Do our teachers prepare students for life?

J. Eden Alexander

Teachers' Day observed on September 5 every year in India is being celebrated in about 70 countries, but on different dates. The birthday of Dr. S. Radhakrishnan, second President, who started his career as a teacher, was chosen as Teachers' day in India as he preferred to be remembered as a teacher always. Teaching is known as the noblest profession because every teacher functions as a ladder for his/her pupils to go up in life while he/she stays at the same place. Teachers are the real nation builders and function as the pivot on which the entire nation revolves. They spread the light of knowledge all over as a candle does and a day to remember their contribution to society is a fitting tribute that the nation can do for them.

William A. Ward said: "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." When our class teacher wrote something on the blackboard in English about 55 years ago, on the first day of my entry in to IV form (present IX Std) all 40 of us, who belonged to the Tamil medium, were sitting blissfully ignorant of what he wrote and what it meant. But, that famous quotation from Thomas Alva Edison, "Genius is one percent inspiration; 99 percent perspiration" became my motto in life later.

Explaining the quotation, he spoke for one full hour, quoting examples from the life of Edison to imprint in our minds what hard work could do for students like us. Teachers should aim at making sustained and substantive influence on the intellect of students and inspire them, encouraging creative thinking and positive questioning. Ancient teachers Confucius, Socrates and Aristotle followed this method. I am not sure how many of the teachers today are capable of enchanting and carrying their students with them as these great teachers did.

Involvement

A teacher is considered venerable next only to the parents. He should have a genuine interest and cent percent involvement in the job. Pythagoras, the mathematician, and Sir Isaac Newton, the scientist, were celebrated teachers who exhibited this quality. I cannot forget my English professor who taught us Shakespeare's King Lear more than five decades ago when I was in my UG class. While teaching the famous tragedy, he would become King Lear himself, making everyone in the class shed tears so that we could forget neither Shakespeare nor our professor. The teachers become illustrious and everlasting characters in our memory because of their deep involvement in the subject. Such teachers achieve unattainable recognition and everlasting respect from the entire student community.

Teachers cannot enjoy unending rapport with their students just by teaching the subject given to them alone. They should also instil morals and discipline in the minds of students to help them lead a successful and happy life later. Classic examples of teachers of precepts and preachers of morals are King Solomon and the Buddha. Nowadays teachers prepare the students for the exams no doubt; but it is doubtful if they prepare them for their life too. Incidentally, there used to be one full period allotted for "Moral Instructions" in all schools those days. Now it has been conveniently removed for reasons not known.

Alexander the Great once said: "I am indebted to my father for living, but to my teacher for living well." The whole society is concerned with the future of children which is in the hands of teachers because the teacher is the one and only person capable of influencing the thoughts and deeds of the future generation.

Every eminent teacher, dead or alive, stays in the minds of the students forever and his/her degree of distinction very much depends on how efficiently the sacred job is handled.

(The writer's email id is: eden.alexander@yahoo.co.in)
Tribute to students... on Teachers’ Day

Dr. Bhanumati Mishra

Last Monday, as I entered the classroom, I was in for a pleasant surprise. The entire class of 50 erupted in cheerful clapping. On my table was a cake — complete with candles, flowers, cards, balloons and chocolates. No, the occasion was not Teachers’ Day. It was actually my last day in school. While I was still contemplating how to break the news, the students somehow got wind of it (I suspect with my daughter’s connivance) and arranged a farewell party.

Amid the hulla-balloo and 'please don’t go' requests my mind raced back to the day the Principal called me to his office and entrusted me with a specific charge. I must admit I was reluctant to become class teacher of XI Commerce — the most notorious in the whole school. Having passed their Class X examination with not so flying colours, these children could not join the elite Science stream, which was traditionally reserved for the brightest. With no other subject option left, these students unwillingly landed up in Commerce.

Thus, I began with a bunch of students whose self-esteem had taken a beating and were labelled as trouble-makers and attention-seekers. Any mishap — be it a broken windowpane in class VI, some graffiti in the boys’ toilet or a lost duster in the junior section — would bring the property in-charge thundering into my class threatening to fine the culprits. Many a time I was at my wit’s end trying to deal with internal squabbles and the complaints from other teachers. But each time I announced in exasperation that I would give up the charge of the class if the students didn’t improve, there would be a strong protest followed by a sincere promise to behave better next time.

I soon realised that each one of these students had a specialty. The sleepy looking one was an artist, the quietest one had a beautiful handwriting, the shyest was exceptional at playing soccer, the weirdest had an excellent memory; the naughtiest was a total errands boy and the academically weakest had a tremendous sense of devotion. Why could I not see these qualities right at the beginning? How easily was I giving up on them? Gaining ground inch by inch, I finally managed to crack the toughest nut. Some tiny spark in a child would fill me with hope that these students were not incorrigible. Moreover, having achieved this without ever punishing them reassured me that I was on the right path.

Words of encouragement

Slowly, with words of encouragement and delegation of responsibilities, I could build their confidence and win their trust. There was a semblance of sanity in the classroom and we began working as a team. My task as English teacher multiplied manifold as the majority in the class were children of army personnel from the Gorkha regiment. I had to first undo Nepali and then Hindi in order to teach English. As a corrective measure, we started collecting a paltry sum of one rupee from anyone caught not speaking English in the classroom.

Very soon, we had a handsome amount. I had planned to spend the money, taking the students on a class picnic. To my amazement, they unanimously wanted to donate it to charity. They unknowingly cleared a crucial test that day.

As I stood facing them for the one last time, I joked that I had no clue they would be so happy at my leaving. As if my words broke a surging dam, I saw tears rushing down a few faces. I was left with no words to reciprocate their feelings, only tears which I too couldn’t hold any longer.

I wouldn’t trade their love and adoration for anything in the world. In the course of teaching them, I got enriched. Like the proverbial ‘potter’ showing patience and sensitivity, I could gradually mould these children into caring individuals with self-worth. This Teachers’ Day I wish to salute my students. Farewell and God bless!

(The writer taught English at the Army Public School, Varanasi, and her email id is bhanumish9@gmail.com)
A mess called teacher education

J.S. Rajput

Teachers' Day, 2011, shall, in certain ways, be celebrated on routine lines — high praise for the profession, repetition of the great expectations from teachers in the light of the commendable traditions, awards at the national and State levels and the like. In addition, one of the recent events shall certainly cast a special impact on all those who dare to champion official functions: the anti-corruption uprising in the country. Many would probably act that one more significant event, sadly enough, took place this year and that pertains to the quality of teacher education and, hence of education in a big way.

The National Council for Teacher Education Act passed in Parliament in 1993 has been superseded by the Central government. Strongly enough, no tears have been shed over the near-vanishing of the NCTE. The Council was supposed to assist teachers and their training institutions in upgrading quality and professionalism in the critical area of teacher preparation to enable a strong and dynamic system of school education. It must be recalled that a non-statutory NCTE was created in 1973 located in the NCERT. There was a consistent demand from enlightened teacher educators, educationists and scholars for setting up a statutory body, pointing out that the quality of teacher education was deteriorating. These genuine efforts resulted in the NCTE Act after 20 years. But the reputation the NCTE earned is just the opposite of what was expected of it. The lament of quality deterioration in the 1970s and the 1980s mostly centred on the mushrooming B.Ed. correspondence courses, which were mostly regarded as poor and deficient in quality. The NCTE succeeded in regulating these courses during the first couple of years of its existence. And then, quietly, everything changed and the great mushrooming of teacher education institutions from around a mere 2,000 to over 14,000 in the next seven years came as a shocking surprise to many.

The entire country knew how teacher education institutions were approved and what was happening in the name of preparing teachers. Kapil Sibal found the UG spectrum scam as of zero loss and hence of no consequence. How will he interpret the loss that is being inflicted upon the young generation by providing them with teachers who got practically nothing by way of education?

Kapil Sibal found the UG spectrum scam as of zero loss and hence of no consequence. How will he interpret the loss that is being inflicted upon the young generation by providing them with teachers who got practically nothing by way of education themselves? In case the present generation avoids forming this essential duty, it would fail in its trusteeship role for the future generations. Education will have little meaning if it fails, in the words of Dr. Radhakrishnan, “to train us to apprehend the eternal values, to appreciate the supreme human virtues and the simple decencies of life. We must be educated not for cruelty and power but for love and kindness.”

Elaborating on the purpose of education, the outstanding philosopher-educationalist, statesman, stated further: “We must develop the fitness of feeling for nature, the sensiveness of soul to human needs. We must foster the spirit of manliness by unconscious inferences and unconscious effort to live truth, beauty and goodness.” These, if understood, are the perfect formulation for the total curriculum of teacher preparation in India.

Exceptions being there in good measure, the sharp deterioration in the quality of teacher preparation institutions must be highlighted and remedial measures put in place. Even the perpetual optimism is disapproved. How could one expect to achieve the purpose of education by a teacher who during training process through these phases, admission on the basis of humble-mindedness in college approved through illegal and corrupt means, abandons teachers and no focus on regular teaching completion of projects through perverted fraudulent means, full permission to copy in examinations and marks fetches through additional monetary inducements?

This Teachers' Day will need a product of teacher education, be equipped enough to pay tributes to Dr. Radhakrishnan with a sense of confidence and professional honesty. Those guilty of putting young persons in this position must introspect seriously.

(As the writer is former Chairman, NCERT, and former Director, NCERT. His email id is jsrajput@yahoo.co.in)

Employers risk being sued for spying on staff via social networks

Asia News International
London, Sept. 3

A UK body has warned employers that they could end up being sued for discrimination if they use Web sites like Facebook to spy on the private lives of their workers.

Acas, the body that helps improve relationships with workers, issued a new guide that urges employers not to be “heavy-handed” by penalising staff for unprofessional comments on Web sites.

It has also warned employers about the risks of “Googling” potential recruits and using any personal information gleaned from the Internet such as a person’s religious beliefs.

The guide, which took nine months to compile, has been written in response to what Acas describes as the “growing problem” posed by social networking Web sites.

John Taylor, Acas’ chief executive, advised bosses to be cautious about reprinting employees for comments they make on social networking Web sites.

“If an employer is too tough, they need to consider the potential impact of any negative publicity. Heavy-handed monitoring can cause bad feeling and be time consuming,” the Telegraph quoted him as saying.

STAFF, BE CAUTIOUS

“A manager wouldn’t follow an employee down the pub to check on what he or she said to friends about their day at work. Just because they can do something like this online, doesn’t mean they should,” he stated.

Acas has advised bosses to draft their own social media policy in order to avoid staff confusion about what is and isn’t allowed online.

Taylor also said employees needed to be cautious about the information they publish online. “Online conduct should not differ from offline conduct,” he added.

Employees should assume that everything they say on the Internet could be made public, and should think whether they want their colleagues or bosses to read it.

“They might not mean it, but what they post could end up being seen by billions of people worldwide,” he added.
The Vice-Chancellor who treated me like his son

P. Ramalingam

For me, it is an occasion for recollecting a grand personality standing in his immaculate long coat and dhoti worn in typical South Indian manner, a small statue of Bhagwan in his hand. I was his admirer and was very happy to meet him.

I was admitted to B.Sc in Benares Hindu University in 1945. I had got admissions in all the three colleges in Madras – Loyola, Presidency and Tambaram Christian. But due to father's 'ziidi' (it appeared to me as a stupid idea at that time), I landed at the university, three days ahead of reopening.

At 16 and with no knowledge of a single word of Hindi, it was all a world lost for me. I was dispatched by train to Benares via Howrah. I had a first-class railway pass as my father was a medical officer in the then M& S M Railway. I was timid by nature. My father had got my admission card from Principal Godbole from Shillong and I was told that I would be allotted a hostel room on arrival. When I landed at the imposing (to me) university gate, the security people had a hearty laugh, told me that I would not find a crow on the campus and the offices would open only after three days. It looked as if I should go back home and face my father's ire.

Then I remembered that I had a letter from a friend of my father introducing me to his father aged 80, who was living in the Hanuman Ghat area, where elders like him stay till the end of their life. He bashes in the Ganga three times a day. After Sandhya-vandnam, he goes to the Vishwanath Temple in wet clothes. I had and still have a lot of reverence for such people when I see them. With this letter as my only hope, I asked a cyclist to help me find this old man at the Hanuman Ghat. The rickshaw-wallah was a Muslim, very courteous to me. He offered to wait until I spotted the old man. He is still a model of human behaviour. On enquiry, the local people told me that I should wait at the ghats and the old man would definitely come at 12 noon sharp for his rituals.

At the stroke of 12, an old man came running down the steps and, after a dip in the river, ran up the ghats in wet clothes. I ran after him, calling "Mama, mama, I have a letter for you."

Dr. S. Radhakrishnan, a teacher par excellence.

Coming to know of my problem from my local guardian that I did not even know Hindi and had to stay with him without any facility for three days, the Vice-Chancellor called up the hostel warden on the phone and asked him to accommodate me in a room close to his residence.

He quickly read the letter and asked me to hurry up and follow him after taking a dip in the river. By the time, I paid off the rickshaw driver, who was happy to have put me in safe hands. After my first visit to the temple, we went to the old man's small accommodation. He had a very hospitable group and neighbours, unlike the present-day neighbours in flats, who just do not know who is living next door.

The next morning, he came with me to the university and said he wanted to meet the Vice-Chancellor. The people at the gate did not probe why he was meeting the Vice-Chancellor, unlike as employees would do nowadays. On getting OK from the Vice-Chancellor's residence, we were ushered into the drawing room and offered coffee and asked to wait. Sir, S. always meets people only after 10 a.m. He was in the room upstairs.

When he came down, the Vice-Chancellor met my local guardian.

Coming to know of my problem from this guardian – that the boy did not even know Hindi and had to stay with him without any facility for three days – he called up hostel warden Fande on the phone and asked him to accommodate me in a room close to his residence. He advised the warden to take care of my food requirements, treating me as his guest until the hostels opened after the vacation and I was allotted a room.

Can you imagine a Vice-Chancellor going out of the way to help a newcomer student? How can I forget this rare specimen of human understanding? Today at 83, it is my privilege to recall him. To Sir, with love.

(The writer's email id is: ppchelvan@yahoo.com)
Student, youth unions oppose private varsity Bill for lack of quota

Rahi Gaikwad

MUMBAI: Student and youth unions in Mumbai on Saturday opposed the private universities Bill recently passed by the Maharashtra legislature without discussion and amid ruckus.

Students and academics pointed to the lack of a provision for reservations, absence of fee regulation and redress mechanism, and an overall free hand given in appointing university head and other staff.

The act titled Maharashtra Self-Financed Universities (Establishment and Regulation) Act, envisages private investment in higher education.

It has for its objectives, the development of various streams in higher education from sciences to humanities, fostering of research and creation of centres of excellence among others.

“The government passed the Bill in a hurry. This shows that they have a lot to hide. There is no provision for participation of students, like you have in the Maharashtra Universities Act through the senate. There is no provision for reservations anywhere, neither for students, teachers or non-teaching staff. There is only a vague mention of affirmative action. Secondly, there is no regulation on fees. The Supreme court has allowed private institutions to fix their fees, but [has] also called for a comprehensive fee regulation Act, which is pending in Maharashtra,” Varadraj Bapat, vice president of Akhil Bharatiya Vidyarthi Parishad (ABVP) said at a conference on the Bill, organised by the scheduled castes, scheduled tribes, other backward classes Students and Teachers’ Association.

Mr. Bapat said no eligibility criteria stipulated for the appointment of presidents of such universities.

“Anyone can become the president. And this president, arbitrarily chosen, will then appoint the vice chancellor and others. We have to oppose this Bill. This is part of a process of shutting down government aided colleges and institutions and handing it all to the private sector. But when things are given to the private sector, there are regulations.”

Sainath Durge of the Maharashtra Navnirman Sena’s students’ wing called for the need to form an Action Committee to oppose the Bill and start an andolan.

Under the clause of affirmative action, the Bill states: “the Self-financed Universities shall make supportive plan for educational enhancement of the weaker section of society, i.e. women, poor, low income group and domiciled in the State, through special provision and will take affirmative action in this regard.”

The Students Federation of India said it was “totally opposed” to the Bill. “The 93rd amendment to the Constitution includes private educational institutions, along with aided and unaided, for making special provisions [for SCs/STs]. If the government says we need these universities for emerging syllabi, then these provisions can be made in existing universities. Thirdly, there is no representation of students, teachers and non-teaching staff as there are no senate elections. So, if you face injustice, there is nowhere to go,” Shrikant Bhosale of Students’ Federation of India told The Hindu on the phone.

Taking a cautious stand, National Students’ Union of India, affiliated to the Congress, said that if changes were not incorporated to the existing legislation, they would oppose it.

“Our team is studying the Bill. We will meet the Chief Minister and suggest changes which would benefit the students. If they are not incorporated, we will stand opposed,” Suraj Singh Thakur of NSUI told The Hindu over telephone.

Taking advantage of a ruckus in both the Houses, the government hastily passed the Bill in both houses, without a single voice of dissent from the Opposition parties, pointing to a general consensus.

The lone objection was voiced by MLC Kapil Patil, who was not allowed to have his say, and the Bill was passed as he was speaking. Mr. Patil said there was a need to define “weaker sections.”

Responding to the objections raised, Higher and Technical Education Minister Rajesh Tope told The Hindu over telephone: “Other States have not made provisions for reservations in private universities. We can’t make it compulsory. As for fee regulation, when the government is not spending a single penny, how can we dictate them [universities]?”
DU innovation centre cleared after protests

Manash Pratim Gohain | TNN

New Delhi: At an emergency meeting on Saturday, the Executive Council (EC) of Delhi University (DU) gave its assent to the proposed Cluster Innovation Centre (CIC) and its courses. This came after the Academic Council (AC) gave its nod to the proposal earlier in the evening in another emergency meeting. However, the meetings saw some stormy scenes when the elected members of the council termed the emergency meeting a "procedural violation" and called for a general meeting. Certain instances of plagiarism in the CIC draft were also brought to the fore in both the meetings.

DU had earlier announced that the CIC would offer BTech/BS Innovation with mathematics and IT subjects from September 15. But all elected members of the AC resented the frequent calling of emergency meetings by the varsity administration.

"On DUTA directions, all elected members expressed dissent on the procedure of calling emergency meetings and for taking up the CIC issue in such a hurried manner. The members are in no way against the innovation centre, but the way it has been introduced without any clarity is wrong. Four members also expressed dissent on the courses to be offered by the CIC," said AC member Sheo Dutt.

The AC meeting, which was scheduled to end at 1 pm, stretched up to 5 pm, as members brought to notice the issue of plagiarism in the draft circulated among the members.

"The vice-chancellor accepted responsibility for it and assured that the portions lifted from different sources will be removed and the draft reworked," said AC member Tamal Dasgupta.

Another AC member, Rajesh Kumar Jha, said: "There was dissent on the centre or the courses; but all elected members are of the opinion that this should have been debated in a regular AC meeting."

The EC meeting, which started around 5pm and stretched up to 9.30pm, saw members highlighting more instances of plagiarism in the drafts. At least 47 such instances, where paragraphs were lifted from various websites to prepare the CIC draft, were brought to notice.
The New
Old Boys’
Clubs

Stephens and Oxbridge alumni networks, please step back. IIM, IIT, Harvard, Wharton, old boys, come forward. These are the new old boys’ clubs with maximum influence. But given their huge manipulation—from the super-sleight-of-hand engineer, for example—Hemis the fascinating story of how and why the pecking order of ‘connections’ is changing in India.

Karnataka Adarsh
A new breed of ‘sir,’ as Nani Tavare, pointing below a nest on a hill’s
Cradle Flight. Most notable of these are young men and
girls whose names they never heard. The revamped college
now is a knee-deep river of gold. The place, the students,
the buildings, the bookshelves—there’s nothing in the
catalog that’s not Jennifer Aniston.

Northeastern Stanford
A northeastern is a breed of men who have fought your Harvard and Yale clubs, and
are now trying to reassert themselves. A century ago, these men
were the vanguard of the modern movement in India. Today they
are a vanguard of the modern movement in India. They are
not only the vanguard of the modern movement in India, but
also the vanguard of the modern movement in India.

THE POWER SET

These networks have at their core a pool of quality,
conscientious, and hard-working alumni. The
initiative is a key to their success in the business
world. These networks are the new trend in the Indian
business world.

Harvard Business School
Club of India

Formal Structure

Harvard Business School
Club of India

Sectors of Membership

Sectors of Membership

- Private Equity
- Venture Capital
- Mergers and Acquisitions
- Entrepreneurship
- Corporate Jobs

Client Count

- McKinsey & Company
- KPMG
- PwC
- Ernst & Young
- Deloitte

Leadership

- Prashant Bhusan
- A. M. Khosla
- Pradeep Khosla

Frequent Visitors

- K. R. Narayanan
- A. P. J. Abdul Kalam
- P. Chidambaram
- Arun Jaitley

How the Networks Work

1. Access to Contacts
2. Networking
3. Mentorship
4. Career Advancement
5. Entrepreneurship Development

Networks like the HBS Club are a vehicle by which you keep up relationships and continue to grow. I find this most meaningful, both personally and professionally.

P. N. V. Subramanyam

Indian Institute of Technology
Alumni Association

Formal Structure

Indian Institute of Technology
Alumni Association

Sectors of Membership

Sectors of Membership

- Academic Networking
- Professional Networking
- Entrepreneurship
- Corporate Jobs

Client Count

- Accenture
- PwC
- KPMG
- McKinsey & Company

Leadership

- Pratap Bhanu Mehta
- R. Ramanujam
- Pradeep Khosla

Frequent Visitors

- A. P. J. Abdul Kalam
- Arun Jaitley
- P. Chidambaram
- K. R. Narayanan

How the Networks Work

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The networks have at their core a pool of quality, conscientious, and hard-working alumni. The initiative is a key to their success in the business world. These networks are the new trend in the Indian business world.

Economic Times ND 04/09/2011 P-12,13
Keeping count of life on Earth

Scientists have named and catalogued 1.3 million species till date. A new study says there might be about 8.7 million in all, but critics say the Earth's diversity could be far greater.

Other estimates have ranged from as few as 3 million to as many as 100 million. Mora and his colleagues believed that all of these estimates were flawed in one way or another. Most seriously, there was no way to validate the methods used, to be sure they were reliable.

For the new estimate, the scientists came up with a method of their own, based on how taxonomists classify species. Each species belongs to a larger group called a genus, which belongs to a larger group called a family, and so on. Humans, for example, belong to the class of mammals, along with about 5,000 other species.

In 2002, researchers at the University of Rome published a paper in which they used these higher groups to estimate the diversity of plants around Italy. At three different sites, they noted the number of genera, families and so on. There were fewer higher-level groups than lower ones at each site, like the layers of a pyramid. The scientists could estimate how many species there were at each site, much as it's possible to estimate how big the bottom layer of a pyramid based on the rest of it.

The paper drew little notice at the time, but Mora and his colleagues seized on it, hoping to use the method to estimate all the species on Earth. They charted the discovery of new classes of animals since 1750. The total number climbed steeply for the first 150 years and then began to creep—a sign that we're getting close to finding all the classes of animal. They found that the discovery rate of other high-level groups has also been slowing down.

The scientists built a taxonomic pyramid to estimate the total number of species in well-studied groups, like mammals and birds. They then came up with estimates of 7.7 million species of animals and 298,000 species of plants. Although the land makes up 29 per cent of the Earth's surface, the scientists concluded it is home to 86 per cent of the world's species.

The authors of the new study acknowledge that their method doesn't work well with bacteria. Scientists have only started to really dig into the biodiversity of microbes, and so they are finding high-level groups of bacteria at a brisk pace. Mora and his colleagues write that their estimate of about 10,000 species—should be considered a "lower bound".
Antibiotic resistance killing thousands in India: Study

ajita singh

NEW DELHI, 3 SEP. Pneumonia still causes an estimated 410,000 deaths in India each year, and is the number one killer of children. Lancet has reported an estimated 571,693 deaths in Indian children under the age of five in 2008. These figures highlight that there are still substantial barriers to antibiotic access in India. In fact, people living in developing countries like India, South Africa and Kenya have the highest burden of bacterial infections, including antibiotic resistant infections driven by excessive and inappropriate antibiotic consumption, according to the Global Antibiotic Resistance Partnership (GARP), a project of the Centre for Disease Dynamics, Economics & Policy (CDEEP).

Antibiotic resistance, or a bacteria's ability to survive antibiotic treatment, is highly prevalent in developing countries of South Asia and Africa. In fact, bacterial disease burden in India is among the highest in the world, said a GARP study conducted as a situation analysis on antibiotic access and resistance in India.

While most of the deaths due to bacterial infections occur when patients do not have access to life-saving antibiotics when and where they are needed, at the other extreme, severe occasional due to drug-resistance that develops when antibiotics are used in situations where they cannot be expected to improve the patient's condition, particularly in treatment for the common cold and uncomplicated cases of diarrhoea (which can be appropriately treated with oral rehydration therapy), said the study. Antibiotic use drives antibiotic resistance, and inappropriate use speeds its development, it added.

bacterial barriers

Pharmaceutical sales data suggests that between 2005 and 2009 antibiotic consumption in India rose by a whopping 40 per cent. Faced with HIV/AIDS, tuberculosis, malaria, pneumonia and a host of other infectious diseases, antibiotic resistance has been a low priority issue in most developing and many developed countries. The 1st Global Forum on Bacterial Infections: Balancing Treatment Access and Antimicrobial Resistance, to be held from 3-5 October will, however, debate it with particular focus on India as resistance to certain antibiotics in areas of India (and around the world) is already at high levels. The issue gained significant attention after New Delhi metallo-beta-lactamase-1 (NDM-1) made headlines the world over.

NDM-1 is the most widely reported source of antibiotic resistance in India, but it really represents something new and novel — not the great preponderance of antibiotic resistance to the drugs commonly used by patients. A 2009 study from the World Health Organisation (WHO) found that 58.7 per cent of pathogenic samples of E coli in Delhi were resistant to the common antibiotic ciprofloxacin.

"The problem of failing antibiotics becomes even more acute when first line drugs fail and second line drugs are expensive and unaffordable to many in the country. We can address this by improving hospital infection control, effectively stopping sales of newer antibiotics over the counter and implementing education campaigns," said Dr Ramanam Laxminarayan, director of the Centre for Disease Dynamics Economics and Policy (CDEP) and vice president for research and policy at the Public Health Foundation of India.

Country closer to its goal of 80% literacy

SAKSHAR BHARAT MISSION

I. Aims to make 70 million people (60m women) literate in 7 years in 410 districts of rural India.

II. Wants to raise literacy from the current 64 to 80% by 2017; reduce gender gap from 21 to 10%.

Country closer to its goal of 80% literacy

From page 1 has been the excitement it has generated among the new learners, who have been drawn into adult literacy classes by the government's gesture of awarding passing certificates stamped jointly by the National Institute of Open Schooling (NIOS) and the HRD Ministry. "For the first time ever, learners have been assessed and graded. Hilberto, only district and block level assessments used to happen. Adults feel encouraged when they go home with grade sheets. Even if they have attained the last Grade C," said SK Prasad of the NIOS, which conducted the assessment.

The assessment took place in 13 states. Tamil Nadu showed 100 per cent literacy among the candidates assessed, while Andhra Pradesh posted the lowest adult literacy percentage of 51.52. The national assessment also covered Manipur, Bihar, Kamataka, Sikkim, Bengal, Chhattisgarh, Himachal, Maharashtra, Uttarakhand, Gujarat and Jharkhand. Himachal reported 70.73 per cent overall literacy. Punjab and Haryana were not covered as Punjab entered the mission very recently and will be assessed later while Haryana failed to implement the same in the lone Karnal district where the project was sanctioned.
PTU gets institute going despite govt’s objection

DIRECTIONS DISREGARDED University to hold orientation programme for students on Sept 5 even as it has failed to appoint regular faculty, fill any M Tech (mechanical) seat

Jalandhar: Despite the Punjab government’s instructions against going ahead with the Ambika Paul Punjabi Institute of Technology (APIT), Punjab Technical University (PTU) has announced to hold an orientation programme for APIT students on its campus near here on September 5.

Principal secretary (technical education and industrial training) Suresh Kumar had recently asked the university authorities not to resume the Caparo-PTU School of Manufacturing and Material Technology as APIT since the Caparo group led by UK-based steel magnate Lord Swraj Paul had failed to settle the row over the dissolution of the Caparo-PTU school.

“The university will not name its constituent college after Ambika Paul, daughter of Lord Swraj Paul. Besides, it will not be a Punjab Institute of Technology. The university will either set up a particular department to start M Tech classes or start its own constituent college,” Kumar had said during a review meeting at Chandigarh last week.

But the PTU authorities released its second APIT admission notice in several newspapers, asking students to apply for various M Tech disciplines. The university has also failed to remove the APIT board from the main building of Caparo-PTU school.

Interestingly, PTU is yet to hand over appointment letters to two assistant professors and associate professors each in the computer science and engineering, mechanical engineering and electronics and communication engineering disciplines owing to the model code of conduct for the SGPC elections.

Teachers from its affiliated colleges would take the classes till September 5. The issue of providing hostel to students on the campus or at some private accommodation is also being considered.

The much-acclaimed institute has failed to fill even a single seat for M Tech in mechanical engineering with specialisation in thermal engineering, forcing the authorities to scrap the course for the current year. Twenty-five students got admission in M Tech in computer science and engineering with specialisation.

“The Caparo-PTU school land belongs to the university even as the assets belong to the Caparo-PTU school society. It is a university college, where we are introducing M Tech classes from September 5,” PTU dean (academics) Dr Puta Singh clarified.

The school, which was launched with much fanfare in September 2007, run into controversy after Swraj Paul refused to pump in more money after claiming to have invested over Rs 5 crore in raising the school building and other infrastructure.

He was demanding that the university should transfer 10 acres of land to the PTU Caparo society so as to enable it to raise a loan after mortgaging the same with bankers.

But PTU refused to accept the condition to help Paul raise funds for the development of the school. Paul then declared that either PTU or the Caparo group should run the school and the collaboration should be terminated.

The PTU, on November 20, 2008, had given nod to terminate its agreement with Caparo group after deciding to run the school of excellence on its own, but the Caparo group later refused to accept the terms.
यदि आप पाठ, सारण कार्य या हाइब्रिड शिक्षा के लक्ष्यों को पूरा करने के लिए उपयुक्त करने के प्रयासों में अपने सहयोग से उनको मदद कर देंगे। उदाहरण के लिए, एक सारण कार्यक्रम के लिए यह मदद कर सकते हैं कि वह वह कार्यक्रम को उत्साहित कर देंगे और उसको सारण कार्यक्रम के लिए उपयुक्त महत्व देंगे जो उससे सही कार्य करने के लिए उपयुक्त हो।

बॉर्ड की योजना और संचालन के लिए उपयुक्त समाज के लिए उपयुक्त समय और सारण कार्य के साथ उपयुक्त समय के साथ कार्य करने के लिए उपयुक्त समय से उपयुक्त करते हैं।

शिक्षक के कार्य को मदद करने के लिए उपयुक्त समय और सारण कार्य के साथ उपयुक्त समय से उपयुक्त करते हैं।

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अंतिम विदाई पर नम हुई आंखें