

Newspaper Clips July 15, 2014

Hindustan ND, 15.07.2014, P-3

पास होने वाले 90% छात्र अंग्रेजी माध्यम के

नई दिल्ली | अनुराग मिश्र

भारतीय प्रौद्योगिकी संस्थान में 90 प्रतिशत से अधिक छात्र अंग्रेजी जानने वाले छात्र पास होते हैं। पिछले पांच सालों के आंकड़े बताते हैं कि हिन्दी में प्रश्नपत्र देने वाले चार से पांच प्रतिशत छात्र ही आईआईटी में पास होते हैं। वहीं हिन्दी माध्यम के छात्र भी आईआईटी में सफलता हासिल करने के लिए अंग्रेजी का विकल्प ही चुनते हैं।

इस बार का आईआईटी का परिणाम इस बात की बानगी है। हिन्दी माध्यम वाले बोर्डों उत्तर प्रदेश और बिहार बोर्ड से क्रमशः 1.98 प्रतिशत और बिहार बोर्ड के 1.78 प्रतिशत छात्रों ने ही सफलता पाई। 2008 और 2009 में आईआईटी की परीक्षा में हिंदी माध्यम से परीक्षा में क्रमशः 1.27 प्रतिशत और 1.84 प्रतिशत छात्र सफल रहे। इसके विपरीत अंग्रेजी माध्यम में परीक्षा देने वाले छात्र क्रमशः 98.73 प्रतिशत और 98.16 प्रतिशत सफल रहे हैं। आईआईटी

आईआईटी

- हिन्दी माध्यम के छात्र भी सफलता हासिल करने के लिए अंग्रेजी का विकल्प ही चुनते हैं
- 2008 और 2009 में हिंदी माध्यम के क्रमशः 1.27 प्रतिशत और 1.84 प्रतिशत छात्र सफल रहे

परीक्षा में 2008 में हिन्दी में प्रश्नपत्र देने का विकल्प 13.08 प्रतिशत परीक्षार्थी ने चुना था जबकि 2009 की परीक्षा में 12.86 प्रतिशत परीक्षार्थी ने हिन्दी में प्रश्नपत्र का विकल्प चुना था।

वहीं अंग्रेजी माध्यम में 86.92 प्रतिशत और 87.14 प्रतिशत परीक्षार्थियों ने परीक्षा दी थी। 2010 में हिन्दी में प्रश्नपत्र का विकल्प चुनने वाले छात्रों की संख्या में करीब 14 प्रतिशत हो गई साथ ही सफल होने वाले उम्मीदवार भी तीन प्रतिशत हो गए। 2012 में यह हिन्दी प्रश्नपत्र के माध्यम से दाखिला देने वालों का आंकड़ा घटकर ढाई प्रतिशत हो गया।

They can crack anything except Hindi at IIT, says survey

<http://www.dnaindia.com/mumbai/report-they-can-crack-anything-except-hindi-at-iit-says-survey-2002172>

The IIT Bombay campus, supposed to be cosmopolitan in nature, is Hindi-centric, feel more than half the students.

So, those from the southern states find it difficult to mingle with others and end up forming their own social groups and sticking to them throughout their stay in the institute.

These are some of the findings of an extensive survey conducted by IIT Bombay students. They have compiled it in a report, "We don't need no segregation", published in the latest issue of the campus newspaper "Insight".

The survey finds that 83% students in the campus are fluent in Hindi while 17% are not. Of those who have a tough time adjusting in the campus because they don't know Hindi, "89% are from south India. And 78% speak Telugu", according to the report.

The sprawling IIT-B campus in Powai is residential with more than 6,000 students from across the country studying in various undergrad, postgrad and research courses.

According to the report, over 56% students feel the campus is Hindi-centric despite the medium of teaching being purely English. "Not knowing Hindi can be a problem as it is an informal pre-requisite for entering various social circles and clubs," finds the survey which also says non-Hindi speaking students try to pick up Hindi but always feel other would make fun of them.

A computer science and engineering student from Warangal said: "Hindi is almost an alien language in my hometown. It is a third language in schools. Though teaching, books, presentations... everything is in English, Hindi rules outside the class, in the hostels, mess and even at sports grounds."

Lack of English knowledge leads to poor marks

Though the dean of students' affairs claims that the institute provides English training for non-English medium students, a survey among freshers reveals the institute's efforts are too little and ineffective. Students who wrote JEE in Hindi struggle in academics, which is purely in English and score poor in exams.

Reserve category students score poor

The survey highlights an issue that has been raised by the faculty time to time: many reserve category student find it difficult to cope with studies and fare poor in the exams.

JEE (main) seat allotment for round 1 announced, website crashes

<http://www.dnaindia.com/mumbai/report-jee-main-seat-allotment-for-round-1-announced-website-crashes-2002143>

Over 12.4 lakh candidates, who appeared for JEE (main) this April and are awaiting admission in NITs and other centrally-funded institutions, had a tough time on Monday as the website of the Central Seat Allocation Board (CSAB) crashed as soon as the result had been uploaded. The board declared the allocation of seats around 8pm.

"Since we weren't told at what time it (seat allocation) would be announced, I stuck to my computer screen from the morning. After the whole day of stress and panic, when they finally uploaded the data, the link to it crashed," rued a candidate, who had desperately been waiting to see where she would get admission.

Earlier, CSAB had extended the deadline to fill options up to 8am on July 14 due to revision in rankings. The anxious candidates were extremely critical of the central agency's casual and below-the-mark performance.

CSAB officials didn't respond to calls. The main counselling portal for engineering and architecture streams, <http://csab.nic.in/csab2014/home.aspx>, didn't offer any clarification either. The link was not working at many places till the time of going to press. Many students complained it was extremely slow. The website is handled by National Informatics Centre.

CSAB is the competent authority overseeing admissions in 30 NITs, 10 IITs and nearly 20 other centrally-funded engineering institutes.

'IIM-B to use tech to deliver higher-quality education' says Sushil Vachani, Director, IIM-B

Sushil Vachani has his work cut out as director of IIM Bangalore. He wants to ensure that the institute has a greater impact on the society "through entrepreneurship and programmes that address the needs of the base of the pyramid". An IIT Kanpur alumnus, Vachani brings to the institute a wealth of global experience earned from his stints at institutes such as the Boston University, where he was a tenured professor of strategy and innovation. In an interview with ET's Devina Sengupta, Vachani says he wants to borrow from some of the successful ideas implemented by these leading schools to make IIM-B a top global management school. Edited excerpts:

Your first few days as director of IIM Bangalore. What were they like?

Very busy and very exciting. IIM-B is an outstanding institution with a strong faculty, who wants it to rise to the top echelon of global management schools. I see a lot of potential and plan to work in a number of areas where we, the faculty and administration, can join with our alumni and benefactors to significantly enhance the value IIM-B creates for its stakeholders and society at large.

What feedback have you received from faculty and administrators on reforms at IIM-B?

IIM -B needs more diversity in student body, stronger global focus, greater impact on society and stronger alumni engagement.

What changes do you plan to bring about at the institute? What are your immediate priorities?

(The priority is to) embrace technology and leverage it to deliver higher-quality education and also reach out to a

broader base of students through the use of MOOCs (massively open online courses). Make sure the institute has a greater impact on society through entrepreneurship and programmes that address the needs of the base of the pyramid. We need to develop a much stronger global perspective. There should be stronger research eco-system and better alumni relations.

As a tenured professor of strategy and innovation at Boston University, you had the opportunity to observe some of its educational innovations. Which of these initiatives would you like to borrow from for IIM-B?

I would like our efforts to be informed not just by Boston University but by other top schools as well. Even before I officially joined the institute, I invited some of our faculty to visit Boston and we went and looked at key elements of the entrepreneurial eco-system in Boston, which is world-class. We also looked at some of the educational innovations at Harvard, MIT and Yale. I would like to borrow from some of the very successful ideas with regard to international curriculum, programme innovation and experiential learning that I was personally involved with or have had the opportunity to observe at leading schools.

What are your views on the HRD ministry's proposal to set up an IIM and IIT in every state?

India's demand for high-quality technical education is enormous and while the private sector has begun to provide such education, it is unable to meet the demand with an adequate supply of sufficiently high quality education. If the government can step in and meet the unmet demand that would serve the country well.

3 southern technical institutes to be upgraded

Anandakrishnan panel had suggested changes

Prakash Kumar

NEW DELHI: The Human Resource Development (HRD) Ministry has initiated a process to upgrade three southern technical institutes to educational centres of national importance.

The first in line is Cochin University of Science and Technology (CUSAT), which is to be upgraded to an Indian Institute of Engineering, Science and Technology (IIEST). The others are Andhra Pradesh University's College of Engineering and Osmania University's College of Engineering, which too are expected to get IIEST status during the 12th five-year plan period.

The Kerala government has given its approval for upgrade of CUSAT. "Inter-ministerial consultations, including that with the Planning Commission, have been completed for preparation of the expenditure finance committee note for this," an HRD ministry official said. For upgrade of the other two institutes, the ministry has sought approval from the Planning Commission. "The Andhra Pradesh government has been requested to forward a proposal for upgrade of these two institutes," the official said.

The initiative to upgrade these three institutions was tak-

en following recommendations of one Anandakrishnan Committee. The ministry had set up this committee in 2005 to assess the potential of some select institutions for upgrade to institutes of national importance.

In its report submitted in February 2006, the panel listed five institutes, including CUSAT, Andhra Pradesh University's College of Engineering and Osmania University's College of Engineering, recommending that the government should upgrade them to institutes of national importance through an Act of Parliament.

The Institute of Technology, Banaras Hindu University (BHU) and Bengal Engineering College, Shibpur, were given status of Indian Institute of Technology and IIEST, respectively, over the last two years.

"All the IIESTs will together constitute a new system of institutions in technical education, developed by transforming promising existing technological institutions," a ministry official said.

The governance system of these institutions will be on a par with that of the IITs. "There will be a common council for all the IIESTs. Its policies for admission of students and appointment of faculty and staff will be analogous to those of the IITs," a ministry official said.

DH News Service

AICTE nod must for DU B.Tech, says minister

TIMES NEWS NETWORK

New Delhi: In a written reply HRD minister Smriti Z Irani informed Rajya Sabha on Monday that all colleges of Delhi University offering B.Tech programmes in computer science, electronics, food technology, instrumentation electronics and polymer science will have to take approval of the All India Council for Technical Education.

These courses were started as part of the Four Year Undergraduate Course in 2013-14. More than 2000 students were admitted in various B.Tech programmes but after FY-UP was scrapped last month and four year undergraduate courses were reverted to three year, these students protested. Finally, UGC agreed that only the existing batch will continue but made it clear colleges will have to seek AICTE clearance.

Irani also told Rajya Sabha that Supreme Court in *Orissa Technical Colleges Association vs AICTE* has mandated that prior approval of AICTE is compulsory and mandatory for conduct of a technical course by an existing affiliated technical college for conduct of its technical courses/programmes for the academic year 2014-15. "Therefore, the approval for B Tech Programmes became mandatory again from May 9 this year," she said.

Course correction in education



JS RAJPUT

The National Educational Policy was last revised in 1992. The policy needs a re-visit, and this can be done after a new National Commission on Education is framed. The new Budget offers hope that education will get its due finally

The Budget presented by the Union Minister for Finance Arun Jaitley indicates the economic situation under which the Centre is supposed to function. The plans and programmes that the Government presents for the year also indicate the level of its vision, extent of commitment and the measure of its self confidence. Those who could analyse the Budget proposals for 2014, without their political and ideological compulsion, would invariably find it full of hope and indicative of encouraging possibilities.

The comments of certain prominent Congress leaders were probably readied even before the Budget was presented in Parliament. The Union Government has before it people's aspirations and expectations in mountainous proportions on one hand and an inherited economic situation of an almost

irretrievable magnitude on the other. Is it not an irony that the last decade which saw unprecedented levels of inflation and deterioration in economic situation was with a Government headed by an economist Prime Minister?

His Ministers like Messrs Kapil Sibal, P Chidambaram and Salman Khurshid not just inflicted tremendous damage on their party but also retarded the progress of the country. The 2014 Budget clearly indicates the difference of approach and also the presence of an Indian vision of economic and social reforms. Only those who understand the diversity of India beyond their political compulsions and who are familiar not only with the young of India seeking a 'Green Card' but with the young from Jhabua, Kokrajhar, Koraput or Banaskantha, that can really plan for India.

The significance of every

sector is generally measured in terms of hike in allocations over that of the previous years. Education, which normally gets around four per cent of the GDP, has waited patiently to reach the six per cent mark. That still remains a distant dream. Last year's allocation of ₹74,621 crore has been raised by 12.3 per cent to ₹83,771 crore this year. One expects a significant movement next year towards the coveted six per cent.

One must hasten to add that during the current year, the Union Government must ensure timely allocation to State Governments, universities and institutions which often complain of late receipt of funds and hence their inability to utilise the funds. The systemic capacity to absorb additional funding needs to gear up rather urgently.

One of the most encouraging initiatives is the launching of Pandit Madan Mohan Malaviya

Teacher Training Programme for which an initial allocation of ₹500 crore has been made. Pandit Malaviya was visionary educationist. He realised the need to create a symphony of ancient wisdom and modern scientific knowledge and created the Banaras Hindu University seeking help from the people. He represented the best of the traditional Indian secularism that gives equal respect to every religion without any reservation.

It is universally accepted and acknowledged that it is the quality of teacher-training that determines the levels of quality in every sector of human endeavour and activity. One expects that teachers under this programme shall become harbingers of social cohesion and religious amity, the two aspects that were so dear to Malaviya. Professionally well-trained, competent, committed and performing teachers could be the

real assets of any nation. It is a sad state of affairs that right from schools to institutions of higher education, India suffers shortage of teachers. That invariably impacts quality of learner attainments and also that of research. No education system can continue with 40 to 60 per cent vacancies of teachers.

Schemes like 'Beti Bachao, Beti Padhao' would, again, require real good implementers. Female infanticide is a curse India must get rid of at the earliest. Is it not shocking that this abhorrent practice gets acceptance and support from educated families and trained medical practitioners. It is also indicative of the deficient value inculcation that our education system could claim to offer to young persons. The allocation of ₹28,635 crore for the Sarva Shiksha Abhiyan and ₹4,966 crore for the Rashtriya Madhyamik Shiksha Abhiyan must take note of this

aspect and focus on value inculcation, development and internalisation in equal measure.

The implementation of the Right to Education has so far been a flop and has to be pursued vigorously in all of its aspects. In higher education, the setting up of five more IITs and another five IIMs are positive steps that requires a lot of caution: The UPA Government also opened new IIMs and IITs and admitted students without any preparation and 'thrust' them on the existing institutions that were already languishing under acute faculty shortage.

One would like to strongly suggest the setting up of a National Commission on Education. Its report could help formulate a new National Education Policy that was last revised in 1992. The gap is too long in the face of unprecedented pace of change all around.

NO JOBS

Students from Tier-3 colleges at disadvantage when compared to Tier-1

Only a meagre 20% engineers are employable

New Delhi, July 14: Less than 20 per cent of the estimated six lakh engineering students, who graduate every year, are "employable" for software jobs, claims a survey. According to the Aspiring Minds' National Employability Report for Engineering Graduates, only 18.43 per cent of engineers that graduate are employable for software jobs.

The report is based on a sample of more than 1.20 lakh engineering students from over 520 colleges across India.

All these students gradu-

ABILITY CRUNCH

ACCORDING TO A REPORT, ONLY 18.43 PER CENT OF ENGINEERS THAT GRADUATE ARE EMPLOYABLE FOR SOFTWARE JOBS.



● Out of over 1.2 lakh candidates, 91.82% lack programming and algorithm skills, 71.23% lack soft and cognitive skills, 60% lack domain skills and 73.63% lack english speaking skills.

ated in 2013. Out of over 1.2 lakh candidates, 91.82 per cent lack programming and algorithm skills, 71.23 per cent lack

soft and cognitive skills, 60 per cent lack domain skills, 73.63 per cent lack english speaking and comprehension skills and

57.96 per cent lack analytical and quantitative skills.

"The low employability among engineering graduates is a cumulative outcome of poor education standards and higher demand of skilled employees thereby creating a drastic skill gap in the country," Aspiring Minds CEO and co-founder Himanshu Aggarwal said.

Corporates generally look for candidates who have their basic skills in order and do not require much training upon being hired. Hence, candidates with lower quality of

skills in comparison to basic job requirements are left out in the entire process, Mr Aggarwal added.

The report further noted that 70 per cent of employable talent in lesser-known colleges are likely to be missed by corporations. This can be attributed to the current entry-level hiring practices, where companies only visit certain high-ranking colleges for their hiring programme.

Also, during the resume shortlisting process, the college name is a key signal and resumes from

unknown colleges are not even shortlisted.

A tier 3 student with equal proficiency and employability is much disadvantaged as compared to a tier 1 student and even if the student from a tier 3 college gets a job, he/she will get ₹66,000 per annum less than a student of equal merit from a tier 1 college, the report added.

The findings of the report was based on the results of these students on AMCAT : Aspiring Minds Computer Adaptive Test, an employability test. —PTI

Economic Times ND 15/07/2014 P-2

TRAINING SENIOR POLICE OFFICERS Govt decides to do away with practice of giving out contracts to top institutions IIM, LSE No Longer Sardar of Training for Top Cops

AMAN SHARMA NEW DELHI

India's 100 senior police officers who began a month-long training session in Hyderabad on July 14 after spending over two decades in service may not have the pleasure of being guided by the faculty of the Indian Institute of Management, Ahmedabad (IIMA) and the London School of Economics like their predecessors.

The government has decided to do away with the practice of giving out contracts to these institutions to run the mid-career training programme for Indian Police Service or IPS officers who have put in 24 to 26 years of service.

Instead, the home ministry has instructed the Sardar Vallabhbhai

Patel National Police Academy (SVPNPA) to conduct the course "entirely by itself" and invite resource persons from renowned universities, an official told ET. It is not clear whether the SVPNPA would invite the professors of IIMA to speak to the participants, added the official, requesting anonymity.

The IIMA had earlier conducted the course for three weeks at the SVPNPA, sending across its top professors to Hyderabad to brief the senior police officers, arrange corporate leaders for giving talks and also provide quality reading material.

The earlier batches then went to LSE in London for a week for a foreign module. The aim was to orient the participants to a broad-based management exposure from the

best management schools in the world, broaden their world view and invest them with conceptual management skills suitable for a world-class organisation head and not restricted to managing police force alone as the senior officers were soon expected to occupy top positions.

The official, however, added that the ministry was considering ending the system of engaging institutions on contractual basis to run the prestigious course and instead have "faith" in the ability of the SVPNPA, a premier police training institute of the country, to run the course with

in-house faculty members and the help of expert resource persons from outside.

The participants at the course this year will, therefore, spend two weeks at the SVPNPA, which will anchor the course on its own and the officers will then go to the USA for a two-week foreign component training where the International Association of Chiefs of Police (IACP) will anchor and deliver the proposed study tour.

The SVPNPA has associated with the IACP for the training, which has been approved by the home ministry. The course will run from July 14 to August 8. The IPS officers attending the course are required to complete it successfully in order to be considered for further promotions.



Times of India ND 15/07/2014 P-17

UK planning a commercial spaceport by 2018

James Vincent

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The UK government has outlined plans to create the country's first spaceport by 2018, unveiling eight potential locations for the site — six of which are in Scotland.

"Spaceports will be key to us opening up the final frontier of commercial space travel," said chief secretary to the treasury Danny Alexander at the announcement of the new sites.



THE FINAL FRONTIER

Alexander hinted that the plans could lead to Scotland becoming the home of the United Kingdom's commercial space ambitions, even as the Scottish government warns that only independence will secure a successful space industry for the country. "The British space industry is one of our great success stories and I am sure there will be a role for Scotland to play in the future," he said.

Government figures show

that the space sector is one of the United Kingdom's fastest growing industries, generating more than £11 billion for the economy every year and employing around 34,000 people — a 9% increase on employment figures from 2011. A UK-based spaceport could be used to launch satellites as well as commercial spaceflights, with the government hoping that Richard Branson will build the port as part of his space tourism project Virgin Galactic. THE INDEPENDENT

Times of India ND 15/07/2014 P-17

Experts crack code to make blood in lab

Turn Stem Cells Into RBCs, WBCs

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London: The ability to make human blood in the lab including all the different types of cells in them has taken one giant leap. A team of researchers led by University of Wisconsin-Madison stem cell scientist Igor Slukvin have cracked the elusive code to turn stem cells into human blood.

They discovered two genetic programmes responsible for taking stem cells and turning them into both red blood cells and white blood cells. The method developed can produce blood cells in abundance. For every million stem cells the researchers were able to produce 30 million blood cells.

The factors identified by Slukvin's group were capable of making the range of human blood cells including white blood cells, red blood cells and megakaryocytes commonly used blood products. Slukvin said the finding is important as it identifies how nature makes blood at the earliest stages of development.

"This is the first demonstration of the production of differ-

The method developed can produce blood cells in abundance. For every million stem cells, the experts were able to produce 30 million blood cells

ent kinds of cells from human pluripotent stem cells," Slukvin said after referencing the proteins that bind to DNA and control the flow of genetic information which ultimately determines the developmental fate of undifferentiated stem cells. During development blood cells emerge in the aorta, a major blood vessel. There blood cells including hematopoietic stem cells are generated by budding from a unique population of what scientists call hemogenic endothelial cells.

The breakthrough identifies two distinct groups of transcription factors that can directly convert human stem cells into the hemogenic endothelial cells, which subsequently develop into various types of blood cells.

Times of India ND 15/07/2014 P-6

19 UCMS doctors quit citing lack of pay parity

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New Delhi: Despite losing seniority benefit, 19 doctors of University College of Medical Sciences, Delhi University, have put in their papers in the last three months. The number is 29 in the last four years. Many of these doctors should have been associate professors but, due to non-implementation of the gazette notification on promotion by DU, are still serving as assistant professors since 2008 and getting half the salary of their counterparts in central government service.

According to Dr Mohit Joshi, assistant professor of surgery at UCMS, doctors here have been categorized under the same criteria as any other DU teacher. "UCMS doctors should be governed by rules and regulations of the ministry of health and family welfare. All doctors in Government of India service should be promoted through dynamic assured career progression (DACP). A gazette notification was issued in 2010 stating these regulations should be followed retrospectively from 2008. But this was not implemented by DU de-

UNFAIR CONDITIONS

- The terms of Dynamic Assured Career Progression were enforced through a notification to UGC gazetted on Sept 18, 2010.
- All doctors appointed as teachers in central universities had to be governed by the health ministry's norms, ie time-bound promotions
- This had to be applicable for teachers of University College of Medical Science, Aligarh, Muslim University and Benaras Hindu University from Dec 31, 2008
- DU has not implemented the notification even after 4 years. No pay protection for doctors with salaries lower than what they got under the ministry's residency scheme
- Medical faculty equated with any other faculty in DU colleges
- Teachers who have completed up to 8 years paid less than resident doctors
- In the past 3 months, 19 specialists have resigned from UCMS

spite repeated representations," Joshi said.

Besides, there are a set of doctors coming in via UPSC getting higher salaries and timely promotions. Those appointed by DU allege the university is following old rules and regulations. This has resulted in anomalies such as senior residents receiving higher salaries and faculty members who haven't got a promotion even after 7-8 years.

"After serving for over five years, I'm now leaving UCMS. I don't see any action by DU. I

am opting for private practice. If have to join any other medical college now, I will lose five years of experience and must start again as assistant professor," a doctor said on condition of anonymity.

Of the 29 doctors who resigned, 11 opted for AIIMS (including the new ones in Jodhpur, Bhopal, Raipur, among others) and six went into private practice. Six others have joined UPSC. The pro-vice-chancellor of DU is the chairman of UCMS. TOI tried to contact pro-VC Sudhish Pachauri but got no response.

SPEND UGC FUNDS IN A YR, OR REPAY WITH INTEREST

Hindustan Times (Mumbai)

MUMBAI: In order to check the misuse of funds it allocates to colleges and universities, the University Grants Commission (UGC) has come up with a strict policy – institutes will have to utilise their grants within a year, or pay the money back to UGC, at an interest of 10%.

“Many colleges don’t utilise grants sanctioned under various scheme in time and at the last minute, spend them on buying laptops for administrative employees or installing cameras in classrooms, among others. The UGC does not accept such purchases, and ultimately, the money goes from the colleges’ coffers,” a senior UGC official said.

The executive body of the commission, in a recent meeting, has said it will also release funds well in time, so that colleges have sufficient time to utilise the money properly in the financial year in which they get it.

One of the grants to fall under the deadline is the Rs185 lakh sanctioned to colleges to start Bachelor of Vocation courses.

While six colleges in Mumbai received the grant, the state government took more than two months to give its approval to the course.

“While the syllabus, most approvals and sanctions are finally in place, we are still waiting for the course to take off. The grant will need to be utilised soon,” said a professor at Ramniranjan Jhunjhunwala College, Ghatkopar, one of the first colleges to receive the BVoc grant.

The Centre has also asked the UGC that while granting funds, it must make clear to the colleges concerned the conditions attendant on the utilisation of funds, and what expenses are covered in their ambit.

Cracking the ranking code

Hindustan Times (Chandigarh)

DESPITE RECENT ADVANCES, NOT ONE INDIAN UNIVERSITY IS AMONG TOP 20 IN ASIA, LEAVE ALONE THE WORLD. COMPARED TO INDIA, EAST ASIAN COUNTRIES HAVE TAKEN A LEAD

The success of Indian universities in cracking the code in the Silicon Valley and providing CEOs like Microsoft's Satya Nadella and Nokia's Rajeev Suri fails to explain its asymmetric performance in the global rankings list.

Is the rankings code tougher to crack, or is there something that can explain the chasm between extraordinary alumni performance and low rankings of their alma mater? Or has the academic cognoscenti failed to acknowledge the prodigious achievements of Indian universities?

NOT AT THE TOP

Not one Indian university figures in the top 10 QS BRICS rankings, where every BRICS country, barring India, has at least one entry. Despite recent advances, not one Indian university is among top 20 in Asia, leave alone the world. Compared to India, East Asian countries have taken a virtually unassailable lead, and eight universities from East Asia figure in the top 50 in the Times World Reputation Rankings (2014).

Just like the performance of Indian universities, the reasons too could be equally asymmetric. Consider this: In 2012, India sent 97,000 students to the United States, while it received less than 800 American students. The Institute of International Education's Open Door (2013) report reveals that the United States is host to over 8,00,000 international students.

China, Australia, the United Kingdom, Germany and France all exceed the six-figure mark, but not India. Ranking methodologies accord priority to internationality, and India is sadly missing in the top destination list.

ORIGIN OF STUDENTS

Geographical origin of students is another significant indicator. UNESCO's Global Flow of Tertiary-Level Students (2012) reveals that Nepal and Bhutan are the two top sources of foreign students to India. Nepal is the only country which sends more than 5,000 students, and Iran, Malaysia and Afghanistan follow next. This is tragic because India is blessed with one of the world's largest Englishlanguage educational programmes in the world, an advantage that East Asia does not enjoy.

Another critical factor is academic output, and China's performance is illustrative. China's share among G20 countries has increased from a little over 5% in 2003 to 14% in 2012. India is also ratcheting up its pace and its share in the 'Web of Science' has increased from 20,000 to 45,000 papers. However, India lags behind in quality, with the Thomson Reuter's Report on Research and Innovation Performance (2014) revealing that India's percentage of 'highly cited papers' is half of the globally accepted average. The report termed India's Citation Impact as 'stubbornly low'.

A general paucity of Industry-Academia interaction has its impact on the issue of patents. The World Intellectual Property Organisation (WIPO) report illustrates how China now accounts for 20% of all patent applications filed, next only to the United States. Japan (17%) and Korea (9%) follow next, and Indian ranks ninth with less than 2%.

RESEARCH EXCELLENCE

Both publications and patents are related to research excellence, and the UNESCO report on ‘Higher Education in Asia (2014)’, dedicated an entire chapter on research excellence. The section coauthored by experts Saeed Ul Hassan, Inn Beng Lee and Peter Haddawy concluded that “Universities in China achieve world-class performance in a total of 53 areas, followed by Singapore (37), Hong Kong Special Administrative Region of China (22), Japan (16) and the Republic of Korea (14).”

However, there are indicators where Indian universities outsmart most countries. IITs have an acceptance rate of 2%, something that would be the envy of even the Ivy Leagues.

Are Indian universities ersatz, or is it a mother lode waiting to be mined?

Despite the extraordinary performance by its alumni, Indian universities still lack a focus on both research and rankings. And this is rankling many an Indian right now.



(The author, who has extensively reported on the education sector as a journalist, is currently serving at the Asian Institute of Technology, Thailand)

Time to recognise private universities' role in putting India on the global education map

http://articles.economictimes.indiatimes.com/2014-07-13/news/51429474_1_education-system-private-universities-azim-premji-university

Private universities in India are often treated with suspicion for providing poor quality education and being most focused on making money. While this may be true in some cases, they are playing a significant role in fulfilling our country's growing demand for quality higher education. Sixty per cent of college-going students in the country today are enrolled in private institutions.

Rapidly increasing demand for higher education in India is part of a global trend with worldwide enrolment expected to rise from 100 million in 2000 to 260 million in 2025. Many countries are encouraging private institutions as a viable way to ensure that students are offered this opportunity. For example, Brazil recognized that the public sector cannot meet its youth's demand and therefore encouraged and supported private education.

Currently, over 75% of Brazilian students go to private institutions and the largest higher education firm, Kroton, has over a million students.

Similarly, developed countries such as Japan and Korea have over 70% students enrolled in private universities, while developing countries such as Malaysia have over 50%. China invested in top private universities through Project 985 to build a few world-class universities, but is struggling to provide education for students at the base of the pyramid. Recognizing this gap, China has also enacted a Law for Facilitation of Private Education in 2002.

This led to the number of higher education institutions doubling and enrolment increasing five-fold over the past decade.

New Chapter

The Indian higher education system consists of three tiers: elite public institutions, second-tier public and private institutions, and finally private institutions providing mass education. In most developing countries, elite institutions are publicly owned and heavily subsidized.

In India too, the government spends a significant amount per student for IITs and IIMs. Commercial private players often do not have the same motivation to incentivize education, and have therefore not pursued quality higher education actively.

However, with rapid economic growth, the private sector has reacted to the needs of our workforce and set up a large number of professional colleges, especially in engineering and management. The Indian School of Business, for example, created an innovative one-year MBA programme for students with work experience, relative to the traditional model at the IIMs. Recently, we have seen an emergence of philanthropic universities such as Azim Premji University and Shiv Nadar University that are offering quality education.

Private universities in higher education are also breaking conventional paradigms in education. Ashoka University offers a liberal education to students, allowing them to break down borders of arts and sciences, theory and practice, and take courses across to craft their own interdisciplinary major. Such institutions can

serve as models for other institutions that focus on developing 21st century skills, critical thinking, communication and leadership.

These initiatives point to the emergence of a new breed of private institutions in India that can complement elite public institutions and establish international standards of excellence in Indian higher education.

While it is encouraging that the Union Budget 2014 committed resources to replicating apex institutions such as IITs, IIMs and AIIMS across the country, our government should look at the higher education system more holistically to increase the gross enrolment ratio (GER) and uplift quality.

Hard Taskmaster

The government should move beyond being the primary service provider in education and play a catalyzing role in improving quality of higher education in India. It can do so by tightening licensing standards and improving quality assurance, without impinging on the autonomy of private institutes.

The government must invest in a regulatory architecture that can improve the standards of all institutions, public and private, dramatically. The National Assessment and Accreditation Council should be strengthened and the rating framework of institutes should shift focus from infrastructure and inputs to student learning outcomes.

Given the fiscal deficit our country faces and the need to rapidly increase higher education institutions to meet demand, our government should recognize that private institutions are a large part of the ecosystem and play a significant role in achieving a high GER. We need the best of public and private efforts to make Indian higher education globally competitive.

The writer is founder and trustee, Ashoka University

Private institutions are vital to higher education in India

<http://www.prepsure.com/news/private-institutions-are-vital-to-higher-education-in-india/>

Private universities in India are often condemned for minting money and offering sub-standard education. But the fact remains that 60% college students in India are enrolled in private institutions.

Worldwide enrolment in the higher education sector is expected to rise from 100 million in 2000 to 260 million in 2025. Many countries actively encourage their private institutions to meet the rising demand. Brazil recognizes the need to encourage support the private education sector in the country. More than 75% students in Brazil (over 10 lakh students) are enrolled in private institutions.

Over 70% students in developed countries like Japan and Korea are enrolled in private universities while over 50% students in developing countries like Malaysia are studying in private colleges too.

China is not only investing in its top private universities to make them world-class but also enacted a Law for Facilitation of Private Education in 2002. This law doubled up its higher education institutions and enrolment in higher education increased five-fold.

Indian higher education, there are elite public institutions like IITs and IIMs but there are few private institutions too like Indian School of Business or ISB, Azim Premji University and Shiv Nadar University are also offering quality education. It is high time, we recognise the role private institutions have played and can play in promoting higher education in India.