



सत्यमेव जयते

DEPARTMENT OF  
HIGHER EDUCATION  
MHRD  
GOVERNMENT OF INDIA

# द न्यूजलेटर THE NEWSLETTER ON HIGHER EDUCATION

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58th CABE Meeting

**"A good education is  
another name for happiness"**

- Ann Plato

African-American poet

*From left to right:- Smt. Vibha Puri Das, Secretary (HE), Shri Kapil Sibal, Minister of HRD, Dr. D. Purandeswari, MoS of HRD and Smt. Anshu Vaish, Secretary (SE & L) at the 58th meeting of the Central Advisory Board of Education held on June 7, 2011*

## Shri Sibal's Call To 'Develop, Recognise, Enhance Youth Skills'

Maintaining that one of the critical challenges of today is to develop, recognise and enhance skills in youth to be productive members of society and the economy, Shri Kapil Sibal, Minister of HRD, said that it is necessary to bring in a set of nationally recognised qualifications, which are tailored to industry needs. Shri Sibal was speaking at the inaugural session of the 58th Meeting of the Central Advisory Board of Education (CABE) on June 7, 2011.

Talking of the National Vocational Education Qualification Framework (NVEQF), the Minister said that its agenda is aimed at making the vocational education a part of the educational system and provide the youth with the flexibility to move freely from general to vocational education. Outlining the integral role to be played by the State Governments in preparing this Framework, Shri Sibal said that the State Governments would be the best judge of the levels of diversity in skill development within the States.

Talking about the Higher Education sector, Shri Sibal said that the meeting should consider the recommendations of the recently-held conference of Vice Chancellors of Central and State Universities in the public sector. He also requested the State Governments to make efforts to reduce the number of colleges affiliated to Universities. He also emphasised that Universities should become Centres of Learning.

Shri Sibal also invited attention to the need to empower the youth and children through education to harness the demographic dividend. In this regard, he suggested that the Right to Education needs to be extended up to the Secondary level (Class 10) to provide avenues for children emerging from elementary education, as a natural corollary. He also said that the youth of the country would have to be at the fore front for leading the nation to social and economic progress.

Addressing the State Education Ministers, eminent members from academia and civil society, Shri Sibal put forth the challenges

## Editorial

You are reading the fourth issue of THE NEWSLETTER. The theme of this issue is “Participation of Women in Education,” which is directly related to the empowerment of women. It is a universally accepted fact that the empowerment of women cannot be possible without imparting proper education.

Our Constitution guarantees the right to education for women, right at the primary level. In this spirit, there are a number of government interventions in place, which help the women to continue their education beyond the primary and secondary levels and contribute towards the larger goal of nation-building. This fact cannot be emphasised upon enough that an educated woman is an informed citizen, who not only builds a future for herself but also for her family as well as the country.

There are various schemes to improve the female participation in education, including building women’s hostels in colleges, scholarships, fellowships, launching education programmes specifically targeting women interests, etc. The Information and Communication Technology (ICT) is playing its own role in enabling women to continue their Higher Education through

educational videos developed by the Consortium of Educational Communication.

In the following pages of THE NEWSLETTER, you will read about the level of female literacy in the country, various reasons for lower literacy rates among Indian women, steps being taken to ameliorate the situation and their outcome. A remarkable initiative taken by one of Universities is worth mentioning. This University has offered rent-free hostels with food subsidy to women students, in order to encourage their enrolment in the University programmes. This and several other initiatives being taken up across the country are aimed at enabling more and more women to continue their studies beyond school.

This issue also has updates about the 58th meeting of the Central Advisory Board of Education (CABE) and the meeting of State and Union Territories Education Ministers, held on June 7 and 8, 2011, respectively. Do go through them and send us your feedback on the issues discussed in both the events.



Ashok Thakur

## Discussion Forum

The next issue will focus on two separate themes, which will be “**Access and Enrolment**” and “**Development of Indian Languages**.” 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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### 58th CAFE Meeting

facing the nation in the education sector. He said that in the coming decade, both the Central as well as the State Governments need to recognise the right of a child to 10 years of free and compulsory education, the need to ensure quality in educational delivery towards bringing down drop-out rates and imparting values to the children through the educational process.

Speaking at the CAFE meeting, Shri Sibal also called for promotion of transparency and accountability of the educational system towards its primary stakeholders, i.e., children and their parents. He mentioned that the Centre is proposing a legislation to prevent and prohibit adoption of malpractices in school education.



*Shri Kapil Sibal, Minister of HRD, addressing the inaugural session of the 58th meeting of the Central Advisory Board of Education (CABE), in New Delhi on June 07, 2011.*

### Some of the CAFE resolutions after the 58th meeting

i) **Extend RTE to Secondary Level:** All CAFE members endorsed the proposal to extend free and compulsory education to the secondary sector. It was felt that every child in the country – irrespective of gender, caste, class or community to which he or she belongs must have the right to at least 10 years of formal schooling. It was decided to constitute a CAFE Committee comprising Ministers, members of civil society as well as educationists to formulate the draft legislation. The CAFE Committee will prepare a preliminary draft in about three months time, so that it can be discussed with all stakeholders, including students, teachers, teachers associations, parents and community members.

(ii) **Unfair Practices:** Members shared their concern about the increasing trend of adoption of unfair

practices in school education sector and expressed the need to arrest this trend. While the Ministry has already introduced a Bill in Parliament to prohibit unfair practices in the higher education sector, it was agreed to initiate a similar legislative proposal for prohibiting unfair practices in the school education sector also. It was decided to constitute a CAFE Committee comprising Ministers, members of civil society as well as educationists to formulate the draft legislation. The CAFE Committee will prepare a preliminary draft in about three months.

(iii) **NVEQF:** Members unanimously endorsed the need for a National Vocational Education Qualifications Framework (NVEQF) providing for a nationally recognised framework with vertical and horizontal mobility between general and vocational education. The Group of State Education Ministers already constituted will develop a road map for implementation incorporating the requirements and concerns of all the States. State Governments were urged to identify regional and local skills and develop curriculum content to feed into the NVEQF. The courses chosen should be locality specific to be implemented through plans devised by the States, which would be woven into a national grid within the parameters of NVEQF.

(iv) **University Reforms:** The recommendations of the Vice Chancellors' Conference held on 25-26th March 2011 were presented before CAFE. Considering the criticality of the need for expansion in higher education consistent with quality in order to address issues of access with equity, university reforms including governance reforms are essential. In order to chart a road map for such reforms, it was decided to constitute a committee of CAFE consisting of State Ministers and academics. The CAFE Committee on University Reforms would submit its report within three months. All the State Governments were requested to examine the recommendations of the Vice Chancellors' Conference and send their views and comments to the CAFE Committee.

(v) **Book Promotion:** The initiative taken in formulating a National Book Promotion Policy was widely appreciated and endorsed by CAFE. Members felt that implementation of this Policy would go a long way in reviving the interest in books particularly amongst children and youth.

# Participation of Women in Education

## Participation of Women in Education – A Reality Check

*"Teach a Man and you teach an Individual, Teach a Woman and you teach a Family."*

Women constitute about 48.5% of the total population in India and are not only a valuable human resource for the country but their development in the socio-economic area would determine the growth of the economy. The role of education in facilitating the socio-economic progress of women is beyond doubt. Therefore, access to education for women is critical for availing the emerging opportunities that arise out of economic growth.

The Indian Constitution also talks of gender equality in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy. Also, the provision of educational opportunities for women is an important part of our National Policy on Education (1986), as follows:

Education will be used as an agent of basic change in the status of woman. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions... Women's studies will be promoted as a part of various courses and educational institutions encouraged taking up active programmes to further women's development.

Although the Government is making endeavours for providing educational opportunities for women, gender disparity persists with uncompromising tenacity, especially in rural areas and disadvantaged strata of society. Therefore, participation of women in education has become a matter of national concern.

**The literacy campaigns launched by the Government over the years have focussed on the following parameters:**

- Creating an environment where women demand knowledge and information, empowering themselves to change their lives.
- Inculcate in women the confidence that change is possible, if women work collectively.
- Spread the message that education of women is a pre-condition for fighting against their oppression
- Highlight the plight of the girl child and stress the need for Universalisation of Elementary Education as a way of addressing the issue.

One of the first such endeavours of the Government in the National Literacy Mission (NLM), rechristened as Saakshar Bharat, is to achieve 85% literacy by making at least seven crore non-literates literate. The Mission also has its role cut out as far as reducing gender disparity in literacy to 10% is concerned. The Mission seeks to address social disparities, as a result of which it will cover women belonging to Scheduled Castes, Scheduled Tribes and minorities under its overall target.

The Mission has also identified about 365 districts in the country, where the adult female literacy rate is 50% or less. During 2009-10, the programme has already been rolled out in 167 such districts in 19 States, covering 3.83 crore non-literates.

The main strategies adopted by the Government for increasing Female Literacy in the country are:- Heightened social awareness, increased enrolment, increase in self-confidence and personality development, gender equity and women's empowerment, improved status in the family, educational equality, women entrepreneurship and health and hygiene.

### Pondicherry University Promotes Women in Higher Education

The Pondicherry University initiated a major action last year to support and encourage women to take to University-level education and research, under which all women candidates have been offered rent-free hostels with 30% food subsidy. This initiative has resulted into a significant increase (18% to 37%) in the number of women students who applied for admission to the University.

### What Women Want To Study? – An Abstract Picture

The participation of Indian women in education has always been subject to a host of factors ranging from social obligations to economic constraints. The situation is more demanding in the Higher Education (HE) sector, because by the time women are old enough to take up Higher Education, they are married and well on to play the role of a wife and a mother, which leaves little time for education. Over the years, the question – What can be done to bring in more women to participate in the education process? - has puzzled the policy-makers across the country. From incentivizing the process to making it easier for women to take on Higher Education, everything is being given a try in order to arrive at a long-lasting solution to this problem.

One thing that could be a guiding factor in this endeavour is knowing what women prefer to study over everything else. For example, is it Medicine or Arts, which has more women enrolling themselves or are they inclined to study commerce or take up architecture? An important document that propagates a comprehensive picture of the participation of women in education in India is the periodic representation of enrolment of students across all categories at different levels and courses. This document, an Abstract of the "Statistics of Higher & Technical Education," uses provisional data for the year 2007-08, and helps us find out what women want to study.

According to the Abstract, at the Post-Graduate level, the courses which are most popular among women are Arts and Science. The women enrolment in Arts is 48% of the total women enrolment while in Science, the participation of women is 25% of the total women enrolment.

The least popular courses among women are Agriculture & Allied Sectors, which have been opted by less than 1%.

The picture is similar at the Graduate level, with women enrolment being the highest in Arts, 48% of the total enrolment at Graduation level. Science remains the second most popular course with 17% of total enrolled women opting for it. Commerce comes a close third with 14% women taking it up as their Graduation course. Agriculture & Allied Sectors remains the least popular with less than 1% women taking up this course.

Let's talk about the women enrolment vis a vis men at the PG and Graduate level. In Post-Graduate courses, women enrolment was the highest in Education/Teacher Training as compared to men. Women account for almost 50% of the total enrolment in this course. Arts and Commerce are other courses, where women are going neck-to-neck with men, by accounting for 48% and 44% of the total enrolment in these courses, respectively.

The situation is repeated at the Graduate degree level too. In Education/Teacher Training course, 48% of total enrolment is that of women.

The Government is keen to improve participation of women in education and keeping in mind the trends shown by such documents as the Abstract of the "Statistics of Higher Education," efforts have been made in the form of various schemes/initiatives/programmes, to help women take up Higher Education and improve their lot. You will read about the same in the following pages of The Newsletter.

### NCRI to Document Rural Women Development

In order to document the exemplary contribution of the ordinary rural women towards rural development, the National Council of Rural Institutes (NCRI), Hyderabad, is planning to publish a book featuring such success stories.

The book will contain details about the efforts made by rural women to bring significant changes within their surroundings, in areas like education, health and sanitation, livelihood promotion, governance, entertainment and sports.



Rural women being trained in skill development during an NCRI-sponsored project.

### *Schemes/Programmes to Encourage Women Participation in Higher Education*

The following programmes and schemes are being run exclusively for involving more and more women into the educational process and giving them a better future:

**National Scholarship:** The Central Sector Scheme of Scholarship for College and University students was introduced with the aim of providing financial assistance to meritorious students from poor families to meet their daily expenses while pursuing higher studies and professional courses. Eligible students for this scheme are those who secure 80% and above marks in the Class XII or equivalent exams; do not belong to the 'creamy layer'; are pursuing higher studies or professional courses from recognized institutions as regular candidates.

Every year the MHRD awards 82,000 such scholarships, out of which 50% (41,000) are reserved for women.

**Indira Gandhi Scholarship for Single Girl Child for Pursuing Higher & Technical Education:** Under this scheme, support is granted to those girls who happen to be the only child in their family in the form of scholarships. Girls, who are younger than 30 years at the time of admission of Postgraduate courses are eligible to avail the benefits of this scheme.

**Women's Hostels in Colleges:** With the increasing mobility of women students, out of their home town, the demand for women's hostels in colleges has also increased manifold. Keeping this in view, the University Grants Commission (UGC) has been providing hostels and other infrastructural facilities to achieve the goal of enhancing the status of women and harness the potential availability for the development of the society. The scheme, "Construction of Women's Hostels," is also aimed at bringing about gender equity and equal representation of women in the education sector. Under this scheme, support is granted to all the eligible colleges for construction of hostels for women in order to provide a residential place for women students/researchers/teachers and other women staff.

**Day Care Centres in Universities/Colleges:** The objective of this scheme is to provide day care facility within the University system on the basis of demand for children between three months and six years of age, when their parents, who could be employees, students or scholars, are away from home.

These day care centres are secure places with safe environment for the children during their parents' working hours. The women employees, students or scholars can easily benefit from this scheme because more often than not, women are forced to leave their job/studies to take care of their children.

**Development of Women's Studies in Universities/Colleges:** Under this scheme, assistance is provided to universities for setting up new women study centres and to strengthen the already established centres by declaring them as statutory departments.

The main aim of these centres is to make the learning process a stimulating exercise. At present, there are 131 women study centres in the country.

**Scheme of Capacity Building for Women Managers in Higher Education:** This scheme, introduced in the Xth Five-Year Plan, is focused on women in higher education, working in the academic and administrative streams. It sensitizes and motivates them and, subsequently, equips them for decision-making positions in the Higher Education system. The scheme is important in view of the fact that women occupy very few positions in the academic or administrative streams in Higher Education. The purpose of this scheme is to develop a critical mass of gender-sensitized women administrators to create a gender-friendly environment and to remove the glass-ceiling.

A major component of this scheme is the workshops conducted in universities and colleges in different parts of the country. The training and skill development workshops being organized presently are:

- Sensitisation, Awareness, Motivation Workshops for the duration of five days.
- Training of Trainers/Master Trainers Workshops of the duration of six days.
- Management Skills Training Workshops for the duration of six days.
- Refresher Workshops for the duration of five days.

**Post-Doctoral Fellowships for Women:** This scheme is for unemployed women candidates holding

Ph. D. Degree to help them carry on advanced studies and research in their respective subject areas. The award tenure is five years and the upper age limit for the candidates is 55 years.

**New School of Gender and Development Studies:** This is one of the forthcoming programmes of the Indira Gandhi National Open University (IGNOU), which is aimed at achieving gender equity through launching programmes in the field of women and development studies.

**The following programmes are currently being developed targeting women learners:**

- MPhil in Gender and Development Studies
- PG Diploma/MA in Women's and Gender Studies (ODL mode)
- PG Diploma in Women's and Gender Studies
- PG Diploma/ Certificate in Gender in Law
- PG Diploma/Certificate in Gender and Science
- PG Diploma/ Certificate in Gender/Agriculture and Sustainable Development
- Post -Graduate Certificate in Gender, Entrepreneurship and Development
- Post-Graduate Certificate in Gender-sensitive Project Cycle Management

**Educational Development of North East Region Unit (EDNERU):** This unit, under IGNOU, is working hard to maintain the better performance of girls after Secondary and Higher Secondary education in the North-East Region. In this regard, efforts are being made by the Regional Centres under the EDNERU to encourage women candidates for pursuing Higher Education through the schemes/training programmes, some of which are: Training Programmes for village artisans in weaving, Food processing and Candle-making, Basket making and flower making, Skill upgradation training in candle-making.

**Tuition Fee Waiver for Girl Students:** The AICTE has a scheme to encourage tuition fee waiver for girl students by providing incentives to Technical Institutions in the form of sanctioning additional intake capacity upto 10% if the institutions provide tuition fees waiver to at least 10% students, belonging to economically-weaker sections, physically challenged categories and women. With this, the AICTE has also relaxed its norms for establishment of Technical Institutions exclusively for women.

### E-education and E-learning – Role in enhancing the Female Participation in Education

Women's education is a major challenge in India. Education of women plays an important role in the overall development of the country. When education of women is neglected then it has an impact on their lives as well as on their families as well as the country's economic development and growth of the nation. The lack of education affects the health of the women and well-being of her family and also leads to poor nutritional status, low earning potential and less autonomy within the household for women. The fertility and mortality rates are high among women with poor literacy. Therefore, the government seeks to promote and encourage the education of the girl child with special attention to girls from the weaker sections of the society like the Scheduled Castes and Scheduled Tribes.

Education is a part of the concurrent list and the Department of Higher Education, MHRD at the Centre is responsible for the policies that elevate the standards of Higher Education in the country especially with respect to women's education.

Article 15 of the Constitution of India declares that the Government shall not discriminate against any citizen on the ground of sex. Article 15(3) makes special provisions enabling the state to make affirmative discriminations in favour of women. The Government can pass special laws in favour of women.

As a result of policy interventions over the years, some positive changes have been taking place and the gender gap in literacy has been decreasing. The urban female literacy rate has been increasing more than twice that of the rural rates due to the changes in societal outlook towards educating the girl child.

As per the Census of India 2011, among the Indian states, Kerala has the highest female literacy rate of about 91.98 percent followed by Mizoram, whose female literacy rate is 89.40 percent. The Census also mentions that among the States with lower female literacy rates, there is Jharkhand (56.21%), Bihar (53.33%) and Rajasthan (52.66%).

Social messaging, through the electronic medium like the Television and with the application of the Information

and Communication Technology (ICT) today, can be a great enabler in education of women resulting in greater participation of females in education at all levels and empowering them. Today the concept of e-education and e-learning has acquired greater significance. Be it urban or rural areas, most households have television sets for entertainment, infotainment and edutainment. This powerful electronic medium has to be capitalized to its maximum.

The Consortium for Educational Communication (CEC) the nodal agency looking after the educational media activities of higher education in the country under the University Grants Commission (UGC), has been imparting education by disseminating information and education through Doordarshan National Network in given slots and are presently being telecast on 24x7 "VYAS" Higher Educational Channel since January 26, 2004.

The "VYAS Channel" is also available on DD Direct Plus, DTH platform of Doordarshan and also on Dish TV, the EDUSAT Network and the Internet. The Educational Video Programmes for transmission are developed by the CEC's seventeen Multimedia Educational Research Centres spread throughout the country and have developed educational video programmes on various topics like Women's Issues, Women's Rights, Women's Studies, Home Science & Nutritional Studies etc. These e-resources are a rich source of information for imparting vocational education and skill development through the use of electronic media for women and thereby enhancing the female participation in education in the country. The technology-enabled blended education offers a lot of scope for providing value added higher education for enhancing the female participation in education and increasing female literacy and reducing the gender gap in literacy.

*-Ms. Jayaja Krishnan, CEC*

### **NMEICT – Development of Higher Education Infrastructure & Propagation**

The Department of Higher Education is administering a Centrally-Sponsored Plan Scheme – the National Mission on Education through Information and Communication Technology (NMEICT) – approved on January 2, 2009. This scheme has been envisaged as a Centrally-Sponsored scheme to leverage the potential of NMEICT, in providing high quality personalised and interactive knowledge modules over the internet/intranet for all the learners in Higher Education Institutions in anytime, anywhere mode.

This is expected to be a major intervention in enhancing the Gross Enrolment Ratio (GER) in Higher Education by ensuring access and equity in Higher Education.

The Mission has two major components viz. (a) Content Generation and (b) Connectivity along with provision for access devices for institutions and learners. It seeks to bridge the digital divide, i.e. the gap in the skills to use computing devices for the purpose of teaching and learning among urban and rural teachers/learners in Higher Education domain and empower those, who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. It plans to focus on appropriate pedagogy for e-learning, providing facility of performing experiments through virtual laboratories, on-line testing and certification, on-line availability of teachers to guide and mentor learners, utilisation of available Education Satellite (EduSAT) and Direct to Home (DTH) platforms, training and empowerment of teachers to effectively use the new method of teaching & learning, etc.

**Content Generation:** A number of projects have been sanctioned under the NMEICT scheme to various institutions of the country for innovative use of ICT. Under National Programme on Technology Enhanced Learning (NPTEL), course content for engineering and science disciplines are developed for free online access. Under NPTEL, courses as of now are to be in four quadrant approach, which makes the understanding of content comprehensive and more user-friendly. Content development for more than 950 courses in 20 or more Science and Engineering disciplines, covering both undergraduate and postgraduate courses is underway. More than 20,000 lecturers will be recorded in this project period, making approximately 500 courses video-based. A large number of workshops are being organised in many different institutions. More than 20 associate partner institutions are involved in content development.

Under the **Virtual Labs** project sanctioned under this Mission, roughly 130 virtual labs are being developed. All of them have completed approximately 6 experiments. Three reviews by subject experts have been done.

**Connectivity:** So far, nearly 360 universities have been provided 1 Gbps connectivity or have been configured under the scheme. Nearly 11694 colleges have also been provided Virtual private Network (VPN) connectivity.

**More than 70 projects have been awarded to various institutions for innovative use of ICT.**

### Male v/s Female Literacy: The Dwindling Gap

In the past 3 decades, India has shown a slow and steady improvement in the literacy rates for both males and females. However, the gap between the male and female literacy rates has shown some decline.

In 1951, there was a difference of 18.3% between the male and female literacy rates, which increased to 20% in 2004-05 and then declined to 16% in 2011. The States and Union Territories, which have shown consistently high difference in male-female literacy rates are:- Haryana, Uttar Pradesh, Madhya Pradesh, Bihar, Rajasthan, Dadra & Nagar Haveli and Odisha.

These thought-provoking statistics were compiled in a booklet published by the National Statistical Organisation (NSO) on the occasion of Statistics Day 2011, which was celebrated on June 29, 2011 at Vigyan Bhavan, New Delhi.

This year the Statistics Day was celebrated on the theme "Gender Statistics," in wake of the fact that gender-related issues have assumed significance in the national development process. Since a sound and reliable database is a pre-requisite for policy making in the socio-economic scenario, the Gender Statistics assumes an important place in the scheme of things.

According to the statistical booklet, particularly high literacy rates were observed in the age group 10 to 20 for both males and females. The booklet says – "The gap in the percentage literates between males and females has shown no significant growth or decline as it was 21.5% (1961), 20.8% (1971), 22.1% (1981), 24.8% (1991) and 21.6% (2001)."

### Female Graduates/Post-Graduates: NSSO 2007-08 Report Excerpts

Increasing female literacy has occupied a significant space in our national conscience for past many years, mainly because there has been a huge gap between the male and female literacy rates owing to a lot of reasons ranging from socio-economic to infrastructural.

Policymakers, over the years, have tried to devise policies, which shall ameliorate the condition and help women attain the desired levels of literacy in the country. Although such policy decisions are bound to take time to yield dividends, it is never too late to gauge their impact, as was done in the 64th Round Survey of the National Sample Survey Office (NSSO) 2007-08. Among other things, the survey also tells us about the latest state of female literacy in the country in Higher Education sector.

However, before we move to that, let us have a look at what the NSS Survey looks for. The distribution of population by educational level is a dynamic phenomenon, the study of which refines the measurement of social development. In the NSS surveys, the highest completed level of education is reported for each member of the surveyed household after taking into consideration the education attained by him/her in general, technical, and vocational education. The levels of education include non-formal education, below primary, primary, middle/upper primary, secondary, higher secondary, diploma/certificate courses, graduate level degree courses, post-graduate-and-above level degree courses, etc.

The 64th round of NSS Survey observed lower levels of female graduates and post-graduates among the surveyed households. In case of the completed level of education among females aged 15 years and above, 1.3% females (as compared to 3.0% males) had completed education upto the Graduation level in the rural households while in urban households, 9.3% females (as compared to 13.3% males) were Graduates. At the national level, 3.5% females had completed Graduation as compared to 6.0% males.

There are even fewer number of post-graduate women, among the households surveyed. Only 0.3% women in the surveyed rural households were post-graduates as compared to 0.8 % men. In the urban households, 3.0 % females had completed their education upto post-graduate level as compared to 3.9% males. Again, at the national level, only 1.1% of females in the surveyed category of persons were post-graduate in comparison to 1.7% males.

### IGNOU holds 22<sup>nd</sup> Convocation Ceremony, focus back on GER

World's largest university, the Indira Gandhi National Open University (IGNOU), held its 22<sup>nd</sup> Convocation ceremony on April 2, 2011 in which Shri Kapil Sibal, Minister of HRD, was the Chief Guest.



*Shri Kapil Sibal, Minister of HRD, addressing the 22<sup>nd</sup> Convocation of IGNOU through video-conferencing on April 2, 2011.*

In his convocation address, delivered at the venue through teleconferencing, Shri Sibal brought attention to the need to increase the Gross Enrolment Ratio (GER) in Higher Education, which is a mere 13 percent at present. Shri Sibal said, "I am setting sights to raise it to the global average by 2020, which by that time will be around 30 percent. It will mean that the enrolment should expand to 40-45 million from the mere 13 million today."

Shri Sibal also said, "The new demand for higher education in India has mainly come from two groups that traditionally did not access higher Education: a 'rising' lower-middle class and women. The answer for them lies in distance education which is becoming increasingly popular as economic forces encourage, and new technologies facilitate, its spread. We are thus targeting an enrolment of at least seven million students with a majority from the disadvantaged sections and locations during the next five years."

The Minister also commented upon the role of Information and Communication Technology (ICT) in increasing capabilities and reducing cost in case of distance education. He said, "Distance education requires use of technology. Today, we have technology to simulate laboratory experiments; we have the technology to create

virtual labs to allow our young students to obtain hands-on experience for technical training & skill development..."

Prof. P.T. Manoharan, eminent scientist, former Vice-Chancellor and Raja Ramanna fellow, was the Guest of Honour and while addressing the Convocation, he emphasised upon the importance of science education and distributed the gold medals and other awards.

Vice-Chancellor Prof. V.N. Rajasekharan Pillai talked about the initiatives taken by the University to promote the GER. He said, "120 districts were identified with the GER between 3.0 and 7.0 (excluding eight districts having no higher education set-up) where IGNOU can tap the prospective learners in the age group of 18-23 years. Both enrolment of fresh learners by IGNOU and retention of learners in the IGNOU system are being addressed too."



*Participants are all smiles after earning their medals at the 22<sup>nd</sup> Convocation of IGNOU on April 2, 2011.*

### Cash Awards Distributed During the Convocation Ceremony:

- 1) Dr. A.P.J Abdul Kalam cash award of Rs.10, 000 for the gold medalist in Bachelor of Social Work
- 2) CEMCA cash award of Rs.10, 000 for the best female student in the programme related to Information and Communication Technology
- 3) Prof. Ram Reddy Memorial medal for highest aggregate marks in Master's Degree Programme in Social Science subjects
- 4) Prof. Grover cash award for the best among the differently-abled meritorious students.

## Faculty Recharge Programme has Its own Web Portal

On June 9, 2011, **Shri Kapil Sibal** launched a web portal, which has been created exclusively for the Operation Faculty Recharge programme. This programme is one of the recommendations of the Empowered Committee constituted by the MHRD/UGC under the Chairmanship of Professor M. M. Sharma, former director, ICT, Mumbai and it is to be used to recruit faculty in science, engineering and technology.

The web portal has been created to make Operation Faculty Recharge programme operational and it can be used by scholars to submit their applications online. The web portal has been so designed that all operations in the process of faculty selection shall be conducted online beginning with the receipt of application to the stage of short listing of candidates. Final selection will be done through personal interview of scholars living in India while applications from overseas could be interviewed through video conferencing.

The objective of the Operation Faculty Recharge programme is to strengthen high quality research in science-related disciplines at internationally competitive levels and promote innovative teaching in the Universities through induction of fresh talent at all levels of academic hierarchy in selected departments/centres.



*Shri Kapil Sibal, Minister of HRD, and Professor M. M. Sharma at the launch of the Web Portal under Operation Faculty Recharge Programme of the UGC, in New Delhi.*

Scholars shall be selected through a nationally-conducted competitive process to ensure that individuals with exceptional creativity, zeal and commitment to research and teaching are appointed. Through this programme, universities would be able to upgrade and reinvigorate faculty resources in their science-related departments.

## Education Ministers Agree on Need for Factual Status of HE

### State Education Ministers' Conference 2011

The State & Union Territory Education Ministers' Conference, held on June 8, 2011, agreed upon the need for a comprehensive and reliable data-base on Higher Education, which should reflect not only the factual status of the Higher Education sector, but should also aid in planning the growth of the sector. Besides, the Ministers also accepted the fact that such an exercise should be able to address the issues of access, equity, relevance and quality.

The Conference of State and UT Education Ministers was chaired by Shri Kapil Sibal, in which all the States endorsed the Central Government's initiative in conducting the All India Survey on Higher Education. The State and UT Education Ministers also offered all possible cooperation in completing the survey on time. They also agreed to advise all the Institutions located in the States to provide information as required. The Department of Higher Education, MHRD, also gave a presentation on the Survey at the Conference.

The Conference also reviewed the status of implementation of the Right to Education Act, 2009 and noted the considerable progress that has taken place in developing understanding and generating consensus on the child-centred assumptions of the RTE Act. It was decided that a process of systematic reforms would be carried forward in terms of:

1. Giving wide publicity to child entitlements under the Act
2. Undertaking teacher recruitment, re-deployment and training in a time bound manner,
3. Initiating GIS mapping exercises for establishment of neighbourhood schools,
4. Initiating curricular renewal and instituting a system of learner assessment as an integral part of the learning system,
5. Expediting the processes for constitution of SMCs and notification of local authorities, and
6. Monitoring admission of 25% children from disadvantaged groups and weaker sections at entry level in private unaided schools.

**Several presentations were made during the Conference, which are as follows:**

1. A presentation was made on the Public-Private Partnership (PPP) in School Education, which outlined the need

to leverage resources from private non-profit sector by creating suitable PPP models to meet the challenges of expansion in the secondary education. The Presentation, made by the Ministry of HRD, also talked of Model Schools in the PPP mode, which was well-received by the State Ministers, who also assured their co-operation in the implementation of the Scheme.

2. Presentations were made on the progress in implementation of the scheme of interest subsidy for pursuing professional education and the scheme for establishment of model colleges in 374 identified educationally backward districts. The State Ministers were also of the opinion that in order to publicise the scheme in educationally backward districts, awareness campaigns need to be launched by the States.

3. Another presentation was made on the progress made so far under the National Mission on Education through ICT. The presentation informed about the 390 Universities of the country, which have already been provided 1 Gbps connectivity till date. The list of the same is available on [www.sakshat.ac.in](http://www.sakshat.ac.in). The Mission has already received a few samples from the production process on orders for manufacture and supply of low cost access and computing devices and the same are under testing.

#### The conference also discussed the following issues:

- Scheme of setting up of 20 Indian Institutes of Information Technology (IIITs) in PPP Mode: The Conference was informed that the proposals from the State Governments are awaited and the State and UT Governments had been requested to identify private partners as well as locations for the proposed institutes. They had to forward their proposals within three months.
- UGC Regulations on curbing the menace of ragging: State Governments were requested to ensure proactive participation of civil/police authorities in anti-ragging committees and immediate filing of FIR on complaints of ragging.

Apart from the Minister, Dr. D. Purandeswari, MoS of HRD, Dr. Narendra Jadhav, Member, Planning Commission, 26 Ministers of Education representing State Governments and Union Territories, Smt. Vibha Puri Das, Secretary (HE) and Smt. Anshu Vaish, Secretary (SE&L) were present.



From Left to Right: Smt. Anshu Vaish, Secretary (S.E. & L), Dr. D. Purandeswari, MoS, HRD, Shri Kapil Sibal, Minister of HRD and Smt. Vibha Puri Das, Secretary (H. E.) during a media briefing on the State Education Ministers' Conference on June 8, 2011.

#### वेदविद्या प्रतिष्ठान का त्रिदिवसीय वेद सम्मेलन

महर्षि सान्दीपनि राष्ट्रीय वेदविद्या प्रतिष्ठान की स्थापना मानव संसाधन विकास मंत्रालय, भारत सरकार द्वारा सम्पूर्ण भारत में वैदिक अध्ययन की मौखिक परम्परा का संरक्षण, संवर्धन तथा वैदिक सम्मेलनों एवं संगोष्ठियों के माध्यम से करने हेतु की गई है।

इसी प्रतिष्ठान द्वारा रूपनगर स्थित असम वेद विद्यालय में त्रिदिवसीय पूर्वोत्तर क्षेत्रीय वैदिक सम्मेलन दिनांक 22 से 24 अप्रैल, 2011 तक आयोजित किया गया। वैदिक सम्मेलन का शुभारंभ मुख्य अतिथि असम के महामहिम राज्यपाल जी. वी. घटनायक ने किया।

संस्कृत भाषा में दिए गए संदेश में महामहिम घटनायक जी ने कहा कि संस्कृत पाठ्यक्रम को दूसरी भाषा के रूप में लेना चाहिए, तभी वेदों का सही अर्थ में संरक्षण होगा। असम वेद विद्यालय एवं वेदविद्या प्रतिष्ठान द्वारा पूर्वोत्तर के विभिन्न जातियों – जनजातियों तक वेद का संदेश ले जाने के उद्देश्य से वेद सम्मेलन का आयोजन किया गया। सम्मेलन में बिहार, ओड़ीशा, सिक्किम, त्रिपुरा, मध्यप्रदेश, झारखंड, पश्चिम बंगाल इत्यादि राज्यों से नौ वेदों के ज्ञाताओं का समागम हुआ।

असम वेद विद्यालय के अध्यक्ष एवं पूर्व न्यायाधीश श्री सुनील कुमार की अध्यक्षता में उदघाटन समारोह में प्रतिष्ठान के सचिव प्रो. रूपकिशोर शारत्री विशिष्ट अतिथि रहे, जिन्होंने मानव संसाधन विकास मंत्रालय भारत सरकार के अधीन चल रहे वेदविद्या प्रतिष्ठान का परिचय, समस्त कार्यक्रम एवं उद्देश्यों सहित विवरण देते हुए वेदों के अध्ययन/अध्यापन को आज के युग में आवश्यक बताया।

## President Gives Away Certificate of Honour to Language Scholars

The President of India Smt. Pratibha Devisingh Patil gave away "Certificate of Honour" and "Maharshi Badrayan Vyas Samman" for the years 2008 and 2009 on May 6, 2011. The awards were presented to 51 recipient Scholars of Sanskrit, Arabic, Persian, Pali/Prakrit for the years 2008 and 2009. These award-winners were already announced on the eve of the Independence Days, 2008 and 2009.

The President also gave away Presidential Awards to 17 scholars of Classical Tamil for the years 2005-06 to 2007-08.

Presidential Award of Certificate of Honour is announced on the eve of Independence Day every year in recognition of the outstanding contribution by various scholars of eminence over 60 years of age, in the field of Sanskrit, Arabic, Persian or Pali/Prakrit in recognition of their teaching experience, published work and their efforts in keeping the tradition of these languages alive. Further from the year 2008 it has also been decided to institute one international award for Sanskrit to non-resident Indians or persons of non-Indian origin on the same lines.

The total number of awards from the year 2008 onwards would be 15 awards for Sanskrit, one international Award for Sanskrit, consisting of one time monetary grant of Rs.5 lakh to each awardee, 3 awards each for Arabic and Persian and one award for Pali/Prakrit, each carrying a monetary grant of Rs.50,000/- per annum for lifetime. A Sanad and a shawl is also presented to each of the awardees by the President of India.

Young scholars of (Sanskrit, Pali/Prakrit, Arabic and Persian) in the age group of 30 to 40 years, who have made a breakthrough in the interdisciplinary studies involving contribution of these languages or the ancient Indian wisdom, to the process of synergy between modernity and tradition are granted Maharshi Badrayan Vyas Samman on this occasion every year. This Award carries a one-time cash award of Rs.1.00 lakh along with a Sanad and a shawl, which is presented by the President of India. A maximum number of 5 young scholars of Sanskrit and one each in Pali/Prakrit, Arabic and Persian are conferred with the award every year.



The President, Smt. Pratibha Devisingh Patil, along with the Classical Tamil Scholars of the year 2005 to 2008, at Rashtrapati Bhavan, in New Delhi on May 6, 2011. Shri Kapil Sibal, Minister of HRD and Smt. Vibha Puri Das, Secretary (HE) are seen seated on the either side of the President.



The President, Smt. Pratibha Devisingh Patil along with the Sanskrit, Pali/Prakrit, Arabic, Persian & Classical Tamil scholars of the year 2009, at Rashtrapati Bhavan, in New Delhi on May 6, 2011. Shri Kapil Sibal, Minister of HRD and Smt. Vibha Puri Das, Secretary (HE) are seen seated on the either side of the President.

## Universal Design Workshop at SPA-Bhopal



Architecture students from various corners of the country at the Universal Design Workshop

The School of Planning and Architecture (SPA), Bhopal hosted a Workshop on Universal Design in March 2011. The main aim of the workshop was to train architects, planners, designers and engineers in designing inclusive environments.

The workshop taught Universal Design and Research, which aims to assist people with disabilities and also support diverse users with functional limitations in the community like elderly, female users, small children, pregnant women and members with temporary and permanent ailments. The workshop had the following objectives:

- i) Create awareness about 'Universal Design' amongst budding architects, planners and design professionals to support social sustainability across ability, age, gender, socio-economic stratum and culture.
- ii) Provide hands-on experience to understand practical application of Universal Design to design Inclusive built-environment for everyone including people with functional limitations.
- iii) Learn about Universal Design education, teaching and practice
- iv) Develop example of a model building through intense Universal Design Education

This three days 'Universal Design Workshop' was planned as a culmination of a National Student Design Competition for a universal design that was floated in October 2010 by SPA-Bhopal. The institute received tremendous response for this competition from architecture and design schools with about eighty registrations and thirty design entrees.

The registered student teams prepared their designs based on the design brief and in consultation with their faculty advisors. The teams were also provided with a list of books, websites and other online resources on universal design to make their challenge an informed attempt. The final evaluation of this competition was coupled with a three days workshop on March 3, 4 & 5, 2011. The two best competition entries were awarded and all shortlisted entries were displayed as an exhibition for the professionals for wider dissemination.

The workshop was convened by Dr. Rachna Khare, a Fulbright Scholar and a strong supporter of Inclusive Design. She coordinates the Center for Human Centric Research (CHCR) at School of Planning and Architecture, Bhopal. The workshop was co-coordinated by Architect Sandeep Sankat and Architect Ram Sateesh Pasupuleti.

## Minister suggests Review of NIT System

Shri Kapil Sibal, Minister of HRD, has suggested a review of the National Institute of Technology (NIT) system, which is going to complete a decade of its existence. He said that this review should be conducted under the Chairmanship of Dr. Anil Kakodkar, on the lines of the report already submitted by him on IITs. The Minister was speaking at the second meeting of the NIT Council, held on June 28, 2011.

While speaking at the meeting, which he also chaired, Shri Sibal re-affirmed the support of his Ministry to the NIT system. While appreciating the progress made by the NITs in infrastructure development and recruitment of faculty and staff, Shri Sibal said that the NITs have to be the torch-bearers of progress and development in the technical and professional education in the country alongside the IITs.

During the meeting, the NIT Council also reviewed the admission policy for undergraduate and postgraduate programmes. In particular, foreign student admission through DASA and centralised M. Tech admission were considered.

Shri Sibal expressed the government's desire to have one single national level examination test for admission to all Engineering institutions on which Ramasamy Committee would be submitting its report by September 2011.

## Secretary HE Visits Brussels, Warsaw for 1st India-EU Policy Dialogue

After signing two joint declarations, one on cooperation in the field of education and the second on cooperation and dialogue in the field of multilingualism, India and the European Union (EU) held the first India-EU Policy Dialogue on May 25-26, 2011 at Brussels in Belgium. This was followed by a visit of Smt. Vibha Puri Das, Secretary (HE) to the India-EU Study Centre at Warsaw University, Warsaw (Poland) on May 27, 2011.

Smt. Das was leading the Indian delegation to Belgium. Other members of this delegation were: - Prof. Ved Prakash, Acting Chairman, UGC, Prof. S. S. Mantha, Acting Chairman, AICTE, Prof. Panchanan Mohanty, Professor in Applied Linguistics, Centre for Applied Linguistics and Translation Studies, University of Hyderabad and Mr. Amit Khare, Joint Secretary (ICC), Department of HE, MHRD. The EU delegation was led by Mr. Xavier Prats Monne, Deputy Director General, DG Education and Culture, EU.



Smt. Vibha Puri Das, Secretary (HE), presenting books to the India Study Centre at Warsaw on June 27, 2011

## Chinese Vice Minister of Education Visits India



Smt. Vibha Puri Das, Secretary (HE) with Ms. Li Weihong, Chinese Vice Minister for Education in New Delhi on June 6, 2011

Ms. Li Weihong, China's Vice Minister of Education, was in India between June 3 and 7, 2011, leading a high-level delegation, which held discussions with the MHRD officials on June 6, 2011. Smt. Vibha Puri Das, Secretary, HE, led the Indian delegation.

The two sides discussed the enhanced cooperation between India and China in the education sector, teaching of Chinese language in India and student exchange programmes among other issues.

## MoS Dr. Purandeswari's visit to Canada

Dr. D. Purandeswari, Minister of State of HRD, led an Indian delegation to Canada from June 17 to 22, 2011. During the visit, she also participated in the Education Summit of Vice Chancellors, organised by the Association of Universities and Colleges of Canada at Ottawa and the first India-Canada Innovation Summit at Carlton University, Ottawa, co-organised by the Shastri Indo-Canada Institute (SICI).

At the Vice Chancellors' Summit, Dr. Purandeswari, who delivered the Keynote address, said, "Education can no longer be considered a goal in itself, but rather should be considered a powerful driver of socio-economic change." She emphasised upon the importance of the current

reforms being implemented to improve Indian education system.



From Right to Left: Dr. D. Purandeswari, MoS of HRD, Mr. John Baird, Canadian Minister of Foreign Affairs, Mr. Shashishekhar Gavai, Indian High Commissioner to Canada, Prof. Sunaina Singh, former Shastri President and Dr. Braj Sinha, Shastri President.

### Common Entrance Test to Sanskrit Universities

Instead of three separate entrance tests, thousands of students will now be able to take a Common Entrance Test (CET) for admission to the professional courses in Teacher's training in the three Sanskrit Universities of the country. These Universities are Rashtriya Sanskrit Sansthan (RSKS), New Delhi, Shri Lal Bahadur Shastri Sanskrit Vidyapeeth (SLBSRSV), New Delhi and Rashtriya Sanskrit Vidyapeeth (RSV), Tirupati.

At present about 6000 students from all over the country used to sit for separate entrance tests to each of the three Universities to get admission into the Shikshashastri (B. Ed.) course.

Apart from the professional courses in Teacher's training, the students will also be getting registered for the Vidyavaridhi (Ph. D.) degree course through this CET.

The three Universities would be conducting the CET for Shikshashastri, Shikshacharya (M. Ed.) and PRT (Pre-registration Test) for Vidyavaridhi by rotation. The RSKS will be conducting the CET for this year while for the years 2012-13 and 2013-14, RSV, Tirupati and SLBSRSV, New Delhi, will be conducting the entrance test, respectively.

### IIM Bengaluru's 36th Annual Convocation Held

The Indian Institute of Management (IIM) Bengaluru held its 36th Annual Convocation on March 31, 2011 at the IIMB Campus, in which 578 students graduated in presence of the Chief Guest Shri Kapil Sibal, Minister of HRD and Shri Mukesh Ambani, IIM Chairman.

Speaking at the Convocation, Shri Sibal said that India will soon be among the top three economies of the world and in the changing world order, the students had to carve a niche for themselves with ethical business ways. He said, "Some of you will be on the Fortune 500 Companies list while others will have created them."

Asking the students to keep their "moral compass" always on the right side, he also mentioned that it was the inner sense or moral conscience that would make the students a competent or great manager.

Shri Sibal presented Gold Medals to the students while

Shri Ambani presented the graduation diplomas. In his speech, Shri Ambani said that India is competing with the world and in the process of becoming a major economic power; India has the ability to lead global transformation.

Meanwhile, in a first of its kind development, IIM has signed a partnership deal with Harvard for distributing teaching cases developed in IIM. IIM Director Prof. Pankaj Chandra highlighted this in his welcome address. He also informed the audience about the EQUIS accreditation awarded to IIM by the European Foundation for Management Development, while noting that IIMB was the second institute in India to be thus accredited.

### IIT Patna Foundation Stone Laid at Bihta

Speaking at the foundation stone laying ceremony of the IIT-Patna at Bihta, Shri Kapil Sibal, Minister of HRD, asked the political parties, civil society and media to come together to formulate the education policies, which would take India forward in the Higher Education sector.

At the function, held on April 19, 2011, Shri Sibal said, "Our country cannot make progress without providing education to its youths, particularly at the University level and for this political parties, civil society and the media need to rise beyond 'politics' for formulation of the national Higher Education policy."

While hailing the UPA government's efforts in promoting Higher Education in the country, the Minister enlisted that the government had set up 20 IITs, 30 Universities, 8 IITs and 7 IIMs since 2004.



Shri Sibal after planting a sapling at the foundation stone laying ceremony of IIT Patna at Bihta campus.

## Classes Start at IIM Trichy



Classes started at the newly-inaugurated Indian Institute of Management in Tiruchirapalli from June 15, 2011. The new IIM has 12 Professors and 88 students in its first batch. The IIM Trichy will function from the National Institute of Technology Trichy campus till its 160-acre campus-site is ready along the Trichy-Pudukottai high-way.

Inaugurated in January last, the IIM Trichy is one of the seven new IIMs formed under the XI Five year Plan.

Out of a total 88 students, 73 boys and 15 girls have been enrolled for the first batch of the Post-Graduate Programme (PGP) for the academic year 2011-2013.

## IGNOU to help in Establishing India-Africa Virtual University

In a supportive gesture, Prime Minister Manmohan Singh has announced that the Indira Gandhi National Open University (IGNOU) would play a lead role in establishment of a virtual university in Africa. The university would be known as the India-Africa Virtual University (IAVU) and its mission would be to "ensure special priority to further Indo-African relation by establishing an educational link."

The PM made this announcement while speaking at a summit in Addis Ababa, Ethiopia on May 24, 2011. IGNOU has formulated the proposal for this University at the behest of the Ministry of External Affairs.

The University is going to ensure Africa-oriented educational programmes with health sciences, vocational education, food and nutritional security, and gender empowerment as focus areas.

## Pondicherry University's 21st Annual Convocation

Pondicherry University organised its 21st Annual Convocation on April 23, 2011 at the University Campus in which, Shri Montek Singh Ahluwalia, Deputy Chairman of the Planning Commission, was the Chief Guest. He also delivered the Convocation address.

Shri Ahluwalia, along with the renowned cardiothoracic surgeon, Dr. K. M. Cherian, were conferred honorary Doctor of Letters and honorary Doctor of Science, respectively.

Prof. J. A. K. Tareen, Vice Chancellor of the University, presided over the Convocation in which degrees were awarded, which included 9,499 Bachelors, 1,971 Masters, 325 M.Phil.s, 75 Ph.Ds, 169 gold medals and another 5,114 degrees through the distance education mode.



*Dignitaries present at the Pondicherry University Annual Convocation on April 23, 2011.*

## IIITDM Kancheepuram declared Institute of National Importance

The Indian Institute of Information Technology, Design and Manufacturing (IIITDM), Kancheepuram has been declared as Institute of National Importance.

A proposal to this effect was approved at a meeting of the Union Cabinet held on June 16, 2011.

The Institute was set up in 2007 and is currently located within the campus of Indian Institute of Technology (IIT) Madras. It plans to shift to its permanent campus to the outskirts of Chennai in August 2011.

## Minister Talks About Setting Up Meta-Universities

Shri Kapil Sibal, Minister of HRD, met his German counterpart, Dr. Annette Schavan, in New Delhi on May 31, 2011, and discussed with her the consortia approach of twinning between universities of the two countries where two to three Indian Universities could partner with two to three German Universities for conducting degree-level courses.

In this regard, Shri Sibal said that setting up of such Meta-Universities was going to be a welcome step to collaborate further in the Higher Education sector between the two countries. He further stressed that both the countries offered enormous opportunities in the fields of Higher Education and Skill Development and mutual recognition of Degrees and Diplomas awarded by the Indian and German educational institutions would encourage the mobility of students between the two countries.

While talking to Dr. Schavan, Shri Sibal also emphasised on increasing the avenues for vocational education and setting up of joint ventures between two countries under Public Private Partnership (PPP) model for skill enhancement. Shri Sibal also noted that there is need to popularise the fact that many courses at graduate and post graduate level in Germany are conducted in English language, so that more Indian students are able to avail the opportunity of studying in Germany. He pointed out that efforts could also be made in India to familiarise the Indian students with the German language at school and higher education level.

Speaking during the meeting, Shri Sibal said that India could host this year's Indo-German Higher Education Summit in November/December 2011 to be co-chaired by both the Ministers with the participation of academics, senior government officials and public & private industry on both sides. He also offered that the Summit could explore issues like:

- (i) Development of junior faculty including doctoral & post-doctoral programmes.
- (ii) Mutual recognition of qualification, particularly in vocational education.
- (iii) Joint research programmes

The two sides also signed two MoUs, between IIT

Mandi & University of Stuttgart representing TU9 Germany and University of Hyderabad & Westfalesehe Wilhemns University of Germany.



*Shri Kapil Sibal, Minister of HRD, and Dr. Annette Schavan, German Federal Minister of Education & Research, witnessing the signing of an MoU between University of Hyderabad and Westfalesehe Wilhemns University of Germany, in New Delhi on May 31, 2011.*

## IGNOU signs MoUs with three Chinese Universities

The Indira Gandhi National Open University (IGNOU) has signed memorandum of understanding (MoUs) with three Chinese Universities, namely Open University of Hong Kong (OUHK), Human Normal University (HNU) and Qingdao Technological University.

The IGNOU has identified areas of common interest with the three institutions and according to the agreements, the collaboration will take place in areas like faculty, student-exchange programmes, development and sharing of course material and services for lifelong learning.

According to the MoUs, the Universities may accept professors from both the institutions as exchange of teachers to teach in their Universities for a specified period. Besides, the Universities may also allow each other's students to study in the other university for one semester or more.

### Samsung, IIM-A tie-up for Scholarship Program

The Indian Institute of Management, Ahmedabad (IIM-A) signed a MoU with the Samsung India Electronics Pvt. Ltd. with the aim to encourage students to build a career in the manufacturing sector. Under the 'Samsung Scholarship Program', five meritorious students will be selected from the first year batch of IIM-A's flagship Post Graduate Management Program (PGP) to award the Samsung scholarship, which will, then, be used to fund the second year of their course at the institute.

Mr. Samir Barua, Director IIM-A, also revealed that Samsung was willing to sponsor about 60-70 percent of the tuition fees of the students under the scholarship program. In addition to this, the selected students will also be able to interact with the senior management at Samsung for more exposure in the manufacturing sector.

While speaking about the MoU, Mr Barua said, "The association with Samsung, we believe, would not only motivate students to excel academically but also look for opportunities in the manufacturing sector. Usually, students are more inclined towards the service sector."

### India, New Zealand Joint Education Council

India and New Zealand have decided to establish a Joint Education Council (JEC) to carry forward the cooperation in the educational sector between the two countries. The two countries already have an Education Exchange Programme, which was signed on April 12, 2010, during the visit of Shri Kapil Sibal, Minister of HRD, to New Zealand.

During another meeting, held on June 28 June 2011 between the Prime Ministers of both the countries, an Education Initiative which is a jointly-funded programme to enhance bilateral cooperation in higher education, research, and skills development, has also been announced.

The JEC provides a mechanism for New Zealand to bring together a range of education and skills-development funding agencies and provides India with a simplified one-stop-shop to deal with. This will promote a close and collaborative government relationship and foster more involvement by our respective sectors. The Council will

become flagship of the education relationship between our two countries. The initiative will focus on building knowledge and awareness among young business leaders from both countries through scholarships and internships in each other's business schools and industrial enterprises. This initiative also hopes to strengthen the relationship even further and increase academic and industry links between the two countries and open up opportunities for education services collaboration.

### Japanese Grant to Upgrade University Equipment

Japan's Mitsubishi Corporation has signed an agreement with the IGNOU, which includes a grant of 724,000,000/- Yen to IGNOU for the upgradation of its Electronic Media Production Centre (EMPC). The EMPC serves as the nodal centre for managing the Gyan Darshan channels and Gyan Vani stations.

With the sanctioned grant, the University would be able to transform its equipment into high definition format in video studios, Non-Linear Edit Suites, Graphics, Duplication and Field Recording, etc. The agreement was signed on May 23, 2011 and the new equipment would be installed and operational by October 2011.

This agreement holds significance in view of the fact that IGNOU shares the EMPC facilities with various educational and training institutions like the State Open Universities, Central and State Government Ministries/Departments, NGOs, Corporate bodies, etc.

### All fellowships for Indian academia in Australia

The Australia-India Institute is planning a series of eight-week residential fellowships for Indian professionals in academics and other disciplines. The fellowships will be for mid-career Indian professionals and they can apply for its Emerging Leader Fellowships Program 2011-12 for the fellowships.

The applications will open in July, 2011 and after being granted the fellowships, the successful candidates will be required to deliver public lectures on subjects of international significance. They are also expected to produce essay on the same theme, which the Institute will publish and disseminate. The fellowship contains airfares, residential accommodation, office space and a payment of 10, 000 Australian dollars.

### Minister Seeks Better Skill Development Opportunities For Disabled

Seeking a better opportunity for Persons With Disabilities (PWDs), Shri Kapil Sibal, Minister of HRD, has stressed upon the need for a special national plan for the skill development of such people but not at the cost of normal education. Shri Sibal said this while chairing the first meeting of the Round Table Conference on Educational Development of Women, SCs/STs and PWDs on April 18, 2011.

He further said that there was a growing need for residential schools and colleges for the disadvantaged in order to address the issues of lack of access and quality. He asked the Secretaries of the Departments of Higher Education and School Education & Literacy to set up a task force to prepare a Public Private Partnership (PPP) model, which should be sustainable.

The Minister also assured that the Ministry would seek to expand the scope of the National Mission on Education through ICT to school education in the future. This would be done to ensure quality teaching in schools. He also indicated that the Ministry could possibly work on preparing a programme of a national fellowship for Vocational Education and Higher Education.

Others who attended the Round Table include Smt. Vibha Puri Das, Secretary, Deptt of HE, Smt. Anshu Vaish, Secretary, Deptt of SE&L, Prof. Kancha Ilaiah, former head, Deptt of Political Science, Osmania University, Ms. Sonali Khan, Country Director, Breakthrough India, Dr. Mary E. John, Director, Centre for Women's Development Studies, Dr. Mintu Alur, Founder-Chairperson, ADAPT, and Dr. Achyuta Samanta, Founder, Kalinga Institute of Social Sciences.

### Round Table on Higher Education

In a bid to prepare for the forthcoming India-US Higher Education Summit at Washington DC, the Ministry organized a Round Table Conference on Higher Education on April 7, 2011.

Shri Kapil Sibal, Minister of HRD, who chaired the Roundtable, announced the setting up of five Working Groups, from among the industry leaders and academia. These Working Groups would identify specific areas of cooperation between the two countries before the Summit takes place. The Groups are as follows:

- 1) Mechanisms for knowledge partnerships (US-India Academic-Industry-Partnerships)
- 2) Building Environment for institutional partnership
- 3) Faculty Development initiatives and academic leadership
- 4) Academic-Industry collaboration (institutional & research)
- 5) Vocational & Skill Development (Knowledge Exchange)

The Roundtable had representatives of major industry bodies like the CII, FICCI, ASSOCHAM as well as heads of various education institutions of the country sharing their views on the subject. They were joined by officials from the Ministry of External Affairs as well.

Even as the participants appreciated various initiatives between the two countries like the Obama-Singh Knowledge Initiative, Yale-India Leadership Programme, Fullbright Scholarships, etc, which are already underway, it was decided to take such partnership programmes further through an institutional bilateral mechanism with active participation of the industry.

### Shri Sibal Attends Conference of Least Developed Countries in Istanbul

At the Fourth UN Least Developed Countries' (LDCs) Conference, between May 9 and 11, 2011 in Istanbul, Turkey, Shri Kapil Sibal, Minister of HRD, reiterated India's commitment to the Istanbul Programme of Action, which lays down a robust development agenda with the aim to graduate a substantial number of countries out of the LDC category by the end of the decade 2011-2020. Shri Sibal, while taking part in the Conference, also spoke on the theme, which was "Resources Mobilization for LDCs' Development and Global Partnership."

In his address, Shri Sibal called for building a global architecture for the LDCs based on a dual track approach; one that would generate external and domestic resources and at the same time build human capacity and basic infrastructure to leverage the financial resources. He pointed out that under its technical and economic assistance initiative, India is already providing about 1500 scholarships every year and has extended Lines of Credit worth US\$ 4.8 billion since 2003 to the LDCs. In addition, the Indian private sector has also invested more



*A view of the LDCs Conference at Istanbul*

than US\$ 35 billion in these countries.

Shri Sibal asked the international community to join hands in building a strong global partnership and support the LDCs.

On the sidelines, Shri Sibal also had a meeting with the President of the UN General Assembly, Mr. Joseph Deiss; Foreign Ministers of Kyrgyzstan, Eritrea, Zambia, Estonia and Serbia; and the Special envoy of the President of Kiribati and discussed issues of mutual interest with particular focus on support measures for the LDCs under the framework of South-South Cooperation.

## Minister attends AICTE Conference, Emphasises Role of State Govt in Tourism Sector

Shri Kapil Sibal, Minister of HRD, announced that although India was going to invest Rs 400 billion to strengthen the infrastructure sector but lack of sufficient skilled labour force poses a challenge to achieve the goal. With many Indians ready to spend their time and money in visiting tourist destinations within the country, it is time to enhance the infrastructural advantage in the hospitality and tourism sector and keep it ready for the tourists.

Shri Sibal was speaking as a Chairman of the Fourth Conference on National Vocational Education Qualification Framework organised by the All India Council of Technical Education (AICTE) on May 31, 2011 in New Delhi. The conference discussed the important aspects of Vocational Education, Qualification and the Framework in terms of the hospitality and tourism sector in the country.

While speaking at the Conference, Shri Sibal called upon

the State Governments to take active participation in making the tourism and hospitality sector more vibrant and growth-oriented by framing legislation to this effect.

## MHRD launches opinion-poll on IIT-JEE reforms

In a path-breaking initiative, the Ministry of HRD and the Department of Science and Technology have launched an opinion poll on the proposed reforms to various engineering tests including the Joint Entrance Examination (JEE) for the IITs. The Government has even decided to use the popular social networking website Facebook to popularise the online poll, which it is believed, would allow students, parents and other stakeholders to give their opinion on the proposed reforms.

It may be recalled that the MHRD has proposed to hold just a single National Testing Scheme (NTS) in place of the multiple entrance tests conducted in different States, private engineering schools and the IIT-JEE and the All Indian Engineering Entrance Examination (AIEEE).

The opinion poll will be able to garner support for the proposed reforms and the students are expected to support in favour of the single entrance test in place of the multiple tests.

The proposed National Test Scheme is designed to allow selection of students for admission to tertiary education. It is based on the single examination evaluation instead of the prevailing multiple competitive examination system in the country.

To know more about the National Test Scheme, you can visit at the URL <http://india.gov.in/nts/ntshome.php>

## HRD Panel proposes Higher JEE Rankings for Girls

In order to address gender imbalances in the Indian Institutes of Technology-Joint Entrance Examination (IIT-JEE), an HRD panel on IITs has suggested that girls should be granted higher ranks than boys on identical total marks. The panel, headed by former Atomic Energy Commission Chairman Anil Kakodkar, pitched in for a change in the IIT-JEE ranking system in favour of girls.

The Kakodkar panel has come up with this proposal on the basis of the fact that only 12% of all students selected into the IITs through the JEE in 2010 were girls.

सा.सं.वि.मंत्री/2011  
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 दिनांक/Date 9/5/11

H. R. M. OFFICE  
 RECEIVED  
 6 MAY 2011  
 NEW DELHI

From:  
 Anil N. Chavan.  
 14, AASRA,  
 Paratenagar,  
 Sonegaon,  
 NAGPUR-440 025

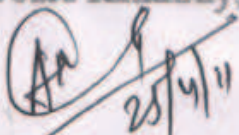
To,  
 The Hon. Minister  
 Ministry of HRD  
 Govt. of India  
 New-Delhi-110 001

As I am availing the facility of Education Loan for the education of my daughter For Engineering (B.Tech. {Bio-Tech.}) from Oriental Bank of Commerce, Khamla Br. Nagpur.

As per your circular received by the above said Bank I come to know that you have sanctioned the interest subsidy on Education Loan.

I am very much thankful for your above decision. Due to your this decision now I am able to give higher education to my daughter.

Thanking you,  
 I remain,

Yours faithfully,  
  
 (Anil N. Chavan.)

**Subject: Comments on the Newsletter on Higher Education, MHRD, Govt. of India**

The first issue of **The Newsletter** published by the Department of Higher Education in the Ministry of Human Resource Development, Govt. of India is a unique initiative to update and inform the citizens - stakeholders of education nation wide about the schemes, innovation and activities undertaken by the Higher Education Department. The editorial invitation for constructive feed back and innovative thoughts from the readers is commendable and is a testimony to the vision of Hon'ble Union Human Resource Development Minister Sh. Kapil Sibal to harness the creative instincts of young stakeholders and enable them to grow and blossom intellectually into an enlightened citizen.

This quarterly Newsletter would prove to be a springboard to trigger constructive debates and discussions on various burning issues related to reforms and transformation of education system at various levels. There is no doubt in our mind that this Newsletter will evolve over time and prove to be an interactive medium among the discerning readers and Department which will further enable the Ministry to enrich the and improve the public policies and their delivery of schemes. Further, it is heartening to find that the Newsletter is bilingual and would attract wider reader acceptability.

In our view, the Newsletter would serve better if it covers and highlights the efforts and reforms undertaken by the various states and union territories regularly. The policies and innovations of various states and U.T.s to transcend the existing frontiers of traditional mindset and policies in line with the educational reform agenda of MHRD ought to be given a special reference. The quarterly edition of the Newsletter provides sufficient time for this special initiative.

Moreover, the effort at Central level always has been to achieve a National consensus and mutual understanding on various policy matters and Momentous reforms in education. This will further make this useful Newsletter more meaningful, receptive and comprehensive.



The Director Higher Education,  
Chandigarh Administration.



**Prof. Dr. S. MOHAN**

M.E., Ph.D., F.N.A.E.  
Director

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Date 25<sup>th</sup> May 2011

Dear Dr. Vijay, P. Goel,


Greetings! The Ministry of Human Resource Development, Government of India has been doing a yeomen service for the cause of education in general and quality of higher education in particular, to enhance the status of our country and living standards of the people of the same. Nowadays it is important, that any organization should, not only perform the task assumed and assigned perfectly to the core, but also it should disseminate the information regarding the achievements of the organization amongst the society. The news letter of any organization becomes absolutely indispensable, in this regard.

The Newsletter on Higher Education is highly impressive in its content. The content is not only cohesive but also highly informative. The newsletter informs the happenings of various milestones crossed by highly reputed institutions. For people who are in the related fields, it gives an instant update of the current affairs. It is also used as a tool for proclaiming the enhanced status of pioneering institutions. It is to see that the fourth issue will focus on "Female participation in Education". This reveals the kind of thoughtful and careful planning that goes into the release of every issue. The selection of very trendy and relevant topics is also highly commendable. I extend my sincere best wishes for all the issues to come. We will possibly send the details of Institute's efforts in this regard.

It is also requested that vital issues of Technical Education like Research and Consultancy activities done by various elite organizations under the ministry, the Publications brought out by them, the Technical Teacher Training activities accomplished in a large scale by institutions like ours, patents obtained by esteemed institutions, skill development activities of the Ministry and the significant achievements made by the institutions under MHRD, may highlight these newsletters, which will be very much helpful in disseminating such motivating information to like minded organizations across the country, for the purpose of pulling them up in their growth ladder.

My Congratulations to all those who put lot of efforts in making the newsletter to see the light of the day.

Yours Sincerely,

  
(Dr. S. Mohan) 25/05/2011

To  
Dr. Vijay, P. Goel,  
Deputy Director General,  
Department of Higher Education, Ministry of HRD,  
Shastri Bhavan, New Delhi - 110115  
Email : [vijayp54@gmail.com](mailto:vijayp54@gmail.com)

### Prof Lalthantluanga joins as Mizoram University's VC



Prof. R. Lalthantluanga has joined as the new Vice Chancellor of the Mizoram University on 19th May, 2011. This post was lying vacant since Shri A.N. Rai moved to the North Eastern Hill University (NEHU), Shillong as Vice Chancellor. Before joining this

assignment Prof. R. Lalthantluanga was a professor of Biochemistry in NEHU.

#### Appointments

**Mr. Aziz Burney, Advisor to HRM**

**Mr. Harpreet Singh, Director**

**Mr. M. C Shukla, Assistant Director (AD)**

**Mr. Dev Sharma, AD**

**Mr. Rajesh Singh, DS**

**Mr. S. K. Mohanty, Under Secretary (US)**

**Ms. Nagamani Rao, US**

#### Retirements

**Mr. S. K. Ray, AS&FA**

**Mr. R. S. Rajput, US**

**Mr. S. R. Bidani, US**

**Ms. Sundari Bansal, Section Officer (SO)**

**Ms. Harbans Kaur, SO**

**Ms. Surinder Kaur, SO**

**Mr. Udai Kumar, SO**

#### Relieved

**Dr. Anita Bhatnagar Jain, Joint Secretary**

**Mr. Ziley Singh Vical, Under Secretary**

**Mr. M. K. Agarwal, SSO**

**Dr. J. P. Gupta, SSO**

### Shri Sunil Kumar Repatriated To Parent Cadre



Shri Sunil Kumar, Additional Secretary (HE) and also the Editor-in-Chief of THE NEWSLETTER, was repatriated to his parent Cadre, Chhattisgarh on June 27, 2011. He joined the Indian Administrative Service in 1979 and was allotted the Madhya Pradesh Cadre.

Shri Kumar joined the Ministry in 1991 as Private Secretary to Late Shri Arjun Singh, the erstwhile Minister of HRD. He worked at the Ministry till 1994. In June 2004, he re-joined MHRD as Joint Secretary (HE). During his tenure with MHRD, Shri Kumar has been an active force behind efforts made towards bringing about a number of educational reforms. Besides, he has also been the Government representative to a number of autonomous organisations and institutions of higher learning.

Shri Kumar obtained his degree in B. Sc (Physics) from Kerala University, MBA from Cochin University and MPA from Harvard University.