

Newspaper Clips

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New Startups Storm IITs

Startups are storming IITs this placement season, getting the better of established companies in the war for talent. Many little known startups have already hired quite a few in the first four days of the placement season. ET profiles about half a dozen such new firms

■ SALARY RANGE OFFERED ■ FOUNDER



WOOQER

■ ₹10.27 lakh



■ Vishal Purohit | Founder & CEO

Bangalore based Wooqer provides create-it-Yourself (C-I-Y) software platform which offers

tools to create and track content such as processes, or data for customers.

₹2.2 crore (seed funding by Garage Again Ventures)

MAXHEAP TECHNOLOGIES

■ ₹5 lakh - ₹12 lakh



■ Sumit Jain, Lalit Mangal, Vikas Malpani

Real estate portal CommonFloor.com was founded by IIT Roorkee alumnus Sumit Jain, 28. Jain, who worked at Oracle for a year after graduating, quit his job to chase his dream. In five years the company has grown from three employees to 250, and is aiming for revenue of \$25 million in 2014

Raised \$7.5 mn from existing investors Tiger Global management and Accel India, in June this year

UNBXD

■ ₹14.5 lakh



■ Prashant Kumar and Pavan Sondur

Unbxd was founded in 2010 by Prashant Kumar and Pavan Sondur, engineering graduates from Mysore. Its Software-as-a-Service product recommendation platform, provides search, navigation, merchandising and analytics solutions for e-commerce ventures.

Raised \$2 m in October from Inventus Capital Partners and IDG Ventures India and another undisclosed sum from Indian Angel Network in 2012

HOUSING.COM

■ ₹13 lakh



■ Rahul Yadav is CEO. There are 12 founders, aged 23-24 years, all from IIT Bombay

Housing.com is a map based real estate search portal founded in 2012. The site allows users to see the exact location of a property advertised on Google maps. Founded by 12 graduates of IIT-Bombay, the young company already has over 200 employees.

Raised \$2.5 million from Nexus Venture Partners in June. Earlier raised two rounds funding from a group of angels including former Network18 CEO Haresh Chawla

PREDITAS

■ ₹22 lakh



■ Co-founded by Pranav Kothari, who was earlier working with analytics firm FICO

Builds analytics such as predictor models for airport traffic, demand for commercial vehicles and analytics on claims datasets. The company is incorporated in Seattle. It provides offshore delivery of analytics for US clients from India.

Self-Funded

CAPILLARY TECHNOLOGIES

■ ₹10 lakh



■ "Aneesh Reddy, Krishna Mehra and Ajay Modani"

CapillaryTechnologies uses artificial intelligence to help retailers understand customer purchase behaviour. Capillary provides technology to big brands like Nokia, United Colors of Benetton, Nike & Levis.

Last year, Capillary raised \$15.5 m in Series A financing

Google makes ₹1.5-cr offers to IIT-Roorkee students

KALPANA PATHAK, VINAY UMARJI & GIRESH BABU

Mumbai/Ahmedabad/Chennai,
5 December

The Indian Institute of Technology (IIT), Roorkee, has taken over its peers in terms of the highest pay package offered to students. Google Inc has offered an annual salary of ₹1.54 crore each to four IIT-Roorkee students. The institute, which will place 1,600 students this year, has seen 60 companies on campus so far with one-fourth of the batch size already placed.

"Placements so far have been good and we are confident of placing 1,200 students before we close the first phase of our placements," said a placement official from IIT-Roorkee.

Other IITs have also seen pay packages in the region of ₹1.3 crore, which came from some US software firms.

The IITs said that this year, Asian countries, too, have recruited in good numbers. "The mix of origin countries of multinational companies (MNC) is increasingly getting diverse. Earlier, an MNC would mostly mean an American firm. But now, more and more Japanese, Korean, French,

German and other European firms are coming to the campus," said a placement committee member at IIT-Kanpur.

For instance, apart from Mitsubishi (Japan) and Samsung (South Korea), IIT-Kanpur received offers from Sony (Japan), Michelin (France) and Deutsche Bank (Germany). Of these, Samsung and Mitsubishi have offered jobs in Korea and Japan, respectively, while others are yet to declare.

While Mitsubishi, which debuted last year with 10 offers at IIT-Kanpur, continued the trend with similar figures this year again, Samsung raised the bar from last year's five offers to 20 this year at the IIT-Kanpur campus. IIT-Bombay, on the other hand, has seen a three-fold jump in the number of South Asian companies visiting the campus. "Till last year, we had around five companies. This year, we have 15 companies confirming participation," said an official from the placement office of IIT-Bombay.

Samsung has so far made the largest number of offers - 42. Other South Asian companies include Rakuten, an international shipping services company; Konica Minolta Inc, a Japanese technology

firm; Sysmex Corporation, a health care business company; NEC Corporation and NTT Communication, among others. The trend is also visible at IIT-Madras, which saw recruiters such as Sumitomo Chemical (Japan), Taiwan Semiconductor Manufacturing Company, Sysmex Corporation and Samsung making one, seven, two and three offers, respectively.

Such has been the response from recruiters at IIT-Kanpur, which is expecting 225 firms this year, of which so far 80 have already visited. Last year, 175 companies had visited the institute. On completion of the Day Three of placement at IIT-Madras, 267 offers were issued - 96 on the first day, 103 on the second and 68 on the third day. The number of students registered for placement stood at 1,366. At the institute, the highest international salary offered was \$210,000 a year and domestic offer was ₹48.6 lakh a year. Last year, the highest international offer was at \$150,000 a year and the domestic offer was ₹28.82 lakh a year. While Cisco Systems India Pvt Ltd offered jobs to 14 candidates, Oracle India Pvt Ltd offered 13 jobs and Tata Motors offered nine jobs.

IIMs Lag Behind On Summer Placement Stipends

Well-known business schools across the country have outperformed or kept pace with some premier Indian Institutes of Management (IIMs) during this year's summer placements, reports Shreya Biswas. The highest and average stipends at B-schools such as XLRI, FMS, SPJIMR and JBIMS for the entire duration of placements have crossed the comparative figures offered to students at established IIMs at Kozhikode, Indore and Shillong this year. Top IIMs at Ahmedabad, Bangalore and Kolkata do not reveal stipend figures.

One of the reasons the non-IIMs have seen a great season is that the banking sector and consulting companies, which are relatively better pay masters, picked up a huge chunk of interns. "It has been a great season for us. Despite a bigger batch size, 180 compared with 120 last year, we have been able to place students in a record time of three-and-a-half days," says Rajiv Misra, chairperson, placement committee, XLRI.



COMPARISON OF STIPENDS

HIGHEST STIPEND



AVERAGE STIPEND



XLRI

Almost 70% of students got ₹1 lakh last year. This year, the average stipend has gone up by 7%



* SPJIMR has the concept of autumn internship, placement for which ended in August. Students go for internship in their second year of graduation

- talking heads -

These institutes (the non-IIMs) have a stronger alumni base compared with these IIMs, which help in placements. While students opt for B-schools that have a proven track record as they have been around for longer, alumni tend to go back to their alma maters to pick up fresh candidates.

CHAITALI MUKHERJEE

Country manager,
Right Management India

Older institutes like ours have built a relationship with companies over a long time. The IIMs will need time to do so. That's also the reason we have a higher cut-off for students.

ABBASALI GABULA

Deputy director, external relations
and administration, SPJIMR

PLACEMENT TIME

Japanese firms make a beeline for IIT students

Deepa Nair
Beena Parmar
Mumbai, Dec. 5

Commerce follows the flag. Japanese Emperor Akihito is visiting India, and several Japanese companies are calling on Indian Institute of Technology (IIT) campuses seeking talent.

Sony Japan, Daikin Manufacturing, Konica Minolta, NEC Japan and Uhuru Software are some of the Japanese majors that visited IIT Bombay (IIT-B) in the first phase of placements. The salary packages offered

by the firms are in the range of Rs 15 lakh to Rs 35 lakh.

"We have received very good feedback about our students from Japanese companies. Traditionally, the Japanese culture is more conservative and they feel that Indian students are more adaptable for their foreign operations," said S.K. Mehta, Assistant Training & Placement Officer, (IIT-B).

This year, IIT-B expects 15 Japanese firms to come calling, significantly more than the five that recruited students last year.

Japanese national broadcaster NHK has filmed the placement process at IIT-B this year and interviewed top recruiters and students. "With increasing awareness, we expect more Japanese firms to visit next year," said Mehta.

At IIT Kanpur, too, the number of Japanese firms visiting the campus has doubled. Sony Japan and Mitsubishi Heavy Industries are two of the companies that have hired talent in the first phase of placements.

"During the first year, students recruited by the firms will be posted in Japan and

then sent on international postings," said Amit Saraswat, Placement Coordinator at IIT Kanpur.

The placement office at IIT Kanpur has also started a course on Japanese language and culture. The institute also plans to release a placement brochure in Japanese, apart from the one in English.

The first phase of placements, which began on December 1 and ends next week, sees recruiters offering the highest salaries.

At \$210,000, Oracle offered the highest salary package at

IIT Madras this year, considerably more than the \$1,50,000 last year. About 50 companies have visited and six global majors have made 26 offers at IIT Madras.

"Though we haven't seen a substantial increase in salary packages, we have seen many new recruiters this year. We expected many companies to drop out on visiting the campus, but that did not happen," said a relieved Damini Gandham, a dual degree student at IIT Madras.

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पंजाब विश्वविद्यालय ने सभी आईआईटी को पछाड़ा

बीएस संवाददाता

टाइम्स हायर एजुकेशन ब्रिक्स (ब्राजील, रूस, भारत, चीन और दक्षिण अफ्रीका) एंड इमर्जिंग इकनॉमीज रैंकिंग 2014 की शीर्ष 100 सूची में भारत के 10 संस्थान अपनी जगह बनाने में कामयाब रहे हैं। हालांकि पड़ोसी चीन ने शीर्ष 10 में चार और शीर्ष 100 में 23 स्थानों के साथ इस सूची में दबदबा बनाया है।

चीन की पेकिंग यूनिवर्सिटी इस सूची में शीर्ष पर है और शिंजुआ यूनिवर्सिटी दूसरे पायदान पर काबिज है। ताइवान, चीन 21 स्थानों पर कब्जा करने में कामयाब रहा है। 13वें पायदान के साथ पंजाब विश्वविद्यालय भारतीय संस्थानों में शीर्ष पर बना हुआ है, जबकि छह आईआईटी 30 से 47वें पायदान के बीच हैं और उससे पीछे रहे हैं। पंजाब विश्वविद्यालय को मिले रिकॉर्ड प्रशस्ति पत्रों

पिछड़ गए आईआईटी (2013-14)

ब्रिक्स रैंक	वर्ल्ड रैंकिंग	संस्थान
13	226-250	पंजाब यूनिवर्सिटी
30	351-400	आईआईटी, खड़गपुर
34	351-400	आईआईटी, कानपुर
37	351-400	आईआईटी, दिल्ली
37	351-400	आईआईटी, रुड़की
46	रैंक नहीं	आईआईटी, गुवाहाटी
47	रैंक नहीं	आईआईटी, मद्रास
47	रैंक नहीं	जाधवपुर यूनिवर्सिटी
50	रैंक नहीं	अलीगढ़ मुस्लिम यूनि.
57	रैंक नहीं	जेएनयू



ने उसे यह शानदार सफलता दिलाई है। सूची में शामिल अन्य भारतीय संस्थानों में जाधवपुर विश्वविद्यालय (47), अलीगढ़ मुस्लिम विश्वविद्यालय (50) और जवाहर लाल

नेहरू विश्वविद्यालय (57) हैं।

अक्टूबर में जारी टाइम्स हायर एजुकेशन वर्ल्ड यूनिवर्सिटी रैंकिंग्स में पंजाब विश्वविद्यालय को भारत में शीर्ष संस्थान

आंका गया था। पहली बार इस सूची में शामिल हुए संस्थान को दुनिया के 400 संस्थानों में 226वें पायदान पर रखा। आईआईटी खड़गपुर 226वें पायदान से खिसककर 250 पर आ गया था और आईआईटी रुड़की 351-400 के दायरे में था। नए शामिल होने वाले संस्थानों में आईआईटी दिल्ली और कानपुर भी थे, दोनों ही 351-400 के समूह में थे। अंतरराष्ट्रीय स्तर पर इस सूची में रूस के सिर्फ दो संस्थान थे, जबकि तुर्की के तीन संस्थानों ने शीर्ष 10 में जगह बनाई थी और शीर्ष 100 में सात संस्थान शामिल थे।

पाकिस्तान, इंडोनेशिया और फिलीपींस का कोई भी संस्थान इस सूची में जगह नहीं बना सका। टाइम्स ने सूची को तैयार करते समय उद्योग आमदनी, नवाचार, छात्रों, शिक्षण, सीखने के माहौल और प्रशस्ति पत्र सहित लगभग 13 मानदंडों पर गौर किया।

ब्रिक्स देशों में चीन ने मारी बाजी

रैंक	संस्थान	देश
1	पेकिंग यूनिवर्सिटी	चीन
2	शिंजुआ यूनिवर्सिटी	चीन
3	यूनिवर्सिटी ऑफ केपटाउन	द. अफ्रीका
4	नेशनल ताइवान यूनिवर्सिटी	ताइवान
5	बोगाजिकी यूनिवर्सिटी	तुर्की
6	यूनिवर्सिटी ऑफ साइंस	चीन
7	इस्तांबुल टेक्निकल यूनि.	तुर्की
8	फूडान यूनिवर्सिटी	चीन
9	मिडिल ईस्ट टेक्निकल यूनि.	तुर्की
10	लोमोनोसोव मॉस्को स्टेट यूनि.	रूस
11	यूनिवर्सिटी ऑफ साओ पोलो	ब्राजील
12	बाइकेंट यूनिवर्सिटी	तुर्की
13	पंजाब यूनिवर्सिटी	भारत
14	रेनमिन यूनिवर्सिटी	चीन

टाइम्स हायर एजुकेशन: ब्रिक्स एंड इमर्जिंग इकनॉमीज रैंकिंग

टॉप यूनिवर्सिटीज में 10 भारतीय



श्रीराधा डी बसु | कोलकाता |

भारत ने टाइम्स हायर एजुकेशन की ब्रिक्स एंड इमर्जिंग इकनॉमीज रैंकिंग 2014 में टॉप 100 स्थानों में से 10 स्थान हासिल किए हैं। यह ब्राजील, रूस, भारत, चीन और दक्षिण अफ्रीका के साथ ही 17 अन्य इमर्जिंग इकनॉमीज में यूनिवर्सिटीज की पहली रैंकिंग है। इसमें भारत ने अच्छा प्रदर्शन किया है और पंजाब यूनिवर्सिटी 13वें स्थान के साथ इसमें देश की सबसे ऊंची रैंकिंग वाली यूनिवर्सिटी है।

इसके विपरीत, टाइम्स हायर एजुकेशन 2013-14 वर्ल्ड यूनिवर्सिटी रैंकिंग में भारत का कोई प्रतिनिधित्व नहीं है। टॉप 400 यूनिवर्सिटीज में केवल 5 यूनिवर्सिटीज ही जगह बनाने में कामयाब हो सकी हैं। इसमें पंजाब यूनिवर्सिटी 226 से 250वें स्थान के बीच आने वाली यूनिवर्सिटीज में शामिल है।

टाइम्स हायर एजुकेशन की ब्रिक्स एंड इमर्जिंग इकनॉमीज रैंकिंग में भारतीय यूनिवर्सिटीज ने 10 स्थान हासिल किए हैं और इसमें टॉप 50 में देश की 9 यूनिवर्सिटीज हैं। प्रधानमंत्री मनमोहन सिंह सहित बहुत से जाने-माने लोग पंजाब यूनिवर्सिटी से डिग्री ले चुके हैं और यह इस रैंकिंग में शामिल भारतीय यूनिवर्सिटीज की अगुवाई कर रही है। इसके बाद इंडियन इंस्टीट्यूट ऑफ टेक्नोलॉजी (आईआईटी) खड़गपुर (30वें), कानपुर (34वें), दिल्ली (37वें), रुड़की (37वें), गुवाहाटी (46वें) और मद्रास (47वें) स्थान पर हैं। जाधवपुर यूनिवर्सिटी, अलीगढ़ मुस्लिम यूनिवर्सिटी, जवाहरलाल नेहरू यूनिवर्सिटी क्रमशः 47 वें, 50वें और 57वें पायदान पर हैं। ओवरऑल रैंकिंग में चीन की बीजिंग यूनिवर्सिटी और शिंगहुआ यूनिवर्सिटी शीर्ष दो पायदानों पर हैं। दक्षिण अफ्रीका की यूनिवर्सिटी ऑफ केपटाउन तीसरे

स्थान पर, ताइवान की नेशनल ताइवान यूनिवर्सिटी चौथे स्थान पर और तुर्की की बोआजी यूनिवर्सिटी पांचवें स्थान पर हैं। रैंकिंग में चीन 23 इंस्टीट्यूट्स के साथ सबसे आगे है। इसके बाद इस लिस्ट में ताइवान के 21 और भारत के 10 इंस्टीट्यूट्स हैं। टाइम्स हायर एजुकेशन रैंकिंग के एडिटर फिल बैटी ने कहा, 'यह भारत की ताकत दिखाता है। टॉप 100 में केवल चीन और ताइवान की उससे ज्यादा यूनिवर्सिटीज हैं। इससे निष्पक्ष तुलना की पेशकश करने वाले देशों के साथ कॉम्पिटिशन में देश की वास्तविक ताकत का पता चलता है।'

ब्रिक्स एंड इमर्जिंग इकनॉमीज रैंकिंग में तो टॉप 100 में 10 विश्वविद्यालय भारत के हैं, मगर वर्ल्ड रैंकिंग में भारत की पोजिशन ठीक नहीं। टॉप 400 यूनिवर्सिटीज में भारत से केवल 5 हैं

होगा। उन्होंने बताया कि डेटा से यह स्पष्ट तौर पर पता चलता है कि भारतीय इंस्टीट्यूट्स को अपना रिसर्च आउटपुट और रिसर्च क्वालिटी में सुधार करना होगा। इसके लिए फंडिंग बढ़ाने की जरूरत होगी।

बैटी के मुताबिक, 'इस समय हम काफी हद तक राष्ट्रीय और सरकार के स्तर पर काम कर रहे हैं। डेटा कलेक्शन सिस्टम को लेकर जागरूकता बढ़ाने के लिए हमें इंस्टीट्यूट्स के साथ जुड़ना होगा, जो डेटा शेयर करने के लिए तैयार हैं।'

बीजिंग यूनिवर्सिटी टॉपर

- चीन की बीजिंग यूनिवर्सिटी और शिंगहुआ यूनिवर्सिटी शीर्ष दो पायदानों पर हैं। दक्षिण अफ्रीका की यूनिवर्सिटी ऑफ केपटाउन तीसरे स्थान पर है
- रैंकिंग में चीन 23 इंस्टीट्यूट्स के साथ सबसे आगे है। इसके बाद इस लिस्ट में ताइवान के 21 और भारत के 10 इंस्टीट्यूट्स हैं

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आईआईटी, आईआईएम में ट्रेड फेयर प्रबंधन की शिक्षा

नई दिल्ली | निशांत राघव

प्रगति मैदान में हर वर्ष आयोजित होने वाले अंतरराष्ट्रीय ट्रेड फेयर के बेहतर प्रबंधन और इंजीनियरिंग के बारे में आईआईटी एवं आईआईएम संस्थानों में भी शिक्षा दी जाएगी। आईटीपीओ इसी बात को ध्यान में रखकर पहली बार मेले से जुड़ी छोटी-बड़ी हर बात को लिखित दस्तावेज के रूप में तैयार कर रहा है। इस दस्तावेज को किताब की शकल में तैयार किया जाएगा ताकि इंजीनियरिंग व प्रबंधन संस्थान में इसके जरिये शिक्षा दी जा सके।

इस वर्ष मेला देखने के लिए करीब साढ़े सोलह लाख से अधिक लोग प्रगति मैदान पहुंचे। आईटीपीओ सूत्रों की मानें तो इतनी बड़ी संख्या में लोगों की भीड़ को नियंत्रित करने में जितनी मशक्कत पुलिस को करनी होती है, उससे कहीं अधिक मेहनत आईटीपीओ को करनी पड़ती है। पूरे मैदान में सारी सुविधाएं उपलब्ध कराने से लेकर

पहल

- आईटीपीओ तैयार करा रहा है ट्रेड फेयर के इंजीनियरिंग-प्रबंधन पर दस्तावेज
- इस दस्तावेज को किताब की शकल में तैयार किया जाएगा

भीड़ को किस तरह से व्यवस्थित करना है, यह सब नीति आईटीपीओ बनाता है। इस संदर्भ में इंजीनियरिंग व प्रबंधन संस्थान के आला अधिकारियों की जिज्ञासा को देखते हुए अब आईटीपीओ इस मेले से जुड़ी तमाम नीतिगत जानकारियों को किताब में उतारने में जुटा है।

आईटीपीओ की सीएमडी रीता मेनन के अनुसार ट्रेड फेयर के प्रबंधन और इंजीनियर की जानकारी देने के लिए व्यवस्था की जा रही है, इससे प्रबंधन संस्थान में छात्रों को मदद मिलेगी।

HT Mumbai

ALUMNI HELP GUIDE IIT-B GRADS FOR PLACEMENTS

Apekshita Varshney■ htmetro@hindustantimes.com

MUMBAI: Alumni of the Indian Institute of Technology-Bombay (IIT-B) are mentoring final year students who are participating in the ongoing campus placements at the institute's Powai campus. Known for its strong network, former students are guiding the aspirants through the entire process, even giving them pep talks to boost their confidence.

The alumni are sharing their industry experience and helping students choose a company which may be the right fit for them. The institute allows sessions such as buddy talk to facilitate such interaction.

"Almost 90% of the students are in touch with their immediate seniors who help them with a perspective about the job world," said a student who did not wish to be named.

In the absence of an official counselling session, such informal networking helps students. Sunil Mehta, assistant placement officer, IIT-B, said, "Students generally research extensively for such jobs and are constantly helped by their seniors. We do not counsel officially, but we do organize several information sessions.

Meanwhile, nearly 57 students were placed on day four of the placements. Nearly 21 companies like Toyo, Konica Minolta, Kirloskar, Philips, Singapore Development Bank participated in the placements.

JEE Advanced to have “Why MBA?” a compulsory question

Kanpur. After months of deliberation, research, and analysis, the IIT Council has decided to include “Why MBA?” as a compulsory essay question in the JEE Advanced Exam.

Aspiring IITians will have to clear this question, which will have more weightage than the lesser relevant subjects like Physics, Chemistry, or Maths.

Justifying this decision, Prof. Arvind Swamy, the head of the examination committee said, “IIT engineers are among the **nerdiest** brainiest creatures around and after their bachelors, most of them aim for MBA education to enter the world of consultancy and finance. However, we have seen quite a few of them not getting into MBA colleges since they can’t answer the ‘*Why MBA?*’ question in the Personal Interview round. In fact, their reaction to this question is similar to Suresh Raina’s against a short ball; bamboozled. Hence, we want to ensure that only the students with right focus enter the IITs.”

The only thing an engineer could write when asked the question

“The average percentage of IITians in MBA class of 2012 across India was 83.52%. However, in the class of 2013, it has fallen down to 79.91%. Such a steep drop cannot be taken lightly and we decided to address the matter before it becomes a problem out of hand like that show *MTV Roadies* has become for humanity,” added Swamy underlying the seriousness of the problem.

When Faking News contacted the government, the Minister of State for HRD Mr. Shashi Tharoor, who was on his way to inaugurate IIM Cherapunji, the 117th IIM, said, “The question will be juxtaposed in such a way to enhance the symbiotic relationship between engineering and management.”

(this reporters could not figure out what that quote meant, something that can be juxtaposed with his Verbal Ability percentile in CAT 2012).

While the government’s response ambiguous, the decision has found clear support among the student community.

“Right since I saw Yami Gautam in the movie *Vicky Donor*, I wanted to be a banker and had set my eyes on entering the IIT, as it is the pre-requisite for an MBA, which is a pre-requisite for a banking job. With this decision, I will have like minded-people around me and we can prepare for our MBA summer placement from the 1st year of engineering itself,” said Gaurav, trying to strum his guitar and sing *Paani Da Rang* in Himesh Reshammiya style.

Mr. Gharjode, who runs the popular matrimonial site www.shuddvivah.com also supported this step. “Over the years, we have seen that just having a BE/B.Tech degree is considered worse than being a Tushar Kapoor fan. An internal survey among all the female profile indicated that a guy with BE + MBA **sells like hot cake** evince maximum interest. In fact, IIT + IIM is a **big turn-on** positive among the prospective brides these days.”

Amidst all this hoopla, Prof. Ponytail Chaudhary has announced that he is going to start engineering colleges to ensure steady inflow of **raw materials** students in his MBA college (which provides maximum global exposure). He is even writing a book regarding this. The title of the book is “*Lay Your Eggs Before Counting Your Chickens*”.

<http://www.fakingnews.firstpost.com/2013/12/jee-advanced-to-have-why-mba-a-compulsory-question/#print>

Indian varsities less adaptable: academic

Jabir Mushthari



A.K. Kasthurba (third from left) at Montgomery College, Montgomery County, United States, during her Fulbright Nehru International Education Administration seminar, along with her co-fellows.

Even though Indian universities reserve seats for students from minority/backward and physically challenged categories in different courses, they lack adequate support system to enable such students to complete their courses successfully. This is in stark contrast to the ways of universities in most of the developed countries, including the United States, A.K. Kasthurba, Associate Professor, Department of Architecture, National Institute of Technology, Calicut (NIT-C), has said.

No support system

Dr. Kasthurba, who recently returned from the U.S. after a Fulbright Nehru International Education Administration (IEA) seminar, said the lack of such a support system was proving costly to many reservation students, including those at the NIT-C, over the past several years. "All the universities we visited as part of the programme have a strong support system for such students," she said.

In the report she submitted to the chairman of the administration after the seminar, Dr. Kasthurba pointed out some of the key areas where the universities in India missed out on quality education in comparison to their American counterparts.

On private funding

She said international exchange programmes and credit transfer systems were often not worked out effectively by the Indian universities while signing memorandums of understanding with universities abroad.

She said public universities here were yet to explore the enormous possibility of private funding for academic and infrastructural advancements unlike the U.S. universities. "Visit to some such universities that have made enormous use of private funding for public education was a real eye-opener for us," she said.

A significant shortcoming, she said, was that Indian universities were controlled centrally and were less adaptable to local needs and speedy changes. They also did not give proper language support to deserving students, whereas it was given in a professional manner to students in universities in the U.S.

Dr. Kasthurba visited around 15 universities in the U.S. as part of her seminar. She was only person from the State to be selected for the Fulbright programme, sponsored by the United States Department of State, this year.

Dr. Kasthurba, who acted as the Head of the Department of Architecture at the NIT-C earlier, is doing a short-term postdoctoral research at the Indian Institute of Technology, Madras.

Keywords: [Indian universities](#), [A.K. Kasthurba](#), [National Institute of Technology](#)

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South leads in edu index, North continues to stutter

Lakshadweep Tops; Delhi Slips From 6th To 11th

Akshaya Mukul | TNN

New Delhi: The annual Education Development Index (EDI) for 2012-13 is out and like previous years the narrative has not changed. There is a civilizational difference between the south and the north as the Hindi heartland states continue to languish at the bottom of the heap.

The EDI is also an indicator that while the southern states are improving in leaps and bounds after the enactment of the Right to Education (RTE) Act, states like Bihar, Uttar Pradesh, Rajasthan and others, despite their best efforts, are proving to be no match. States were judged on four pa-

RANKING LIST

TOP PERFORMERS

Lakshadweep
Puducherry
Tamil Nadu
Sikkim
Karnataka

LAGGARDS

Uttar Pradesh
Bihar
West Bengal
MP
Rajasthan



rameters: access, infrastructure, teachers and outcomes.

EDI, done by the National University of Educational Planning and Administration on the basis of mammoth District Information of School Education (DISE) data, has ranked Lakshadweep on top after evaluating its primary and upper primary education

performance. Puducherry is ranked second, followed by Tamil Nadu, Sikkim and Karnataka.

Tamil Nadu's high ranking also exposes the flawed ranking system that the HRD ministry had adopted in ranking states on the basis of their performance in the Mid Day Meal scheme. The southern state was poorly ranked above 20 and touted as laggard. The state government had protested. One of the parameter used in DISE ranking takes into account infrastructure as an important component like the availability of kitchen sheds.

Among the northern states, Punjab has recovered a lot of ground occupying the sixth position, a remarkable recovery from its 13th rank in 2011-12.

Among the southern states the biggest decline has been of Kerala, once among the best performers. It is now languishing at 14th position.

In 2011-12 it was ranked seventh. What led to Kerala's overall poor ranking is the loss in primary education. In primary education, the state's rank went down to 20th from sixth in 2011-12.

While Delhi has also slipped from sixth to 11th in overall ranking, Maharashtra has shown consistency retaining its eighth position.

As for the perpetual laggards, Bihar has recovered a bit. It is now ranked 30th from 33rd in 2011-12. UP's downward slide continues, from 32nd to 34th. Rajasthan is in the same league: 25th from 23rd position. West Bengal is yet to witness CM Mamata Banerjee's much promised winds of change in school education. The state has slipped to 31st rank from 29th in the previous EDI ranking. MP, likely to give another term to Shivraj Singh Chouhan, is also among the worst performers, occupying 28th slot.

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EDUCATION MANAGEMENT

UGC issues new draft guidelines to regulate technical colleges

Move comes nearly seven months after SC questioned AICTE about its power to regulate technical institutions

By PRASHANT K. NANDA
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NEW DELHI

The University Grants Commission (UGC) has come up with new draft guidelines to regulate thousands of technical colleges including engineering and management schools in the country, further eroding the authority of the All India Council for Technical Education (AICTE).

The move has come nearly seven months after the Supreme Court questioned AICTE, a once-powerful regulatory body that used to control every aspect of India's technical education for the last three decades, about its power to regulate these institutions. The apex court had ruled on 25 April that colleges affiliated to universities don't fall under the purview of AICTE.

Though the human resource development ministry had suggested promulgating an ordinance to restore the powers of AICTE, the Union cabinet has not decided on it.

"It has become imperative for the universities and UGC to evolve a suitable methodology to ensure that existing technical/engineering colleges affiliated to universities do not dilute standards of technical education imparted by them," the UGC notification said. *Mint* has reviewed a copy of the notification.

"They (regulations) shall apply to all colleges offering technical education and seeking approval and/or already approved/affiliated to the Universities in India established or incorporated by or under a Central Act, a Provincial Act or a State Act," said the draft regulation.

Though UGC may put in place guidelines to regulate



HINDUSTAN TIMES

Indirect role: Since UGC will not regulate the institutions directly, the new guidelines will be implemented through the more than 600 universities it controls.

more than 11,000 engineering, management, architecture and pharmacy schools in India that are operating this year under a regulatory vacuum, the regulator and the universities' capacity to do the job is suspect, some experts and academics said. At least one million students graduate from professional colleges in India every year.

Since UGC will not regulate the institutions directly, the new guidelines will be implemented through the more than 600 universities it controls. It means there will be no uniformity in regulations and a greater chance of deterioration of quality, said experts.

"The draft regulation gives minimum guidelines, but it will depend on individual universities' interpretations of the rules. It will have negative impact on quality of education imparted," said Raju Davis Parepadan, chairman of the Kerala-based Holygrace Academy. "We want a national body for regulation rather than individual universities regulating technical colleges affiliated to them. There will always be a chance of corruption and it will hurt the education sector in general and good players."

In the absence of a national body, AICTE authorities said

educational reforms will take a back seat. "You may see colleges flouting norms more often. The e-governance structure is in place with us, which may not be the case with many universities. This will create problems for stakeholders," said a senior official with the regulator, requesting anonymity.

AICTE chairman S.S. Mantha had told *Mint* in an interview on 12 November that the body is better suited than UGC or any other education body to oversee technical education in India.

According to the new draft guidelines, all technical colleges will need approval on an yearly basis by applying to the university they are affiliated to. Every university shall maintain a list of unapproved colleges offering programme(s) in technical education based on the information received and verified by the university and shall also inform UGC and the general public about the same from time to time. New applicants can not open a college without proper infrastructure and a number of colleges can join hands to open a technical campus.

Any college found flouting rules may face cancellation of approval or even criminal pro-

ceedings. Once disapproved, the college cannot apply for fresh approval for the next two years. Every new applicant needs to deposit ₹50 lakh with the affiliating university for each stream or school it wants to open.

The bank deposit will not earn any interest for the college but for the affiliating university for 10 years. Besides, a new college promoter needs to have an operating fund of at least ₹1 crore for an engineering college and ₹50 lakh for a management school. A college not having a director or a principal for 18 months may lose its approval, and all schools have to return the admission fee if a student opts out of admission from a technical college. The college promoter needs to operate as a trust, a society or a Section 25 company; in all three cases not-for-profit.

It is unclear whether autonomous business schools offering postgraduate diplomas is management can continue offering the courses or need to convert them to MBA degrees. The country has more than 3,000 such colleges.

UGC has asked all stakeholders to give their view by 9 December, following which it will notify the final rules.

टेक्निकल संस्थान किसी भी विवि से संबद्ध कॉलेज नहीं

यूजीसी ने तकनीकी व पेशेवर शिक्षा के लिए ड्राफ्ट रेगुलेशन किया तैयार

राकेश नाथ/एसएनबी

नई दिल्ली। किसी भी यूनिवर्सिटी से संबद्धता के आधार पर कोई कॉलेज तकनीकी संस्थान नहीं बन सकता है। यदि कोई कॉलेज अपने यहां तकनीकी या प्रोफेशनल कोर्स चलाना चाहता है तो उसे इसके लिए संबद्ध विश्वविद्यालय से स्वीकृति लेनी होगी। विश्वविद्यालय अनुदान आयोग (यूजीसी) के अनुसार कोर्ट के आदेश के तहत कोई भी कॉलेज जो किसी विश्वविद्यालय से संबद्ध हो वह सेक्शन 2 (एच) एआईसीटीई एक्ट 1987 के तहत तकनीकी संस्थान नहीं कहलाया जा सकता है। इस स्थिति में यह जरूरी हो गया है कि विश्वविद्यालय और यूजीसी सही तरीका अपनाए जिससे मौजूदा तकनीकी संस्थान व इंजीनियरिंग कॉलेज तकनीकी शिक्षा के स्तर को निम्न न कर सकें। यूजीसी ने इसके लिए ड्राफ्ट रेगुलेशन तैयार किया है और इस संबंध में विश्वविद्यालयों व कॉलेजों की राय मांगी है।

ड्राफ्ट रेगुलेशन में यूजीसी ने कहा है कि प्रत्येक विश्वविद्यालय को ऐसे कॉलेजों की सूची जारी करनी चाहिए, जो बिना अनुमति के तकनीकी



- तकनीकी कोर्स चलाने के लिए कॉलेज को यूनिवर्सिटी से लेनी होगी स्वीकृति
- कॉलेजों व यूनिवर्सिटी से मांगी राय

शिक्षा देने में लगे हैं। साथ ही इस संबंध में समय-समय पर यूजीसी व आम लोगों को जानकारी दें। कोई भी कॉलेज जो बिना अनुमति के तकनीकी शिक्षा दे रहा है वह कॉलेज अस्वीकृत कॉलेज कहलाया जाएगा। ऐसे कॉलेजों को विद्यार्थियों को नये बैच में दाखिला देने से पूर्व रेगुलेशन के सेक्शन-3 के तहत आवेदन करना होगा। कोई भी कॉलेज जो कि किसी अस्थाई जगह पर स्थित है और यूनिवर्सिटी से उसको

स्वीकृति नहीं मिली है, उस कॉलेज को बंद कर दिया जाएगा। यूनिवर्सिटी द्वारा ऐसे कॉलेज के खिलाफ कड़ी कार्रवाई की जाएगी। यूजीसी के अनुसार कोई भी नया तकनीकी कैंपस स्थापित करता है, जिसमें एक से अधिक तकनीकी डिग्री

व डिप्लोमा कोर्स चलाया जाना है या फिर जो मौजूदा तकनीकी कॉलेज को तकनीकी कैंपस में बदलना चाहते हैं, उन्हें इसके लिए आवेदन करना होगा। साथ ही इसके लिए प्रोसेसिंग फीस तय की गई है। अल्पसंख्यक तकनीकी संस्थान, महिला तकनीकी संस्थान, उत्तर-पूर्वी के पहाड़ी क्षेत्रों वाले राज्यों के लिए 3.5 लाख रुपए और सभी अन्य तकनीकी संस्थान के लिए 5 लाख रुपए और सभी सरकार, सरकारी सहायता प्राप्त, केंद्रीय व राज्य विश्वविद्यालय के लिए किसी तरह की प्रोसेसिंग फीस नहीं होगी।

An alternate education

C.S. ANURADHA

DR V. SRIDHAR

Soon, your 6-year old child may well be holding your smartphone or tablet over a Robin Hood book to experience in vivid details, how the savior fights against offenders in the Darbha valley area of Chhattisgarh to save innocent men and women. Yes.. It is the pet project on The Extended Book and Robin Hood by Dr. Dave Miller, UNESCO Chair in New Media Forms of the Book, University of Bedfordshire that will be Augmented Reality (AR) based and will be collaboratively written by authors around the world to bring out an Indianized version of Robin Hood.

With the developments of Google Glass and other related products, decade old Augmented Reality (AR) technology is moving from labs to mainstream adoption.

AR enables superimposition of digital content on real environment thus providing contextualized information to users. In simple words, AR merges the physical and digital worlds in order to make the real world more interactive to the user.

While Virtual Reality is a complete digital representation of the real world, AR is an add-on to the real world. This remarkably enhances the human-information interface and allows very interesting applications to be developed.

When deployed in outdoor environment, virtual information overlays enable a wide range of applications ranging from tourist guides and pedestrian navigation to urban gaming.

It is estimated that developer investment in AR applications will be about US\$670 million this year, and is expected to exceed US\$2.5 billion in 2018, as AR becomes an everyday part of mobile experience.

Mobile continues to be the preferred device for AR application and is expected that more than 2.5 billion mobile AR applications will get installed by 2017.

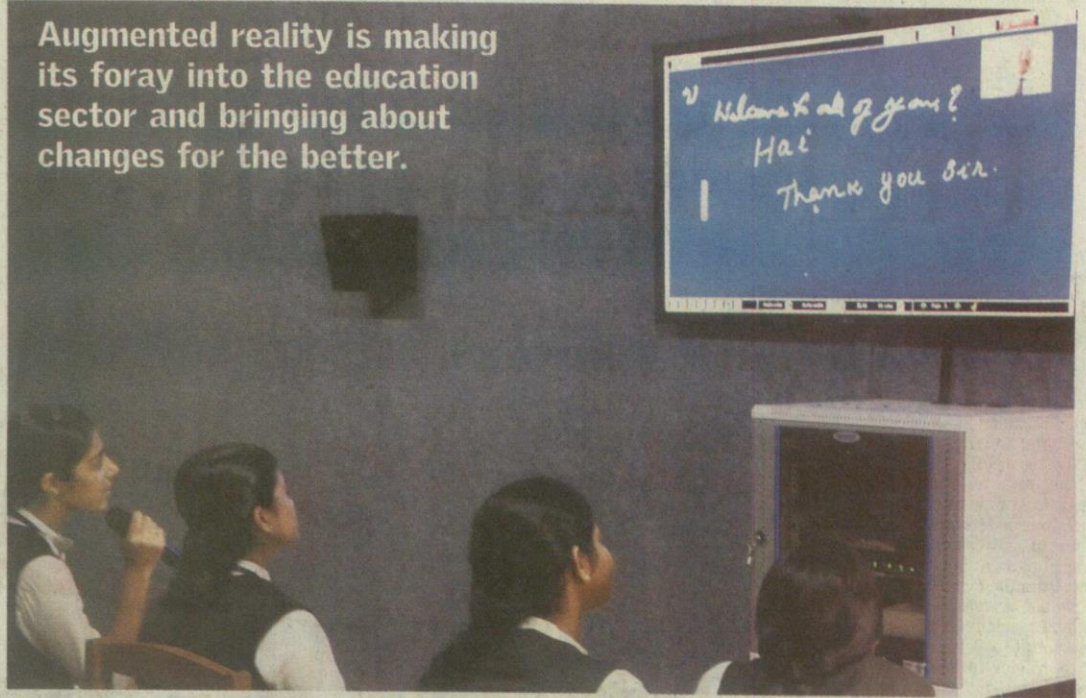
In this article, we explore how AR can be used to enhance learning and education.

APPLIED IN EDUCATION

According to Professor Xiangyu Wang, an internationally recognized expert in AR who is with the faculty of Curtin University, Australia, AR offers an innovative learning experience by merging digital learning material over the physical space, thus providing "situated learning".

AR broadens the scope of physical learning environment to "outside the classroom" and enables "individualised" learning. Each learner can control her own learning, manipulating digital information and objects as per the need to enhance understanding. AR can also interleave theoretical and practical learning. For exam-

Augmented reality is making its foray into the education sector and bringing about changes for the better.



ple, when you and your son are in the park, your son can point the AR browser in your Smartphone to a seasaw in a park to learn concepts such as cantilever, and centre of balance in a natural setting!

In subjects such as biology, chemistry and even physics where it is difficult for learners to imagine complex models and experiments, AR can enhance learning in a real environment. Though AR based learning is being explored more in mathematics and sciences, AR Gaming applications can be used to teach complex business and economics concepts such as Game Theory, negotiations and strategy.

For example, a learner can be trained on complex tasks such as laparoscopic surgery, heavy equipment operation and risky tasks such as firefighting with augmented objects and content.

Risks of failure in AR is minimal as compared to practical real object based training - that is, a heavy fall while demonstrating firefighting as happened in some cases in India, can be avoided using AR based training programs. Researchers have found that the learning curve is steep with AR based training (i.e. shorter time to understand) and that performance post training is also higher, compared to conventional training. Researchers have found that books and tool kits such as AR-Dehaas that contains hundreds of 3D models allows learner to visualize and perform spatial engineering tasks with industrial

elements with ease.

AR BOOKS

Though most of the text book publishers bundle relevant CDs, content in them are rarely accessed due to complexities such as finding a computer to load and search through the content for relevant information. AR can enable the dreary books to become "live". By pointing the AR browser (in Tablets or mobiles) to an AR enhanced chapter, students can access all relevant information in various formats (i.e. video and images, articles, talks) pertaining to that chapter in real-time and on the go.

For example, a student who is trying hard to make out the textual description of wind currents and their effect on climatic conditions will be able to point the smartphone to the AR enabled chapter in his text book to access a video that shows the storm system in vivid detail, thus enabling her to better understand the concepts.

Publishers such as Harper Collins have started releasing AR enhanced books. Niche publishers such as BooksAlive.com have started publishing AR enhanced children books.

RELEVANCE FOR INDIA

Though the impact of Right to Education on school education system in India improved Pupil-Teacher Ratio from 42:1 to 32:1, it still thrice that in developed countries. With the RTE mandate, children

from lower income groups do have a chance to mingle with children of high income groups in the same school and have access to the same educational material. These less privileged children however may not have access to computer and digital resources at home. However most of such families today own mobiles, thanks to domestic manufacturing, stiff competition and related lower prices. Mobile AR provides students access to key digital information right from their homes without the need for any other device to supplement their text books.

Google's executive chairman Eric Schmidt in the recently released edited book by McKinsey & Co on 'Reimagining India' remarked, "Parents who believe their children are not getting proper instruction in local schools will be able to use mobile phones or tablets to help fulfil their kid's educational needs". The possibilities with mobile AR are only limited by imagination.

The only caveat is without good broadband connectivity for downloading content, that is conspicuously absent in India, mobile AR can be a frustrating experience. Hope that with more spectrum to be auctioned soon and spectrum trading being allowed, the mobile operators in the country will wake up and enable the huge possibilities of AR to be realised.

(The authors work at at Sasken Communication Technologies. Views are personal.)

Managing HR's social challenge

HR professionals need to understand who they are to forge strong professional relationships, which complement their many different roles.

P.V.R. MURTHY

T.T. SRINATH

Social anthropologist Robin Dunbar, author of *How many friends does one person need?*, argues that the human brain has the capacity to accommodate a core group of 150 people made up of intimate family members and close friends, while all others are acquaintances.

According to the humanistic psychologist Carl Rogers, the personality is composed of the real self, the ideal self and, perhaps, though not said in so many words, the social self.

Our real self is who we actually are, while our ideal self is the person we want to be. The social self is the creation of expectations that we live up to in order to meet the challenges of the world. Thus, there is a constant tug of war between the real self, pulling towards itself; the ideal self, pulling towards 'who I want to be' and the social self, in between, that is caught in this crossfire.

TUG OF WAR

It is, however, the social self that is a significant part of who we are and is directed and influenced by society.

Society, thus, creates and defines roles that an individual needs to play and the individual seeks and adopts them. The social self, therefore, craves for social acceptance.

In the above context, in one's role as human resource (HR) professional one needs to be constantly in touch with people, thus, there is also the need to be in touch with self and different parts of oneself.

The extent to which a person is in touch with one's different selves determines his success or failure, effectiveness or ineffectiveness in relating with others.

While relationships take on the complexion of being one of acquaintances, friends and intimate circles, the challenge for the HR professional is to be mindful that relationships may fall into any one of these buckets.

Dealing with people sometimes causes a 'confluence,' a fuzzy cocktail of relationships that prevent many HR personnel from recognising what kind of relationship they are in and what is most



Tightrope walk: The challenge of the HR professional to meet the business needs of the organisation by managing human resources, calls into play the need to build relationships. — AP

desirable in that context.

A senior HR professional, recently retired from service, once lamented that he had no one to talk to. Yet, he claimed that when in employ and living his professional role people would queue up to meet him. Sadly, he said, on retiring no one sought him out.

While this gentleman had perhaps developed his professional role he had ignored his personal relationships. It, therefore, stands to reason that the HR professional has to meld professional and personal relationships inextricably in discharging his duties.

By being in touch with one's real self, acknowledging one's feelings and being authentic, the HR professional can genuinely establish connection with colleagues, peers, seniors, subordinates and the society at large. This also, therefore, strengthens the professional's ability to widen his circles from acquaintance to intimacy.

The challenge of the HR professional to meet the business needs of the organisation by managing human resources, calls into play the need to build relationships.

The complexity of acquaintances, friends and intimate circles causes the HR professional to constantly reassess his relationships. Thus, again, to understand and help others achieve organisational imperatives requires the HR professional to walk a thin line between

relating at a personal level and a professional level.

KNOW YOURSELF

The ability to perceive oneself, including one's strengths and limitations, will help the HR professional gain self-awareness and, in so doing, understand how he/she perceives others.

The self-enquiry clearly will focus on who he actually is (the real self), what is expected of him in his role (social self), and what he wants to become (ideal self).

The HR professional, therefore, is not only responsible for nurturing relationships but also has to demonstrate these qualities by being a role model. They are required to build talent, quantify employee performance and be objective in the way they look at issues and challenges that emerge in organisations.

Therefore, in the context of the HR professional the word 'friend' assumes a different understanding from 'friends' in a social context. Acquaintance, in a social context, may refer to an individual as a 'hail fellow well met' approach; friends, in a social context, may refer to persons whose connections with us go beyond social niceties and the intimate circle will refer to those relationships that might be deep and engaging.

In an organisational context all these three relationships are subsumed into one another and manifest in different ways when relating. When sitting at a

negotiating table the HR professional assumes the mantle of distance and acquaintance. When the same person is interacting with an employee, perhaps counselling him and helping him in his journey he takes on the role of friend. Rarely, yet sometimes, when an employee or colleague chooses to share personal details, the HR professional wears the cloak of intimacy.

The classic question HR professionals confront is 'are they friends or professional acquaintances?' The likeness of this enquiry is similar to the confusion an adolescent has between 'love' and 'infatuation.' The answer is to distinguish the two.

If one were to marry the types of relationships that an HR person has — acquaintances, friends and intimate ones — with the three selves the HR professional has to contend with, namely the real self, ideal self and social self, one will quickly recognise that acquaintances are often dealt with by the social self, while friends and intimate ones are subjects of the real self.

The success, therefore, of an HR professional in saddling the role of 'friendship' is to achieve a balance in being himself, responding to social needs and also working towards his ideal concept.

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Missing IIT student comes back home

KANPUR, PTI: The IIT student, who allegedly went missing from the campus after he failed to clear a group discussion as part of placement process, went to Haridwar for "finding peace" and has returned to the campus.

Naveen Kumar Jha, a second-year MTech student, was reported to be missing since Monday by the IIT administration. But he returned on Wednesday and said he had gone to Haridwar to "find peace" as he was disappointed after he failed in the placement process.

A K Ghosh, Dean of Students Welfare, said the administration will not take any disciplinary action against Jha

and he is being counselled at IIT.

Ghosh said the process of campus placements was underway and Naveen appeared in a company's group discussion but did not clear it.

"On Monday night, when the hostel warden went for a routine round, he found the door of Naveen's room open and his mobile, laptop and ATM card on his bed. The warden thought he might have gone out somewhere," he said.

However, when he did not return till Wednesday morning, the warden enquired from his friends, who said he was disappointed after the group discussion and was not talking to anyone, Ghosh said.