

Newspaper Clips

April 30, 2012

Financial Chronicle ND 30/04/2012

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College enrolments to be doubled by 2020: Sibal

PRESS TRUST OF INDIA

Jalandhar

PITCHING for radical reforms in India's education sector, Union HRD minister Kapil Sibal has said the centre is making all efforts in this regard and by 2020 it aims to increase enrolment in higher education by around two-and-a-half times.

"Government aims to increase the number of students going to colleges by as much as two-and-a-half times by 2020," Sibal said at a function. "We will need as many as 800-900 more colleges for the purpose. The number of seats in over 40,000 colleges will also have to be doubled," he said.

Asserting that government was taking all steps in this regard, Sibal was of the view that the education sector calls for "big reforms" and various legislations are al-

Tall target

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■ The number of seats in over 40,000 colleges will also have to be doubled

ready under the consideration of the Parliament. Sibal also expressed deep concern over non-conversion of enrolments in schools to those in colleges and universities in the same ratio.

"At present, around 22 crore students go to school out of which, only 70 lakh finally turn up for higher

education, this gap needs to be bridged soon," Sibal said. Accusing state governments of not coordinating with the centre while giving nods to private varsities, Sibal the government "does not even know" when the bills are passed in the assemblies and when these universities start functioning.

"Owners don't even know the basics of education. There lies the problem and states need to put a cap on it," Sibal said.

Sibal further said that the structure of school education is also being revamped and by 2020, the government hopes to completely overcome the problem of dropouts.







He also called for active participation by the private sector in a bid to revamp the educational structure, noting that government alone "can not do this".

Times of India ND 30-Apr-12 p5

Meta College to impart students hands-on training

PARADIGM SHIFT

DU works out schedule for undergraduate admissions in 2012-13. Here's a lowdown on the process

<p>➤ Forms to make a comeback</p> 	<p>➤ 50:50 weightage to trials and certificates for sports & ECA admissions</p>
<p>➤ Centralized online and offline registration to be available</p> 	<p>➤ Sports trials to be conducted by colleges</p> 
<p>➤ 2 days for admission per cut-off list</p> 	<p>➤ No migration in second and third year of college</p>
<p>➤ Colleges may come up with 8 to 10 cut-off lists</p>	<p>➤ 10% relaxation to OBC aspirants</p> 
<p>➤ ₹ 1,000 deduction in case of cancellation of admission within due date</p> 	<p>➤ Decentralized SC/ST admission process</p>

TIMES NEWS NETWORK

New Delhi: The launch of Meta College will be the most ambitious venture among the many changes proposed in the new academic session at Delhi University.

The varsity has decided to start a course—BTech in humanities—from this July. Students pursuing the course will be free to design their own curriculum and study in multiple colleges, which are brought on board by the university as part of Meta College. A DU official said the course aims at shifting the focus of education from learning by rote to hands-on training. DU has also got together with Jamia Millia Islamia to start a Meta University in the new session.

“We have a proposal to start BTech in humanities for developing a Meta College. The academic and executive councils are yet to approve it. Once cleared, the course will be launched through the cluster innovation centre. We will tie up with colleges for the course. Students will be allowed to study at different colleges for completing the degree,” said vice-chancellor Dinesh Singh. He said the course will consist of a variety

of components and students can take up different subjects at various colleges depending on the expertise of faculty, availability of infrastructure and facilities.

“Students will get to experience the culture and facilities of different colleges. We will try to make an equitable distribution. The course will focus on learning through mentoring in groups and project work,” said Singh. DU had launched another BTech course in innovation in mathematics and IT last year as part of the cluster innovation centre. BTech in humanities will now be launched to give shape to the Meta College. With a duration of four years, the new course will have 20 seats. Admissions are likely to be based on an entrance test and interview. From this year, only those getting enrolled at a DU college in the first year will be eligible to apply for BTech in humanities. “The course will be oriented towards learning about society through extensive project works,” the vice-chancellor said.

Pioneer ND 30/04/2012

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CBSE's commitment on transparency rings hollow

Could not give away answersheets' carbon copies to AIEEE candidates

PNS ■ NEW DELHI

Close on the heels of IIT Joint Entrance Examination's (JEE) new transparent avatar, the All India Engineering Entrance Examination (AIEEE) conducted by CBSE on Sunday disappointed its candidates.

With more than 12 lakh students taking the examination, the largest examination body in the country failed to live up to the commitments of the Ministry of Human Resource Development on transparency and giving away the carbon copies of the answersheets immediately after examination.

CBSE, being the biggest examination body of the country, was expected to take a lead in examination reforms leading to transparency on the lines of many of its humble counterparts in the country has done.

IIT-JEE did it this year which involves giving away the carbon copies of the Optical Response Sheet (ORS) to the candidates immediately after the examination.

The experts pointed out that after the enactment of the RTI Act, other similar exam-

inations, started opening up, either by the orders of CIC, which were forced on them (like, IIT-JEE), and/or due to their own willingness to adopt transparency (e.g., Karnatka, Kerala and UP boards).

The candidates further questioned the commitments of MHRD on transparency in AIEEE and giving away the carbon copies of the answersheets.

They pointed out that giving the ORS after the result is meaningless, as by that time score is also known. At the most, having the ORS after the result, one can re-check the score; this is useless as computer (OMR) cannot make a mistake. Any mistake is possible if the answer scripts were checked manually, which is not the case in MCQ type of questions in AIEEE.

At the face of it, CBSE continues to be shrouded in secrecy. By not disclosing answer-keys it is compelling the students to rely on coaching institutes that publish answer-keys on the same day. "The official publication of the answer-keys, will enable us to calculate our score and assess our prospects", pointed out a candidate.

"This will also help in ascertaining the correctness of the question/answers. In the past, examinations, like JEE, had errors in question/answer set", pointed out the experts.

Hindustan Times, ND 30/04/2012 P-2

This year's AIEEE goes off without glitch

11 LAKH ASPIRANTS Paper had same difficulty level as last year's, online exam to be held next week

HT Correspondent

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NEW DELHI: After IIT-JEE, aspiring engineering students had to go through yet another mammoth exam this month — the All India Engineering Entrance Examination (AIEEE).

More than 70 colleges fall under the wing of this exam, a number that includes the prestigious National Institutes of Technology. And thankfully, Sunday's AIEEE came to a close without any glitches this year.

Close to 11 lakh students appeared for the exam across 1,735 centres in the country. Experts said the paper was similar to that of last year and those who scored 50 per cent and above will easily rank among the toppers.

"The paper had the similar difficulty level. But the Physics section this year was slightly simpler. Anyone scoring 50 per cent should secure an All India Rank of around 15,000. This paper sets the tone for the online exam next week," said Gautam Puri, managing director of CL Educate.

The exam received mixed response among students, some of who claimed that Physics was the toughest section in the paper.

"Physics was tougher than what I had expected so I'm slightly doubtful of my performance in that section. Maths and Chemistry were manage-



■ Experts say those who scored 50 per cent and above will easily rank among the toppers.

SUSHIL KUMAR/HT PHOTO

able but the paper was more difficult than what we thought it would be," said Isha Mathur, an aspirant.

Others said that the paper was not that difficult and those who had their Class 12 syllabus on fingertips would have found it a cakewalk.

"Even though it was a multiple choice paper, there was some ambiguity. But if you were thorough with your syllabus, it was not such a difficult feat. All three sections had the same difficulty level, but I think maths was easiest to crack," said Rohan Bakshi, an aspirant.

Students miss exam due to traffic snarls

Shaswati Das and Prabhu Razdan

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NEW DELHI: Pandemonium broke out at an AIEEE centre in Faridabad after 11 students were barred from taking the examination.

These students, who had come all over Delhi and NCR, were caught in a traffic snarl on the Badarpur flyover and could not reach the centres in time.

Sources said there were over 50 examination centres in Faridabad with nearly 50,000 students taking the test.

A large number of students from Gurgaon had also appeared in the offline examination in Faridabad on Sunday.

Those stranded outside the centre claimed they had come from far-off places and the traffic snarls led to a short delay, because of which the authorities barred them from entering the examination hall.

"We were late by 10 minutes. At 9.40, the children were not permitted to enter the centre. We hope the CBSE will take note of this and allow these children to write the exam in the online mode," said Indu Malik,

whose son was not allowed in.

Those opting for the online test had their share of complaints too. They claimed though they had chosen Delhi, they were allotted centres in remote corners of NCR.

The online exam will be conducted on May 7, 12, 19 and 26.

"We live in Haryana and we will have to travel all the way to Ghaziabad on May 12 for the exam. The reporting time is 45 minutes prior to the commencement of the exam and we are very scared that the children might end up getting late because of the distance and the traffic," said Jagdish Garg, who lives in Bahadurgarh.

The CBSE said it was not responsible for the commuting delay. A CBSE official said if the parents raise their grievances, they can suitable action.

"It is the responsibility of the students to reach on time, irrespective of traffic jams. For those who had applied for the online exam, it is possible that they were assigned a different centre and not the one they had requested for. But if there is sufficient student representation, they can write to us and we can address it," said Vineet Joshi, chairman, CBSE.

EXAM TIME

11 lakh

Students appeared for the offline exam on Sunday

- Experts said all three sections moderately difficult
- Students will now appear for the online mode of AIEEE on May 7, 12, 19 and 26
- The exam will be conducted across 221 centres in India and close to 1.64 lakh students will be appearing for the test.

एआईईईई: पेपर में आए गलत सवाल

● अमर उजाला ब्यूरो

नोएडा। सीबीएसई की रविवार को हुई ऑफलाइन एआईईईई परीक्षा में कुछ गलत सवाल पूछे गए। गणित के सेक्शन में सेट थ्योरी एंड कैलकुलस और फिजिक्स में स्ट्रेक्चर ऑफ एटम एंड न्यूक्लियर फिजिक्स से जुड़ा सवाल गलत था। केमेस्ट्री में भी एक सवाल स्पष्ट नहीं था। एआईईईई ऑफलाइन एग्जाम के लिए नोएडा, ग्रेटर नोएडा, दिल्ली, गाजियाबाद के छात्रों के लिए फरीदाबाद में परीक्षा केंद्र बनाए गए थे। बीटेक के लिए पहला पेपर 9:30 से 12:30 बजे की पाली में हुआ। बीआर्क के लिए दूसरा पेपर 2 से 5 बजे हुआ। पेपर में 360 अंकों के 90 सवाल पूछे गए। पेपर निगेटिव मार्किंग होगी। बंसल ट्यूटोरियल के निदेशक डॉ. टी.के. बंसल ने बताया कि गणित में दो सवाल और फिजिक्स में एक सवाल गलत पूछा गया। केमेस्ट्री में भी नेम रिप्लेक्सन मिसिंग थी। दूसरी ओर परीक्षा पिछले साल के मुकाबले सरल रही। फिजिक्स के प्रश्नों ने छात्रों को कुछ परेशान जरूरी किया लेकिन गणित और

केमेस्ट्री का खंड आसान रहा। ये रहेगी रैंक की स्थिति : सीएल एजुकेट के मुताबिक 290 अंकों तक प्राप्त करने वाले छात्र 300वीं रैंक तक हासिल कर सकते हैं। इसके ऊपर 250 अंकों तक 5000वीं रैंक तक, 210 अंकों तक 10 हजारवीं रैंक तक, 180 अंकों तक 15 हजारवीं रैंक और 155 अंकों पर 25 हजारवीं रैंक के दायरे में छात्र आ सकते हैं।

पेपर का कठिनाई स्तर पिछले साल से 10 फ्रीसदी कम था। फिजिक्स में तीन सवाल असेरसन रीजनिंग के बाकी बहुविकल्पीय सवाल थे, ये सेक्शन कुछ मुश्किल था। गणित और केमेस्ट्री का खंड आसान रहा। —अजय अंटोनी, टाइम इंस्टीट्यूट के उपाध्यक्ष

तीन खंडों के 90 सवाल वाले प्रश्नपत्र में निगेटिव मार्किंग को देखते हुए 50 फ्रीसदी अंक टॉप-15000 रैंक में जगह बनाने के लिए काफी होंगे। ऑफलाइन पेपर के आधार पर छात्र अब ऑनलाइन एआईईईई की भी तैयारी कर सकते हैं। —गौतम पुरी, सीएल एजुकेट के उपाध्यक्ष



भारतीय विद्या भवन में परीक्षा केंद्र बनाया गया था। फोटो : जी पाल

फिजिक्स के कुछ सवालों ने उलझाया

नई दिल्ली (ब्यूरो)। एआईईईई की परीक्षा में इस बार कुछ ही सवालों ने छात्रों को उलझाया। ज्यादातर सवालों के जवाब सहज थे। लिहाजा स्टूडेंट परीक्षा हॉल से बाहर निकलने के बाद खुश नजर आए। बच्चों के चेहरे देख कर उनके माता-पिता भी खुश थे। परीक्षा रविवार सुबह साढ़े नौ बजे से शुरू होकर दोपहर साढ़े बारह बजे तक चली।

परीक्षा के बाद एक्सपर्ट ने कहा कि इस बार परीक्षा में सवाल पिछले वर्ष की तुलना में आसान थे। मैथ्स और केमेस्ट्री की तुलना में

फिजिक्स के सवाल थोड़े मुश्किल थे। एक्सपर्ट का कहना है कि ओवरऑल सवाल आसान थे। फिजिक्स, केमेस्ट्री और मैथ्स में 43 प्रतिशत सवाल ग्यारहवीं क्लास से और 57 प्रतिशत सवाल बारहवीं कक्षा से पूछे गए थे। कुल 90 सवाल थे, प्रत्येक विषय से 30-30 सवाल पूछे गए थे। तीनों विषयों फिजिक्स, केमेस्ट्री और मैथ्स को ए, बी और सी तीन श्रेणियों में बांटा गया था। प्रत्येक प्रश्न के सही जवाब के लिए चार मार्क्स हैं, जबकि प्रत्येक गलत जवाब पर एक नंबर काटने का प्रावधान है।

AIEEE candidates stuck in Fbd gridlock, miss test

TIMES NEWS NETWORK

Mukesh Mondal

New Delhi: Hundreds of candidates appearing for All India Engineering Entrance Exam (AIEEE) on Sunday had to race against time to reach their centres in Faridabad from different parts of Delhi and NCR. Due to heavy traffic and long distance, many could not reach on time and ended up protesting outside the centres as they were not allowed to take the test.

This year, all candidates in Delhi and neighbouring areas, who opted for a pen-and-paper test, were allotted centres only in Faridabad. Delhi, Noida, Ghaziabad and Gurgaon will have centres only for the online AIEEE to be held on May 7, 12, 19 and 26.

"The centre was located so far away and the road leading to Faridabad from Sarita Vihar was choked in the morning as all candidates from Delhi and NCR were heading there. Though we had left home in Lakshmi Nagar at 7am, we could reach the centre only around 10.15am. As a result, my son could not take it," said Bharti Jain. Fighting disappointment, Eakash waited and took the architec-



LET DOWN: Due to heavy traffic and long distance, many could not reach on time and ended up protesting outside the centres

ture entrance exam which was held later.

Bharti said: "There was total mismanagement in the exam. The hall ticket mentioned the address as KV 1, NH-4. Many parents, including us, assumed it meant national highway 4. Somebody told us later that NH meant neighbourhood."

CBSE chairperson Vineet Joshi said, "The board has received just a few calls. Students should have factored in issues like traffic while planning as they know about the centre and location well in ad-

vance. Though the board is not responsible for candidates reaching the centres, they can make a representation to the board."

Sanjeev Sarangi, whose son just about managed to enter the centre, said around 20-30 candidates were not allowed to take the exam despite repeated requests. "Some parents even tried to force open the gates and that's when police arrived. But there was nobody to listen to their woes. Not a single CBSE official was present to control the situation," he said.

Log on to a smooth application process

Delhi University will introduce a centralised online pre-registration system for admissions in the new academic year. Vatsala Shrangti reports

Delhi University (DU) will be introducing a central online registration system for the 2012-13 admissions. This will be the first time that the university has stepped into the online mode for pre-registrations.

The high-powered committee formed last November to introduce reforms in the undergraduate admissions for the new academic session, in one of its recommendations, had suggested that a centralised online registration system in addition to retaining the offline (physical forms) mode, be introduced.

The committee recommended that there should be a centralised online registration system and students should be asked to specify their choice of college and course. The results must be verified with the respective boards first, following which the data on applicants should be forwarded to the concerned colleges.

WHAT IT MEANS

Under the centralised registration system, a common pre-registration form for all colleges and courses will be available on the university website (www.du.ac.in) closer to the admission date. Students will have to only fill in that com-

mon form and apply to colleges and courses of their choice. In order to facilitate registration for students with no access to internet, the committee has also recommended setting up counters in colleges for acceptance of forms.

According to SK Garg, convenor of the committee and principal, Deen Dayal Upadhyaya College (DDUC), students must fill in the form carefully making sure that the preferences indicated against each category are correct and must revise the form before submitting it finally. The electronic forms will then be sent to each college after registrations are closed.

WHO WILL BENEFIT

Online pre-registration will be a great benefit for outstation applicants as they will only be required to come to the city during the final admission process. "It will reduce more than 50% of the labour and resources of outstation students and their parents as they will not have to come to the city much in advance," says Garg. However, he adds that since the online registration mode will be introduced for the first time, not many people are expected to opt for it. A large section still seem to prefer the physical mode of form submissions over the online mode.

HOW TO ACCESS

Students applying online will have to log on to the university website, www.du.ac.in to fill in the common pre-registration form. Once the form is filled in, a pin code will be generated online while submitting the form. This pin code will be a student's unique registration number, which will be required at the time of one's admission.

UNIQUE PIN CODE

The pin code that is generated at the time of submitting the form online has to be carefully noted down by students as it will be required at the time of securing admission. Garg further reiterates, "The registration pin code is important for securing admission. Candidates may also take a printout of the pin code and keep it with them when they go to respective colleges for admission."

OTHER CHANGES

The university has also decided to slash eligibility criteria across all courses for candidates applying under the OBC category. "For the OBC category this year, the cut off will be 10% less than that of the general category," says Dinesh C Varshney, deputy dean, south campus, DU.



> FOR STUDENTS APPEARING IN THE BBS/BBE/BFIA ENTRANCE TEST:

- Last date of application: MAY 5
- Test to be conducted on: JUNE 3

> COMMON JOURNALISM ENTRANCE TEST (CJET):

- Last date for applying: MAY 5
- Test on: MAY 27

Nav Bharat Times ND 30-Apr-12

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साइबर क्राइम में महाराष्ट्र नंबर वन

भाषा ॥ नई दिल्ली : महाराष्ट्र और कर्नाटक साइबर



क्राइम के मामले में साल 2010 में टॉप पर रहे हैं। महाराष्ट्र में जहां इसके 246 मामले दर्ज हुए, वहीं कर्नाटक में इनकी संख्या 176 रही। कम्यूनिकेशन एंड आईटी मिनिस्टर कपिल सिब्बल ने लोकसभा में एक

लिखित जवाब में बताया कि महाराष्ट्र में 2010 में आईपीसी के तहत 104 साइबर अपराध के मामले दर्ज हुए, जबकि आईटी कानून के तहत 142 मामले दायर हुए। इस तरह कुल साइबर अपराधों की संख्या 246 रही। इसी तरह, कर्नाटक में आईटी कानून के तहत 153 और आईपीसी के तहत 23 मामले दर्ज हुए। सिब्बल ने कहा कि देशभर में 2010 में आईटी कानून के तहत 966 साइबर अपराध के मामले दर्ज हुए।

Peter Tufano, dean and professor of finance and Andrew White, associate dean of executive education, Saïd Business School, University of Oxford, speak to Ruchi Chopda and Shashank Venkat on the current trends and the future of their respective fields



'There is a dip worldwide in MBA applications'

— Peter Tufano

How can international students, specifically Indians, leverage the Eurozone crisis to their advantage?

In business, both booms and busts give rise to opportunities. The current economic malaise will create opportunities for international students who are well-trained and creative. The exact form of these opportunities is not as clear. They could lie in finding new ways to channel capital across borders, starting new ventures, or simply being able to do 'normal' jobs in an increasingly global world.

Have the fundamentals of financial education changed post the current economic crisis?

The fundamentals of a solid financial education have not changed markedly in the wake of the current economic crisis. A solid education should focus on tradeoffs

between risk and return, appreciate how the rules of the game influence economic performance, and understand how institutional arrangements can influence incentives. Economic crisis over the last 15 years have focused attention on the extreme interconnectivity of markets, the extent to which incentives matter, and the connect between society and business. Curriculum is adjusting to these realities. For example, our Master's of Law and finance programme probes how laws, regulations, institutions, incentives, and markets interact to fund governments and businesses.

How are universities in UK coping with the fall in applications vis-a-vis non-affordability of education for local students and tightening of visa norms for international students?

I can't speak of general trends in UK higher education, but there is a dip worldwide in MBA applica-

tions. We are closely examining our programmes to ensure that best business education is delivered. The opportunities and challenges facing business are quite complex and students need education that goes beyond simple skills training. By tapping into the depth and breadth of expertise across the university, we can address these needs. For example, our Oxford 1+1 MBA programme allows students to craft a two-year Oxford experience that combines depth of study in an area such as the environment or computing or contemporary India with the breadth of our highly ranked MBA programme.

The 'Week of Action' has seen thousands of students protest against rising costs of higher education. What are your views on how a middle path can be reached?

Higher education is expensive to provide. A vibrant higher education sector must continue to

generate new ideas and insights in the form of research, which is also costly. There are some initiatives that can lower the cost of teaching, for example, through online learning.

If we want to make education available more broadly, we need to borrow — either in the form of government funding, or through government or private fellowships or loans — all of which would be repaid in various ways through a more educated and productive workforce.

According to a recent survey by 'Times Higher Education,' Asian universities are increasingly challenging the domination of US and UK. What according to you are the reasons for this?

Higher education is increasingly becoming global. For example, international students comprise over 90% of Oxford's MBA programme.

This diverse class enriches the student experience. But this trend also means that students from US or UK will look elsewhere to study. At the same time, the growth of the Indian and Chinese economies create great demands for business training and domestic schools. They have created excellent programmes to meet this demand. This suggests that rankings will be much more fluid than in the past. For business education as a whole, this is a largely positive trend — competition will force us all to work harder.

Publication: The Times Of India Delhi; Date: Apr 30, 2012; Section: Education Times; Page: 41;

'Indian students contribute to the British student experience'

JO BEALL, director of education and society at the British Council, tells Tirna Ray, UK is not just welcoming, but enthusiastic in hosting Indian students



Jo Beall

Indian students are concerned about the withdrawal of the Post Study Work (PSW) route. What do you have to say to them? The first thing we have to say is that we support the gov-

ernment's concern to only admit genuine students, to attract the best and to go for quality rather than quantity. We are not interested in students to make money out of them. Instead, we are interested in having students in our universities because they want to be in British universities because they contribute to the universities' research and student experience.

We have had a number of problems related to bogus colleges that we had to tackle. However, having said that, it is a shame that by putting in place very complex visa regulations, we have created the 'perception' that the UK is not open to international students. We are categorically working towards reversing that perception towards demonstrating that the UK is open for business, study and in some cases, even for work.

We are asking the government to think about the wider implications

for British cultural relations and British economy, while at the same time, strongly supporting the reasons behind the decision and the changes that have been made.

As to the issue of 'perceptions,' we are working closely with the British government and trying to address 'perceptions,' demonstrating that UK is a welcoming environment — not just welcoming, but enthusiastic in hosting Indian students who are among the brightest and the best.



Why do you think skill education is becoming so important globally?

The global focus on skills is partly to do with the recession and 'recognition.' Recognition that we need to provide people with the opportunities they want and to help people meet the aspirations they have. That applies both for employment and entrepreneurship. If you think of our work in Africa, a large population of the urban dwellers makes a living outside of formal employment. So, I think there is a recognition that skills-support is important for people to make a living, to be innovative, creative, and so on. Also, some of the events in the Middle East have demonstrated to the world that this is what the young people are asking for. When we listen to young people

in North Africa and Middle East, it becomes clear that what they want are skills for employability, skills for entrepreneurship, and education that is going to give them jobs in the real world.

What is the scope for India and UK to work in the skills area?

There is a huge scope vis-à-vis actual sectors. While the UK has a lot of expertise in the oil and gas sector, at another end of the spectrum, we have a lot to offer in the area of hospitality skills or even livelihood related to tourism. Secondly, we can look at the education system itself for further/technical education and how we can — through a system-to-system approach — work together to enhance quality, look for ways to jointly accredit and jointly deliver courses of study.

The ambitions of the Indian government are to hugely enhance the offering of higher and further/technical education. And to reach those huge numbers, to extend access, I think India needs to draw on all the support it can get. And UK is very willing to work in partnership with India, to support that quest.



Asian Age, April 30, 2012

143 TECHNICAL INSTITUTES WANT TO CLOSE: GOVT

New Delhi, April 29: Close to 150 technical institutes across the country have applied to AICTE seeking permission to shut shop because of poor response to their management and engineering programmes, the government has said.

According to the All-India Council of Technical Education, they have received applications from as many as 143 institutes from 14 states to close down their programmes, a phenomenon which could largely be attributed to mushrooming of technical institutes across the country.

The council, for example, as received applications from 56 institutes from Andhra Pradesh for closure, while two institutes from Tamil Nadu and five from Karnataka have applied for closing down their professional courses.

These three states, according to statistics, are considered a sought-after destination for students seeking admission to technical programmes.

“The request for closure of programmes is a pointer towards a factor where supply of seats in technical programme far outnumbers the demands and also to the fact that institutes need to deliver quality or perish,” HRD ministry officials said.

— PTI