

Newspaper Clips

July 12, 2011

Times of India B`lore 11.07.11, p-6

They have IIT degree, but join IIMs

30% Of IIM-B Faculty Have Come From IIT

Prashanth G N | TNN

Why would you want to teach at IIM when you've got an engineering degree from IIT? Reasons vary from IIT students picking up academic interest in finance and operations to attractive pay packages.

IIM-B, among three top management schools, leads the trend from engineering to management with 30% of its faculty having come from IIT with either a BTech, MTech or PhD. Out of 109 faculty members at IIM-B, 33 come from IIT. At IIM-Ahmedabad, 18 of 98 faculty members come from IIT background, while at IIM-Lucknow, it is 17 out of 78.

One reason could be, said IIM-B former director and ex-IITian Prakash G Apte: "Many students from IIT pick up academic interest in finance and operations research and which is why they come to IIM. A lot of analytical skill you would use in engineering would be employed in operations research which makes the subject very popular." Apte has done his mechanical engineering from IIT Bombay.

THE RIGHT CHOICE, THEY SAY

Operations research involves mathematical and statistical skills which are available plenty with IIT students.

IIT students also look for a larger framework to work. "The financial canvas at IIM is much bigger than at IIT. In simple terms, IIM faculty are far better paid than IIT faculty though both have been iconic set-ups. IIM also offers the advantage of a wide entrepreneurial canvas which may not be the case with IIT. Working at IIM would mean greater exposure to a range of executives. The exposure to industry and talent from there is sought after, which explains why IIT students take interest in IIM," he said.

Management experts point out that many IIT students realize around the third year that they may not make very good engineers. "Engineering requires a very specific talent. The ability to conceptualise and innovate on complex engineering solutions is crucial. Many IIT students may feel they will be better in managing such enterprises through their analytical abilities, so they shift to management," management students at IISc say. IISc which runs a management programme has seen students marrying technology and management.

The SHIFT

● Faculty at IIMs who are from IIT backgrounds have degrees in electronics, electrical, mechanical, chemical and industrial engineering

● 30% of IIM-B faculty have IIT degree

● It is 20% at IIM-A

● It's 23% at IIM-L

“IIT education provides you with great analytical and conceptual skills which can be applied in other domains. In terms of opportunities, management seems to offer a broader scope. The

investment-banking sector has great demand for IIT-background students and scholars because they are capable of quick and highly complex and analytical decisions. But we should bear in

mind that those who've studied in IIT and stuck to engineering have also done wonderfully

— Janat Shah | A BTech IN MECHANICAL ENGINEERING FROM IIT-MUMBAI, LATER DID MANAGEMENT AT IIM-A AND TAUGHT AT IIM-B

Do what makes you happy: Birju

K Sunil Prasad



MATCH MY STEPS: Pandit Birju Maharaj interacts with students on Sunday

TIMES NEWS NETWORK

Rhythmic footwork and subtle Kathak movements... On Sunday, students of Indian Institute of Management-Bangalore (IIM-B) learnt ways to beat stress in a tete-a-tete with Kathak maestro Pandit Birju Maharaj.

His advice to the students: "One has to think and do things that make one happy. This is the only mantra to keep away from stress."

Gurmeet Gupta, a student of Executive Post Graduate Programme, asked: "The journey to excellence is tough and we lose out due to resistance. What keeps you so lively and rejuvenated?" Pat came the reply: "Listen to songs or play music that gives you joy, and then work. Stress will disappear."

Saswathi Sen, his foremost disciple who earned fame for the way she embellished Kathak by integrating tradition with the contem-

porary, also shared her views: "Everyone opts for management because it has a lot of money. But what's the big deal in having money? It's individual identity and the joy of doing things you like that make a person lively."

Prasanna Rajappa, a student, was impressed with the maestro's art of explaining things in a simple manner.

The Kathak exponent spoke about aesthetics and his love for

MESSAGE FOR IIM-B STUDENTS

“ Listen to songs or play music that gives you joy, and then work. Stress will disappear

Birju Maharaj |
KATHAK EXPONENT

the art form. With rhythmic movements, he explained the way Kathak is taught to youngsters. "We see music and dance in every form of creation," he said.

Birju Maharaj told TOI that more and more youngsters are keen on learning Kathak. In fact, after the session ended, enthused students flocked to the master for some words of wisdom.

The event, 'Vibhor', was organized by students of Executive Post Graduate Programme and IIM-B Alumni Association.

HRD LOOKING INTO IIM INDORE AFTER-SCHOOL PG COURSE PLAN

Charu Sudan Kasturi

■ charu.kasturi@hindustantimes.com

NEW DELHI: An Indian Institute of Management (IIM) Indore move to admit schoolgraduates straight into an intensive five-year management programme has triggered concerns at the human resource development ministry about the implications of the plan for students.

HRD ministry officials are examining both the legality and the implications of the straight-out-of-school postgraduate programme because the IIM will be unable to award a degree at any stage of the course, government sources told HT.

The IIMs are autonomous institutions and do not need the HRD ministry's approval to start a programme. The HRD ministry under Kapil Sibal is keen not to intervene in academic decisions taken by the IIMs.

But officials are concerned that the IIM brand may draw students and parents to the five-year integrated post-graduate programme in management (IPGPM) without understanding potential implications. The ministry may seek clarifications from the IIM.

Students who complete the IPGP will receive a diploma at par with the current IIM postgraduate diplomas — and may land lucrative careers like their counterparts who join the postgraduate programme at present. But they will not hold any undergraduate degree — required for civil services applications and for admission to many top foreign universities.

What the government is really concerned about is an option left for students by the IIM under which they can leave the programme after three years.

Contrary to what the IIM Indore claims on its website, the B-school cannot award an undergraduate degree equivalent to a BBA after the completion of three years of the IPGP because the IIMs are not empowered to award degrees.

These students will under present rules not even be able to appear for the CAT conducted by the IIMs themselves.

IMPLICATIONS

- Students who complete the IPGP will receive a diploma at par with the current IIM postgraduate diplomas, but will not hold any undergraduate degree required for civil services applications and for admission to many top foreign universities
- Govt is concerned the IIM brand may draw students and parents to the five-year integrated post-graduate programme in management without understanding potential implications.

WHY ENGINEERING SEATS FIND FEW TAKERS

QUALITY A CONCERN AS COLLEGES MUSHROOM, AICTE RELAXES ELIGIBILITY NORMS

CHINKI SINHA
NEW DELHI, JULY 11

MUSHROOMING engineering colleges have outpaced the number of students they can take in. Today, an estimated 10 to 12 per cent of 14 lakh seats lie vacant in the country's nearly 3,500 engineering colleges.

The absence of enough eligible students is only one part of the problem. Efforts to address it by lowering the eligibility criteria have only compounded the other, larger problem — that of quality.

In the space of three years, the number of engineering colleges doubled from 1,668 in 2007-08 to 3,241 till 2010-11, and the seats from 6.5 lakh to over 13 lakh. An estimated 1 lakh seats have been added for 2011-12, with 281 new colleges approved so far.

The All India Council for Technical Education (AICTE) says it cannot turn down a proposal to open an engineering college. "We can't deny them their right to a profession. If they say opening an engineering institute is their profession, we can't say no citing the large number of such colleges already existing," said AICTE chairman S S Mantha.

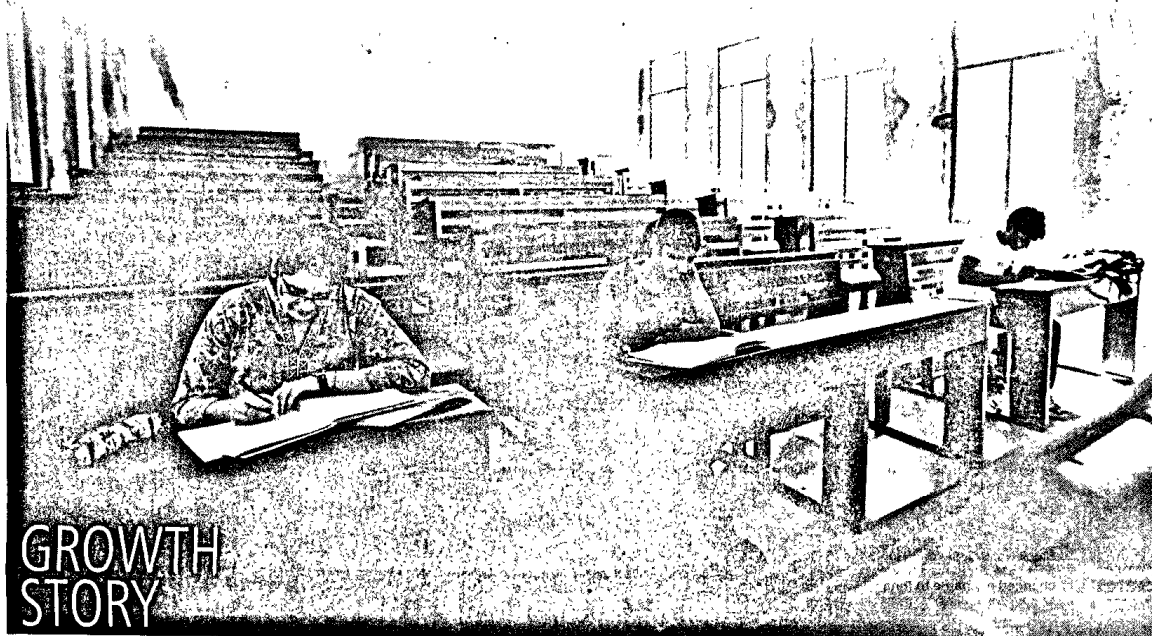
SEATS, STUDENTS

Standardising the eligibility criteria at 50 per cent in Class XII physics, chemistry and maths, and 45 per cent for reserved seats, made it even more difficult for states such as Maharashtra, Karnataka, Tamil Nadu and Andhra Pradesh, already struggling heavily with empty seats. Following appeals from some states, the AICTE lowered these cutoffs to 45 and 40 per cent.

In any case, the revision will not plug the seat-student gap. In a country that has been adding a lakh or more seats a year, the AICTE estimates 50,000 students will benefit from the lowered cutoffs.

States have individual norms and exams for selection but the cutoff will apply to all. Last year, Maharashtra had 22,000 seats vacant in a total of 1.14 lakh. This year, the state has 13,000 newer seats and director of technical education S K Mahajan says 13,000-14,000 students will benefit from the relaxed norms. The original gap is, however, expected to remain, with only 1.04 lakh applications so far for the 1.27 lakh seats.

In Karnataka, the number of unfilled seats last year was 8,067 out of 80,000, the vacancies matching the rise in seats from the 72,000 of 2009. "Seats in engineering colleges tend to go unfilled because a large number of new colleges don't have basic facilities and infrastructure. As a result



GROWTH STORY

YEAR	ENGG COLLEGES	SEATS*
2007-08	1,668	6.5
2008-09	2,388	8.4
2009-10	2,942	10.7
2010-11	3,241	13.2

*FIGURES FOR SEATS IN LAKH

THIS YEAR

281
NEW APPROVALS

3,500+
TOTAL COLLEGES

14 LAKH
ESTIMATED TOTAL SEATS

10-12%
SEATS VACANT

(SOURCE: AICTE)

there is a flight to quality colleges among students," says former senior Infosys HR executive TV Mohandas Pai who has been closely associated with higher education in Karnataka. Seats are going empty in spite of entrance examinees rising by 2,000-3,000 every year, a Karnataka Examination Authority official said.

In Andhra Pradesh, 70,000 of 2.90

lakh seats went vacant last year; 2.07 lakh have qualified for the same number of seats this year, a vacancy of 83,000. Andhra Pradesh State Council for Higher Education secretary Dr Rajasekhara Reddy says the cutoff relaxation will benefit 3,000 students. State Council of Higher Education deputy director Venugopal Rao agrees only a few extra seats will be filled up, though colleges are still waiting for the state government to issue the order on the relaxed cutoff.

The Telangana agitation has contributed to the vacancies, with students avoiding colleges in the region that includes Hyderabad, which accounts for nearly 250 of the state's 698 colleges. Till the agitation began last year, 94 per cent seats were filled up.

Mantha cites another reason for the vacancies — too many streams. "The common perception is that branches like civil, mechanical, computer science, electronics would entail them to better jobs. This perception creates demand for certain courses and not so much demand for other courses."

The AICTE says the number of seats needs to keep growing, pointing out that only 5 million of 8 million students who passed XII in 2008 went on to enter any course, professional included. "With a growing young population we need to provide for even more professional and other institu-

tions in future," Mantha said, while stressing the importance of quality.

QUALITY CONTROL

Mantha says time and competition will put the poorer quality colleges out of operation. "We expect that in time, poor quality institutes will shut down simply because they can't attract enough students to break even," Mantha said.

Pratap Bhanu Mehta, president, Centre for Policy Research, agrees there is an element of truth in the argument that competition will ensure accountability, but stresses the need for creating quality institutions.

"Whether you have less or more institutions, faculty shortage is the bigger problem. Nobody has a strategy of fixing this," he said. Production of faculty is not related to supply and demand, he said, adding one needs to create a supply of quality faculty. He said public universities too have deteriorated and unless they are fixed, there will be no relief in the supply pressure.

Mantha disagreed with the general belief that the AICTE is not cracking down firmly enough on poor quality colleges. Describing the system in place, he said the AICTE can, and does, withdraw approval given.

"Based on an authenticated complaint, a showcase (notice) is given, a surprise visit conducted, a hearing and an appeal provided and then the

decision is ratified in the council for implementation," he said, adding 700 institutions had been served notices for violation of AICTE norms and 20 had their approval withdrawn.

The Government is in the process of setting up an NCHER Act to set standards for universities and accreditation agencies. It will gradually replace the UGC Act, the AICTE Act and the NCTE Act. The bill will be tabled in the next Parliament session.

JOBS

Surveys have shown 75 per cent of technical graduates are unemployable by India's industries, including information technology and call centres. In Andhra, only eight per cent find jobs, a NASSCOM study has shown.

"Employability and employment are two different concepts," Mantha says, calling for a national perspective plan compiled from inputs from universities and states. "Similarly, mapping needs to be done for the industry, service sectors or the infrastructure sector and consequently the jobs sector. The two put together would give an idea of how many professionals are required in each sector and a supply chain then can be designed," Mantha said. "Merely saying that the graduates are unemployable is not tenable."

Inputs: Mihika Basu, Johnson T A and Sreenivas Janyal

Deccan Chronicle Hyderabad 11.07.11, p-7

IIM-B beckons NRI executives

MADHUMITHA .B

BENGALURU

July 10: India calling is the way forward for the 50 executives at the Indian Institute of Management, Bangalore (IIM-B) who returned to the country after a decade and more of living and working on foreign shores.

For these senior level managers, who are currently part of the executive post graduate programme in manage-

ment at the IIM-B, the longing to work in their own country that is opening up plenty of opportunities, got them to pack their bags and come back home.

For Mr Jeffrey Alapatt, an Irish national, working overseas for 11 years, stagnation at the job, made him realise that for career progression, India was the place to be. "I needed to build a better brand for myself and India is offering a lot more for an IT professional like me. For

me, it is worth taking time out from the job to get acclimatised to the Indian industry where I hope to continue working in the future," said Mr Alapatt.

And with Indian companies going global, the opportunities it presents here, they felt, are far greater. For many, the idea behind studying and working abroad was to gain global knowledge and ultimately bring it back to India at some point. The 21st centu-

ry belongs to India, according to Mr Ashwin Pai, a permanent resident of Singapore. He added, "And I want to be a part of the story."

Additionally, the programme at IIMB focuses on the BRIC nations that reflect the emerging markets."

Apart from the opportunities the Indian economy presents in almost every sector, some feel the need to reconnect with their roots and contribute to the society they have been raised.

Hindu Chennai 10.07.11, p-4

Most ECE, CSE seats in top colleges taken on day two

Not even a single student has been rejected so far

Special Correspondent

CHENNAI: Electronics and Communication Engineering (ECE), Mechanical Engineering and Computer Science Engineering (CSE) were the preferred streams on the first two days of Tamil Nadu Engineering Admissions 2011.

Among 3,122 candidates who attended academic counselling, 836 joined ECE, 525 mechanical and 514 CSE. About 312 students joined Electrical and Electronics Engineering (EEE), 296 in Information Technology (IT) and 129 in Civil Engineering.

Most of the seats in ECE, CSE and mechanical streams in popular colleges in Chennai, Coimbatore and Madurai were filled by day two.

Tamil Nadu Engineering Admissions, 2011

Vacancy Position as on July 9: Community wise

Category	OC	BCM	BC	MBC	SCA	SC	ST	TOTAL
Anna University	1,801	221	1,587	1,322	221	1,117	77	6,346
Government & Aided Colleges	720	132	720	796	138	682	46	3,234
Self-Financing Colleges	38,720	4,414	33,279	25,239	3,790	18,937	1,262	1,25,641
Total	41,241	4,767	35,586	27,357	4,149	20,736	1,385	1,35,221

OC : Open Competition; BC : Backward Community; BCM : Backward Community Muslim; MBC : Most Backward Community; SC : Scheduled Caste; SCA : Scheduled Caste Arunthathiyar, ST : Scheduled Tribe

Source: TNEA 2011

The number of students joining Electronics and Instrumentation was 74, automobile 61, aeronautical 40 and biotechnology 6. Not even a single student was admitted to the Tamil medium streams in civil and mechanical engineering with a total intake of 1,374 seats available in the academic stream.

Out of the total 3,938 stu-

dents attending the counselling in the first two days, 802 were absent.

The percentage of those absent on day one was 29.85 and day two 17.03. This was mainly due to the students in the top thousand preferring to study medicine over engineering, said Prof. Rhymend Uthariaraj, Secretary, TNEA 2011.

Three students who had joined medicine surrendered their seats to study engineering. Not even a single student has been rejected in the engineering counselling till now. Besides, 67 students — children of Sri Lankan refugees — have also applied to be eligible for engineering admission under open competition, officials said.

Times of India Ahmedabad 11.07.11, p-3

Case-writing prizes handed out at IIM-A

TIMES NEWS NETWORK

Ahmedabad: Indian Institute of Management Ahmedabad (IIM-A), on Sunday, handed over the prizes of its case writing competition called International Case Masters (ICM). The competition was launched as a part of its year-long golden jubilee celebrations.

GOLDEN JUBILEE CELEBRATIONS

The aim of the competition was to promote study of changing global management practices. The competition had various categories including growth opportunities in developing country, evolving market paradigm, changing financial landscapes, new ventures and an open track category. The overall winners of the competition was a group of students of IIM-A. The students Deepankar Garg, Kumar Sangeetesh, Abhimanyu Talwar, Aditya Garg, Abhishek Halder wrote a case for the category 'Emerging Econo-

mies and New Growth Opportunities'.

Addressing the participants at the prize distribution event, IIM-A alumnus from 1968-70 batch of PGP Bala Chakravathy talked about the importance of business ventures and innovation for the growth of all kinds of economies. Citing the importance of innovation in value chains Chakravathy said, "Tata Nano is an innovation but unfortunately in the product and not in the value chain. It almost forgot about the aspects of marketing and distribution involved with the product."

Elaborating on what a good case study is, Chakravathy said, "a good case study helps build new theories. It is a narrative that rings true which not only informs but inspires as well."

Dean of external affairs at IIM-A Atanu Ghosh said, "We receive around 90 entries out of which five entries were shortlisted for each category. The winners were selected from these shortlisted ones."

Tribune, ND 12/07/2011 P-12

What teachers need to learn

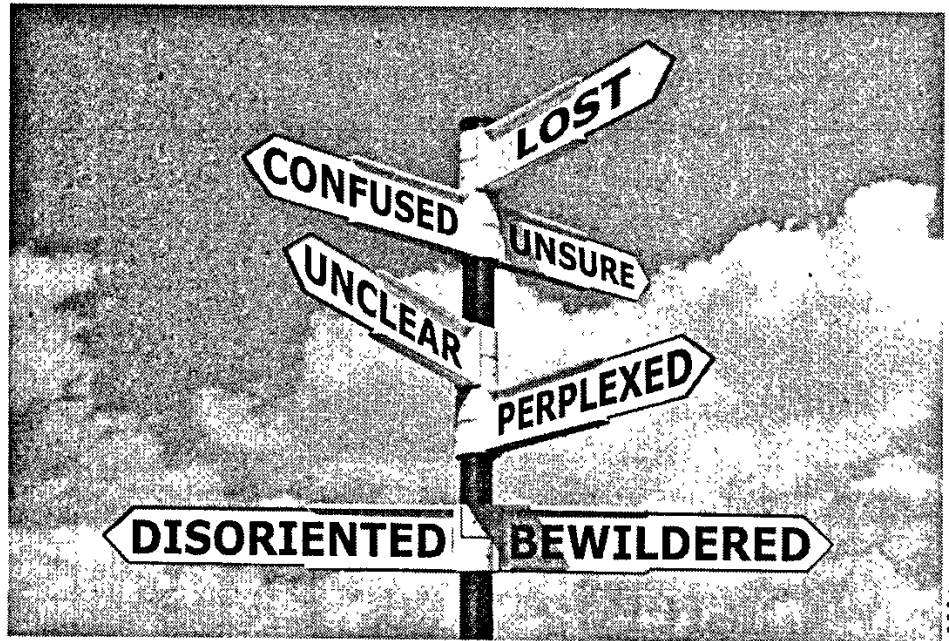
D. S. CHEEMA

THOUGH corruption and incompetence can exist anywhere, unfortunately, it has become the bane of our nation. As far as the education system is concerned, performance challenges of teachers, like teacher attendance, learning outcomes and student employability, remain a serious problem.

It is common knowledge that it is almost impossible to link the promotion of a teacher with his performance, increase his number of working hours, and reduce the number of paid holidays he enjoys, or dismiss him on grounds of incompetence. The Sixth Pay Commission has increased the salary of government teachers manifold, yet it has not resulted in improving their attendance or learning outcomes and employability of the students. The major cause always cited by the teacher for getting de-motivated having been addressed reasonably, there should be no reason for the teacher not to perform effectively like any other good professional. However, the scene remains as dismal as ever. The situation demands organising special motivational training and self-development programmes for teachers at different levels.

The rot, in fact, begins with our education system, culture and opportunities available for making a living. Our system of selection and appointment of teachers leaves much to be desired. Whereas other career opportunities like engineering and management or medicine demand from the student to clear the entrance examination after passing Class XII, getting into the profession of teaching warrants no such urgency and gives another 4-6 years to a student for "consideration" of the choice. Most of those studying in educational institutions do not plan to take up teaching as a profession at any level and in any discipline. The first and perhaps the most obvious choice of any student is engineering, medicine or IT. It is only after a student fails to get admission to some reputed institution in any of the desired disciplines that he/she starts considering other choices such as teaching. Once he does "become" a teacher, it is taken for granted that he does possess the requisite knowledge, skill, motivation, communication and passion to perform his duties effectively. However, everyone knows that it is not so.

The fact that teachers need to be trained to perform their assigned duties effectively needs no emphasis. Every training and development programme must have a policy and perspective, so that a specific approach is adopted. Training is carried out either by the institutions through their in-house faculty development programmes or by the Academic Staff Colleges of the universities in case of affiliated colleges. In both the cases,



Every training and development programme must have a policy and perspective, so that a specific approach is adopted

the emphasis is more on improving the functional or hard skills of the teachers and hardly any attention is paid to the soft skills aspects such as motivation, communication and passion. Since no criterion or system exists for the evaluation of the impact of training on the teachers or for assessing the efficacy of organisation conducting it, no one ever comes to know to what extent the training has been useful. The training of classroom teaching at the induction level needs to be given top priority. Since the wearer only knows where the shoe pinches, the best inputs to identify the training needs of a teacher should come in the form of constructive feedback from suitably selected responsible students.

There is a strong connection between self-development and professional excellence and there is a direct connection between soft skills and self-development. For example, effective communication such as writing, public speaking, body language and listening leads to self-development. It is easy to understand why the erudition in writing, eloquence of speech, gesticulation of body expressions and empathy in listening helps in conscious evolution of any professional, especially a teacher. I totally agree with Peter Drucker who has said, "First and foremost, concentrate on your strengths. Put your self where your strength can produce results. Second, work on improving your strengths. Analysis will

rapidly show where you need to improve skills or acquire new ones. Third, discover where your intellectual arrogance is causing disabling ignorance and overcome it." It must be remembered that attitudes and behaviours are not significantly altered by a single exposure or one-shot training. Tracking the trained teacher and reinforcing the inputs at suitable frequency is necessary.

Since we are a deeply religious and God-fearing people, the use of religious devotion and fervour among the teachers to get rid of the yoke of mediocrity may be considered. The route of canalising one's religious intensity to perfection in teaching is not easy and is fraught with dangers. For example, some one may loose faith in one's chosen deity if one does not get the rewards one expects after performing the duty of teaching with total devotion. However, the connection between one's purely religious values and sanctity which a teacher brings to the classroom is a matter of more serious study.

We all know that training and development are the least and last priority in all our systems—education being no exception. It is hoped special efforts will be made by policy makers, heads of educational institutions and others to train the teachers and organise self-development programmes which help the teacher to realise his full potential as well as in the overall interest of education system.

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HRD min, DU spar over OBC norms

Akshaya Mukul | TNN

New Delhi: The OBC quota for undergraduate admission in Delhi University has turned into an intense debate between the HRD ministry and the varsity.

Last week, the ministry told DU not to confuse "cut-off" marks with eligibility. The ministry also said there is no eligibility in DU other than passing the Class XII board examination. But DU

► **DU eligibility norms, P 3**

contended that there is indeed "eligibility" for admission in undergraduate courses. The varsity gave elaborate information to the ministry, spelling out different eligibility criteria for admission in science/commerce/humanities streams.

For instance, in case of BA/BCom (Honours), the el-

Quota Quandary

► Ministry tells DU not to mix cutoffs and eligibility, says passing **Class XII only eligibility**

► **DU lists different eligibility criteria** for various courses

► Also refers to **court orders** stating cutoffs should be on basis of aggregate

► Univ asked to **explain how it intends to fill OBC seats** in view of eligibility criteria

igibility is 45% aggregate in Class XII. While in case of BSc (mathematics) and BSc (statistics), the eligibility is 45%, but with a rider that in mathematics the candidate should have secured 50%. In science courses, DU said, eligibility ranges between 50% and 55%, and even 60% for some courses.