक चक्रधर (बायें से छठे स्थान पर) सहित स्वर्ण जयंती समारोह में उपस्थित अन्य मेहमान।



### Shri Sibal Inaugurates NPTEL National Video Server At IIT Madras

Taking a landmark step toward providing technology-enabled learning methods to the students of Higher Education, Shri Kapil Sibal inaugurated the National Video Server of the National Programme on Technology Enhanced Learning (NPTEL) at IIT Madras in February. The video server is connected to 1 Gbps link of the National Knowledge Network (NKN) and also to 155 Mbps link to the Colleges' Virtual Private Network (VPN). Both the Networks come under the National Mission on Education through Information & Communication Technology (NMEICT) and the video server would make the entire NPTEL content available to students across Universities and Colleges online.

With more than 250 University/University-level institutions and about 11000 colleges already connected to the NKN, the day is not far when every student in India will be able to directly download the content of his or her choice from the network.

The NPTEL is an ambitious project aimed at disseminating knowledge through technical means and its main objective is to increase the reach of high quality engineering and sciences education across the country. This will be done with the help of cutting edge curricula delivered through video and web courses in the form of free-of-cost downloads from the NPTEL website at: <http://www.nptel.iitm.ac.in>. It also includes the corresponding syllabi as prescribed by the AICTE-approved institutions and programmes. The



*Shri Kapil Sibal addressing at the launch of the website & logo of National Knowledge Network, in New Delhi on February 05, 2011.*

courses, whose content is available online, include civil engineering, computer science & engineering, electrical engineering, electronics engineering, mechanical engineering, ocean engineering, biotechnology, mining and metallurgy.

NPTEL, which is now the world's largest electronic repository of video courses, has also become the world's most highly viewed higher technical education portal with users in India and other countries accessing the content freely from the NPTEL website as well as from YouTube at [www.youtube.com/iit](http://www.youtube.com/iit).

After the first phase, the second phase of NPTEL proposes more than 1000 courses at the Undergraduate and Post-graduate levels, which will cover disciplines under Technology, Engineering, Management, Sciences and Humanities. Expected to be completed by 2012, these online courses will also be available for download and free of cost.

### Why NPTEL ?

- The basic objective of science and engineering education in India is to devise and guide reforms that will transform India into a strong and vibrant knowledge economy. In this context, the focus areas for NPTEL project have been i) higher education, ii) professional education, iii) distance education and iv) continuous and open learning, in that order of preference.
- Manpower requirement for trained engineers and technologists is far more than the number of qualified graduates that Indian technical institutions can provide currently. The number of institutions having fully qualified and trained teachers in all disciplines forms a small fraction. Majority of teachers are young and can benefit through the knowledge sharing with qualified and experienced teachers. Therefore, it is important for institutions like IITs, IISc, NITs and other leading Universities in India to disseminate teaching/learning content of high quality through all available media. NPTEL would be the leader in this undertaking using technology for dissemination of knowledge.
- India needs many more teachers for effective implementation of higher professional education. Therefore, training young and inexperienced teachers to enable them carry out their academic responsibilities effectively is a must. NPTEL contents can be used as core curriculum content for training purposes.
- A large number of students who are unable to attend top rated institutions now have an opportunity to learn from some of the best teachers.



## 42nd Meeting Of IIT Council

## Committees Present Reports On Roadmap For The Future

It is important for the premier technical education centres of our country, the Indian Institutes of Technology (IITs) to be able to enjoy autonomy & be independent. This was the underlying sentiment while a presentation was made on the suggested roadmap for the autonomy and future of IITs at the 42<sup>nd</sup> meeting of the Council of the IITs, held under the chairmanship of Shri Kapil Sibal, Minister of HRD.

The meeting was also attended by Dr. D. Purandeswari, Minister of State for HRD, Secretary (HE), Chairmen and Directors of IITs and special invitees and officials of the MHRD.

A presentation was made on the suggestions of the Kakodkar Committee, set up in the 40<sup>th</sup> meeting of the IIT Council. The Council decided that the Committee would incorporate the suggestions presented at the meeting.

The Sanjay Dhande Committee presented two Reports on a "uniform criteria for promoting students from one semester to the next in the IITs" and on the "requirement of infrastructure for research." The Council wants to promote research as an input-agenda for the IITs & in this regard, the Council members also welcomed the Dhande Committee suggestions.

The Prof. Devang Khakhar Committee presented a report on attracting grants from UNESCO, Foundation & other multi-national agencies such as the EU. The report, after being welcomed by the members of the Council, was accepted and approved by the Council.

The IIT Council also saw a presentation on adopting "cyber security as part of the curriculum by IITs," after which the members decided to set up a Committee under Dr. R. Chidambaram. This Committee would work out a roadmap for the future and present a report in the next three months.

## IGNOU Sets Up Centre For Tibetan Studies, Mother Teresa Chair

On recommendations of its Academic Council, the Board of Management of the Indira Gandhi National Open University (IGNOU) has approved the setting up of a Centre of Tibetan Studies and Mother Teresa Chair in its

School of Social Work.

The Centre of Tibetan Studies would work to preserve the endangered Tibetan culture in India and Nepal with help of theoretical knowledge as well as practical training.

The Centre is also authorised to launch B.A./M.A./M. Phil/Ph. D. programmes of study in Tibetan culture, Buddhist philosophy and Theology.

The Mother Teresa Chair in the School of Social Work will encourage socially relevant programmes in the area of philanthropy and inter-religious studies.

## Minister Inaugurates Convention Centre At IIT Bombay

Shri Kapil Sibal inaugurated the new Victor Menezes Convention Centre (VMCC) at the Indian Institute of Technology (IIT) Bombay on January 8, 2011. The HRD Minister also delivered a lecture on the occasion while unveiling the inaugural plaque at the Convention Centre.

The VMCC has been built with the contribution of about Rs.13.5 crore from Victor Menezes, retired Senior Vice Chairman of Citigroup Inc. & an alumnus of the IIT Bombay. The overall cost of the Convention Centre is Rs 40 crore.

The Convention Centre hosts a well-equipped auditorium with a seating capacity of 380, six lecture halls with a capacity of 150 each and 10 lecture halls with a capacity of 75 each, besides facilities like a VIP lounge, conference hall, cafeteria and pantry.



(L to R) Prof. D. V. Khakhar, Director, IIT Bombay and Hon'ble Minister Shri Kapil Sibal at the inaugural event



### 2nd Meeting Of India-Norway Joint Working Group On Education

The Joint Working Group between India and Norway held its second meeting on cooperation in the field of education on 2nd February 2011. Ms. Vibha Puri Das, Secretary (HE), MHRD led the Indian side while the Norwegian side was led by Mr. Trond Fevolden, Secretary General, Ministry of Education and Research.

Both the sides discussed issues inherent to cooperation in the education sector and the following important decisions were taken at the meeting:-

#### 1) India-Norway would enhance institution-to-institution collaboration

Initially about 5 institutions on either side would work together to exchange faculty as well as students. Under this arrangement, students of such institutions would be allowed to study for a semester or a year in the institutions of the other country.

#### 2) Joint symposia/conferences

Both the countries would organise symposia/conferences in the fields of engineering and technology, quality assurance, social sciences and humanities. This is important to encourage understanding of each other's educational infrastructure and educational policies.

#### 3) Collaboration in Educational Research

Joint research activities would be launched for topics of mutual interest, like:

(a) Energy, (b) Marine sciences, (c) Global Development, (d) Development Economics, (e) Climate Change, (f) Quality assurance, (g) Information technology, (h) Petroleum studies, (i) Management studies, (j) Social Sciences and humanities.

#### 4) Academic Leadership

Academic administrators of both the countries would visit each other and know more about the other country's education system as well as to identify areas of collaboration.

#### 5) Vocational Education

The Indian side has already expressed the desire to be able to understand better the vocational education system of Norway so that it can develop better its own National Vocational Qualification Framework.

#### 6) School Education

The Indian side has proposed the following measures

to enhance cooperation between the two countries in this field:

- (a) Twinning of selected schools of both countries, particularly through ICT to develop better understanding
- (b) Making school administrators a part of exchange programme.
- (c) Mutual understanding of the continuous and comprehensive assessment system of both countries at school level.
- (d) Mutual recognition of qualifications
- (e) Consider grant of equivalence to graduation level courses.

### MHRD Signs MoU with Ministry Of Science & Technology

Identifying the need to increase its educational capacity in the wake of rising Gross Enrollment Ratio, the MHRD signed a Memorandum of Understanding (MoU) with the Ministry of Science & Technology (MS&T) on 14th January 2011.

The MoU was signed between Smt. Vibha Puri Das, Secretary (HE), MHRD and Dr. T. Ramasamy, Secretary, Department of Science & Technology in the presence of Shri Kapil Sibal, Hon'ble Minister for HRD, Communications & IT, Science & Technology and Earth Sciences.

#### Salient features of the MoU:

- Secretary (HE) to be invited into the National Science and Engineering Research Board (NSERC), the Bill for which has been passed by Parliament.
- A Council for Grand Alliance Initiative would be established under the Chairmanship of Union HRD Minister with Minister of Science & Technology as Co-chair with all Secretaries of the two Ministries as members and Secretary (Telecommunications) as a permanent invitee.
- An Executive Council (EC) will be constituted for overseeing the Alliance Initiatives. It would be a Committee of Secretaries of MHRD, MS&T and Ministry of Telecommunications (MoT) with Secretary (HE) as Chair.
- An "Office of Alliance for Research in Science" will be established as a physical unit in the MS&T. It will be staffed and governed jointly by the MHRD and MS&T. This office would constitute various Advisory Committees and commission studies for identifying new areas of cooperation and collaboration. This office will serve as the back office for the two Ministries and serve as the coordinating arm.



## AICTE Revised Norms for the Year 2011-12 to Improve Technical Education In India

With a range of revised norms for the year 2011-12, the All India Council for Technical Education (AICTE) received a shot in the arm in its bid to establish good quality technical institutions in the country. The norms were announced by Shri Kapil Sibal in January 2011 and would be applicable to those institutes that are regulated by the AICTE.

Some of the measures, which were announced as part of a process for planned and coordinated development of the AICTE-regulated institutions, their faculties and students as well as the rest of the staff, are given below:

1) Introduction of Section 25 of Company's Act to allow corporate sector to setup Technical Institutions.

2) To spread technical education to all areas, the AICTE will extend its reach to 241 districts where no AICTE Institution currently exists.

3) Benefits of Mega cities extended to those AICTE institutions in Metros and MRDA regions, which were hitherto not given such benefits. Besides, there is going to be two classifications of Rural & Other areas, with the respective land requirement being: 10 acres & 2.5 acres.

4) FSI/FAR will be considered for vertical expansion and the management programmes would be introduced on FSI/FAR basis.

5) Evening courses for skill enhancement in areas like engineering, technology, architecture, town planning, hospitality, etc would be allowed at institutions approved by the AICTE. This is being done with a view to fulfill the social responsibility of the institutions with respect to the adjoining community.

6) From current year onwards, more than one program from among Engineering/ Architecture/Pharmacy/ Management/Hotel Management and Catering Technology, would be allowed to be integrated into a single campus so as to allow optimization of resources.

7) Under the Tuition Fee Waiver scheme operated by the AICTE, 10% supernumerary seats were allowed to be provided for students of economically backward category. These seats were provided for Institutions who

who may apply for such a scheme. However, after the reforms were announced, these seats have been made mandatory for every Institution upto the limit of 5%.

8) Stand alone PG Institutions are allowed to be started now.

9) Indian Institutions, running campuses abroad, can award Indian Degrees, however, subject to local laws.

10) AICTE shall process the approval of all Polytechnics throughout the country.

## अखिल भारतीय राजभाषा संगोष्ठी, 2011

मानव संसाधन विकास मंत्रालय के तत्त्वधान में केन्द्रीय हिन्दी संस्थान, आगरा तथा नवोदय विद्यालय समिति, नई दिल्ली के सहयोग से दिनांक 10 जनवरी, 2011 को पणजी, गोवा में "शिक्षा के बदलते आयाम और राजभाषा हिन्दी" विषयक अखिल भारतीय राजभाषा संगोष्ठी का आयोजन किया गया।



अखिल भारतीय राजभाषा संगोष्ठी के अवसर पर मंचासीन अतिथि।

संगोष्ठी का उद्घाटन माननीय मानव संसाधन विकास राज्य मंत्री डा० डी. पुरंदेश्वरी द्वारा किया गया। माननीय राज्य मंत्री महोदय के साथ-साथ इस संगोष्ठी में मानव संसाधन विकास मंत्रालय में संयुक्त सचिव (प्रशासन एवं भाषाएं) डा० (श्रीमती) अनिता भटनागर जैन, श्री मनोज सिंह, आयुक्त, नवोदय विद्यालय समिति, प्रो० के.बिजयकुमार, निदेशक केन्द्रीय हिन्दी संस्थान तथा डा० वाई. लक्ष्मी प्रसाद, पूर्व उपाध्यक्ष, संसदीय राजभाषा समिति एवं सदस्य, हिन्दी सलाहकार समिति, मानव संसाधन विकास मंत्रालय मंचासीन थे।

इस संगोष्ठी में मानव संसाधन विकास मंत्रालय के अंतर्गत आने वाले विभिन्न केन्द्रीय विश्वविद्यालयों, राष्ट्रीय प्रौद्योगिकी संस्थानों, भारतीय प्रौद्योगिकी संस्थानों तथा भारतीय प्रबंध संस्थानों इत्यादि के 90 प्रतिभागियों ने भाग लिया। निदेशक (रा.भा.) श्री नरेश कुमार ने मंचासीन अतिथियों, प्रतिभागियों तथा संगोष्ठी के आयोजन से जुड़े सभी अधिकारियों एवं कर्मचारियों का आभार व्यक्त किया।



### Workshop on Setting Up 20 New IIITs

The Ministry organized a workshop on setting up 20 new Indian Institutes of Information Technology (IIITs) on Public-Private Partnership (PPP) model on March 18th, 2011 at IIT-Delhi. It was attended by representatives of the State Governments.

The workshop was organized in the backdrop of the Government's approval to set up 20 new IIITs on PPP basis and the participants focused on this issue during the workshop.

As per the approved scheme, the partners in setting up the IIITs would be the MHRD, respective State Governments of the states, where these IIITs would be established and the industry.

During the workshop, it was noted that the State Governments were keen to set up the new IIITs and some had already made budgetary allocation and identified industry partners for the project. The other States were at different stages of this process. It was broadly agreed that the 20 IIITs would be established in phases.

In the first phase, 5 to 10 IIITs would be taken up. A format of application including an indicative DPR would be sent to all the State Governments within 3 weeks after which they would apply by the end of May 2011. Selected applications would be considered for approval by the National Steering Committee.

Some of the States, located in the remote or hilly areas of the country, especially from the North-eastern region and Himachal Pradesh, informed during the workshop that they were facing difficulty in finding suitable land and even industry partners that are to be associated with the project. It was advised that such States could also explore the possibility of associating public sector undertakings as an alternative.

The States could also raise contributions from the industry to match their share through industrial associations like the Confederation of Indian Industry (CII), the Federation of Indian Chambers of Commerce & Industry (FICCI), the National Association of Software and Service Companies (NASSCOM), etc.

Another alternative that came up during the workshop was that the new IIITs could be set up in the remote States with the help of IIITs already set up in PPP mode in States such as Andhra Pradesh, Karnataka and Maharashtra.

With regard to the role of industry partners, it was clarified that they would have adequate representation in governance. Moreover, industry partners would be benefited as they would get trained manpower for their organizations for years to come.

The State Governments were requested to make budgetary provision for the project and also identify temporary premises from where the Institute could function during the early stages of the project. It was decided that a website for IIITs would be set up at the earliest wherein all the guidelines and processing of cases would be put in public domain to ensure proper dissemination of information and transparency in selection of States/IIITs.

### Dr. Purandeswari Hails IGNOU-KVS Initiative For Teacher Training

Hailing the launch of the teacher training initiative between the Indira Gandhi National Open University (IGNOU) and the Kendriya Vidyalaya Sangathan (KVS), Dr. D. Purandeswari, Minister of State for HRD, said that there is a need for continued professional development of teachers to meet the demand of quality in education.

IGNOU-KVS signed a Memorandum of Understanding for a national level programme of continuous training of KVS teachers in the presence of Smt. Purandeswari. Others present on the occasion were Secretary School Education & Literacy, Smt. Anshu Vaish, Vice Chancellor IGNOU, Prof. V. N. Rajasekharan Pillai, Commissioner KVS, Shri Avinash Dikshit.

The MoS called it an immensely significant step in view of the Right of Education Act.

This programme will cover training needs of primary teachers, graduate teachers and post-graduate teachers, who would be required to undergo training including a pre-training assessment and post-training follow up. The programme, which will be of 6 months' duration, would be conducted in both Hindi and English medium.

The Programme methodology would include: Face to face interaction; Self learning; Audio video support; Teleconferencing with a two-way audio and one-way video facility; Self-learning printed course material packages; Assignment for assessment and feedback; Practicals at designated institutions; Work-related field projects/functional assignment as per programme requirement, etc.



## Prof. Ved Prakash is New UGC Chairman-in-charge

Professor Ved Prakash, Vice Chairman, University Grants Commission (UGC), has been appointed to officiate as Chairman of the UGC vice Prof. Sukhadeo Thorat, who completed his 5-year tenure on February 5, 2011.



## Shri Arjun Singh Passes Away

Former Minister for Human Resource Development, Shri Arjun Singh, breathed his last on March 4, 2011. He was 81. Shri Singh served 3 terms as



Chief Minister of Madhya Pradesh. He also served as Governor of Punjab, Minister for Telecommunications in the Union government, and as the HRD Minister from 1991 to 1995 and again from 2004 to 2009. THE NEWSLETTER places on record his services for the cause of Higher Education.

## Appointments

Dr. A.K. Nassa, DEA (T)

Shri Sanjay, Director

Shri Praveen L. Agrawal, Director

Shri P. K. Mittal, DS

Shri John Mathew, DS

Shri Prakhar Viplava Gupta, DS

Shri M.K. Agrawal, SSO

Shri Banarsi Das, Assistant Library Information officer

Shri Ishwar Singh, LDC

Shri Chandra Singh, LDC

## Retirements

Shri Harvinder Singh, Director

Shri Virender Kumar, DS

Dr. C. T. Mahajan, AAA (T)

Shri Lakhan Singh, DD (P)

Shri G.S.S. Kushwaha, Section Officer

Shri R. A. S. Kushwaha, SO

Shri Kalyan Hazra, SO

Shri Vijay Kumar, SO

Smt. Swarn Lata Mehta, SO

Shri Kartar Singh, Sr. G.O.

Smt. Usha Rani Malhotra, Personal Assistant

Shri Kishan Chand Rustagi, PA



