Newspaper Clips

July 14-15, 2013

July 14

Times Of India ND 14/07/2013P-1

Glitch lands NIT entrants in a spot

Hemali Chhapia | TNN

Mumbai: Thousands of students who had been selected to NITs (National Institute of Technology) of their choice and to a course they desired were in for a shock when they found that, on the morning of the admission, a new seat allotment list had been drawn up.

▶'No time to test', P 19

While many found that their names had gone missing from the list, in some instances, students' preferences had been altered. Also, the institute they had earlier been asked to report to was no longer where they had to go. In other cases, the course assigned to some students was no longer what they could sign up for.

The seat allotment list was put online on July 10 but was pulled off after four hours, when the error was spotted. What had happened was that the alphanumeric codes in the software and databases — of the CBSE and the Central Seat Allocation Board (CSAB) — did not match. For instance, while the CBSE database assigned students of Odisha the code OR (going by the old name of the state, Orissa), the CSAB software had assigned code OD.

So, Odisha students with an OR code were being read as outstation students by the CSAB software.

There was no time to test the software: NIT

▶Continued from P 1

There are 30 NITs in the country and 50% seats are reserved for home state students. There were also a couple of glitches involving UP and Uttarakhand students, and those who had opted for dual allocations — engineering and architecture.

Admissions across NITs started on July 11, but the first round of counselling was a nightmare for students after the new allotment list was put up.

"The information, specifically the data on home state quota of 50% for NIT seat allotment, did not match properly. The mismatch between the two databases led to wrong allotment which ran across the spectrum of institutes and branches," the notice to students read.

"There was no time to test the software. The codes of Uttar Pradesh and Uttarakhand got mixed. This was not supposed to happen. It was our responsibility to ensure bugs are eliminated before the process is put into execution," NIT director and CSAB chairman Sunil Kumar Sarangi told TOI. A letter dated July 11 sent out to all the students tendered an "unqualified apology" to all candidates.

But the institute officials said the flaws had been rectified. The director said in his letter, in capital letters, "I once again seek forgiveness from all students, particularly from those who were erroneously allotted seats yesterday. I sincerely hope that all of you who lost your seats because of the correction will secure seats in the second round of counselling."

Times of India ND 14/07/2013

P-17

1/3rd IIT aspirants are kids of public sector, govt staff

Docs' Children Fare Better Than That Of Engineers

Yogita Rao | TNN

Mumbai: Most aspirants for the premier Indian Institutes of Technology (IITs) are either children of government employees or whose parents hold public sector jobs, while kids of businessmen and farmers lag behind. But data on IIT aspirants and successful candidates reveals that doctors' children performed better in the IIT entrance tests than those whose parents were engineers or government employees.

Aspirants whose parents were in the public sector or government service formed almost one third of the total candidates, around 5.06 lakh. But their success rate was just 5.8%. On the contrary, out of 7,067 doctors' children, 9.92% made the grade, the highest among any other professions.

Data from the IITs revealed that among last year's candidates, who qualified to enter the most sought after institutes in the country followed a trend. While kids of government staffers stand at third position, those whose parents are into teaching/research did better with a success rate of 5.21%. Among girls, too, highest success rate of 5.74% was seen among doctors' kids. But most girls were children of government employees.

"People in government jobs seek a secure future for their children and they see IIT education as a means to achieve it," said JEE (Advanced) – 2013, chairman, H C Gupta. "More doctors send their children into engineering as a qualification in the medical field takes about nine years while one can become an engineer in four years," added Gupta.

Aakash Chaudhry, director of a coaching institute, said peer pressure among parents in government and public sector units was too high, and therefore they were major contributors to the aspirants' pool.

For the full report log on to www.timesofindia.com

IIT ADMISSIONS

Parents' Occupation	Registered	Qualified	Success Percentage
Agriculture	83,712	2,257	2.67
Business	99,758	4,472	4.48
Medical	7,067	701	9.92
Engineering	12,672	1,052	8.30
Law practice	5,654	250	4.42
Teaching/research	32,649	1,700	5.21
Public/govt service	1,61,397	9,361	5.80
Private service	55,009	2,419	4.40
Defence services	16,172	552	3.41
Others	32,394	1,348	4.16

Hindustan Times ND 14/07/2013

P-1

SC stays Andhra HC order on IIT admissions

HT Correspondent
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NEW DELHI: The Supreme Court has stayed the proceedings related to admissions in Indian Institute of Technology (IIT) in the Andhra Pradesh High Court, which had directed the premier institute not to fill four seats offered to students from the state, but were later denied on the ground of not being in the top 20 percentile.

A bench comprising justice KS Radhakrishnan and justice Pinaki Chandra Ghose issued notices on Friday and sought response within two weeks from those candidates on whose petition the high court had passed the order on July 8. The interim stay will be for a period of three months.

"Now that the stay has been granted we will follow the Supreme Court order," Prof HC Gupta, organising chairperson of JEE (advanced) said.

The AP High Court had directed the Joint Entrance Examination (JEE) authorities to reserve seats of four candidates as allotted earlier. In response to the writ petition filed by Anudeep Pendyala and three others, the High Court had said the denial of seats to the petitioners was in violation of Article 14 of Indian Constitution.

The appeal in the Supreme Court was filed by JEE (advanced) 2013, IIT Delhi, seeking stay of the interim order of the Andhra Pradesh high court. The counsels had contended that the terms and conditions of the JEE had been ignored and many deserving candidates would get adversely affected as a result of keeping four seats reserved for the respondent students.

Indian Express ND 14/07/2013 p-5

HRD speeds up work on national entrance exam

ANUBHUTI VISHNOI
NEW DELHI I JULY 13

CHANGES brought to the IIT Joint Entrance Examination this year may not be final, notwithstanding the confusion created by the merger of the All India Engineering Entrance Examination and JEE.

The HRD Ministry is set to take forward its ambitious plan to put in place a single national testing mechanism to standardise undergraduate level entrance examinations, including the JEE. It has set up a task force to draft a National Testing Scheme and a National Testing Agency to implement the proposal.

The task force has been asked to prepare a blueprint for a Special Purpose Vehicle or a National Testing Agency, suggest parameters to standardise all major tests and ways and means to set up an internationally benchmarked testing and assessment organisation that would conduct efficient and transparent tests to assess the competency of candidates for admission and recruitment.

"Students emerging from secondary school and seeking admission to professional programmes at undergraduate level in higher education are required to appear in a multitude of entrance examinations. The standards of these entrance examinations vary widely and the burden imposed on students in terms of time, money and the stress caused in scheduling and preparing for such examination is tremendous. The multiplicity of entrance examinations needs to be dispensed with and it then becomes incumbent to develop a nationally accepted testing mechanism," the ministry has said in an order notifying setting up of the task force, which would be headed by former director of IIT Kanpur Prof Sanjay G Dhande and which is expected to submit its report in a year.

It has set up a task force to draft a National Testing Scheme and a National Testing Agency

The idea to bring in a single common entrance test, like the Scholastic Aptitude Test that determines admission to all US universities, has been around for a few years but the ministry has so far only managed to introduce a common test for admission to National Institutes of Technology and IITs, that too after letting IITs devise their own JEE Advanced test.

The ministry, however, has persisted with the idea. It presented a concept paper on a national testing scheme at a recent meeting of the Central Advisory Board of Education, which then decided that the proposal to set up a National Testing Agency should be taken forward.

IISc, IIT-B make jet engines quieter

Rajiv Kalkod | TNN

Bangalore: Scientists at the Indian Institute of Science (IISc) Bangalore and IIT-Bombay have helped Rolls-Royce develop low-noise technology for aircraft engines that are fitted in long-haul planes such as Boeing 747s and Dreamliners.

An 11-member team led by U Ramamurthy of IISc's department of materials engineering began research in 2006 in collaboration with the UK-based company and recently delivered the technology.

▶Beyond engines, P 20

Developed using 'shape memory' alloys, the technology brings down engine noise during landing and take-off. Defeaning noise levels of aircraft have triggered global protests from many residents staying near airports and forced adoption of rules such as a blanket ban on nighttime landings.

Rolls-Royce was involved in a tripartite research agreement with research groups in IISc and IIT-Bombay as well as Imperial College, London.

CUTTING EDGE

- IISc & IIT-B develop **low-noise technology** to minimize engine sound while planes take off & land
- Tech involves **silencer vanes** that can operate at temperatures of 200 degrees Celsius and more
- IISc and IIT-Bombay **collaborate with** Imperial College, London, to make **Rolls-Royce engines**

Discovery goes beyond jet engines

▶Continued from P 1

The objective was to discover high-temperature shape memory alloy compositions with a new technique which could be adapted for engines," IISc's U Ramamurthy said.

The professor and his student Vyasa Shastri explained that a chamber in the engine is fitted with silencer vanes. "When the plane takes off or lands, the silencers become operational. This reduces engine noise," Ramamurthy said. The vanes were capable of operating at temperatures of 200 degrees Celsius and higher.

"It's been a great collaboration, developing a method to screen a large number of alloys. This has applications beyond the current material that could develop into actuators for more aircraft, into a general tool for developing alloys. It's been very high-profile within Rolls-Royce, and very exciting for the group," said David Dye of the department of materials, Imperial College, London.

Shape memory alloys

They are materials capable of remembering their original shape (hence called "smart materials"). The trigger for memory is usually temperature. For nickel-titanium (the leading shape memory alloy), the temperature range is minus100 degrees celsius to 80 degrees celsius.

Pioneer ND 14/07/2013 p-2

FROM PAGE 1

Four-year course puts DU at par with global varsities

During the OBC expansion crores of rupees from UGC were disbursed to colleges, yet most of them faced disapprovals from authorities like DDA. Worse, it would take at least three to six years for DU to get approvals from the fire department, Delhi Jal Board, Municipal Corporation of Delhi, etc. How do you think will the infrastructure come up post-FYUP?

The money received during the OBC expansion is in the process of utilisation by most colleges. Some like Lady Shri Ram College, Maitreyi College and Jesus and Mary College have built excellent infrastructure. Largely, the need will arise in the fourth year, but I am hopeful that the infrastructural work will come up within a year. I am so confident because a Parliamentary Committee of the Ministry of Human Resource and Development is monitoring the entire process. People like senior Congress leader Oscar Fernandes are part of it. Our own committees, too, are keeping a close watch. I am confident we will get through this.

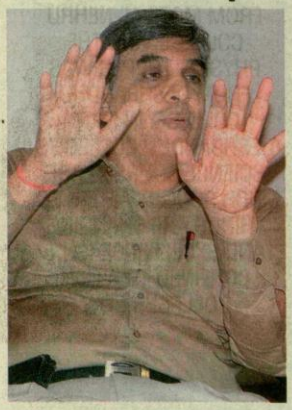
How important will it be for other universities to adopt FYUP?

They are wise and capable, and it is up to them to take up any initiative. We would be happy to share our experience and, in the process, we would like to learn from them. Many universities are doing well. Incidentally, eight to 10 universities already have the four-year programme in place.

When can we expect a Nobel laureate from DU?

Someone will get it soon. The university is moving in the right direction. We have been consistently ranked No 1 in the country for the past three years. We have been making consistent efforts to improve ourselves further. We will tweak our presentations, Web maintenance and our appointments in such a manner that our world ranking rises up too. Of course, we don't have good strength of international students but we are going to increase them. We will build a good faculty; visiting faculty will be encouraged to come from all parts of the world.

As far as research is concerned, we are doing quite well. Our parameters are strong; in fact, to be honest, we are better in research than most IITs. Here science research is conducted in a better way than what can be found in prominent institutions like Indian Institute of Science, IIT-Kanpur, among others. Also, our humanity researchers are doing well. They have come up with interesting findings. One group of students of History and Economics of Shyam Lal College (Evening) recently worked on street bazaars of Delhi. History students found out how these bazaars were established in Chandni Chowk. Economics students focussed on the economic impact. And their findings were amazing. Then, there is a group working on how power can be generated by wind pushed into the tunnel of the metro train. Another group has identified a few plants that can be used for treating HIV and cancer. DU will be taking out patents and six patents would be released in the first lot. More importantly, it's undergraduates who are doing most of these researches through a recognisable formal procedure.



There are a few colleges in DU which have greater reputation than many others? Could that be the factor why the university is still not recognised globally?

I believe infrastructure is not the factor. I will give you an example of Bhaskaracharya College of Applied Sciences. It is not an old college like St Stephen's, but it has similar infrastructure and the process of appointing teachers is same. Today, there could be only one difference — that is the commitment of students. The Electronics topper last year was from Motilal Nehru College, and the Physics topper was from Deshbandhu College. These colleges are coming up rapidly; there is a new but good college adjacent to Deshbandhu, Ramanujan College. Deshbandhu itself is doing well. Its Science courses are much sought after. So, things are changing and excellence isn't confined to a few colleges now. The reason is simple: Infrastructure, awareness and quality and commitment of both students and teachers are bringing in the much-needed change. DU will soon be recognised globally.

While the undergraduate courses have grabbed attention, the Non-Collegiate Women's Education Board (NCWEB) and School of Open Learning (SOL) are least sought after. What do you think?

When I became the Vice-Chancellor, my first concern was the way our undergraduates were pursuing their studies without being in sync with society and the world at large. Second was the examination system and the third concern was School of Open Learning.

The real change in SOL and NCWEB will be seen in a year's time. We will create a technology-based system for SOL and NCWEB students. This would enable them to have access to recorded lectures of regular colleges. More importantly, I want greater connectivity between SOL and regular colleges. If a student from a regular stream wants to take a semester break and join SOL, we must not stop him. Same way, if a SOL student wants to have a semester experience from a regular college we must not stop him either. We can at least do this for those who have done well in exams.

Will the introduction of FYUP create discrepancy among DU students and the rest? After all, other universities have not adopted the four-year programme.

The four-year course has put us at par with global universities where 16 years (10+2+4) of formal education is a pre-requisite to get into a Master's programme. You have a point when it comes to institutions within the country. But you should see what happens to IIT students who take four years to get the degree. There are a lot of IIT students who don't go into engineering, many of them opt for research, pure sciences, mathematics, etc. No university turns them down, no university has gone against them but that's not the story. The point is that the UGC has a co-ordination mechanism. When you complete four-years within our system, we will ensure that our Masters system moves towards credit basis and therefore, for four years you have more credit. Likewise, the credit requirements will diminish for the Masters, which you will complete in a year. Similarly, I am hoping that the UGC will look into the co-ordination issue. So, by the time our students graduate after four years, I am confident there will be uniformity.

HT Mumbai

All streams will have online exams in GATE 2014

Apoorva Puranik

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MUMBAI: The Graduate Aptitude Test in Engineering (GATE) is set to conduct all its 21 papers online, unlike last year where exams for popular streams - Computer Science, Electronics, Electrical, Mechanical, Production & Industrial and Instrumentation - were conducted using the pen-paper test.

GATE 2014 will be conducted by Indian Institute of Technology, Kharagpur (IIT KGP), the tentative date for which has been announced as the alternate weekends between February 1 and March 2, 2014.

GATE scores are the primary criteria for admissions to Master programmes in Technology (M.Tech) in all premier institutes of the country, like the IITs and NITs (National Institute of Technology), and the Indian Institute of Science (Bangalore).

These scores are now also being used for screening process for recruitment in public sector undertakings like Bharat Heavy Electricals Ltd (BHEL) and Indian Oil Corporation Ltd (IOC)

The online applications for GATE registrations will begin from September 2 to October 3, 2013 while the last date for the printed version of the online application forms to reach the respective zonal GATE Offices is October 10.

July 15

Times Of India ND 15/07/2013 P-9

IITian, 3 NIT students held for exam fraud

Sayantanee Choudhury | TNN

Patna: Using technology to aid cheating in an exam conducted by Steel Authority of India Limited for selecting trainee mechanical engineers has landed 11 people behind bars.

A joint team made the arrests on Sunday for helping examinees cheat with the help of internet-enabled wristwatches. One of the arrested students is from IIT, Guwahati, and three are from NIT, Patna.

"The police arrested 11 persons, including two teachers and nine students working as agents to help students clear the examination," IG (Operations) Amit Kumar said. "The students who sent the answers from outside are called 'scholars'."

Amar Ujala ND P-1
15/07/2013

नकल कराते पकड़े गए आईआईटी और एनआईटी के छात्र

पटना। मैकेनिकल ब्रांच में ग्रेजुएट ट्रेनियों की भर्ती के लिए आयोजित की गई स्टील अथॉरिटी ऑफ इंडिया (सेल) की परीक्षा में कथित तौर पर अनियमितताएं बरतने के आरोप में 11 युवाओं को पकड़ा गया है, जिनमें एक आईआईटी और दो एनआईटी के छात्र हैं। विस्तृत पेज 16 पर

नकल कराते पकड़े गए आईआईटी और एनआईटी के छात्र

पटना। स्टील अथॉरिटी ऑफ इंडिया (सेल) में नियुक्ति के लिए आयोजित परीक्षा में कथित तौर पर अनियमितताएं बरतने के आरोप में 11 युवाओं को पकड़ा गया है, जिनमें एक आईआईटी और दो एनआईटी के छात्र हैं। पुलिस महानिदेशक (ऑपरेशन) ने कहा कि परीक्षा सेल की मैकेनिकल ब्रांच में ग्रेजुएट ट्रेनियों की भर्ती के लिए आयोजित की गई थी। नकल कराने वाले गैंग ने 25-30 छात्रों को कलाई घड़ी जैसा दिखने वाला मोबाइल फोन दिया था। इसके अलावा चार छात्रों को बाहर से प्रश्नपत्र हल करके छात्रों को एसएमएस के जरिए जवाब भेजने की जिम्मेदारी दी गई थी। इनमें से एक आईआईटी गुवाहाटी से, दो एनआईटी पटना और एक एनआईटी रांची से है। एजेंसी

Indian Express ND 15/07/2013 P-7

Most OBC students take quota route

MIHIKA BASU
MUMBAI, JULY 14

IIT JEE ENTRANCE

ONLY a few candidates from the Other Backward Class have secured a seat in an institute of their choice in the open category this year in IITs. Most of them used their quota or relaxed score for admission.

The exact figure would be compiled only after the round three of admission gets over. However, Dr H C Gupta, organising chairman of JEE (advanced) 2013, said only 100-140 OBC candidates would have taken the open category route. In all, 7,436 students made it the common merit list (CML), of which 1,145 were from OBC category.

"Most OBC candidates don't use the CML ranking as they don't get their preferred institute or course. We have about 2,600 seats reserved for OBCs. Though we are yet to compile the exact numbers, preliminary assessment shows that about 100-145 OBCs could get a course/institute of their choice based on their CML ranking," said Gupta.

Last year though 1,625 OBC candidates figured in the CML, only 56 made it to the institutes of their choice through the open category. To get into the common merit list this year, general category candidates had to score 10 in each subject (physics, chemistry and mathematics) and 35 per cent in aggregate.

For the OBC list, a candidate had to score nine in each subject and 31.5 per cent in aggregate. For the SC/ST rank list, candidates had to score five in each subject and 17.5 per cent in aggregate.

Among SC and ST candidates, only 101 and 24 students, respectively, have made it to the common merit list. "Almost all SC and ST category students have used the reservation criterion for preferred course or institute," Gupta said. In the SC category, 2,982 students qualified as against 1,437 seats reserved for them, while 855 ST category students made it against 721 seats reserved.

The second round of admission is over. But 342 students did not turn up for admission and 274 used the exit policy. Subsequently, 616 seats were thrown open for the third round. Gupta said that all seats in the general category, OBC and SC categories will be allotted after the third round. There are around 52 ST seats vacant, for which the IITs will run a preparatory course.

HT New Delhi

Jamia gets interim V-C

NEW DELHI: Just five days after Jamia Millia Islamia's former V-C Najeeb Jung took over as the Lieutenant Governor of Delhi, the university appointed its Pro-VC, SM Sajid, as the interim vice chancellor.

"There won't be any change in the administrative policies. We will pursue the projects that had been left unfinished such Meta University for which we will resume dialogues with JNU and IIT Delhi," he said. **HTC**

Engg graduates, lawyers join police force

NEW DELHI: Since the age of 12 he has aspired for a career in the civil services. Now, Nishant Gupta, 31, an MTech degree holder, has realised his childhood dream after being inducted as an assistant commissioner of police (ACP).

Gupta and 10 other highly qualified people, including a woman, are ready to take up the challenges of a police officer's job after leaving their comfortable and lucrative careers in fields like engineering, law and business management. They are all in the 11th batch of the Delhi Andaman Nicobar Island Police Service (DANIPS).

The others who have chosen a police career have MA, MSc, MBA, LLM and BTech degrees. Despite having a master's degree in biochemical engineering and having worked as a senior analyst in two companies for over four years, Gupta continued to prepare for the civil services and was selected for DANIPS in 2011.

"It was my childhood dream to be selected in the civil services. During 2000-2005, I was busy completing my dual BTech and MTech degree courses from Delhi's Indian Institute of Technology (IIT). After completing my degrees, I started preparaing for the civil services and was selected in my fourth attempt," Gupta said.

"From 2007 to June 2012, I worked in two different companies as a senior analyst but could not forget my dream," said Gupta, adding that he will now deal with real problems of people under the system of law. Like Gupta, his 10 other colleagues recently completed their one-year training at Delhi's Jharoda Kalan Police Training College. All of them will now start their practical training in Delhi's different police stations before their postings are decided.

For 30-year-old Law degree holder Jasbir Singh, it was his career choice because no one from his family has ever been in the civil services. He experienced the real problems faced by policemen during his one-year training.

Sharing his experiences during the India Gate protest on the Dec 16, 2012, gang-rape, Singh said: "People think that a policeman's job is cushy, but it is not so. They work round the clock. Policemen during the India Gate protest had to take the tough decision of lobbing tear gas shells on the protesters and using batons because a huge number of protesters were trying to enter Rashtrapati Bhawan."

He said to maintain law and order policemen have sometimes to wield the baton. "We do not want to do this ever, but we are trained to tackle unprecedented situations. I know policing is not an easy job. But, it's my choice to serve people by solving their basic problems," said Jasbir Singh.

IANS

Times Of India ND 15/07/2013 p-9
(Education Times)

'India leads in education'

In 2009-10, China overtook India for the top spot in terms of students at US universities. Though India is still number two, the number of Indian students is down by about four per cent

PRAKASH M SWAMY

A top American academician has described the drop in number of Indian students joining US universities as brain circulation rather than as reverse brain drain. "I call it as a brain circulation and in the past it was going in one direction. We see discoveries are coming in the field of medicine, agriculture, technology from places that we did not think of in the past. India has some of the finest and world class institutions such as IITs and Indian Institute of Science and there is no dearth of world-class quality education there," President of Cornell University, David J Skorton, told PTI on the sidelines of a meeting in Cornell Club in Manhattan.

Skorton said India is leading the world in cutting edge outsourcing technology and technological revolution of sorts is happening there.

"Look at some of the inventions in medicine and agriculture. Infosys has done whole new concept of outsourcing to make India feel proud. It had mastered the technology," he said.

Cornell University is the most educationally diverse member of the Ivy League.

On the Ithaca campus in New York alone nearly 20,000 students representing every state of the US and 120 countries choose from among 4,000 courses in 11 undergraduate, graduate, and professional schools.

Many undergraduates participate in a wide range of interdisciplinary programs, play meaningful roles in original research, and study in Cornell programs in Washington, New York City, and the world over.

There are more than 100,000 Indian students studying in various universities across the US and according to one survey in the 1970s about 80 per cent of the IIT graduates migrated to the US then and now the number has fallen to less than five per cent.

The number of Indian students studying in the US has dropped for the second consecutive year, according to the annual Open Doors Report released by the Institute of International Education in the US.

In 2011-12, there were 1, 00,270 Indians at American universities, down from 1, 03,895 in the previous year and 1, 04,897 the year before that.

In 2009-10, China overtook India for the top spot in terms of students at US universities. Though India is still number two, the number of Indian students is down by about four per cent. Issues such as visa restrictions, slowdown of US economy and tough job market have been cited as reasons.

Financial Express ND 15/07/2013 P-12

Mobilising education in India

As the mobile industry evolves, India has a remarkable opportunity to make affordable education available to the masses through mobile devices

NICKHIL JAKATDAR

TWO powerful trends are shaping the future of India's economic growth and cultural fabric—increased demand for quality education and the rise of mobile technology.

In a country of 1.2 billion people, 54% are currently under 25 years of age and in need of K-12 schooling and higher education. And as many as 47 million people will enter the workforce by 2020, according to the India Brand Equity Foundation. The public and private sector is working hard to meet the ballooning need for quality education; India's illiteracy rate has dropped from 35% to 26% between 2001 and 2011 while the higher education sector is expected to grow at 18% CAGR until 2020.

Despite these advances, however, much work remains to ensure greater access to higher quality education.

Enter the mobile device, which has arguably impacted India in ways unlike any other technology. Over 865 million people have a mobile phone compared to 80 million PCs in India. For many, their mobile device is the only screen available to them, as well as their first internet experience. With such far-reaching influence, the mobile ecosystem is also well-positioned to help meet the equally widespread demand for education in India.

Independent mobile video and media company Vuclip recently surveyed 80,000 people worldwide to examine pressing issues in education, as well as whether or not mobile technology could help address them. With 30,000 of the participants from India alone, the survey results revealed the following:

ACCORDING TO THE GSMA AND AT KEARNEY STATE OF THE MOBILE MEDIA 2013 REPORT, EDUCATION IS ONE OF THE THREE BIGGEST PRIORITIES FOR YOUNG PEOPLE IN THE EMERGING WORLD WITH 63% BELIEVING THEY CAN LEARN THROUGH A BASIC MOBILE DEVICE

- As many as 50% of participants from India cited "insufficient finances" as the number one barrier to pursuing quality education.
- Indian students are more open to learning at home with only 18% preferring to study in a school as compared to 25% globally.
- Of participants below 18 years of age, 82% were highly responsive to accessing education through their mobile phones.

These findings point to the potential of mobile phones in democratising education. While not a silver bullet, mobile education is proving increasingly effective around the world. In Bangladesh, the English in Action project uses mobile to teach English; it expects more than 25 million people to be involved by 2017. According to the GSMA and AT Kearney State of the Mobile Media 2013 report, education is one of the three biggest priorities for young people in the emerging world with 63% believing they can learn through a basic mobile device. As many as 180 million children in developing countries will have the opportunity to stay in school between now and 2017 due to mobile education. The developed world is also taking note; educators are adopting mobile to encourage peer-to-peer learning, create interactive lessons and expose students to international perspectives.

The role of mobile video in education, in particular, is worth examining. Video traffic globally is expected to grow by 60% annually through to 2018, as determined by Ericsson's 2013 mobility research. Serving 1.5 billion minutes of video every month, Vuclip has created an education specific channel that serves content from organisations such as the Khan Academy and MIT Higher Education to anyone capable of browsing video on the internet, anywhere in the world. To fully encourage the democratisation of education through mobile and mobile video in India, the following changes are needed:

- Decrease the prices of tablets and smartphones.
- Provide easy-to-consume content in a way that is suited for mobile. For example, create clips that are 10 minutes or less in length.
- Make the user experience engaging by adding elements of fun like geography games or virtual science experiments.
- Create new business models that bring down the cost of receiving an education. For example, online higher education provider Udacity makes content from top-tier universities accessible and free to everyone but requires a fee for students looking to earn a degree.

As the mobile industry evolves and the need for education increases, India has a remarkable opportunity to make affordable education available to the masses through mobile devices. The entire mobile ecosystem is in a unique position to actively foster accessibility and create new education models. We look forward to future developments in India and throughout the world.

The author is CEO, Vuclip

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Global degrees at the comfort of your cubicle

Wing Lam

OVER the last few years there has been a strong growth in the demand for global degrees, especially degrees that are designed for global business environments. Economies, businesses and the workforce are becoming increasingly more globalised. At the same time, it is becoming more difficult for working professionals to quit their jobs to pursue a degree.

Many US, British and Australian universities have attempted to internationalise with varying degrees of success by setting up foreign branch campuses, particularly in Asia such as Malaysia, Singapore and China, where the demand in education is perceived to be at its greatest.

Some other universities, however, have recognised the powerful role of technology in providing a platform for global education. With access to the internet and sophisticated learning technology, students can participate in global classrooms regardless of where they are located.

Such global degrees, as they are now being called, carry with them academic standards that are comparable to the best campus-based universities. Although there is a negative perception that online degrees are less rigorous, this perception is slowly changing as global degrees mature and high-end offerings start to distinguish themselves from low-end offerings. A well-designed global degree offers the same curriculum as a classroom course. Also, it involves students interacting with students and professors from other parts of the world. The richness of the technology allows them to see, hear and discuss with others through video, live webinars, VOIP, online forums and other interactive tools. And virtual teams and online collaborative skills have become the norm as far as the way how global business is conducted today.

From the employer's perspective also online degrees are becoming as equally accepted as campus-based degrees. In fact, many US and UK universities are starting to offer the same programme in either a face-to-face or online delivery mode where the terminal degree awarded is the same and where the same faculty are deployed to teach. What has become more important is the institution that is awarding the degree rather than the delivery model used per se. Here, the accreditation, academic heritage and faculty quality should be a student's key criteria when selecting an institution for a global degree.

Another major advantage of a global degree is that their online nature affords a much greater level of flexibility and convenience for the student. Those who are in full-time employment often find it difficult to travel to campus or juggle the campus timetable with their work; family and social commitments. Students are also less constrained and have a greater opportunity to organise their studies around their work, family and social life.

In conclusion, global degree programmes offer students an attractive alternative to a local campus-based degree. As the quality and recognition of global degrees increases and matures over time, they may eventually become the choice degree for working professionals seeking continuous education.

The author is the dean of GlobalNxt University, Malaysia. Views are personal

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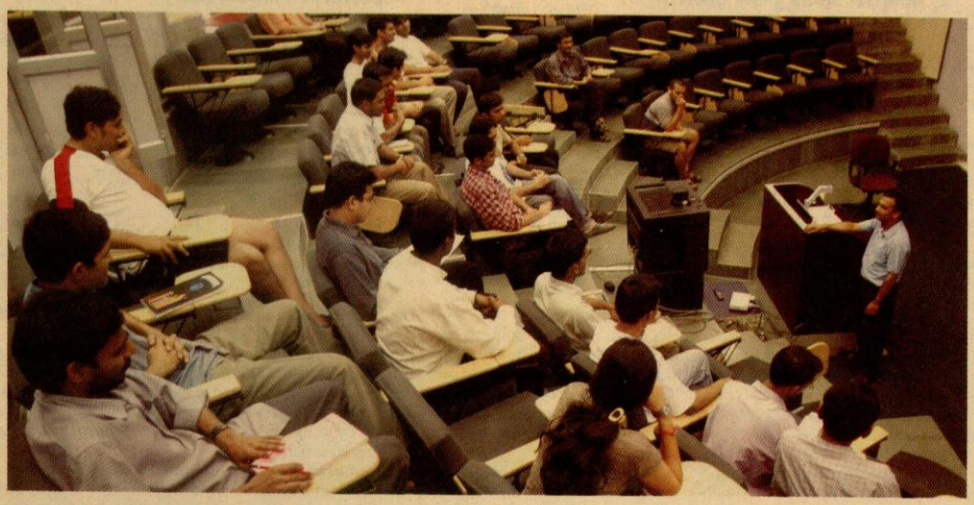
INVESTING IN HIGHER EDUCATION

Navigating the regulatory quagmire

While the govt has recently announced rules for the entry of foreign institutions in India, there still exist legal and regulatory pitfalls that need to be addressed to make the sector attractive for investors

JOYJYOTI MISRA & JOYDEEP SARKAR



THE higher education space in India is the world's third largest with respect to student enrolment. There has been a phenomenal growth in the number of universities and the last four decades have seen the universities grow more than six times. While the number of institutes offering higher education has been steadily increasing, the same cannot be said about the quality of education that many of the institutes offer. Indians have been clamouring for better facilities and access to a higher standard of education.

Given the limited capacity of the government, such growth in quality cannot be achieved without the participation of private players and that of reputed global institutions. While the government has allowed 100% foreign direct investment (FDI) in the education sector and has recently announced rules for entry of foreign universities/institutions in India, there still exist legal and regulatory pitfalls that need to be addressed to make the sector attractive for investors as well as reputed global institutions. We aim to discuss some of the issues that impact investment in the higher education sector in India and what we hope will be redressed by the government.

Multiplicity of regulators: Higher education in India is regulated by a multitude of regulators. While university education is governed by the University Grants Commission (UGC), technical education is regulated by the All India Council of Technical Education (AICTE), and then there are regulators regulating specific branches of study such as medicine (Medical Council of India) and law (Bar Council of India).

We have often witnessed a turf tussle between AICTE and UGC and universities, and have recently seen a tussle wherein the Supreme Court's verdict holding that AICTE does not have any jurisdiction to regulate affiliated colleges (i.e. standalone colleges which are affiliated to universities) has been sought to be overturned through legislative action. Such lack of clarity in respect of clear demarcation of regulatory reach and multiplicity of regulators has sent wrong signals to prospective investors in the sector who, at the minimum, want clarity in respect of regulations affecting the sector.

Being charitable: It is a dichotomy that the education sector in India is supposed to be charitable and not have any profit motive. However, to create a truly world-class facility, one needs to invest substantially in this so-called "not for profit" education sector. In fact, just to meet the minimum infrastructure norms set out by the regulators functioning under the ministry of human resources development (MHRD), substantial investment is required. Given that true altruism is rare, this requirement has certainly been a dampener for investments in the formal higher education space. Further, this requirement of being "charitable" provides limited possibilities in terms of structuring a possible investment within the permitted contours of law.

REPORTS SUGGEST THAT FOREIGN UNIVERSITIES WOULD HAVE TO SET UP AS A SECTION 25 COMPANY IN INDIA (WHICH IS A NOT-FOR-PROFIT ENTITY), HAVE TO MAINTAIN A CORPUS OF ₹25 CRORE, AND THE UNIVERSITIES WOULD NOT BE ALLOWED TO UTILISE ANY SURPLUS REVENUE FOR ANY PURPOSE OTHER THAN FOR THE GROWTH AND DEVELOPMENT OF THE INDIAN CAMPUSES

Any entity that intends to set up a university (i.e. act as a sponsoring body) would either be registered as a society or a trust under the Societies Registration Act, 1860, or the Charitable and Religious Trusts Act, 1920 (as applicable to states not having a public trust act), respectively, or (where permitted) as a section 25 company under the Companies Act, 1956. Given that no FDI is allowed in a trust or a society, this in itself becomes a stumbling block for any foreign participation in the higher education space. Even in case of a section 25 company, such entity is restricted to make any distributions as, by its inherent nature, a section 25 company would be obliged to apply its profits towards the promotion of its objects.

Though FDI up to 100% is allowed in the education sector, an investor would not be able to invest and control the operating level entity for a university/college/school per se due to the restrictions imposed on charitable entities. Additionally, although 100% FDI is allowed, such inflow on capital necessitates obtaining prior permission of the ministry of home affairs (MHA) in terms of the Foreign Contribution (Regulation) Act, 2010 (FCRA), obtaining which in itself is a tedious process and not easily forthcoming.

While innovative structures to monetise investments and acquire control are prevalent, such structuring, at the end of the day, cannot be a substitute for clear regulatory sanction.

The new rules of the game: The rules relating to setting up campuses in India by foreign universities are to be formally announced in July. Press reports suggest that the foreign universities would have to set up as a section 25 company in India (which as described previously is a not-for-profit entity), have to maintain a corpus of ₹25 crore, and the universities would not be allowed to utilise any surplus revenue for any purpose other than for the growth and development of the Indian campuses. All these seem to suggest that such foreign universities would have to function on a purely not-for-profit basis.

A major issue would be the route that may be adopted by such foreign universities for the inflow of this capital into India. A FCRA permission/registration as discussed is a long drawn process involving the MHA and we hope the government would provide for special dispensation for FCRA registration or at least align the FDI policy with the FCRA requirements. Additionally, the rules should also clarify the mode of repatriation of money by the Indian institute to the parent university and whether they would be allowed to pay at least royalty to the parent university abroad for course materials and other intellectual property of the parent university that may be used by the Indian institute.

Few last words: The regulatory regime currently in existence (i.e. absolutely no profit motive along with some of the other impediments set out above) does not in any way incentivise private or foreign participation in the higher education space in India. A major regulatory upheaval which provides clarity of regulation and correct incentives is the need of the hour.

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Views are personal

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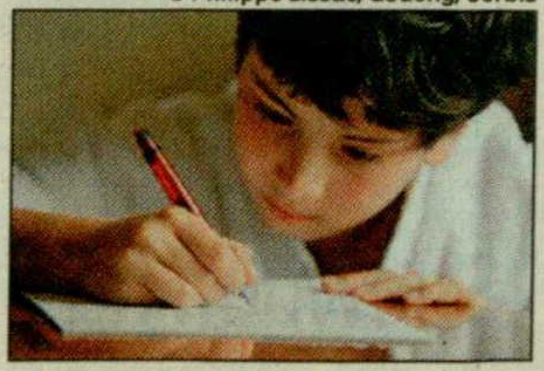
This pen vibrates when you make spelling errors

Washington: German inventors have developed a new pen that gently vibrates every time it senses a spelling mistake or sloppy handwriting.

Lernstift is a regular pen with real ink but inside it, is a special motion sensor and a small battery-powered Linux computer with a WiFi chip.

These parts allow the pen to recognize specific movements, letter shapes and know a wide assortment of words. If it senses bad letter formation or messy handwriting, it will vibrate, 'ABC News' reported.

Users can choose between two functions: Calligraphy Mode — pointing out flaws of form and legibility or Orthography Mode — recognizing words and comparing the word to a language database. If the word isn't recognized, the pen will vibrate, according to Daniel Kaesmacher, the 33-year-old co-founder of Lernstift from Munich. The other co-founder, 36-year-old Falk Wolsky had the idea for the pen last year while his 10-year-old son was doing his homework.



NEW-AGE SPELLCHECK

"His son had been struggling with his work and staying focused and Falk thought there should be a pen that gives him some sort of signal so he stays focused," Kaesmacher said.

After a year and a half in development, the founders have now brought Lernstift to Kickstarter to begin raising money and gauging interest. PTI

HT New Delhi

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NOBEL EXPERIENCE

VENUKA DURANI GOYAL, a post-doctoral fellow, IIT Bombay, was part of the Indian student-consortium visiting Germany for the Nobel Laureate Meeting in Lindau this year

I was at the Lindau Meeting of Nobel Laureates and students this year, which was a unique opportunity for me and my fellow students to meet some of the superstars of our scientific universe. The Noble Laureates are people who have shaped the world we live in, and we look up to them for guidance in our pursuit of knowledge.

The first lecture of the Lindau meeting was by Brian Kobilka from the US who was awarded the Nobel Prize in chemistry last year for his contributions in understanding G-protein coupled receptors. Kobilka's work has led to a better understanding of the human body, it has also provided important clues for designing medicines to cure various ailments. X-ray crystallography, the main technique used by him, helps us see minute things at the atomic level, which we cannot even see using the most powerful microscopes. I am currently studying this technique as a post-doctoral fellow at IIT Bombay, and really looking forward to his lecture.

A PLATFORM FOR INTERMINGLING OF LIKEMINDED INDIVIDUALS FROM RELATED FIELDS OF EXPERTISE IS THE BEST PLACE FOR NEW IDEAS TO GERMINATE

Research in my field, and in many others, has become interdisciplinary and resource-intensive. Often, the resources and expertise required for certain applications may be available elsewhere. For example, my laboratory in Mumbai sends samples to France and Germany for data collection and also has collaborators in Australia and Japan. Hence, cooperation between nations is very important for advancement of science and also the technological progress that comes with it. The Lindau meeting was a great place to meet not only the celebrated Nobel Laureates, but also aspiring scientists from various parts of the globe.

Venuka Durani Goyal

Indian students also took part in a scientific trip organised by the German Research Foundation (DFG), which gave us an opportunity to visit several research facilities in Germany. These visits might lead to collaborative scientific projects in the future and some of the students might also be able to find opportunities for scientific training, which will benefit their career.

A platform for intermingling of likeminded individuals from related fields of expertise is the best place for new ideas to germinate, and it is new ideas that propel the engine of the scientific community. This trip to Germany was precisely such a platform and I am thankful to the Department of Science and Technology (DST) of the Indian government, Council for the Lindau Nobel Laureate Meetings, and DFG, for giving me and all the other students this invaluable opportunity.

- As told to Ruchi Chopda

For more, click on 'Germany' under 'Study Abroad,' on **www.educationtimes.com**