

Newspaper Clips August 11, 2015

President worried over India's global rank in higher education

<http://timesofindia.indiatimes.com/city/patna/President-worried-over-Indias-global-rank-in-higher-education/articleshow/48428497.cms>

Patna: President Pranab Mukherjee expressed concern over India's global ranking in higher education while addressing students of Central University of South Bihar (CUSB) on 'Energizing the higher educational institutes in India' through videoconferencing from the Rashtrapati Bhavan on Monday.

The President, who is also the Visitor to CUSB, was addressing all central universities and other institutions of higher education simultaneously. He urged students and faculty members to give their best to make India an educationally accomplished nation. He also recalled the contributions of former Presidents S Radhakrishnan and A P J Abdul Kalam and the Father of the Nation Mahatma Gandhi in nation building.

The President praised the 'Make in India' initiative of the central government and threw light on its benefits for the masses. CUSB registrar C L Prabhavathi, deputy registrar Rashmi Tripathi and PRO Mohd Mudassir Alam were also present at CUSB on the occasion.

Super-30 student: Kunal Kumar of Super-30 has been offered a seat by the University of Tokyo for completing higher education. Kunal's father gives tuition at homes to eke out a living.

Kunal was studying at IIT-Guwahati after clearing the Joint Entrance Examination (JEE). He has finished his second year at IIT and will be given admission to third year at the University of Tokyo. "Had I not reached Super-30 for preparations for JEE, such opportunities would have eluded me. I have been given full scholarship for higher studies in Japan," Kunal said.

Super-30 director Anand Kumar was jubilant.

"International exposure and that too in a technologically advanced nation like Japan will help Kunal excel in studies," he said and recalled another Super-30 student Abhishek Gupta was selected to pursue higher studies in Tokyo soon after clearing the JEE-Mains.

Arvind Mahila College: Teaching and non-teaching staff of Sri Arvind Mahila College on Monday congratulated principal P K Verma on completing one year as the head of the college. A special function was organised on the occasion.

Pranab addresses faculties, students

Hindustan Times (Patna)

MUKHERJEE URGED THE STUDENTS AND FACULTY MEMBERS TO GIVE THEIR BEST TO MAKE INDIA AN EDUCATIONALLY ACCOMPLISHED NATION

President Pranab Mukherjee on Monday addressed the students and faculty members of institutes of higher learning, central universities, including Central University of South Bihar (CUSB) through video conferencing on the topic 'Energizing the higher educational institutes in India'.



HT PHOTO

CUSB students and faculty members listen to President Pranab Mukherjee's address, made through video conferencing, in Patna on Monday.

Using National Knowledge Network (NKN) at Rashtrapati Bhavan, the President emphasized the need for India to improve in global ranking in terms of higher education. He urged the students and faculty members to give their best to make India an educationally accomplished nation, particularly in higher education.

The President also praised the 'Make in India initiative' of the 'Centre and its benefits for the masses. Along with students and faculty members, CUSB registrar (acting) Dr CL Prabhavathi, deputy registrar Rashmi Tripathi and others listened to the President's address.

The President mentioned former President of India Sarvepalli Radhakrishnan and his philosophical approach while recalling also the contribution of former President Dr APJ Abdul Kalam as a scientist and education lover.

The President also spoke about Mahatma Gandhi and his vision for nation building. While mentioning the achievements of India in the field of higher education in recent times, the President expressed his concern over India's low global standing in comparison to other countries.

In a concluding interactive session, students and faculty members from Indian Institute of Science (IISc), Bangalore, Central University of Kerala, NIT, Arunachal Pradesh and IISER-Mohali asked questions to the President.

One national common test to dislodge all others

<http://timesofindia.indiatimes.com/home/education/news/One-national-common-test-to-dislodge-all-others/articleshow/48431036.cms>

HYDERABAD: Doors to engineering and management institutes in Telangana and Andhra Pradesh will be opened to students across the country if the recommendations made by a government-appointed panel are approved by the ministry of human and research development (MHRD).

The panel, in its report on Sunday, recommended setting up of a National Testing Service for conducting a single entrance test for admissions to all engineering colleges affiliated to the All India Council of Technical Education (AICTE)

and a common examination for all business schools.

With Telangana and Andhra Pradesh being a hub for engineering and management studies, educationists believe that the proposal may benefit even those colleges whose seats go abegging during counselling sessions.

Currently, there are 4,398 AICTE approved institutes in Telangana and 4,359 in Andhra Pradesh offering various courses in engineering/technology. Similarly, there are 551 AICTE approved colleges in Telangana and 426 in Andhra Pradesh offering various management courses.

While at present only 15% seats are available for non-local students in colleges, the proposal submitted to MHRD may make engineering and management studies more accessible to the students from outside states. "Lot of students from North India prefer engineering and management seats in AP and Telangana.

Inflow of students from other states would strengthen the institutes thereby contributing towards quality education," said Gautham Rao, president of Telangana Engineering Colleges Association.

"There shall be a single National Testing Service which shall conduct a Joint Entrance Examination for engineering courses and a Common Admission Test for management courses, the results whereof shall be used by all institutions, whether run by universities, deemed universities, state government-run universities, private universities etc," reads the report of the AICTE review committee.

Experts believe that the proposal would benefit even the local students vying for seats in other states. As per reports, due to the tussle between JNTU and its affiliated colleges, lot of students from Telangana moved to states like Karnataka and Maharashtra to pursue engineering this year. "The common ranking system will minimise the number of entrance tests that a student takes. A common test is always a welcome step as it will benefit students by having a common eligibility criteria to get an admission anywhere in the country," said Ramana Rao, former registrar of Jawaharlal Nehru Technological University.

Academicians believe that a common entrance test would also reduce mushrooming of coaching centres and schools that commercialise education over entrance tests

. "Schools in Telangana and AP lure students by offering special coaching for various entrance tests. Students are made to prepare for such entrances at a very young age. If there is a common test, it would save students from the pressure and competition for securing seats in the best college," said Kancha Illiah, a renowned academician.

The recommendations are currently up on the website mygov.in to seek views of the stakeholders.

A revamp on the cards?

* The All India Council for Technical Education (AICTE) is a statutory body and a national-level council for technical education under the HRD ministry

* An AICTE review committee has suggested creation of a National Testing Agency to conduct a Joint Entrance Examination for engineering courses and a Common Admission Test for management courses

* Ranks will be considered in all institutions, whether run by universities, deemed universities, state government-run

universities, private universities etc.

* Seats which fall vacant after the completion of counseling sessions shall not be treated as a management quota, but shall be used to accommodate students on the waiting lists

* Proposal will benefit students from across the country to get seats in the huge number of technical colleges in AP and Telangana. It will also help local students apply in any state

Fix the educational system before deriding IISc

<http://www.hindustantimes.com/analysis/fix-the-educational-system-before-deriding-indian-institute-of-science/article1-1378656.aspx>

The observations of NR Narayana Murthy, former chairman, Infosys, that even the best of our research institutions, with the century-old Indian Institute of Science (IISc), Bangalore as a reference, have not made even one invention of relevance to society, while the Massachusetts Institute of Technology has over 100 that have changed the world, have led to a debate.

As an alumnus of IISc, it hurts to digest such an unfair comparison. Space and defence establishments use IISc expertise for technical evaluation of different kinds. The contributions of IISc to rocket fuel technology or launch vehicle drag are only understood in knowledgeable circles.

The US imposed sanctions on IISc, stating that its supercomputer was used for the design of the Pokhran nuclear bomb. The charge is not true, but the action acknowledges the capabilities of IISc. Every major technological initiative in the power, communication and transport sectors in the country makes use of IISc experts.

The challenges in a poor, developing country are different. We developed the recombinant hepatitis B vaccine and this, along with the same vaccine, developed by Shantha Biotech established India's footprint in the global biotech arena. A vaccine selling at Rs 475 a dose became available to Unicef at Rs 20 a dose.

The educational institution generated leaders like Vikram Sarabhai, Homi Bhabha, Satish Dhawan and CNR Rao. Many leaders in the country's defence and science and technology establishments are from this institution.

One needs a separate article to list the number of major R and D institutions that came out of IISc, seeding of institutions such as IITs, establishment of public sector institutions and the birth of even private sector institutions.

Why is IISc not developing its own innovative products? A major issue is inadequate funding. The funding requirements of upstream and downstream research are different.

Regulatory systems in the country are unfriendly. I am struggling with the regulatory system for the last eight years to take forward a drug combination to treat cerebral malaria, where mortality is 25-35%.

A colleague and I developed a DNA vaccine against rabies (the first of its kind), but the industry, despite all approvals, did not proceed to make a cheaper vaccine for commercial reasons.

Are we doing cutting-edge research? Not really. It is very good research, but not the breakthrough kind. Even senior scientists do not want to leave the comfort zone to risk an untrodden path. It's still 'publish or perish' that decides the future of scientists.

Even IISc's four-year UG programme was questioned by the HRD ministry. The IISc is clubbed with the latest Indian Institute of Science Education and Research, which functions from a rented building. No wonder, the IISc is on top in India, but globally ranks below 300.

In short, the eco-system in India has to change to encourage innovation. We need industries to work closely with academia and absorb the risks involved in developing technology and commercialisation.

We need foundations to invest substantially in product-driven research and work with academia. The government support system for R and D is piecemeal and bureaucratic.

Opinion leaders have a responsibility. We should not kill the golden goose. The problem with the IISc is its laid-back environment.

G Padmanaban is former director, IISc, The views expressed are personal

IIT Kharagpur inviting alumni back to the classroom

<http://timesofindia.indiatimes.com/home/education/news/IIT-Kharagpur-inviting-alumni-back-to-the-classroom/articleshow/48433020.cms>

KOLKATA: IIT Kharagpur is now asking its alumni to come back to the classroom once again - for learning new things as well as teaching younger students.

Facing shortage of faculty, IIT is launching various distinguished alumni faculty schemes which would allow an alumnus to teach at the alma mater for sometime.

"We want our top ex-students to return to IIT for taking some classes for a short period. The kind of exposure they can provide the students on certain topics, even we cannot give them. They will bring in new flavour to the class," Prof Siddhartha Mukhopadhyay, dean of alumni and international relations, IIT-Kgp, said.

As part of alumni inreach programme, he said they are coming out with schemes like distinguished alumni faculty scheme, scholar in residence, innovator in residence, etc to invite top ex-IITians get back to the classroom for sometime but in a different role.

The innovative move will also help counter shortage of faculty in the IIT, he admits.

IITs have failed to maintain the ideal ratio of having one teacher for every ten students. Kharagpur is short by about 40 per cent and needs to recruit around 450 faculty members more for its 10,000 strong student community.

IIT officials blame it on an increase in students' intake and non-availability of qualified candidates for taking up teaching as a career.

For those who cannot come to the Kharagpur campus, a three-hour drive from Kolkata, the institute is opening outreach centres across 5-6 cities of the country where alumni can do both - teaching and learning, IIT-Kgp director Partha Pratim

Chakrabarti said.

The first such centre would be ready by the beginning of next year in Bangalore while the other ones would follow soon in Kolkata, Bhubaneswar, Delhi, Mumbai and Hyderabad.

At the outreach centre, any young passout can join a short term course to catch up on a subject he or she missed out during the degree course.

"This is a part of our attempt to tap in our vast resource base of alumni and engage them in multiple ways. We want to contribute more into their lives as well as seek their contribution in helping other students," Mukhopadhyay said.

They will also have videoconferencing facilities so that a distinguished alumnus can take a class from anywhere.

"This will also increase the bonding between IITians - students, ex-students and teachers," he said adding that the subjects would vary across various streams.

They already have an example in alumnus and National Aerospace Laboratories' xirector Shyam Chetty who has managed time to teach control system at his alma mater.

"He is just one example. Now we are going to increase the depth, breadth and the scale of alumni engagement," the professor of electrical engineering said.

As the institute follows an open system, such faculty will also be able to contribute to the course structure, he said.

Sundar Pichai: From an IIT student to the new Google CEO

<http://www.livemint.com/Companies/nABfInXpiwwaYlJS5qldBK/Sundar-Pichai-From-being-an-IIT-student-to-the-new-Google-C.html>



San Francisco: One of Sundar Pichai’s clearest memories of growing up in Chennai, India, involves picking up the results of a blood test for one of his parents. It was the early 1980s, and though the family lived in a middle-class neighbourhood, they didn’t have a telephone, automobile or television. There was no way to get the results other than retrieve them in person.

Pichai had to take a city bus two-and-a-half hours across town to the hospital and wait in a long line. When the results weren’t ready, he returned home empty-handed. In the US, “technology happens so fast, change is more continuous for people and sometimes they don’t internalize it,” he said in a Bloomberg Businessweek interview in 2014. “For me, it happened in these discrete moments.”

From that relatively hard-scrabble upbringing (his family got around by piling onto a Lambretta scooter,) Pichai attended the Indian Institute of Technology (IIT), won a scholarship to Stanford University, worked at the early Silicon Valley blue chip Applied Materials Inc. and joined Google Inc. as a product manager working on the toolbar, an important early window into Google’s services that appeared on the top of Web browsers like Internet Explorer.

That was 10 years ago. On Monday, Pichai, 43, was tapped to be chief executive officer (CEO) of Google itself, the dominant unit of the new holding company Alphabet Inc., a stunningly rapid ascent to the top echelon of US business. Now comes the hard part. His new role will be about positioning Google for the future, which hands him some of the toughest jobs in all of tech—like shifting the profit engine from the desktop to mobile and combating the rapid growth of Amazon.com Inc. in e-commerce and cloud computing and Facebook Inc. in social networking.

Globalized world

“The challenge is how to sustain revenue growth and profit enhancement in the face of slowing search growth,” said Brian Wieser, a senior research analyst at Pivotal Research Group Llc. “When you are 90% of the market, it’s hard to get much bigger.”

The promotion announced Monday was the latest for an Indian-born executive in technology, with Satya Nadella named CEO of Microsoft Corp. in 2014 and George Kurian appointed CEO of storage company NetApp Inc. in June. Kurian’s twin brother Thomas Kurian is president of product development at Oracle Corp., while Shantanu Narayen is CEO of Adobe Systems Inc.

Pichai’s rise says a lot about the newly globalized world, the spread of productivity enhancing technology and the way Larry Page sees the future of the company he co-founded. The new structure allows Page and his co-founder, Sergey Brin, to focus on the moonshots, like life-saving technologies at Calico and Internet-spreading gadgets at the Google X division.

Encyclopedic knowledge

Never one to embrace the formal duties of running a tech giant, Page prefers to look beyond the pillars in front of him, so he can position Google for the future. That has led him to gradually hand off more duties to his most trusted lieutenants.

“In the technology industry, where revolutionary ideas drive the next big growth areas, you need to be a bit uncomfortable to stay relevant,” Page wrote in a blog post.

Over the past few years, no lieutenant has been as trusted as Pichai. He launched the Chrome browser, took over the Android operating system and, barely a year later, all of Google consumer products, save for YouTube. In the process, Pichai proved himself an effective product manager who shipped on time and a peacemaker inside Google and with partners like telcos and media companies. He also demonstrated an encyclopedic knowledge of Google’s products and businesses. “He’s basically committed to memory almost every statistical fact about Google and can extract details about those facts,” said Alan Eustace, a former Google senior executive, last year.

Family’s sacrifice

Pichai’s father, R.S. Pichai, a retired engineer who once oversaw the factory floor for a company that made electrical relays, said he used to speak with his older son about his job and its challenges. “Even at a young age,” the father said in an e-mail last year, “he was curious about my work, and I think that really attracted him to technology.”

In Sundar’s senior year of high school, he competed in the National Talent Search Examination (which included tests in mathematics and science) and received a scholarship awarded to only 750 students nationally. He got a coveted spot at IIT, but the family’s true sacrifice came when he won the scholarship to Stanford in 1993.

While the senior Pichai remembers making careful preparations to furnish Sundar with the Rs.25,000 for airfare, plus additional expenses for living, his son recalls that his parents basically ransacked their bank account to send him to the US.

Dramatic changes

“My dad and my mom did what a lot of parents did at time,” he said. “They sacrificed a lot of their life and used a lot of their disposable income to make sure the children were educated.”

In the US for the first time, Pichai immediately commented that the fields looked remarkably brown (“no, they’re golden”, he said his host family corrected him) and started missing his girlfriend Anjali, back home (she’s now his wife and mother of their two kids.) At Stanford, he got unfettered access to computers, and to the Internet, for the first time. The rest is history.

He talked last year about the necessity of making dramatic changes in life, and in business. “I believe we have clear momentum but the ground underneath is constantly shifting and evolving,” he said. “Either you adapt, and you are at the forefront and you drive this. Or someone else takes it over.” **Bloomberg**

Business Line ND 11/08/2015 P-21

At IIM-B's Eximius, budding entrepreneurs get gyan from authors, filmmakers, CEOs

OUR BUREAU

Bengaluru, August 10

From historian Ramachandra Guha to business leader Mahesh Murthy, from filmmaker Ketan Mehta to start-up stars Anjana Vivek and Rajiv Raghunandan, IIM-B's Eximius 2015 was a big draw of the arrived and emerging stars.

Strong participation

Hosted at IIM-Bangalore, the three-day fest saw over 5,000 participants from management schools across the country debate and participate in a variety of competitions.

In his keynote address, Ra-

machandra Guha, historian and author of several books, said: “A good start-up needs good leaders who complement each other, just like Nehru and Patel complemented each other.”

“Copy-paste always fails, so be innovative and original,” said Mahesh Murthy, venture capitalist and founder of Pinstorm. A founding partner of Seedfund, Murthy emphasised the need to have a great product so that it would turn every customer into a “brand ambassador”. Founder-Director of VentureBean Consulting Anjana Vivek and well-known consultant Rajiv

Raghunandan led workshops on business planning and angel funding. Abhinav and Shreerang, from Oyo Rooms, shared their start-up experiences, stressing the importance of the right work culture and the need for attention to detail.

'Pragmatic approach'

On the first day, special invitee Mukesh Bansal, Founder, Myntra, advocating a pragmatic approach to business ventures, especially in the nascent stage, said: “Get your team right at every stage of development if you want to scale up.”

His talk was followed by a panel discussion on 'Taking Initiative' with the team that made the film Manjhi - The Mountain Man. Director Ketan Mehta along with actors Nawazuddin Siddiqui and Radhika Apte discussed the real-life-like challenges faced by the film's protagonist Dashrath Manjhi.

Bollywood anecdotes

They also narrated anecdotes from their lives to underline how entrepreneurship was not just about web-based start-ups but about setting goals and achieving them despite the odds.

A blueprint for higher education



Sukhadeo Thorat

The National Policy on Education (NPE) that was adopted by Parliament in May 1986 and Programme of Action (POA), 1986, as updated in 1992, are perhaps the last government policy statements on higher education and which have guided actions since the mid-1980s. Now that there are new moves on the policy front, it is necessary to identify the key issues, build on the earlier efforts (especially initiated after studies by the University Grants Commission) and then take a step ahead. The last major initiative on the development of higher education was during the 11th Plan (2007-12).

The problems that confront education today are low rates of enrolment, unequal access, poor quality of infrastructure and lack of relevance. The goals remain the same — expansion with inclusion and ensuring quality and relevant education. In this article, I discuss some of these issues and offer suggestions.

Expansion and disparities

The first challenge to be overcome is to increase the present rate of enrolment of 20 per cent. During the 11th Plan, a two-fold strategy that was in place helped ensure this to an extent — there was an increase in the number of new institutions, and in the intake capacity of existing institutions. But despite this, our institutional capacity is still low. We have only 722 universities, as against the National Knowledge Commission recommendation of 1,500. The aim should be to arrive at a proper estimate of universities and undergraduate institutions in order to plan a strategy for the next 20 years or so.

There are also related issues to grapple with. Given the low rate of enrolment, we need more quality teaching institutions at the undergraduate level. The influence of academicians on policies and the obsession with a flawed notion of excellence in terms of it being only about research have undermined the focus of having good teaching institutions. Nobody denies the utility of research in teaching, but it should not be forgotten that imparting knowledge is equally important.

Another challenge that confronts India is in the disparities in access to education, especially in terms of economic class, gender, caste and ethnic and religious belonging. In 2008, as against an all-India enrolment rate of 17 per cent, the break-up for these categories was 7 per cent for Scheduled Tribes (ST), 11 per cent for Scheduled Castes (SC), 28

The problems that confront higher education in India today are low rates of enrolment, unequal access, poor quality of infrastructure and lack of relevance. With new moves being planned on the policy front, it is necessary to find concrete solutions and build on earlier efforts

per cent for Other Backward Classes (OBC) and 47 per cent for higher castes. In addition, it was 9 per cent for Muslims, 18 per cent for Hindus and 30 per cent for Christians. In a comparison of disparities between the poor and the affluent and in terms of income levels, it was 6 per cent for the bottom 20 per cent of society as against 37 per cent for the top 20 per cent. The expansion of the private, self-financing education sector, with its aim of commercial intent, has been another reason for the propagation of disparities.

Between 1996 and 2008, private institutions expanded every year at the rate of 10 per cent. The corresponding decline in government and private-aided institutions, by 1.65 per cent yearly, resulted in the share of students in the private, self-financing sector increasing from about 7 per cent in 1996 to about 25 per cent in 2008. For 2013, data from the Ministry of Human Resource Devel-

opment (MHRD) put the share of private undergraduate colleges and students at 59 per cent and 37 per cent respectively. In the case of universities, out of the 712 universities, about 360 are of private, state and of deemed status. The high cost of private education has affected access by the poor to education. In 2012, of the total share of students in private institutions, the top 20 per cent (in terms of consumption expenditure) cornered more than half the number of seats. The bottom 20 per cent got only 4 per cent. The share of ST and SC students accounted only 4 and 10 per cent respectively as against 45 per cent by OBCs and 41 by Others.

Public and private aided institutions must be strengthened and the expansion of self-financing private institutions restricted to a reasonable level. However, given the political economy of private institutions, the chances of this happening are slim.

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In contrast to the situation in India, education has been a great leveller in Europe. Unfortunately, here in India, unequal opportunities have developed unequal hu-

man capabilities and converted education into an instrument to further economic inequalities. This is a new and the next challenge. There are two ways to deal with it. First, public and private aided institutions must be strengthened and expanded and the expansion of self-financing private institutions restricted to a reasonable level. However, given the political economy of private institutions, the chances of this happening are slim. The alternative would be to extend "poor-friendly" financial assistance by setting up a government finance organisation, based on the models in Australia and Canada. The present method, of extending educational loans from banks with interest subsidy by the MHRD, does not help the poor.

Issues of quality and faculty

The quality of higher education is an equally serious problem. In this area, the 11th Plan

Ensuring quality textbooks is another point. Now that teaching in most undergraduate and State universities is in the regional languages, good textbooks and quality translations from the original English books are a must if a student is to make progress. The three-language formula needs to be adhered to. Teaching in the regional languages would make understanding relatively easy while minimal language competence in English should facilitate student access to English books. An example that can be cited is in Japan where translations have enabled greater educational access for the student.

Global collaboration

Apart from these, there is the issue of ensuring the access of Indian education to global frontiers. In this, a popular view is to allow global universities to set up campuses in India. However, this is countered by some who argue that the presence of a few quality institutions is hardly the solution as far as the majority of rural and poor students are concerned. The alternative is to allow foreign educational institutions to enter into collaborations with Indian institutions on a large scale. In turn, this will help in enhancing capabilities as far as curricular and pedagogical practices, and student-faculty exchanges go.

For quality institutions, autonomy as far as academic and administrative aspects are involved is a must. This would also involve the appointment of heads of institutional and executive bodies. It must be remembered that a UGC committee had once suggested the independence of institutions from the government as the bottom line for autonomy.

For an education of relevance

Enabling an education that is relevant to the economy and society is another challenge. The development of human resources for the economy has been translated into action through vocational and professional education. The last government took the initiative by setting up a National Skill Development Corporation (it brought the government and corporate sector together to frame a demand based curriculum), which the present government has taken to greater heights by creating a Ministry of Skill Development and Entrepreneurship. But similar efforts are lacking in social education. The 1986 policy required that: "In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should eliminate obscurantism, religious fanaticism, violence, superstition and fatalism." This requires youth and children to be sensitised about the problem of inequities, poverty, undemocratic practices and reiterating commitment to upholding equality, justice, freedom and fraternity. The American educationist, Professor, James A. Banks, said: "the role of education in the 21st Century is to prepare students to know, to care and to act in ways that will develop and foster knowledge and skill needed to participate in effective action."

UGC reform

Another issue relates to reform in the UGC. While attempts have been made in the past, I feel the UGC should have a dual structure — a governing body and a general body. As more than 65 per cent of our universities and about 90 per cent of colleges are in the States, their involvement in policy making at the Centre is a must.

The framing of successful policies requires reliable data, and on multiple aspects. We are faced with a situation where we not only do not have reliable data, but also have had no review of higher education for the last 50 years, the last one having been the D.S. Kothari Commission in 1965. Far-reaching changes have taken place in higher education in the last 50 years. We desperately need a review. We need to emulate the model in the United Kingdom which has an institute for education statistics, as policy making with reliable data has a high propensity towards success.

(Sukhadeo Thorat is Professor Emeritus, Jawaharlal Nehru University, and former Chairman, UGC.)

Nai Duniya ND 11.08.2015

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आईआईटी की प्रतिष्ठा कम कर रही कोचिंग क्लासेस : मूर्ति

मुंबई। इन्फोसिस के सह-संस्थापक एनआर नारायण मूर्ति ने कहा है कि ब्रांड आईआईटी की



प्रतिष्ठा को कोचिंग क्लास नुकसान पहुंचा रही है। पैसा कमाने के लिए छात्रों को प्रवेश परीक्षा पास करने के गुर सिखाने वालों के कारण वास्तविक रूप से स्वतंत्र विचार रखने वाले छात्र पीछे

रह जाते हैं। उनकी राय में कोचिंग के कारण ही इसकी प्रतिष्ठा को ठेस पहुंच रही है।

Smrithi Irani to open IIIT-Kottayam today

<http://www.thehindu.com/news/national/kerala/smrithi-irani-to-open-iiitkottayam-today/article7524683.ece>

Union Minister for Human Resources Development Smriti Irani will formally inaugurate the Indian Institute of Information Technology-Kottayam (IIIT-Kottayam) on Tuesday. According to Jose K. Mani, MP, she will address the students through video-conferencing at 10 am.

Classes for the first batch of 32 students will commence on the campus of Amal Jyothi Engineering College, Kanjirappally. The official campus of IIIT-Kottayam is coming up at Valavoor, near Pala. The IIIT is being developed on the Public-Private-Partnership mode with 50 per cent being met by the Central government, 35 per cent by the State government and the rest, 15 per cent by private sector. The private sector partners of IIIT-Kottayam are Lulu Group, Rolta and CIAL.

IIM Vizag to start functioning from September 14

<http://www.thehindu.com/news/cities/Visakhapatnam/iim-vizag-to-start-functioning-from-september-14-preparation-in-full-swing/article7522585.ece>

Indian Institute of Management (IIM) Visakhapatnam is all set to start operations from September 14, Andhra Pradesh human resource development minister Ganta Srinivasa Rao said here on Monday.

The premier institute will operate out of the Andhra Bank School of Business on the Andhra University campus till its own premises come up at Gambheeram. Work is in full swing at the Andhra Bank building. The interiors have been redesigned to suit IIM-Bangalore norms, which is the mentor institute for the Visakhapatnam campus.

It is learnt that the ground floor will have at least two classrooms, a library, a computer room, rooms for faculty and a fully-connected and equipped seminar hall. The first floor will contain pantry and restrooms.

The classrooms and the seminar hall are being designed as per a 'semi-circle gallery' model, and will be fitted with the latest teaching aids. The classrooms are being designed to accommodate 70 students.

The remodelling work is likely to be completed by this month end and final touches such as internet and other connectivities will be completed by the first week of September.

The Andhra Bank School of Business has a floor space of about 20,000 sft. The full-fledged building of IIM will come up on a swanky 300-acre site, allotted by the state government at Gambheeram, 30 km from the heart of the city.

IIM-Visakhapatnam, will begin with the mentor institute's flagship two-year programme PGP (post-graduate programme) in management. The Andhra University campus is wi-fi enabled and if IIM needs an extra line, it can be provided, AU Vice-Chancellor G.S.N. Raju told The Hindu.

As all IIM programmes are residential programmes, the V-C said that the university has agreed to provide some accommodation to the girl students, but it is learnt that they are looking at facilities outside the campus.

"IIM has standards even for their hostels and according to a recent communication they appear to be negotiating with some outside providers," Prof. Raju said.

Students jubilant as IIM Amritsar begins classes

Hindustan Times (Chandigarh)

AMRITSAR: The first batch of students at Indian Institute of Management (IIM) here gave a positive response on the first day of the new session, which started on Monday.



SAMEER

SEHGAL/HT The first batch of students attending class on Day 1 of the first academic session of the newly established Indian Institute of Management in Amritsar on Monday.

“It was my first day at IIM and the institution delivered more than what I expected. We were taught by experienced faculty from IIM, Kozhikode. There were four lectures— two each of statistics and accounts— from 9am till 3pm,” smiles Sonali Pawar, who is resident of Ghaziabad and has taken admission in the institution.

She said, “It was a good day altogether and my hopes from the institution has increased. Unlike other institutions, classes here are more interactive and the professors, from the very first day, are putting in their efforts to bring us at par with other IIMs, where classes started on July 1. We have been informed that we won’t be having free weekends initially so that we are able to cover the syllabus.



Another student, Anshuman Totia from Meerut, said, “The classes here are interesting and interactive so studying on weekends will not be a burden. About the stay, the girls are putting up at Government Polytechnic college building, while the boys at staying 3 km away from the institute. The boys have been given proper transport service by the institute, so it is not much hassle.”

Mangalyaan data open to researchers

Hindustan Times (Mumbai)

NEW DELHI: Researchers can now use the data from five payloads of the Mars Orbiter Mission, popularly known as Mangalyaan. Making the announcement, the Indian Space Research Organisation (Isro) on Monday said, "Selected researchers will be allowed to access the data from the payloads for research and analysis. We will see the proposals and select on merit." Proposals can be submitted by individuals or a group of scientists and academicians belonging to recognized institutions, universities and government organizations of India. The last date for submission of proposal is September 10, 2015.

Students at Sydney University use impersonators to sit their exams

<http://www.smh.com.au/national/education/students-at-sydney-university-use-impersonators-to-sit-their-exams-20150810-givhs0.html>

University students are increasingly paying impersonators to sit their exams or smuggling in technology to help them cheat, while other students cannot be trusted to sit in sloping auditoriums because of their willingness to copy answers in multiple choice tests, a new report reveals.

A taskforce at Sydney University has released its first [report](#) into academic misconduct after the university was embroiled in several high-profile cheating scandals, including revelations [as many as 1000 students from 16 universities](#) paid a Sydney-based company, MyMaster, to ghost write their assignments.

Universities are grappling with the new lengths that students take to gain advantage and, at the University of NSW, all wrist watches, including smart and analogue watches, have now been banned from exam rooms to ensure students do not use technology to cheat.

The report, based on an investigation across Sydney University's faculties in May and June, found that "plagiarism, collusion, recycling and ghost writing" were problems plaguing take-home assignments but cheating in formal exams, especially those with multiple choice questions, was also a concern.

"The problem of cheating in exams is not trivial - a study on multiple choice exams within the university revealed an average level of cheating of about 5 per cent," it said.

Academics also believe a black market for fake doctors' certificates exists, allowing students to "claim illness and apply to re-sit the exam at a later date", the report warned.

"Where the medical certificate has indeed been issued by a medical professional in good faith, there is little that can be done, even if the staff member suspects fraud," it says.

The report warned that Sydney University, like universities around the world, was struggling with the issue of "rapidly rising substitution and impersonation" in exams, and even though biometric identification is increasingly being used, students were even finding cunning ways to beat that.

It says there is anecdotal evidence that students use miniature cameras to copy exams and then distribute them to fellow students.

"New exams and tests should be written for each assessment instance. Confidential exams need to be treated as non-confidential after first use," the report says.

The chair of Sydney University's academic board, associate professor Peter McCallum, said the report revealed there was a "disproportionately" high number of students from its business school who engaged in academic misconduct but that did not suggest it was problem unique to business courses.

"What we suspect is that there is under detection [across the university]," associate professor McCallum said.

He said the board was "relieved" to discover that international students were no more likely to cheat than local students.

"That was a comfort because it would be have been a difficult situation for us if it had been a different outcome," associate professor McCallum said.

Associate professor McCallum said a second report into research students would be released next month and the university was already implementing recommendations from the initial report, including the mandatory use of plagiarism detection software across all faculties for all written assignments.

He said the university was also improving its record keeping system so it had a clearer picture of the extent of academic misconduct.

A new exams policy at the University of NSW says watches must be placed in a clear plastic bag and left under the student's seat before the exam starts.

"Advances in watch technologies have led to new exam rules: no wrist or handheld watches on you or your exam desk. There will be clocks visible from all points of every exam room," the policy says.

"Due to an increase in technologically advanced smart watches and analogue watches, students are no longer permitted to have watches on their wrist or desk."