Newspaper Clips

December 11, 2013

Business Standard ND 12/11/2013 P-14

IITs' inflation theories

Placement season has become such a jamboree that committees at the Indian Institutes of Technology (IITs) have started keeping a close watch on news reports in various national dailies. Some are even calling the newspaper offices to inform them if any IIT has reported exaggerated salary figures. Last week an IIT placement chairperson called a journalist to inform him that a particular IIT had exaggerated the highest annual pay package reported in the media. On cross-checking with the IIT concerned, it turned out that while other IITs did not include dividend, variable and bonus components in the pay packages, this IIT did.

Times of India 12/11/2013 P-23

IITians in top 10 list of US startup founders

Shilpa Phadnis | TNN

Bangalore: This may come as a pleasant surprise to many Indians. Indeed, it came as a surprise even to the US research firm that conducted the study.

IITians are among the leading founders of startups in the US. The study places the IITs among the top 10 higher educational institutes in the world that have produced founders of US startups that have raised their first round of venture capital (VC) since 2010.

In fact, the IITs are the only non-US university in the list prepared by PE/VC database firm PitchBook. The list is led, as many familiar with startups would expect, by Stanford and University of California, Berkeley.

PitchBook had this to say about the IIT entry: "Perhaps the most interesting, and rather unexpected, entry on the list comes in at No. 10 — the Indian Institutes of Technology. India's entry in the top 10 was definitely a surprise, but with that country's boom in the IT industry over the last couple of decades, it stands to reason that Indian schools are producing innovative thinkers to fuel that country's — and the world's — rapidly growing and increasingly technology-reliant economy."

The IITs accounted for 77 startup founders raising VC money. Stanford topped with 190 alumni receiving their first round of VC funding, followed by UC Berkeley with 160 and University of Pennsylvania with 131.

"The IITs are a proxy for academic capabilities recognized around the world. Talent is the key filter in the IIT structure and the sharpest make the cut. The peer influence of the romance of entrepreneurship has rub-off effects among batch mates," said Rajiv Srivatsa, an IIT-Madras alumnus who co-founded Urban Ladder, an e-shopping portal for furniture.

SEEDING INNOVATORS

Rank*	University	Alumni
1	Stanford	190
2	UC Berkeley	160
3	University of Pennsylvania	131
4	Harvard	124
5	MIT	115
6	Cornell	110
7	Univ of Michigan	93
8	Univ of Texas	80
9	Carnegie Mellon	79
10	IITs	77

*By no. of alumni-founded cos receiving 1st round of VC funding since 2010 (Source: PitchBook)

Flipkart founder Sachin Bansal, an IIT-Delhi alumnus, said the ranking did not surprise him. "Indians, especially IITians, have always been deeply involved in the startup ecosystem in Silicon Valley, both as founders and early employees. The IITs attract the top minds in the country — pushing them to excel among their highly talented peers. The institutes also actively encourage independent thinking — this is especially true of the newer generation of IITians," he said.

IIT-Madras alumnus Gururaj Deshpande's networking products company Sycamore Networks had a spectacular IPO in 1999, with its market capitalization touching $14.4 billion on day 1, and became the face of Indian entrepreneurship in the Valley. More recently, Abheek Anand and fellow IITian Sohan Majumdar sold their mobile-based customer loyalty startup Tagtile to Facebook. It is estimated that around 60,000 IIT alumni currently live in the US.

"I am not surprised at all. (But) I have constantly been surprised how much we underestimate the talent that this country has. It is also said that Indians rank quite high on the hard work that they put in," said Vijay Anand, founder of Startup Centre, an early stage accelerator for Indian startups.

Aneesh Reddy, co-founder of Capillary Technologies, which provides customer management solutions to retailers, said 90 out of the 320-odd employees in the firm are IITians.

Ex-students chip in to attract best faculty for IIT Bombay

Mihika Basu Posted online: Wed Dec 11 2013, 00:05 hrs

Mumbai : In the last few years, close to Rs 4 crore has been disbursed to 187 faculty members who have joined IIT Bombay as part of an initiative to attract the best talent. To help the institute sustain this scheme, the 1988 batch has decided to fund the initiative as part of its legacy project. The class of 1988, which is getting together on December 27 for its silver jubilee reunion, has pledged Rs 2.5 crore towards the legacy project.

Under the "new faculty sign-on bonuses", started few years ago, a joining bonus of Rs 4 lakh is given to every new member hired at IIT Bombay over four years. According to figures by the IIT Bombay Alumni Association (IITBAA), Rs 3.95 crore has been disbursed so far to 187 newly joined faculty members.

"Taking into account the competition from other IITs and the eroding value of money due to inflation, this project has given a distinctive edge to IIT Bombay in its recruitment process and has helped hire top-notch young faculty. Former students have helped the institute tremendously by supporting this project," said Bakul Desai, chairman of the board of directors, IITBAA.

Another initiative that they will support is the retired faculty wellness fund. While the coverage currently is Rs 1.5 lakh per year for faculty and spouse, the former students are looking at increasing it to Rs 2.5 lakh with their contribution. The policy covers a "closed group" of over 200 faculty, their spouses and spouses of deceased faculty as well as those who retired before 2004, when no medical coverage was offered to faculty post-retirement.

"There are some good initiatives being run by the institute and hence, we felt that there was no need to come up with a new project. We decided to fund the ongoing projects," said Kiran Shesh, alumnus from the 1988 batch and member of IITBAA's executive board.

The third project to be funded by the batch is the financial aid programme for students. It is an unsecured loan programme for students at a low interest for payment of tuition fee, hostel and mess expenses, laptop purchase and travel for conferences, among others. Around Rs 2.4 crore has been disbursed so far, benefiting about 650 students at IIT Bombay.

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Hindustan Times ND 12/11/2013 P-21

'Indian students are highly skilled'

Harini Sriram
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University College Dublin (UCD), Ireland, has announced a range of scholarships exclusively for Indian students – the largest ever by any Irish university, so far, and it plans to continuously engage with Indian colleges through the setting up of its office in Delhi.

Ireland is emerging as a much sought-after education destination for Indian students lately, thanks to its relatively affordable tuition fee and cost of living. In this context, the University College Dublin (UCD), one of the largest universities in Ireland, is doling out a series of scholarships to Indian students who wish to study at the institute. As Jeremy Simpson, associate dean, international studies, UCD, points out, "We are offering about 100 scholarships, worth a grand total of 300,000 Euros, to Indian students who are looking to study at our college. This is the largest ever scholarship offered to Indian students by any Irish university. While some scholarships, like those offered by the Government of Ireland, give a 100% tuition fee waiver and a living stipend, there are others that cover only the tuition fee, and some that offer 25% or 50% waiver, and so on."

He adds that the quality of Indian students, in campuses across Ireland, is very high. "This is our way of appreciating Indian students and encouraging more such students to choose our university," he adds. Over the years, the number of Indian students in Irish universities has increased manifold. "For the last two to three years, we have been actively promoting Ireland as a quality education destination, and we have seen a 400% rise in the number of Indian students, during that period alone," adds Simpson. "Indian students are highly skilled and we find them doing exceedingly well in sciences and in information technology (IT), specifically. There is a huge shortage of qualified IT professionals in Ireland and we would like Indian students to fill this gap," he says.

There are a plethora of reasons why Indian students prefer universities in Ireland. One of the main reasons, explains Simpson, is the fact that it offers quality education at an affordable price. That apart, Ireland offers many advantages to Indian students, including a vibrant student life, an English-speaking environment and a greater quality of life.

UCD has close to 25,000 students, out of which 5,000 are international students, with Indians accounting for around 260 students. "Students can choose any combination of subjects; they could pair biotechnology with business, nanoscience with arts, and so on. The possibilities are endless. We believe that flexibility is the most important aspect of our programmes," explains Simpson.

"We want to facilitate positive interactions with the Indian student community and Indian universities. We have signed MoUs with Delhi University to encourage student exchange programmes, research collaborations, and the like. We also offer online courses to students across countries," he adds.

For more details, visit http://www.ucd.ie/

THERE IS A HUGE SHORTAGE OF QUALIFIED IT PROFESSIONALS IN IRELAND AND WE WOULD LIKE INDIAN STUDENTS TO FILL THIS GAP

JEREMY SIMPSON, associate dean, international studies, University College Dublin

Indian Express ND 12/11/2013 P-9

From Jan, 100 engg colleges to get virtual lessons from IIT professors

Quality improvement plan to include e-tutorials and e-labs

ANUBHUTI VISHNOI
NEW DELHI, DECEMBER 10

A hundred engineering colleges from across the country will in January switch to a new timetable with half of the lessons delivered virtually by IIT professors. The move comes as part of an ambitious plan to take top notch course content and high quality faculty-student interaction to India's many engineering colleges. Phase I of the Quality Enhancement in Engineering Education (QEEE) programme kick starts on January 2, 2014 as the chosen 100 odd engineering colleges begin a new semester.

As many as nine subjects, including Mechanical Engineering, Civil Engineering, Computer Engineering and Mathematics among others, will be co-taught by senior IIT professors along with the regular college faculty.

Sample the draft new timetable that has been drawn up for this new age classroom. A Monday morning lesson across the 100 colleges will start at 8 am with a lesson on 'Wireless Connection' by IIT Kanpur's Prof A Jagannathan. IIT Bombay's Prof Neela Natraj would teach 'Linear Algebra' in the next hour, followed by Prof C Balaji of IIT Madras who would hold forth on 'Heat Transfer' for Mechanical Engineering. From 11 am to noon, Prof B S Murthy would lecture on 'Engineering Fluid Dynamics' while IIT Delhi's Prof Saurabh Bansal would deliver the last virtual lecture of the day on 'Operating Systems'. Similar daily lesson schedules with lectures beaming out from various IITs have been shared with the colleges.

From the Dr K N Modi University in the Tonk district of Rajasthan to the Don Bosco College of Engineering and Technology (DBCET) at Azara in Assam and the Sagar Institute of Research and Technology in Madhya Pradesh, a range of colleges are waiting to see how this experiment at bridging the quantity-quality divide pans out.

The QEEE's 'Direct to Student' programme will be backed by supplemental evening e-tutorials by senior students and industry experts in a study circle setting. Ninety minutes of such e-tutorials per week are expected to take off initially. E-labs involving real time online access to experiments conducted at top five labs will also be a part of the larger plan, as will a range of e-books and vocational augmentation courses.

"Engineering apart, we hope to launch similar virtual modules across several other disciplines. The virtual lectures will be recorded and later put on a QEEE portal that is being developed and later we hope to also broadcast them", a senior official in the HRD ministry said.

This novel pedagogical project also demands investment in technology. The chosen 100 colleges are busy putting in place the stipulated infrastructure-servers in well-equipped and adequately cooled rooms, 4mbps Internet connectivity, stable LAN between institute server and classroom desktops and student PCs, classrooms with two projectors, screens, audio video systems, cameras with tripods and DTH set top boxes among other requirements.

Dainik Jagaran ND 12/11/2013 P-4

जीत में आइआइटी के छात्रों की अहम भूमिका

दुर्गेश चन्द्र शुक्ला, खड़गपुर : 'मैं अकेला ही चला था, लोग मिलते गए, कारवां बनता गया।' हाल में संपन्न हुए दिल्ली विधानसभा चुनाव में 28 सीटें जीतकर भारतीय राजनीति में भूचाल लाने वाली नवगठित 'आम आदमी पार्टी' के संयोजक अरविंद केजरीवाल की कहानी भी कुछ इसी तर्ज पर शुरू होती है। अरविंद को उनके मिशन में सफल बनाने वालों में बंगाल के पश्चिम मेदिनीपुर जिला स्थित आइआइटी-खड़गपुर के वर्तमान व पूर्ववर्ती छात्रों के विशाल नेटवर्क की सक्रिय भूमिका रही है।

आइआइटी खड़गपुर के 1989 बैच के एल्युमनी अरविंद ने आइआइटी- केजीपी से मैकेनिकल इंजीनियरिग की थी। समाज सेवा को अपना मिशन मानने वाले केजरीवाल ने समाजसेवी अन्ना हजारे के जन लोकपाल बिल पर दिल्ली में शुरू किए आंदोलन में बढ़-चढ़कर हिस्सा लिया था। जिसमें खड़गपुर आइआइटी छात्रों ने भी काफी मदद की थी। इसके बाद दिल्ली विधानसभा चुनाव के लिए अरविंद की पार्टी बनाने में भी इन छात्रों का विशेष योगदान रहा। मतदान के दौरान सात दिनों तक दिल्ली में रहकर पार्टी के लिए काम करने वाले आइआइटी-केजीपी के छात्र अटल आशुतोष अग्रवाल बताते हैं कि जो लोग दिल्ली नहीं जा सके उन्होंने सोशल नेटवर्किंग के जरिये 'आप' के समर्थन में काफी काम किया। यहां के छात्रों ने सोशल नेटवर्किंग व दूरभाष से अपने जानने वालों से संपर्क कर 'आप' के पक्ष में मतदान की अपील की। अटल ने बताया कि उन्होंने मालवीय नगर विधानसभा क्षेत्र से 'आप' के उम्मीदवार सोमनाथ भारती व पूर्व मुख्यमंत्री शीला दीक्षित के खिलाफ मैदान में उतरे अरविंद केजरीवाल के लिए प्रचार किया था। सोमनाथ भारती भी आइआइटी दिल्ली के एल्युमनी हैं।

आइआइटी में भी 'आप' की जीत का जश्न : आठ दिसंबर को दिल्ली विधानसभा का चुनाव परिणाम घोषित होने के साथ ही देर शाम आइआइटी खड़गपुर के कैंपस में 'आप' समर्थकों ने जीत का जश्न मनाया।

Nobel winner boycotts top science journals

Ian Sample

Randy Schekman, professor at the University of California, Berkeley. AP

Randy Schekman says his lab will no longer send papers to Nature, Cell and Science as they distort scientific process

Leading academic journals are distorting the scientific process and represent a "tyranny" that must be broken, according to a Nobel prize winner who has declared a boycott on the publications.

Randy Schekman, a US biologist who won the Nobel prize in physiology or medicine this year and receives his prize in Stockholm on Tuesday, said his lab would no longer send research papers to the top-tier journals, *Nature, Cell* and *Science*.

Dr. Schekman said pressure to publish in "luxury" journals encouraged researchers to cut corners and pursue trendy fields of science instead of doing more important work. The problem was exacerbated, he said, by editors who were not active scientists but professionals who favoured studies that were likely to make a splash.

The prestige of appearing in the major journals has led the Chinese Academy of Sciences to pay successful authors the equivalent of $30,000. Some researchers made half of their income through such "bribes", Dr. Schekman said in an interview.

Writing in the *Guardian*, Dr. Schekman raises serious concerns over the journals' practices and calls on others in the scientific community to take action.

"I have published in the big brands, including papers that won me a Nobel Prize. But no longer," he writes. "Just as *Wall Street* needs to break the hold of bonus culture, so science must break the tyranny of the luxury journals."

Dr. Schekman is the editor of *eLife*, an online journal set up by the Wellcome Trust. Articles submitted to the journal - a competitor to *Nature, Cell and Science* - are discussed by reviewers who are working scientists and accepted if all agree. The papers are free for anyone to read.

Dr. Schekman criticises Nature, Cell and Science for artificially restricting the number of papers they accept, a policy he says stokes demand "like fashion designers who create limited-edition handbags." He also attacks a widespread metric called an "impact factor", used by many top-tier journals in their marketing.

A journal's impact factor is a measure of how often its papers are cited, and is used as a proxy for quality. But Schekman said it was "toxic influence" on science that "introduced a distortion". He writes: "A paper can become highly cited because it is good science - or because it is eye-catching, provocative, or wrong."

Daniel Sirkis, a post doctoral researcher in Schekman's lab, said many scientists wasted a lot of time trying to get their work into Cell, Science and Nature. "It's true I could have a harder time getting my foot in the door of certain elite institutions without papers in these journals during my post doctoral researcher, but I don't think I'd want to do science at a place that had this as one of their most important criteria for hiring anyway," he told the Guardian.

Sebastian Springer, a biochemist at Jacobs University in Bremen, who worked with Dr. Schekman at the University of California, Berkeley, said he agreed there were major problems in scientific publishing, but no better model yet existed. "The system is not meritocratic. You don't necessarily see the best papers published in those journals. The editors are not professional scientists, they are journalists, which isn't necessarily the greatest problem, but they emphasise novelty over solid work," he said.

Mr. Springer said it was not enough for individual scientists to take a stand. Scientists are hired and awarded grants and fellowships on the basis of which journals they publish in. "The hiring committees all around the world need to acknowledge this issue," he said.

Philip Campbell, editor-in-chief at *Nature*, said the journal had worked with the scientific community for more than 140 years and the support it had from authors and reviewers was validation that it served their needs.

"We select research for publication in *Nature* on the basis of scientific significance. That in turn may lead to citation impact and media coverage, but *Nature* editors aren't driven by those considerations, and couldn't predict them even if they wished to do so," he said.

"The research community tends towards an over-reliance in assessing research by the journal in which it appears, or the impact factor of that journal. In a survey Nature Publishing Group conducted this year of over 20,000 scientists, the three most important factors in choosing a journal to submit to were: the reputation of the journal; the relevance of the journal content to their discipline; and the journal's impact factor. My colleagues and I have expressed concerns about over-reliance on impact factors many times over the years, both in the pages of *Nature* and elsewhere."

Monica Bradford, executive editor at *Science*, said: "We have a large circulation and printing additional papers has a real economic cost . . . Our editorial staff is dedicated to ensuring a thorough and professional peer review upon which they determine which papers to select for inclusion in our journal. There is nothing artificial about the acceptance rate. It reflects the scope and mission of our journal."

Keywords: Randy Schekman, Nobel medicine prize, scientific journals, Nature journal, Science journal

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The Telegraph

IIT gurus on video teaching grid

BASANT KUMAR MOHANTY

New Delhi, Dec. 10: Classes in Jadavpur and Besu, lessons from IIT.

That is what will happen from next month when students of the two Calcutta institutions get lectures from top IIT and NIT professors through video conferencing under a plan to enhance the quality of technology education.

The Bengal duo are among 100 engineering colleges from across the country selected for the video lectures from January 2 under the National Mission on Education through Information and Communication Technology (NMEICT).

The top professors of five IITs — those in Madras, Delhi, Mumbai, Kanpur and Kharagpur — some from NIT Surathkal (Mangalore) have joined the programme that experts said would enrich learning experience. Students

can clarify doubts by sending questions through email or SMS.

A team of experts under Ashok Jhunjhunwala of IIT Madras has designed the programme. Sources in the Union HRD ministry and IIT Madras said the institutions selected were run by state governments and faced faculty shortages of around 40 per cent.

The lectures will cover mathematics and engineering courses in the electrical, computer science, mechanical and civil streams. Each semester will have 15 such lectures. The uncovered portions of the syllabi will be taught by the resident faculty. The students will also get access to lectures by lab tutors.

Experts hailed the initiative but some suggested "tele-teaching" could not be a substitute for direct classes. Kushal Sen of IIT Delhi said video lectures, while enriching learning experience, "are not a replacement for teachers". "It will, however, help students improve as they will get access to top professors."

According to Sen, a major drawback of tele-teaching is that there is hardly any scope for practical experiments. Though some lab experiments can be simulated through computers, most of the practical training has to be imparted in the institutes in real-life conditions, he said.

Bengal Engineering and Science University (Besu) vice-chancellor Ajoy Kumar Ray backed the move, saying it would help sharing of scarce human resources like good teachers among institutions. "We are keen to have some of the lectures by our professors aired. We have good faculties in several departments such as space, energy, defence and new material science."

NIT Surathkal director Swapan Bhattacharya — a faculty member of computer science at Jadavpur University — said the move would benefit other institutions. "Jadavpur University has good facilities and faculty strength. But there are many state government colleges with more than 40 per cent vacancy in the faculty. They (the video lectures) will be able to bridge the gap to an extent."

IIT Kanpur chairperson M. Anandkrishnan said many foreign universities were using such methods to provide quality education. "Foreign universities are providing e-content in various subjects. This is a similar effort. But the scope for doubt clearance is limited in this mode. By writing a mail or SMS, a student may not be able to get clarity."

Deccan Herald ND 12/11/2013 P-2

IIT Kgp communities hail Kejriwal online

Engg college to felicitate him at annual meet in January

KOLKATA, IANS: AAP leader Arvind Kejriwal's alma mater Indian Institute of Technology Kharagpur might not be indulging in raucous celebrations on campus at its alumnus' great show in the Delhi Assembly polls, but congratulatory messages are flooding online sites.

Party worker and student of the premier institute, Ritesh Singh, said that such celebratory "show of strength" on the campus is not needed for AAP.

Congratulatory messages also come in for 1999 batch alumnus Kejriwal and AAP via social media.

"People are celebrating online through various Facebook pages but on the campus itself there isn't much of a show. Such celebrations that normal political parties indulge in are for show of strength," said Singh, a computer science student. The alumni cell of IIT Kharagpur's page hails Kejriwal's victory as the "dawn of a new era" while AAP IIT Kharagpur's page is flooded with questions from students eager to join the outfit.

"Initially, people were sceptical as many parties who wish to do honest work come and go unable to survive. Many wanted AAP to win despite their scepticism. Now the sceptics are in support of our work. Many of the students are now believers in the party's goals," said Singh, who was involved with Anna Hazare's movement in West Bengal.

Kejriwal, who earlier received the distinguished alumnus honour for his social work, has been invited to the Annual Alumni Meet from Jan 17 to 19.

"He has said he will come. The institute will felicitate him for his work, but not for his political achievement. We do not take any political stand," said Shreyoshi Ghosh of IIT Kharagpur public relations cell.

Rashtriya Sahara ND 12/11/2013 P-2

यूजीसी के 'फैकल्टी रिचार्ज प्रोग्राम' से दूर होगी शिक्षकों की कमी

नई दिल्ली (एजेंसी)। भारतीय विश्वविद्यालयों एवं कालेजों में शिक्षकों की कमी को दूर करने के लिए विश्वविद्यालय अनुदान आयोग (यूजीसी) 'फैकल्टी रिचार्ज प्रोग्राम' के तहत प्रोफेसरों, एसोसिएट प्रोफेसर और सहायक प्रोफेसर की नियुक्ति कर रही है। इसके तहत पिछले एक वर्ष से दौरान करीब 110 शिक्षकों को नियुक्त कर चुकी है।

आयोग के एक अधिकारी ने कहा कि देश के काफी संख्या में विश्वविद्यालयों विशेष तौर पर राज्य विवि ने काफी समय से शिक्षकों को नियुक्त करने का कार्य तेजी से पूरा नहीं किया है। इसके लिए दक्ष शिक्षकों का चयन करने और इससे जुड़े कई कारण प्रमुख समस्या के रूप में बताए जा रहे हैं।

हाल के समय में आठ नए आईआईटी, 16 नए केंद्रीय विवि, पांच भारतीय विज्ञान शिक्षा एवं शोध संस्थान गठित होने से शिक्षकों की कमी अहम समस्या के रूप में उभर कर सामने आई है। इस कमी को पूरा करने के लिए आयोग ने 'फैकल्टी रिचार्ज प्रोग्राम' शुरू किया है। इसके तहत प्रोफेसरों, एसोसिएट प्रोफेसर और सहायक प्रोफेसर की नियुक्ति 1:2:2 के अनुपात में की जा रही है। अधिकारी ने कहा कि इस कार्यक्र म में तीन अलग-अलग योजनाओं को शामिल किया गया है। प्रवेश स्तर के शिक्षकों को शुरुआती शोध अनुदान

> ■ इसके तहत प्रोफेसरों, एसोसिएट प्रोफेसर और सहायक प्रोफेसर की नियुक्ति 1:2:2 के अनुपात में की जा रही है

मिलेगा। फिर कैरियर के मध्य में शिक्षकों को एक बार शोध अनुदान प्राप्त होगा। इसके बाद वरिष्ठ मेधावी शिक्षकों को यूजीसी बीएसआई शिक्षक फेलोशिप दी जाएगी। इन योजनाओं के लिए अधिकतम तीन वर्ष की अवधि के लिए तीन लाख रुपए प्रति वर्ष आकस्मिक अनुदान और 30 हजार रुपए की फेलेशिप प्रदान किए जाने की बात कही गई है।

उल्लेखनीय है कि शोध के क्षेत्र में भारत कई देशों से पीछे है। 2011-12 में भारत में 16,093 पीएचडी डिग्रियां प्रदान की गई। विश्व शोध प्रकाशन में भारत के योगदान में वृद्धि दर्ज की गई है, लेकिन वैश्विक स्तर से यह काफी कम है। यूनेस्को की रिपोर्ट के अनुसार, साल 2002 में भारत में शोध प्रकाशनों की संख्या 26,000 दर्ज की गई थी जो 2007 में बढ़कर 44,000 हो गई। इस अवधि में 2008-09 में चीन में 14,706 पीएचडी डिग्रियां प्रदान की गई थी जो 2011-12 में बढ़कर 48,112 हो गई। अमेरिका में यह संख्या 40,024 से बढ़कर 41,464 हो गई।

यूनेस्को के मुताबिक, 2002 से 2007 के बीच ब्राजील में शोध प्रकाशन की संख्या 16,000 से बढ़कर 29,000 हो गई जबकि रूस में 31 हजार से बढ़कर 32 हजार, चीन में 62 हजार से बढ़कर 1.94 लाख, ब्रिटेन में 93 हजार से बढ़कर 1.25 लाख , अमेरिका में 3.15 लाख से बढ़कर 3.58 लाख हो गई जबकि जापान में शोध प्रकाशनों की संख्या 2002 के 92 हजार से बढ़कर 2007 में 98 हजार दर्ज की गई।

Economic Times ND 12/11/2013 P-8

टॉप कॉलेज जल्द बांट पाएंगे डिग्री

[ईटी ब्यूरो | नई दिल्ली]

देश के टॉप कॉलेजों को जल्द ही डिग्री बांटने की ताकत मिल जाएगी। हायर एजुकेशन रेगुलेटर यूनिवर्सिटी ग्रांट्स कमीशन (यूजीसी) ने एक एक्सपर्ट पैनल बनाया है, जो इसकी पड़ताल करेगा कि क्या इस तरह की पहल से कॉलेजों और जिन यूनिवर्सिटीज से वे संबद्ध हैं, उनके रिसर्च आउटपुट में सुधार आएगा? फॉर्मर एजुकेशन सेक्रेटरी आर पी अग्रवाल की अगुवाई वाली कमेटी इस प्रपोजल पर विचार करेगी। इस

प्रस्ताव को अगर मंजूरी दी जाती है, तो इसके लिए यूनिवर्सिटी ग्रांट्स कमीशन एक्ट में संशोधन करना पड़ेगा। ह्यूमन रिसोर्स डिवेलपमेंट मिनिस्ट्री और यूजीसी के बीच अक्टूबर में ऑटोनोमस कॉलेजों और राज्य सरकारों के रेप्रेजेंटेटिव्स के साथ हुई मीटिंग के बाद यह कदम उठाया गया है। कॉलेज और यूनिवर्सिटी एडमिनिस्ट्रेटर्स ने बताया है कि कुछ यूनिवर्सिटीज के 800 से ज्यादा एफिलिटेड कॉलेज हैं। इससे इनका काफी समय प्रशासनिक कामकाज में जाया हो जाता है और चोट रिसर्च और इनोवेशन पर पड़ती है।

दूसरी ओर, इससे कई एफिलिटेड कॉलेज रिसर्च वर्क नहीं कर पाते हैं, भले ही उनमें ऐसा करने की क्षमता हो, क्योंकि नियम और कानून उन्हें ऐसा करने की इजाजत नहीं देते हैं। मिनिस्ट्री का मानना है कि कॉलेजों को अपग्रेड कर उन्हें ऑटोनोमस दर्जा देने से सिस्टम को दुरुस्त बनाने में मदद मिलेगी। इससे टॉप एक्रेडिशन रेटिंग या एनएएसी एक्रेडिशन वाले कॉलेजों को डिग्री बांटने की ताकत मिल जाएगी। 441 कॉलेजों में से 46 ए ग्रेड के कॉलेज हैं। यूजीसी की ऑटोनोमस कॉलेजों के लिए डिटेल्ड गाइडलाइंस हैं, ताकि एकेडेमिक, फाइनेंशियल और जनरल एडमिनिस्ट्रेटिव मामलों का सही तरीके से मैनेजमेंट हो सके। अगर कोई ऑटोनोमस कॉलेज स्टैंडर्ड्स को पूरा करने में नाकाम रहता है, तो यूजीसी और एफिलिएटिंग यूनिवर्सिटी सीधे कॉलेज से संपर्क कर उसे स्टैंडर्ड्स को मेंटेन करने के लिए कह सकती है या उसके ऑटोनोमस स्टेटस को खत्म करने के बारे में भी सोच सकती है।

Hindustan Times ND 12/11/2013 P-20

'Change the criteria for UPSC exam'

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Several civil services aspirants and student union members are demanding some changes in the Civil Services exam, conducted by the Union Public Service Commission. Students staged another protest outside the Parliament on Monday.

Some of their major demands include restoration of foreign languages as optional subjects, giving age relaxation to students and increasing the number of attempts. The Jawaharlal Nehru University Students' Union (JNUSU) has been involved in spearheading the agitation and this is part of a series of ongoing protests. "Of late, the UPSC has introduced a set of systematic changes in its subject list, syllabus and exam format which tend to put several aspirants at a disadvantage. We want a debate on this in Parliament and will continue to hold more protests," says Akbar Chawdhary, president, JNUSU.

WHAT CIVIL SERVICES ASPIRANTS WANT

- "We would want foreign languages such as Arabic and Persian to be included in the list of optional subjects as these are taught by more than 20 universities in the country. Shouldn't the UPSC's policies be more accommodative in the present context towards graduates and postgraduates trained in foreign languages from our university system," asks Akbar Chawdhary, president, Jawaharlal Nehru University Students' Union, that is leading the protest.

- Students are also against the new Civil Services Aptitude Test (CSAT) pattern introduced in 2011 as it "does not create a level-playing field among students from humanities and different Indian language candidates." "Students from non-technical streams and non-English background are at a disadvantage. The number of candidates clearing Prelims and appearing in Mains in non-English languages has gone down significantly post-CSAT (with the language medium of writing the common essay paper being the benchmark)," says Chawdhary.

- Aspirants are demanding granting of fresh attempts and age relaxation to the candidates who are caught in the transition of syllabus change of 2011 and 2013. "We want the number of attempts to be increased to three. Earlier this year, the Institute of Banking Personnel Selection arbitrarily reduced the age limit and increased the minimum percentage required for applying in Bank PO. It was only after a struggle that this was rolled back. The UPSC should also give relaxation in the age criterion to aspirants," he adds.

Do you agree with these demands? Why or why not? Post your comments on www.facebook.com/htedu

Pioneer ND 12/11/2013 P-1

The changing pattern

The changing patterns of examinations like medical and engineering, have left the students confused. Expert AAKASH CHAUDHRY advises to focus on the present format, master the syllabus and understand the concepts indepth rather than get caught up in the nitty-gritties of the change

In the last one year or so, both the medical and engineering entrance exam patterns have witnessed a tremendous amount of attention from the Government, regulatory bodies, the media, students and parents alike. The changes introduced in the entrance tests for the fields of engineering and medical education, have created quite a stressful situation for students where they are left directionless and confused at many a stage.

As far as the IITs are concerned, a directive by the Ministry stated that only a single exam will be conducted for enlisted colleges across the country offering engineering courses this year onwards. According to the new selection norms, students are expected to not just clear the JEE mains and the advanced exams, but to also be in the top 20 percentile of their respective State Boards' Class XII exam scores. While the idea was to make students focus more on school studies, it has actually proved counter-productive. Students in States like Andhra Pradesh, Tamil Nadu or Kerala are at an immediate disadvantage despite securing a good score in the JEE and performing well in Class XII, as the average cut-off in these States is better than those in States like Bihar or Tripura by huge margins of almost 40 per cent in some cases. A case in point is the student from Andhra Pradesh whose rank in the JEE (advanced) was 1,256 this year and he also scored 91.1 per cent in the Andhra Pradesh Board exam for Class XII. Yet, he failed to get a seat in the IITs as the cut-off for Andhra Pradesh was pegged at 91.8 per cent.

In case of medical entrances, the introduction of the National Eligibility cum Entrance Test (NEET) in 2013 was expected to scrap all State-level medical entrance tests and the All-India PMT exam. The CBSE had confirmation from all State medical councils for their participation in the NEET 2013. A total of 271 MBBS colleges had been listed by the Medical Council of India (MCI), which would fall under the aegis of NEET 2013. These colleges offer a total of 31,000 MBBS seats across India. The idea behind the NEET was that it would stop the corrupt practice which enabled undeserving students to get admissions by paying huge capitation fees or donations as the entire exam process would be monitored centrally.

It would also enable economically backward students to give one exam without travelling to different parts of the country and ensure that the meritorious students get the seats they deserve. However, the Supreme Court has now said it will reconsider the verdict on the NEET. This has basically contributed in confusing the students further and sending a signal that they will not have a clear direction about the entrances for some time to come.

The confusion in the pattern of the exams will also gravely affect the quality of students. As seen in the case of IITs, the deserving students lose out because of the disparity in State Board percentile. In case of medical schools, the delayed implementation of the NEET means that the problem of paid seats, corruption in allocation of seats and streams continues.

This is detrimental for not just the career of deserving students, the country and the economy at large. It will also mean that students who are bright may re-consider sitting for these exams due to a lack of direction. They may choose other career options where there is more clarity and less red-tapism. Students, who can afford to, will choose to study abroad where a singular, well-defined exam like the SAT needs to be taken to get into one of the top institutes. The entire idea behind the changes ostensibly is to improve the education system and prevent brain drain. But the kind of confusion that the changes in the formats are causing will only result in the opposite.

Education is becoming a matter of politics in this context. Various parties are using this subject to meet their own ulterior motives at the expense of students. State Entrance Exams as opposed to one centralised exam benefit the businesses and banks which fund the training of students for elaborate preparations. State Governments are able to unfairly politicise this issue by making it seem like they are protecting minorities by not supporting a centralised exam. Hence, an issue as sensitive and important as education is made political and decisions are taken in a way that support education providers and politicians but not those seeking an education to build their future. We are living in an ever-changing world, where things are changing at a fast pace to suit the present consumer needs, without constant reforms in our education system, we will be left behind.

The idea behind the changes in the entrance pattern is to improve the education system and prevent brain drain. But the kind of confusion that these changes are causing will only result in the opposite

Students unfortunately suffer at the hands of all this regulatory back and forth but the best advice for them in this case is to be calm and prepare keeping the present formats. They must focus on mastering the syllabus and understanding the concepts in depth without getting carried away by the nitty-gritty of formats and changes.

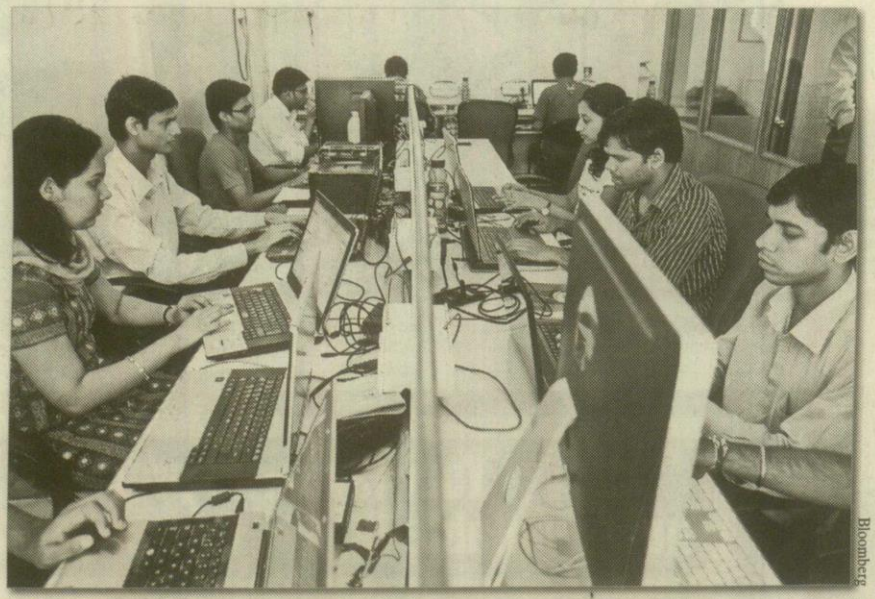
There is no denying that these changes cause an adverse impact on the mental make-up of students. But once a student is thorough with his entire syllabus with a focus on understanding and not on rote, he can attempt any exam with flair and success. And lastly, one must remember that all students are in the same boat, any changes in the pattern or any confusion around the exam will affect all candidates, thereby keeping the relative variation pretty much negligible.

(Aakash Chaudhry, director, Aakash Educational Services Ltd)

Financial Chronicle ND 12/11/2013 P-11

South Asia's demand for skills education

Arun Nigavekar



Bloomberg

TECHNICAL SUPPORT: Educational trends in all South Asian countries are almost similar. The demand of industries is becoming very broad, while training institutions are not focused on the changing expectations of trained youths

In the past few years, India has not only understood the importance of skills, but has initiated organised actions regarding the same. Some of these steps include creation of an empowered student community, which understands the need for skills-based education, and provision of both flexible and financial support by the state and central governments. However, one does not see any urgency in promotion of well-defined skills education and training activities in schools, colleges or universities. There is still a gap that emerges between fundamental education and skills education. Even though we have been focusing on strategies and policies in developed nations in the domain of creation of skill-trained-human power, we have neglected the trends in South Asian countries that comprises Afghanistan, Bangladesh, Bhutan, India, Iran, Maldives, Nepal, Pakistan and Sri Lanka.

If one carefully studies the enormous economic change that is happening in South Asia, one realises that this region is on the cusp of a demographic advantage which could be much larger than what China has achieved in the past 15 years. It is the young generation, in the age group of 15-24, among the total population of more than 1.6 billion, that is triggering a change. South Asia has an aspiring middle-class of around 400 million people and equally matching, around 500 million, poor people. It has many centres of world-class innovation, but still faces major challenges on access to education. It is projected that so many countries, like those in South Asia, would need one million new labour forces every month for the next two decades. This labour is not only to come from school-educated youths, but also from those who are graduates in different faculties. The trained manpower would also come from advanced graduates and there is a need for research and development in the field of skills education.

In most South Asian countries, a strong urban and rural divide creates a cycle of limited opportunities. The problem is that rural areas are being marginalised through weak school systems, lack of training and employment opportunities, and low-value work, which leads to a cycle of low-skilled workers leaving their homes to seek employment in urban areas. But what is more alarming is the demand of industries and businesses is becoming very broad, while education and training institutions are not well focused on the rapidly changing expectations of trained youths. Thus, one can see that educational trends in all South Asian countries are almost similar.

In this crisis, India could play a useful role. In the recent past, it has understood the importance of skilled human power in the entire spectrum of industries and businesses. The educated youths in schools need skills that are connected with several support services. These support services are linked with food, clothes, and houses maintenance, but today, people's expectations have expanded. They expect the best services in health, education, communication, infrastructure, green and processed foodstuff, entertainment, transport and links with global communities. All this has a direct impact on the manner in which industries enhance their productions, which are now looking for more support from various levels of educational institutions.

The education domain, thus, has to focus on skills education in a more organised manner. It is unproductive to differentiate between fundamental core subjects and training in skills enhancement. It is true that the education of fundamental core subjects — whether at school, colleges or university levels — creates a foundation of knowledge in different subjects, but it is also equally essential for students to understand application-oriented use of core knowledge for product development. Today, no industry in any country can claim that its products are for local people. The developed, developing as well as emerging countries are now entities that concentrate on global businesses so that their products have a global design, but are modified to be used smoothly in their local environment and have a flavour of their culture as well.

This requires a different level of academic philosophy. The boundaries between various subjects and faculties have to be rubbed off. One also needs to understand the thought processes and learn from the experiences of those who work in industries or businesses. Students should attain education from PhDs qualified in particular subjects and application-oriented industry experts, who are equally educated over the years through their involvement in production processes. These industry officers are equally qualified to be recognised teachers as defined in our present legal provisos.

The bottomline is that breaking the boundaries between universities imparting fundamental education and wealth generating industries and business entities. The outcome could be good for all South Asian countries and it is important to note that India can lead in this domain.

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HT Jaipur

'MULTI-DISCIPLINARY RESEARCH IS OUR STRENGTH'

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Faculty members from the University of Technology, Sydney (UTS) were in Mumbai recently to promote UTS:INSEARCH, a pathway college that accepts students who don't make the main university's requirements, and trains them to enter directly into UTS's second-year course.

Speaking to HT Education, **Bruce Milthorpe, dean of the faculty of science** and **Belinda Howell, general manager of UTS: INSEARCH,** explained the concept, discussed UTS course parameters and described the student experience at UTS.

What brings you to India?

Milthorpe: We want to create awareness among Indian students about our university's technology sittings, importance of pure and applied science as a career and to promote UTS: INSEARCH, our pathway provider.

We hope to inspire students to pursue a career in science and let them know it is more than working in a laboratory. The skills learned in studying science, such as communication, critical thinking and project management, help make science graduates highly attractive to employers throughout their careers.

What is UTS: INSEARCH and how will it benefit students?

Howell: UTS: INSEARCH is for students who want to study at UTS but do not directly meet the entry or English language requirements. So, they can study for a year at UTS: INSEARCH, where they are trained to meet our criteria, and then gain entry directly into the second year of a degree course at UTS, if they show satisfactory progress.

These programmes are designed in collaboration with the corresponding UTS courses. This means that the educational outcomes for students enrolled for UTS: INSEARCH diplomas are equivalent to those of first-year students undertaking an undergraduate degree at UTS.

Currently, this programme is offered for the fields of English, business, communication, design, engineering, IT, nursing and health science.

What are the opportunities for students in pure and applied science?

Milthorpe: Good science can take you around the world. The opportunities are almost limitless. I can say that 40% of Indian science graduates are working around the world.

A degree in science can help students work in numerous areas, ranging from medical science and physics to lesser-known careers such as traffic engineering, others interdisciplinary fields, which includes bits of physics, chemistry and biology.

Also, we lay emphasis on

Belinda Howell

Bruce Milthorpe

> WE HOPE TO INSPIRE STUDENTS TO PURSUE A CAREER IN SCIENCE, AND LET THEM KNOW THAT IT IS MUCH MORE THAN WORKING IN A LABORATORY.
>
> BRUCE MILTHORPE, dean, faculty of science, University of Technology, Sydney

> UTS: INSEARCH IS FOR STUDENTS WHO ARE NOT ELIGIBLE AT UTS. AFTER THE PROGRAMME, STUDENTS GO STRAIGHT INTO THE SECOND YEAR.
>
> BELINDA HOWELL, general manager of UTS: INSEARCH

HT Lucknow

'Global education must for next-gen leaders'

NET LOSS Technology no match for the 'human touch' of international varsities

Ayesha Banerjee
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No conversation with Dr Mamdouh Shoukri, president and vice-chancellor, York University, Toronto, Canada, ever goes by without a mention of his love for India. "Those memories are still cherished when I, as a schoolboy born and raised in Egypt, stood on a road in Cairo waving the Indian flag to greet a motorcade in which the then prime minister Jawaharlal Nehru was travelling with Egyptian president Abdel Nasser during the former's visit to Egypt in the 50s," he says.

That moment awakened an interest in India. "My heroes are of course Mahatma Gandhi and Nehru," Shoukri adds. Each visit to the country, therefore, is something he looks forward to.

This year, however, the delayed foreign universities bill has been a disappointment as York University's Schulich School of Business had to put plans on hold to launch an Indian campus in Hyderabad. What's in place now is a twinning programme with GMR Business School (run by the infrastructure company GMR). Students will do a year of their MBA programme in Toronto and year two in Hyderabad. "We are content with this programme and should there be a change in the Indian universities bill we will have a local campus," he adds.

A great advocate of international education, Shoukri believes the "next generation that leads the world after us will need a global education."

The internet, he says, won't work. "No matter what advanced technology does for us it cannot compensate for the human touch. That comes from an international university. I encourage young students to do their master's degrees overseas.

Dr Mamdouh Shoukri, president and vice-chancellor, york university

The full experience, the settings, interacting with people from across the globe, helps you understand different cultures. In Canada, with its tradition of multiculturalism, there is no ethnic group that I don't have a friend from. It doesn't take you long to figure out then that goodness is not limited to a particular group."

York University, too, has a vibrantly multicultural student community studying liberal arts and professional studies, science and law. An interesting plan Shoukri wants to work on takes off from his tenure as dean of the faculty of engineering at McMaster University (Canada). "I introduced five engineering courses at McMaster in which students combined engineering studies with an area of the humanities or the arts. To be innovative, engineers have to have appreciation of knowledge beyond their technical forte.

They can then interact in a more comprehensive way with society. An engineer who understands business acumen can be a better entrepreneur," Shoukri adds.

TOI

How Facebook wants to use your data

AFP Dec 10, 2013, 02.45AM IST

WASHINGTON: Facebook has unveiled plans on a partnership with New York University for a new center for artificial intelligence, aimed at harnessing the huge social network's massive trove of data.

The California-based tech giant named professor Yann LeCun of NYU's Center for Data Science to head up the project.

"As one of the most respected thinkers in this field, Yann has done groundbreaking research in deep learning and computer vision," said Mike Schroepfer, Facebook's chief technology officer. "We're thrilled to welcome him to Facebook."

Facebook, the world's biggest social network with more than a billion members, is building the team across three locations -- New York, London and its headquarters in Menlo Park, California.

The lab will work on "machine learning," -- a branch of artificial intelligence that involves computers "learning" to extract knowledge from giant data sets.

LeCun, a French-born mathematician and computer scientist, said in a blog post that he was pleased to head up the project with "the ambitious, long-term goal of bringing about major advances in artificial intelligence."

"I am thrilled to announce that I have accepted the position of director of this new lab," LeCun wrote. "I will remain a professor at New York University on a part-time basis, and will maintain research and teaching activities at NYU."

Facebook chief and co-founder Mark Zuckerberg spoke of the plans during a call in October to discuss the company's quarterly earnings.

Zuckerberg said a working group was formed in September "to do world-class artificial intelligence research using all of the knowledge that people have shared on Facebook."

"The goal here is to use new approaches in AI to help make sense of all the content that people share so we can generate new insights about the world to answer people's questions," Zuckerberg said at the time.

He added that one of the goals was "to build services that are much more natural to interact with and can help solve many more problems than any existing technology today."

LeCun is a professor at NYU's Courant Institute of Mathematical Sciences and is the founding director of the university's Center for Data Science.

He is known for creating an early version of a pattern-recognition algorithm which mimics, in part, the visual cortex of animals and humans.

IIT Placements: Crore Plus Packages Make A Grand Comeback

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As per the sources, the highest package garnered for an international role at IIT-Kharagpur was $150,000 (₹ 93 lakh), which is a rise of about $25,000 compared to the previous year. While at IIT-Guwahati, the highest compensation package saw a rise of $1,000 compared to the last year and stood at $120,000 (₹ 74.8 lakh).

According to a placement team member at IIT-Bombay, the last year's highest spender, Korea's Samsung Electronics that offered $135,000 (₹ 84 lakh) packages, is most likely to make offers that is along the same lines. It was also revealed that tech giants such as Microsoft and Google are considering option to offer packages that is in the range of $110,000 (Rs 68 lakh) to the shortlisted candidates at the institute. Google has also offered $120,000 (Rs 74.8 lakh) pay package to students at IIT-Guwahati.

Apple, Oracle, Schlumberger and Mitsubishi, along with Indian startups such as Zomato have emerged as the most generous recruiters who have offered top offers during the current placement season.