

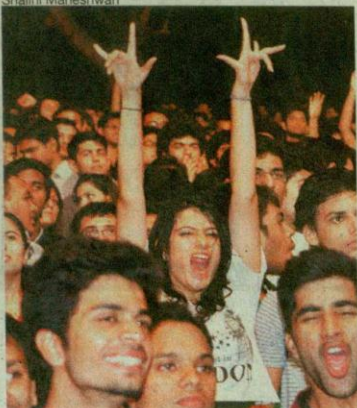
Newspaper Clips July 9, 2014

Times of India, ND 09/07/2014 (Delhi Times) P-5

IIT-D fests: a platform for gender sensitising

Not all students are carefree during college fests, some IIT students use the medium to raise awareness on gender issues

Shalini Maheshwari



IIT-D students will use fests to educate the student body on gender issues

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Ah, college fests. A time of dancing, amazing food, and...gender sensitisation? Not the first association that a student would make. Yet when DU fest organizers barricade guys in the crowds from the girls and the attendees of a cultural fest at IIT, Mumbai complain of the star singer's (Palash Sen in 2013) 'sexist' comments, it's no wonder that a group of students from IIT, Delhi, are planning to use the popularity of Rendezvous – their annual cultural fest – to promote 'SHE', a student-initiated campaign for gender sensitisation.

"Last year, when our seniors had organised the fest, we realised that our budget was almost a crore. It's a huge fest, and the turnover is overwhelming. That's when some of us realised that we had a great platform that we can put to good use. Since rape cases keep surfacing, our teachers too thought that gender-based perceptions need attention. At IIT, the girl to boy ratio is 1:10. And since it works on merit basis, people from all walks of life come to study. We have classmates who come from villages, and have got a chance for healthy interaction with the opposite sex – not that they're the only ones who need the sensitisation. I remember when the Facebook confession pages had started, DU students commented on how IIT is full of perverts. So, that image needs a makeover, but our larger aim is to take this campaign to a national level online and on the field. So, on a Facebook page for SHE, which is linked to the Facebook page of Rendezvous, we have started this discussion, and we shall take it to people in person in October when we have the fest," says Yatin, co-ordinator, SHE.

Hindustan Times, ND 09/07/2014 P-13

JEE results out, ranking formula frustrates students

Vanita Srivastava

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NEW DELHI: The Central Board of Secondary Education (CBSE) declared the final ranks of students who appeared for JEE (mains), on Tuesday.

Nearly 12.7 lakh students had appeared for the exam. CBSE conducts the JEE (mains) for admission to different NITs, IITs and other centrally-funded institutes.

The result has, however, left a large number of students frustrated and angry because of the 'skewed' normalisation formula adopted for ranking. Those who scored over 95% in boards were

placed at an advantage.

Last year several petitions challenging the normalisation formula were filed in the Supreme Court and high courts.

"In this method of normalisation, a student with high score in JEE (mains) and 90% in boards can have a rank much lower than someone who scored less in JEE (mains) but had a higher board percentage," said a parent.

Shubam (name changed) added, "Those who got less than half of what I got in the JEE (mains) have an overall better rank because of the normalisation formula."

"The problem lies not in the complexity of the normalisa-

tion formula but in the method of evaluation by the boards. The normalisation formula is set on a basic assumption that boards are following some norms for evaluation. There should ideally be a normal distribution of marks. But in India, a large number of children get very high marks. Thus, no normalisation formula can be effective," said an IIT professor.

The S K Joshi Committee had consulted several academicians to come up with a normalisation formula for ranking. Two formulas were debated on and finally the JEE (interface) group decided to take a middle path by using the average of both the formulas.

Bangalore boy Prabhu tops JEE

TIMES NEWS NETWORK

Mumbai: Srinidhi Prabhu of the Narayana PU College, Bangalore, topped the JEE (main) examination. Prabhu is from the Karnataka board and dreams of joining the Indian Institute of Technology-Madras to pursue his computer science.

Mumbai's Parth Kothari topped Maharashtra in the JEE (main) exam with his score of 319 and secured an all India rank 11.

He scored a total of 331, which was normalized to 301 and his HSC score of 95.69% upped his overall marks to 319. However, like many other toppers, Parth's JEE (main) rank list, which was released on Tuesday, is merely a formality.

For, Parth who was ranked 458 in the JEE (advanced) is going ahead with his initial plan of joining the Indian Institute of Technology-Bombay, where he has already sought admission for a dual degree in electrical engineering.

"Since class X, I've wanted to join an IIT," said Parth,

Mumbai's Parth Kothari topped Maharashtra in the JEE (main) exam with a score of 319 and secured an all-India rank 11

a student of Pace junior science college, Andheri. All-India JEE (Advanced) topper, Chitraang Murdia from Rajasthan, stood 38th in the JEE (Main) rank list. Manish Murdia, his father, said that JEE (Main) rank did not matter to his son as he has already taken admission at IIT-Bombay. Chitraang scored 97% in his class XII from the CBSE board; his normalised score was 265.5.

Data from the CBSE shows that the minimum cut-offs for filling the choices of institutes and courses for BE and BTech courses is 62 for candidates in the general category, 59 for students in the other backward category (non-creamy layer) and 32 for scheduled caste, scheduled tribes and physically challenged candidates.

Why higher education needs innovation

Arun Nigavekar

INDIA is such a great country that it creates complexity in every domain that is connected with the growth of society and nation. A classic case that supports this argument is the utter confusion that was created just a few weeks ago by University Grants Commission's (UGC) "order" to the University of Delhi (DU) to close down the four-year undergraduate programme with immediate effect.

Ironically, just one year ago, the same authority — the UGC — had allowed DU to go ahead with the four-year activity. Indeed, the then education minister had made very positive comments and congratulated DU's vice chancellor for taking the innovative approach.

It is also interesting to analyse the views and reactions of Delhi University teachers association (DUTA), which itself stood divided on the issue. One group felt the four-year degree programme was ideal for youths looking to go abroad for further education — foreign universities demand 16 years of education whereas we follow 10+2+3 pattern — while another group preferred the old status quo approach of let us not disturb our "academic peace".

Thus, all the important elements connected with DU's affairs seemed to be protecting their own domains. None of them were worried as far as the youth was concerned. Probably all of them had forgotten that the university is for the student community and all of them are supporting entities. They are not the supreme powers to play with the young generation's life.

How should the government react when such a complex situation is entan-



RADICAL CHANGE: If we talk about a 'knowledge linked economy', would it not be a pragmatic and positive strategy to put +3 education exclusively in the domain of the central government?

gling the higher education system? Though a lot of changes are required, I would like to make an aggressive suggestion that I have been talking about for the past 15 years. The new government has the opportunity and absolute power to take a proactive approach. The central government should bring all chief ministers, education ministers and bureaucrats to a single table and discuss with them a fundamental question: Is

it, in the 21st century, essential to continue with the 10+2+3 pattern that we adopted decades ago? Well, in primary, secondary and higher secondary sphere, each state should have the liberty to decide and implement policies that they deem best. But if we talk about a 'knowledge linked economy', would it not be a pragmatic and positive strategy to put +3 education exclusively in the domain of the central government?

Today state governments only bear the financial load connected with payment of teachers and supporting staff salaries. Thus, it does not have money to provide for the academic growth and cannot support innovative delivery of education methods if any college or university desires to take such steps. Development fund to all affiliated colleges and universities come from MHRD and UGC. So making the +3 domain as a non-concurrent

entity would make a miraculous change in a country as big as India. We must make such bold decisions to make ourselves a strong nation.

This brave action has enormous power to trigger a magnitude change in India's identity in the education domain. India as a whole would have uniformity in structures. We are stuck in annual, semester and mini-modular structure for decades. We have dared not to touch the credit based modular arrangement and have never smoothly used collection of credit points as a measure of assessment for judging students' knowledge base. It is the sensitivity and ability to learn from application-oriented experiences since it is critical in terms of job opportunities. In plain language, +3 has no meaning. A brilliant student may collect points that fetch a degree speedily, whereas a mid-level but hard working youth can take more time in doing the same. However, in a given profession, they may equally do an excellent task. Nowadays, this is the accepted education structure globally.

Hence, suffocating in an age-old atmosphere is not a solution. The need is to be flexible. Innovation — and that too disruptive innovation — should be worked out as the backbone of an India education policy. We are in a phase where complexity is leading to indignity for our country's education sector. Let India break this barricade.

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(The writer is former chairman of UGC, former vice-chancellor of University of Pune and founder director of NAAC)

Rigid rules deter foreign varsities from entering India

New HRD Minister may revisit Foreign Educational Institutions Bill

NAVADHA PANDEY

New Delhi, July 8

Foreign universities are not eager to enter India, despite having tie-ups with their Indian counterparts, because of the stringent policy regime.

In the current scenario, while a foreign educational institution can enter the country as a company (under the provisions of the Companies Act), no top international university has opened its campus in India.

Conditions

To enter India, a foreign university has to be among the top 400, should apply under not-for-profit legal entities, and should be in existence for at least 20 years and accredited by an agency of that country or in the absence of its accreditation in that country, by an internationally accepted sys-

tem of accreditation. Moreover, it is required to maintain a corpus of not less than ₹25 crore.

A former IIT Director said, on condition of anonymity, "Unfortunately, the liberation of higher education from the license permit raj culture has not happened yet. Foreign Universities Bill is as good as dead. No foreign university is interested in coming in such a regime. The kind of environment you require is a very open. You need a different mindset, a new strategy and make sure that red tape is done away with."

Negligible FDI

According to the Department for Industrial Policy and Promotion (DIPP), education accounted for 0.43 per cent of cumulative FDI inflow from April 2000 to March 2014 at ₹4,875 crore.

While the foreign universities

are looking for greater flexibility in the entry policy for campuses, many have opened centres for research, which requires less regulatory interferences.

The University of Chicago opened its research centre in Delhi in March, while Virginia Polytechnic Institute and State University (or Virginia Tech), opened its centre in May. Deakin University, a well-known name from Australia, has a centre in New Delhi, and Harvard Business School has an Indian research centre in Mumbai.

New policy on anvil

Meanwhile, Minister for Human Resource Development Smriti Irani has said that a new education policy is on the anvil. In all likelihood, she will revisit the Foreign Educational Institutions (Entry and Operations) Bill. The NDA is better placed with its absolute majority in the Lok Sabha, though it will need others' support in the Rajya Sabha.

Irani has also been meeting with top officials of countries such as Singapore, Germany and Britain, all of which are keen to strengthen collaboration with India in the field of education and research, according to various releases from the HRD Ministry.

Ill-fated Bill

The Foreign Educational Institutions (Entry and Operations) Bill, which was mooted by the then HRD Minister Kapil Sibal in the early days of UPA II, was opposed by Left parties and a few BJP leaders who objected to foreign players entering the education market. Some felt that it would spawn substandard 'teaching shops' in the country.

The proposal was then sent for the consideration of a parliamentary committee and could not be revived because the UPA did not have the required numbers to get it passed in the Rajya Sabha.

How IIM-A is readying managers of tomorrow

Ashish Nanda, Director of India's top B-school, wants to develop leaders as change agents with vision

VINAY KAMATH

It's been some time since he took over as Director at his alma mater and India's top B-school, the Indian Institute of Management, Ahmedabad. In this wide-ranging interview, Nanda talks about the many disruptions that are buffeting management education in India: from the business environment, to the impact of online courses to the pull of foreign varsities.

Nanda says B-schools have to adapt themselves as new firms, in services than in traditional manufacturing, sprout up and many more students strike out as entrepreneurs. The new managers IIM-A readies need to be leaders and change agents and not just be organisation men, he says. An alumnus of the 1983 batch of IIM-A, Prof. Nanda was Robert Braucher Professor of Practice at Harvard Law School. With a brilliant academic record, Nanda is a gold medalist from both IIT Delhi and IIM-A, later going on to complete his M.A. in Economics and Ph.D. from Harvard University. Excerpts from the interview:

You have been Director for a little less than a year now. How has the experience been and what changes are you seeing in B-school education?

Coming back home was wonderful, especially to an institution that contributed much to what I am today. I experienced a very warm welcome. Perhaps, my colleagues appreciated that I didn't come in with a preformed template, and that I was trying to learn from them. IIM A has tremendous strengths, including a 50-year heritage of excellence and a large diaspora of committed alumni. But we've been the principal incumbent in an industry, management education, that was autarchic and supply-constrained for decades. That has led to a sense of inertia, perhaps even an element of arrogance, and perhaps lack of innovation.

The environment has changed now. Winds of competition are blowing. Our domestic competitors have a little bit of an Avis mentality, "We are number two, so we try harder." The gap between us and our significant domestic competitors has reduced.

Attracted by India's demography, foreign universities are also coming in. Our students, limited in choices at home and attracted by opportunities to learn at world-class universities, are going abroad in record numbers. Disruptive innovations such as Massively Open Online Courses are changing entirely the concept of what university education looks like. If

we stick to the ways of the past, we are destined to be dinosaurs.

Simply saying we should respond to competition adequately is understating our ambition.

Given the demography, size and growth projections of our country, it would be a travesty if in another ten years or so we don't have Indian institutions among the top management schools globally. IIM-A shouldn't just aim to retain its top position in India.

We should strive to be among the top 25 globally. Our vision at IIM-A is to educate leaders of enterprises. I want to emphasise leaders who not only have the administrative skills of managers but also the vision and the drive of change agents who make a difference. And I want to emphasise enterprises, which include large corporations but also entrepreneurial enterprises, government organisations, and social enterprises.

THE
BL
INTERVIEW

The business environment has changed dramatically. How has IIM-A adapted to this?

We have to change with the times so that our students are able to address the needs of today's business world. As the external environment changes, some of these are secular and it is also becoming more uncertain with high-amplitude shifts, a change in the nature of work, and a changing enterprise mix.

Our graduating students have to be effective in this world of tomorrow, in terms of training and perspective. And yet, even as circumstances change, fundamentals remain the same. We have to equip our students to be successful today but in the long term, we should not be so saddled by cyclical business issues as to lose sight of fundamentals.

We shouldn't be saying, 'Here is management education for difficult times, and here's another entirely different version for frothy times!' We have to give them training and development which will stand them in good stead in good times and difficult times.

We have to balance between what works in today's world and what is true and tested. Our pedagogy is practice-driven and field-driven and our faculty brings outside world experiences to the classroom.

That helps students develop skills and concepts that are useful in today's world and reflects on their perspective as enterprise leaders.

They have to develop a way of approaching issues that stands them in good stead over the long term. We have to equip them for today's times as well as for the long term.

At one time IIM-A was among the top ten in the FT global rankings of B-schools. Why have you slipped and what can you do about it?

I would respond to this question at three levels. We could debate if we have truly slipped by picking and choosing among the plethora of rankings that exist, saying, 'We may have slipped in the FT list, but we are number four on The Economist list.' Where we have slipped, there are some technical reasons: some of the metrics measured are outside the control of institutions and more related to the macro-economy.

One of those is the starting salary after graduation. The Indian economy was relatively anaemic last year, affecting starting salaries. A second contributory cause has been that there was a difference in the way schools answered some questions; for example, the average fee you charge students. We gave the maximum fee, not accounting for scholarships, whereas some schools gave an average.

The third issue is that at IIM-A, we have struggled with diversity statistics. Despite our protesting that India is a subcontinent comparable to Europe rather than any one of its countries, we do rank low on international diversity.

That is something we have to improve and it also has an impact on our rankings. Putting the technical reasons aside, overall it's not good for our rankings to decline. That is something we take cognisance of and it's a good exercise to see how we benchmark with the best schools around the world.

We get the message that we have to push to be counted among the world's top schools.

Finally, ranking is a consequence of pursuing excellence.

You see the difference: Ranking should not be our sole objective because, if it becomes so, then our goal becomes meeting this target, rather than providing the best education for our students. We must remember that our goal is providing quality education to our students. A consequence of striving for that goal would be improved

rankings.

IIM-A has been following the case study-based teaching method for the past 50 years. Will that model change?

I am passionate about the contribution of practice-based pedagogy. I went to IIT, which had good students and good teachers, but the method of teaching was traditional. Students absorbed what was taught, but there was a lack of connectedness in the class. In case-based learning, you are looking at specific situations. You are being asked to place yourself in the shoes of the protagonist. You debate and discuss your perspective and recommendations with your fellow-students in class.

The learning gets to you not just in the head, but also in the heart. It may not be as efficient in transmitting knowledge as deductive learning is. But inductive learning leaves deep imprints. The risk with inductive learning is that one might generalise too quickly from one or two stories. But, overall, it is a powerful way to learn, particularly if one wants to go from "learn what" to "learn how".

There has been a proliferation of IIMs. It is a democratisation of management education, but does it not dilute the MBA degree IIMs are giving?

If you look at the population of the country and its economic enterprises and how they are getting professionalised, and if you project ahead, it is good that we have a number of high quality institutions and are building more. Having several quality

institutions is a good idea. But we have to make sure that the numbers do not come at the expense of quality. If a number of management schools are set up without attention to quality, then there's a risk of a race to the bottom. Poor operations hurt gullible students and end up commoditising the overall image of management schools. So, having lots of schools is fine, so long as we have a mechanism of ensuring quality.

A good thing about having

multiple IIMs is that proliferation encourages them to compete with one another, which keeps us all on our feet. We can learn from one another — some become specialists in some sectors. The one worry I have is having many IIMs in different areas can lead to sub-scale institutions. There are economies of scale to be had in management education — not just in pecuniary terms, but even academically. If you have a large faculty engaged in research, it enriches the overall learning environment. If you have a large body of students, it enriches the learning as well. My worry is that proliferation in IIMs may lead to multiple mediocre institutions, each with a small population, none large enough to take advantage of economies of scale. Instead, it might be better to have a few large IIMs, each with diverse skills and scale economies, and build more institutions incrementally.

Does management education have to reinvent itself? Does it recognise the realities of today's workplace? Organisations have transformed, CEOs are younger; the workforce is younger. How are B-schools coping?

Management education is going through dramatic changes. It has traditionally been focussed on turning out professional managers for existing large enterprises primarily in manufacturing. It has changed in at least two dimensions, our graduates are not just going into large enterprises, many are starting entrepreneurial ventures. The second dimension is the mix of industries has moved from manufacturing to services. So, management education has to delve not only into managing manufacturing businesses, but also understanding customer needs, leading knowledge workers, delivering high-quality services, and establishing enterprises.

The entire gamut of post secondary education is going through a disruptive change. Technology has made possible new ways of reaching out to students, interacting with them through mechanisms such as distance education.

Some of the most hallowed concepts of education — such as the idea that everybody has to be in the same physical space to go through learning — are being challenged.

Very soon, cutting edge education in management will be a blended mix, some classroom learning, some delivered online. What management education will look like ten years from now will be very different from what it is today.

Three-pronged strategy to take IIM-A to the top globally: Full text of interview online



Donations propel poor brothers' IIT dreams



Brothers Sunil (left) and Amit.

CHANDIGARH, DHNS: Two meritorious brothers, whose father is a tea vendor in Punjab's Jalandhar, are finally on their way to join prestigious institutions. After media reports highlighted their story, volunteers helped generate around Rs 3 lakh for them to pursue engineering.

While Sumit has secured a berth at IIT-Madras to pursue a course in chemical engineering, his elder brother Amit will study coal mining at the Indian School of Mines in Dhanbad. Sumit secured the 809th rank while Amit has obtained the 2,014th rank in the Joint

Entrance Examination for IIT.

The siblings had missed a chance to join the IITs last year because their father didn't have enough money to pay the fees. However, this time they have managed to pay Rs 20,000 each as initial deposit money to block the seats at two institutes of their choice, thanks to the donations.

The State Bank of India (SBI) has also given them a letter of loan clearance, which the two brothers can avail any time they are in need of more money. The bank has also opened accounts for them with initial deposits of Rs

5,100 each. Sumit and Amit said they are thrilled to do what they always wanted to do. The brothers would be joining their engineering colleges next month.

Their family, hailing from the Sitamarhi village in Bihar, now lives in a small one-room unit in Jalandhar.

The head of the family, Jitender Kumar, sells tea at a roadside stall in Jalandhar to make ends meet. The brothers often double up as tea vendors to help their father. Their mother, Manju Devi too assists her husband at the tea stall from time to time.

Financial Chronicle, ND 09/07/2014 P-10

72% Indian students studying in UK consider it worth the investment

ADITI KHANNA

Press Trust of India

LONDON: Leading NRI industrialist Lord Swraj Paul has endorsed London as one of the best cities for Indian students to come and study, saying there is no place in the world other than the British capital where an Indian can feel more at home.

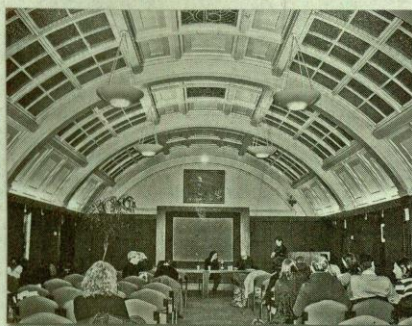
The chancellor of one of the city's leading educational institutions, Westminster University, was responding to a survey that London's universities offer millions of pounds worth of scholarships every year to students from India to come and study at some of the world's best higher education institutions.

The survey, carried out by the London University Interna-

tional Partnership (LUIP), found that a vast majority of Indian students (85 per cent) currently studying here thought that a London education widened horizons and gave the opportunity to explore a greater choice of careers.

The survey, released here on Tuesday, covers a third of the city's universities and found that in total an average of 2.5 million pounds has been awarded to students each year from India and over 7 million pounds over the last three years.

The figure could be three times higher (over 7 million pounds per year) as just the 17 universities in the LUIP took part in the study. While acknowledging the attraction of scholarships, Paul also high-



HIGHER EDUCATION: Nearly three quarters of students said the experience of living in a modern city with a rich history was a significant benefit

lighted the importance of allowing post-study work placements.

"Scholarships are attractive but by and large any Indian student who wants to come finds the money in India. My own view is scholarships do not really mean that much when it comes to Indian students coming to London," said Paul who is also the chancellor of Wolverhampton University.

Elaborating on the importance of the UK government sending out some positive messages around immigration to stem a recent trend of a fall in Indian student numbers, he said: "The government has its own compulsions, which are well known because immigration had gone out of control; the reason for that is not neces-

sarily India but mostly Europe which is a big issue at the moment any way."

Patil, who is the founder chairman of the Caparo Group, stressed the importance of growing collaborations and exchange programmes between universities of the two countries.

The survey of Indians currently studying in London found that over half thought they would earn more during their career, while 62 per cent expected to progress faster in their chosen career and over 72 per cent said that studying in London was well worth the investment.

Nearly three quarters of students said the experience of living in a modern city with a rich history, free museums, and a

multi-cultural society was a really significant benefit.

Approximately 90 per cent of the 300 respondents said they felt really welcome by their university when they arrived in London and a similar percentage said they had found the application process simple and cheaper as they only needed to fill in one online form to apply to a whole range of universities, and the majority of applications were free.

Kevin McCarthy, head of studylondon.com, added: "London is home to over 105,000 international students from 220 nations. Students studying in London not only replicate London's diversity but also contribute hugely to the city's vibrancy."

British universities bending over with scholarships to attract Indian students

[Kounteya Sinha](#), TNN | Jul 9, 2014, 01.14 AM IST

<http://timesofindia.indiatimes.com/Home/Education/News/British-universities-bending-over-with-scholarships-to-attract-Indian-students/articleshow/38034987.cms>

LONDON: British universities are bending over with scholarships, to attract Indian students into their campuses.

A first of its kind survey of a third of London's universities has found that in total an average of Rs 250 million (£2.5 million) has been awarded to students each year from India and over Rs 700 million (£7million) over the last three years.

The figure could actually be three times higher (over £7 million per year) as just 17 universities in the London University International Partnership (LUIP) took part in the study.

Lord Swraj Paul, Chancellor of the University of Westminster and leading NRI in UK said "London is one of the best cities in the world to study. London and India have great cultural and business ties and it is testament to the strength of the relationship that London universities offer so many scholarships to students from India. A London education can be a great investment in a young person's future and I believe it really enhances the chances of succeeding in your career".

Kevin McCarthy, Head of studylondon.com, said "London is the most diverse city in the world and its international student body is no exception. London is home to over 105,000 international students from 220 nations. Students studying in London not only replicate London's diversity but also contribute hugely to the city's vibrancy".

Jennifer Parsons, chair LUIP India, said "Studying in London is an investment and not just in terms of money. As businesses become more and more international, a combination of high quality teaching and critical thinking skills helps set London students apart, making them very marketable in a global market".

The British Council recently announced the biggest number of scholarships in India ever launched in a year by offering 370 scholarships worth almost £1 million across UK universities.

The LUIP Alumni Survey found that 24% and 19% of students in UK hailed from Mumbai and Delhi (NCR), respectively.

Survey respondents came from a range of academic disciplines. Of those surveyed, 31% studied business, 26% studied science, technology, engineering & Math (STEM), 19% studied Arts & Humanities, 17% studied Social Sciences, and 6% studied Health & Medicine.

The Vice chancellor of Britain's premiere Cambridge University recently warned that Britain's stance on migration is increasingly making Indian students feel unwelcome.

Professor Leszek Borysiewicz who has now openly criticized the government's crude numerical targets on immigration warned that "there was an emerging perception, particularly in India, that Britain was not welcoming".

According to him, setting a target of 100,000 migrants a year hinders "the true potential benefit that people coming to Britain can actually have".

The numbers of students to all universities coming to the UK from India fell by 38% between 2011 and 2012.

It is estimated that the overall value of UK higher education exports to the economy in 2011-12 was around £10 billion.

Income from international (non-EU) students generated through their tuition fees in 2012-13 came to £3 billion, which represented around 30% of all tuition fee.

England has recorded a sharp dip in overseas students enrolling in British universities - the first fall in nearly three decades (29 years), thanks to Indians giving it a skip.

Data revealed by the Higher Education Funding Council for England (HEFCE) shows that the number of Indian students fell from 18,535 in 2010-11 to 13,250 in 2011-12 and further to 10,235 in 2012/13.

India's Education System is in total disarray

Submitted by [TwoCircles.net](http://twocircles.net) on 8 July 2014 - 10:51am

By Syed Ali Mujtaba,

http://twocircles.net/2014jul08/india%E2%80%99s_education_system_total_disarray.html#.U70EArEmLck

The controversy surrounding the four-year undergraduate programmes (FYUP) by the Delhi University and its disapproval by the UGC has opened a Pandora box of issues that has set the India's education system into total disarray.

This starts from the primary education to the University education and there is no one to set right the mismanaged educational system in the country. As a result there is a deep morass among countrymen towards the rot that has set into the academic system in India.

The first and foremost reason for this is education is in the concurrent list where both the state and the central government have its jurisdiction. As a result there are central and state government run institutions in all the 29 states and 7 union territories. These are governed by the Ministry of education of the state and central government. Besides, there are private owned educational institutions that dot these states and Union territories.

India despite being among the top five countries with most children out of schools has seen the largest cuts in the aid to the basic education. Its aid to the sector has fell by \$278 million between 2010 and 2012. As funds diminish, 57 million children and 69 million adolescents are still out of school in the country. When so many girls and boys are not learning, the continuing drop in funds for education is a matter of serious concern.

The answer to this is, the country has absolved itself from its socialist path and has tailed to corny capitalism giving free hand to the private players to bridge the educational gap. As a result an exploitative educational apparatus has spring up and acquired the centre stage in the entire country where everyone seems to be reeling under its burden.

The fault line is the quality and standards of education imparted in the government schools and colleges both run by central and state governments. The education is simply poor and inadequate. However, there is no

justification for this. The salaries and perks paid to the teachers in such colleges are on par or even more than the private institutions. Most of the government institutions also have adequate facilities like laboratories etc, as the government provides the funds for it. Even then, government institutions lag far behind and are not favored by middle income group, who aspire to get their children educated in private institutions.

The problem arises due to the poor quality of administration and indiscipline in these government institutions. Government officers who work in the education department rarely visit the schools and colleges for inspection and when they do occasionally, they expect a red carpet welcome. It is often seen that local politicians enter the premises of the institutions and interfering in the administration.

Another ensuing feature is lack of capable and competent teachers in government schools and colleges. The frequent media reports about male teachers misbehaving with the girl students in such institutions are extremely disturbing.

This obviously indicates that teaching profession is not any more being able to attract committed and motivated people, who can take up teaching profession for its service oriented objectives. The scarcity of quality teachers have become too obvious and cannot be ignored anymore. This is a grim national reality.

Again there is no justification for poor quality of teachers. Teachers these days are highly paid in government institutions. They are paid even more than the private institutions, they have job security and good teachers always command high respect in the society.

If these are the issues surrounds government institution, the private education system is plagued by different set of issues. Private educational institutions have largely gone into the hands of business men and politicians. The tuition and other fees charged in the private schools and colleges are so exorbitant that it is beyond the reach of lower middle income group. The hard reality is that quality education now is available only for those who can afford to pay high fees.

The rapid quantitative expansion of educational facilities is mostly happening in the private sector. Such educational institutions are increasingly being set up by business men with the profit motive. Several politicians also now have become educationists. They have started many schools and colleges allegedly with their ill gotten money.

Such business men and politicians appoint their sons, daughters, nephews and nieces in academic and management positions, irrespective of their qualification, background and level of competence. Such business men / politician promoters are often seen to lack commitment to the required standards of education and they rarely understand the fact that through the educational institutions, the children in the formative age group have to be molded to become quality citizens.

Certainly, poor students are entitled to aspire for quality education that would provide them opportunities for growth and development, just as the students belonging to the affluent families. Inevitably, the deprived students look up to the government to provide them opportunities for education that would be of competitive standards.

In absence of quality education in government institution, parents of deprived students are running from pillar to post in search of good education. This leads them to the desire for admissions in private institutions. However, they do not have the resources to pay the exorbitant fees. The parents of such students working in government offices then indulge in corrupt practices to meet their ends. This Tom and Jerry game is going on for long in the country.

In such circumstances, the politicians and the bureaucrats running the government institutions are to be blamed for deteriorating educational standards in government institutions. A suggestion has been made that the best

way to improve the standards of the government owned educational institutions is to make it compulsory that the sons and daughters of bureaucrats and ministers should study only in government institutions. After all they use government bungalows and government vehicles, why not they use government schools and colleges as well?

Further, the training institutions for teachers need to be considerably improved, by better and more scientific orientation programmes for the teacher trainees. The teacher training courses have still not been suitably modernized and the students of these institutions are not being adequately sensitized with regard to their duties and responsibilities, which have far reaching implications on improving the educational standards in the country.

Last but not the least the recruitment of the teachers has to be made transparent and corruption free. The collegiate and higher education too needs a total revamp in the recruitment policy of its teachers. Again the same malaise that has set in the school and college education system dominates the higher education system in the country as well.

Added to all this, the government has to open more schools and colleges in tune with the demand of the population to check the mushrooming of the money sucking private institutions that is now filling the gap. Starting several educational institutions quantitatively and qualitatively by expanding the facilities would certainly put the cart before the horse to meet educational challenges.

Prime Minister Narendra Modi has correctly said that the best way to support the cause of poor people is to provide them educational opportunities at good quality standards. This broad indication suggests revamping the education system in the country. Will the visionary and missionary Prime Minister take a lead in this? Sooner if this happens it would be better for the nation that aspires to have a global leadership.

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HRD ministry orders probe against BHU VC

ALL APPOINTMENTS MADE BY THE VICE CHANCELLOR AFTER FEBRUARY 2014 HAVE BEEN PUT ON HOLD

VARANASI: The union human resource development (HRD) ministry has ordered a probe against Banaras Hindu University (BHU) vice chancellor Lalji Singh in connection with a series of allegations, including corruption, against him.

Also, all appointments made by the vice chancellor after February 2014 have also been put on hold. The most recent charges against Singh relate to faulty appointments.

According to the ministry sources, Singh repeatedly defied the ministry's directives not to make appointments as the HRD ministry's law governing central universities bars vice chancellors from making recruitments three months before their date of retirement. Singh's term ends on August 22. But the BHU vice chancellor kept on defying the ministry's directives on some pretext or the other, said sources.

The vice chancellor is also under the HRD ministry's scanner for starting a new faculty — the faculty of veterinary sciences — without approval of the President of India, who is visitor to the university.

The BHU administration is also under the scanner for operating the press publication and publicity cell. The university's Rajiv Gandhi South Campus at Barkacha in Mirzapur district is also in the eye of the storm.

Recently, two doctors of the Institute of Medical Sciences-BHU — Dr Om Shankar (cardiologist) and Dr Abhishek Chandra (ophthalmologist) had levelled serious allegations against the vice chancellor.

Following the controversy, Dr Om Shankar was suspended and Dr Abhishek Chandra resigned from the BHU.

Recently, promotions made by the BHU VC had also been put on hold.

“We have learnt of the matter through media reports but have not received any official communication from the ministry,” said Ravi Pratap Singh, chairman of the press publication and publicity cell, BHU. According to reports received here, OPH Malik has been appointed one of the two inquiry officers.

The open source movement at IIT Bombay

“Catch ‘Em Young,” seems the motto of FOSSEE project at IIT Bombay. FOSSEE stands for Free and Open Source Software for Education. The FOSSEE (www.fossee.in) Project at IIT Bombay is geared to promote the use of open source software in education and by extension, in the corporate world. The activities of FOSSEE revolve around creating educational content around open source software and encouraging the introduction of courses on open source in syllabi of universities, apart from promoting it through publicity initiative. Open Source software is available free and its source code is also available. The source code can be updated by any one and becomes accepted part of the software after going through diligent quality checks. Of course, there are several open source software that we are all familiar with – Firefox, the web browser, Linux, the operating system, MySQL, the database, Apache, the webserver and of course, Python, PHP or Perl among the programming languages. The FOSSEE project at IIT Bombay is involved in developing and promoting Scilab (for numerical calculation), OpenFOAM (for engineering calculations), Python (for programming) and Orcad (for electronic design). Professor Kannan Moudgalya, IIT Bombay is an Investigator of the FOSSEE project. FOSSEE project is part of the National Mission on Education through ICT with the thrust area being “Adaptation and deployment of open source simulation packages equivalent to proprietary software”, funded by Ministry of Human Resource Development, based at the Indian Institute of Technology Bombay (IITB). Professor Kannan Moudgalya, IIT Bombay says, “Free and Open Source Software (FOSS) also offers the nation an opportunity to save on precious foreign exchange. It is estimated that proprietary software purchases cost our nation of the order of a billion dollars per year, most of which goes to buy basic software like MS Windows and MS Office. This can easily be saved by switching over to Linux and a FOSS office suite, such as LibreOffice. In general, FOSS based software development keeps the cost low for the developer and the end user and this is most appropriate for our IT entrepreneurs, whose main investment is the idea and the time spent. This can reduce the cost of development of software and make Indian companies competitive in global market place. India has a cost advantage in terms of labour arbitrage. Proprietary software disturbs this cost advantage by imposing huge overheads. Choosing FOSS can help India leverage its demographic dividend, by reducing avoidable and unnecessary additional costs, without compromising on quality in the least bit.” Licensing cost of Open Source Software is legally zero. Even after including support, installation and training costs, Open Source Software offers 70-90 percent cost savings over proprietary software, thus reducing costs and increasing profits of companies. Proprietary software companies often complain about Piracy of their software products. But if one considers the fact that open source software offers up to 90% cost savings, it could be argued that since proprietary software costs up to 900% more, indeed it is the proprietary software companies that are the true pirates stealing from institutions, individuals, companies and corporates alike. Admittedly there are concerns about open source software among corporate. But according to OpenLogic Inc, more than 50 percent of companies are willing to consider open source software. However, companies have apprehensions about the lack of technical support for one and vendor backing for another. Obviously, these concerns are easily addressable, and indeed represent a low cost infrastructure for entrepreneurs. Kiran Kishore, Manager, Fossee Project, IIT Bombay confirms the business opportunities in Foss(Free and Open Source Software) and says “Because FOSS is free, it does not require any license fees and therefore provides affordable business solutions. Because FOSS is open to all, developers could customize, modify or add to the code as per a company's product specifications and development.” Though there are concerns around the technical robustness of

FOSS(Free and Open Source Software) these apprehensions are baseless points Srikant, a technical person at the FOSSEE project at IIT Bombay - "Around three fourth of web servers, almost all supercomputers, Android operating systems, run on GNU/Linux Kernel. Organizations like RedHat, IBM, Intel, Suse, TI, Google, Samsung and many more contribute and sponsor Linux kernel. The robustness is just the bi-product of this collaborative social software."

Read more at: http://www.informationweek.in/informationweek/news-analysis/296980/source-movement-iit-bombay?utm_source=reference_article

Relief to hundreds as FYUP's BTech stays

But It Must Be Restructured For AICTE Nod: UGC Committee

Manash.Gohain@timesgroup.com

New Delhi: The standing committee instituted by University Grants Commission issued broad guidelines for transition of the four-year undergraduate programme students to the three-year degree, as well as for the BTech batch who will continue under the four-year scheme but with changes to the course structure.

UGC had instituted the 10-member committee to advise Delhi University on the implementation of its directive to scrap the four-year undergraduate programme. The committee held its first meeting on June 23 wherein it stressed on the need to protect the interests of those enrolled in FYUP's BTech programme.

Malashri Lal, dean of colleges, DU, and Alka Sharma, registrar, were invited to the meeting on Tuesday. The committee suggested 16 papers and one environmental science paper to be completed in the two remaining years. The 16 papers (which could be 14 main and two concurrent or 12 main and



FEWER WORRIES NOW: A UGC official listens to BTech students staging a protest following scrapping of FYUP

four concurrent) may be spread over four semesters. The paper on environment science would be a compulsory qualifying paper for all streams.

"The committee gave the broad guidelines. The final decisions on academic affairs must be taken by the Academic Council and committee of courses. These guidelines will be forwarded to the university," Nandita Narain, president, DU Teachers Association, said.

For BTech students, the committee suggested the

courses be structured as per guidelines set by All India Council of Technical Education. The students will continue in the four-year structure and colleges must get AICTE's approval for the course.

As per the guidelines, the courses will be divided into core and allied disciplines. Students must now cover 18 papers on core discipline, which will be divided into 16 core papers and two projects. There will be six papers on allied disciplines. "Students will get six semesters each of which will comprise three core papers. The last two semesters will comprise two core papers and one project each," Narain said.

The standing committee is headed by the UGC vice-chairman and comprises representatives from the academic and executive councils of DU, DUTA and DU Students' Union as well as college principals and teachers.

Meanwhile, under pressure for not making the transition of FYUP students to the three-year structure its priority, DU authorities on Tuesday expanded the terms of reference of the monitoring and advisory committee constituted earlier and has decided to place in its ambit the restructuring of four-year undergraduate programme courses. The 12-member principal's committee also met on Tuesday to discuss guidelines of the restructuring. The university is likely to take a decision on the recommendations on June 11 and convene meetings of statutory bodies later this week.

Many third time lucky as list sparks college rush

Anshika Goel & Hardik Targotra

New Delhi: Applicants crowded Delhi University on Tuesday after several colleges dropped their cutoffs on the third list. As many as 200 admissions took place in Hansraj, 153 at Daulat Ram and 50-60 at Hindu College.

At Hansraj, admissions were open for all subjects but seats were quickly filling up. The college admitted 200 applicants and saw less than 10 withdrawals. Over half the seats in economics are full, history is almost full and chemistry saw such a large number of OBC admissions that the college had to increase the number of general category seats. "There was a massive response from this group," said principal V K Kawatra, adding 711 of the college's 1,100 seats have been filled.

Daulat Ram College had also dropped its science cutoffs sharply in third list. It admitted 153 on Tuesday—most of them into economics, mathematics, botany, chemistry and zoology. "There were 24 withdrawals—

mostly from BCom (programme). Students are leaving to join BCom (honours) in other colleges," said admissions convener Rupinder Chopra.

At Hindu, about 850 seats have been filled, 50-60 have been admitted through the third list and four-five students have withdrawn. "Most admissions were in commerce, English, BA programme, physics, chemistry and economics," said principal Pradyumn Kumar.

Gargi admitted about a 100 students and had 40-50 withdrawals. Principal Shashi Tyagi said the most remarkable thing about admissions this year is the number of disabled candidates who have joined. "We have admitted 20 this year," said Tyagi, "this is the largest number ever. We had less than 10 last year". This year, there are

six disabled candidates in political science alone.

Despite the rush, many students left seats in south and off-campus colleges for North Campus. Many candidates haven't got their choice of course and college and are hoping for cutoffs to drop further. Then there are candidates like Mitika Arora who, despite high marks, didn't take admission anywhere in the first two rounds and chose to wait. "I did not take admission in the previous lists as I was waiting for the cutoffs to fall," said Arora, who has scored 94.5% and finally took admission in mathematics at Daulat Ram.

Sakshi Jain moved to Daulat Ram's biochemistry from another college. There was movement within North Campus as well. Mahak Salik moved from zoology in a college to Hindu. "I scored 95% but still wasn't able to get a college of my choice...always missing out by a couple of marks. I am glad that I have finally made it to Hindu," says Salik.

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Alzheimer's blood test a step closer

Can Be Available In A Year As Proteins Predicting Onset Of Disease Identified

Kounteya.Sinha@timesgroup.com

London: A simple blood test could soon predict a person's chance of getting Alzheimer's with 87% accuracy. Scientists have identified a set of 10 proteins in blood which can predict the onset of Alzheimer's in a significant step towards developing a blood test for the disease.

The study, led by King's College London and UK proteomics company Proteome Sciences, analyzed over 1,000 individuals and is the largest of its kind to date.

The researchers used data from three international studies. Blood samples from a total of 1,148 individuals (476 with Alzheimer's disease; 220 with mild cognitive impairment or MCI and 452 elderly controls without dementia) were analysed for 26 proteins previously shown to be asso-



Glownimages/Corbis

RAISING HOPES

ciated with Alzheimer's and made to undergo MRI brain scans.

Researchers identified 16 of these 26 proteins to be strongly associated with brain shrinkage in either MCI or Alzheimer's.

They then ran a second series of tests to establish which of these proteins could predict the progression from MCI to Alzheimer's. They identified a combination of 10 proteins capable of predicting whether individuals with MCI would develop Alzheimer's disease within a year with an accuracy of 87%. Abdul Hye from King's College said, "Memory problems are very common but the challenge is identifying who is likely to develop dementia. There are thousands of proteins in the blood, and this study is the culmination of many years' work identifying which ones are clinically relevant."

Simon Lovestone from the University of Oxford, who led the study, said, "Alzheimer's begins to affect the brain many years before patients are diagnosed with the disease. Many of our drug trials fail because by the time patients are given the drugs, the brain has already been too severely affected. A simple blood test could help us identify patients at a much earlier stage to take part in new trials and develop treatments which could prevent the progression of the disease. The next step will be to validate our findings in further sample sets, to see if we can improve accuracy and reduce the risk of misdiagnosis."

"We are in the process of selecting commercial partners to combine the protein biomarkers in a blood test for the global market, a key step forward to deliver treatment for the disease," Lovestone added.

Hindustan Times, ND 09/07/2014(ht education) P-4

PROFILE

NETAJI SUBHASH INSTITUTE OF TECHNOLOGY

A practical approach to engineering

IDEAS GALORE Students from Delhi's NSIT get ample opportunities to innovate while being exposed to extensive practical education

Shivika Jain

■ hteducation@hindustantimes.com

Providing students with a platform to experiment and invent new products with a modern approach towards science, Netaji Subhash Institute of Technology believes young inventors are far more competent and like facing challenges. "We aim to create ideas so that students can develop it further. We don't believe in patenting our projects, as that leads to limiting knowledge to ourselves," says Professor Raj Senani, director, NSIT.

Over 800 research papers by faculty members have been published in national and international journals and presented in international conferences.

"NSIT has provided me with wonderful opportunities in the last three years," says Anshay

Deshwar, a fourth-year student.

USP: NSIT is the sole engineering college in Delhi University. Top ranking students of JEE (main) take admission in the college, thus making the annual academic result excellent. They have a network of alumni working in various corporate giants and public sector enterprises.

The college also houses a Centre for Electronics Design and Technology (CEDT) laboratory, which provides internal as well as external students opportunities to innovate. Some of the projects created at CEDT are batteryless remote, battery less dice, electronic inauguration lamp, RGB pen and electronic birthday candles. A team of engineering students have also developed a solar electronic vehicle, and will be representing India at the American Solar Challenge 2014.



■ A team of engineering students NSIT have developed a solar electronic vehicle, and will be representing India at the American Solar Challenge 2014.

Programmes: NSIT offers an undergraduate degree in engineering with specialisation in computers, electronic and communication, instrumentation and control, information technology, manufacturing processes, automation engineering and biotech-

nology. The institute also offers masters in technology courses in informatics systems, process control as well as signal processing, and various PhD and research courses in various departments of engineering and science.

Infrastructure: With a sprawling 145-acre campus, the college campus is lush green and the buildings are very well made. The campus also has four boys' hostels and two girls' hostels, and a total of five canteens and cafeterias, two banks and three ATMs. It also boasts of a fully-equipped sports complex with facilities for a number of sports.

Faculty: NSIT has over a 100 permanent teaching staff, who are accomplished in various fields. Many research papers have been submitted by a number of faculty members in national and international conferences.

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Times of India, ND 09/07/2014 P-6

VC panel got negative feedback

Manash.Gohain@timesgroup.com

New Delhi: "Same marks for performers, non-performers, regulars and absentees; projects and internal assessments work mainly copied from internet; majority feeling overburdened with number of foundation courses and projects; disconnect between Delhi University book and questions asked in the examinations which test neither skill nor knowledge".

This is not another set of findings by DU Teachers' Association, AISA or ABVP, but a committee appointed in January by none other than Dinesh Singh himself taking stock of the four-year undergraduate programme which had been under attack from teachers and students alike since 2012.

The findings submitted to the university on March 10, 2014, and subsequently placed at the task force meeting prior to the Academic Council meeting of May 21 were, however, never made public or placed in the AC meeting. FYUP is now history, but the findings will help set the record straight on why opposition to it was based

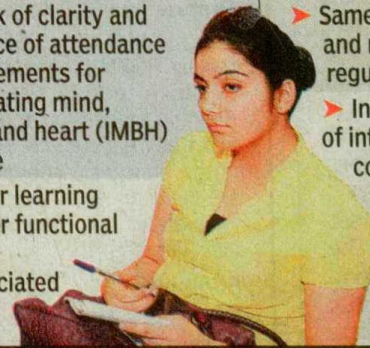
ON A CHAOTIC COURSE

Students' empowerment committee report based on student feedback

- Foundation courses (FC) have led to development of communication and analytical skills
- Majority feels overburdened with number of FCs and projects
- Projects and internal assessment work mainly copied from internet, adding no real value
- Misplaced focus on FCs vis-a-vis discipline courses (DC)
- One FC taught by many

teachers, causing loss of interest among students

- Lack of clarity and absence of attendance requirements for integrating mind, body and heart (IMBH) course
- Peer learning neither functional nor appreciated



Assessment process lacks objectivity and rigour

- No inter- or intra-college uniformity
- Same marks for performers and non-performers, regulars and absentees
- Inequitable distribution of internal and external component marks
- Students raised question mark over college-based evaluation of external examination

Need, spirit & tangible benefits of FCs not clear to students

- No facilitative process found for enabling students to undertake project
- Disconnect between DU book and questions asked in the examinations—tests neither checking skills nor knowledge and talent
- Disconnect between projects and presentations

on its questionable academic value and not purely driven by political compulsion.

Singh in January instituted a students' empowerment committee which interacted with first year students of FYUP, their teachers and principals. The committee, headed by Prof. Ravinder Gargesh, vis-

ited 39 colleges, collected feedback and submitted its report along with recommendations to the university. Going by this report, a copy of which is with TOI, the students must be a happy lot now that FYUP has been rolled back.

The committee's findings criticizing the foundation

courses and their implementation surprised many. While most students gave a negative feedback for the foundation courses, the views of teachers are more positive. The committee in its recommendations suggested fewer FCs and increase in the number of discipline course papers.

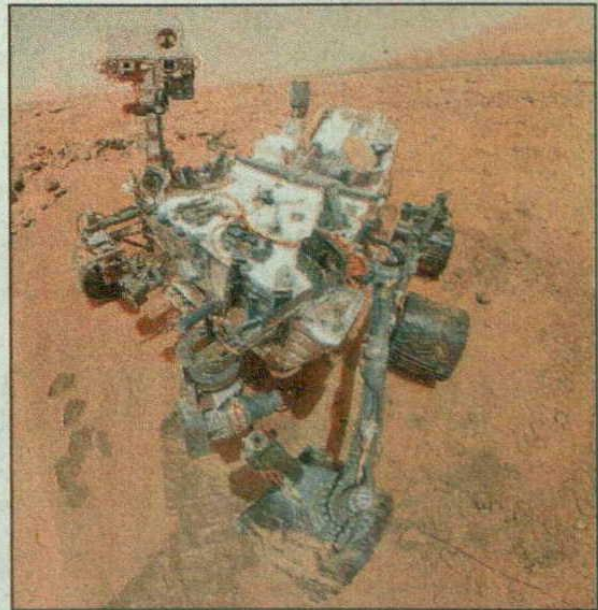
Error nearly wrecked Curiosity's landing

Srinivas Laxman | TNN

Mumbai: The landing of the Curiosity rover in August 2012 could well have turned out to be disastrous owing to a blooper by Nasa engineers in calculating Mars's gravity. This startling truth about the final hair-raising moments of the rover's historic touchdown comes from its chief engineer, Rob Manning, who played a key role in the operation.

Manning states: "We were to discover after Curiosity had landed on Mars that we had missed a crucial item. The long list of variable parameters had not included one that should be obvious: gravity. In the simulations, the EDL (entry descent and landing) team used a fixed value for gravity that was rather generic for that part of Mars. We failed to take into account that the shape of the surrounding terrain and hills might affect the actual gravity, and because we didn't try other values, we didn't notice just how sensitive the landing was to being slightly off with the value the team had chosen."

Manning has frankly acknowledged the lapse in his book, 'Mars Rover Curiosity — An Inside Account From Curiosity's Chief Engineer Rob Manning', to be released on October 21. "The value for Mars gravity used in the simulation turned out to be slightly too high — very



CLOSE SHAVE

slightly, only 0.1% — but significant enough that Curiosity's slowest-ever landing was even slower than we expected. If EDL had taken much longer, the lander could have run out of fuel, the rockets would have been unable to slow the craft sufficiently, and the landing would have turned into a disaster... Just as with the Climate Orbiter navigation mistake, this was a mistake no JPL team will ever make again," he writes.

These details were divulged by space activist Emily Lakdawalla in a recent blog. She is senior editor of the US-based Planetary Society, a non-profit space-related organization, founded, by, among others, Carl Sagan in 1980.