Newspaper Clips
June 22, 2013

In a first, girls among IIT entrance test toppers

But Only 11% Of Successful Candidates Women

Shreya Roy Chowdhury | TNN

New Delhi: If Sibbala Leena Madhuri is aware of having made history, she's not showing it. The 16 year-old, originally from Thirupathi and now based in Hyderbad, is one of the first two girls ever to feature in the top 10 ranks of the entrance exam to the Indian Institutes of Technology (IITs). Her rank is eighth; the other girl, Aditi Laddha from Ratlam, Madhya Pradesh (Delhi zone), is sixth.

"I thought I would get below rank 20, wasn't expecting my score to be in the top 10," says Leena. With a score of 97.9% — Andhra Pradesh board — she assumes she is in the top 20 percentile. "I think I'll go to Mumbai or Delhi IIT and will opt for either electronics or computer science." When she's not studying, she plays chess and listens to music. Only about 11% of the total number qualifying are women.

Pallerla Sai Sandeep Reddy, 17, Harry Potter-fan and JEE Advanced topper, wants computer science at Mumbai IIT too. But that's for a start. "Finally I'll take up robotics," he says on his way to "college" (high school in Hyderabad) to celebrate. "I didn't think I'd top before the exam but after, yes," he says laughing. His exam went that well. Son of a government school teacher of social studies, Sandeep has spent many years away from home in a vil-

MAKING THE CUT

Candidates eligible to write JEE (Advanced) after clearing JEE Mains — **1,52,351**

Registered	Appeared	Qualified
1,26,704	**1,15,971**	**21,110**

Called for counseling 14,336 + 276 (SC/ST candidates for preparatory courses)

MALE **18,718**

▶ For the first time in the history of the IITs, two female candidates made it to the top 10

2,392 FEMALE

IIT Zones	MADRAS	DELHI	MUMBAI
Ranks	1 & 2	3 & 4	5
Qualified	3,293	3,033	3,693

lage near Podili town, Prakasham district, AP. He was staying in hostel in Hyderabad and had completed the entire high-school syllabus by the middle of Class 11. "That way I could devote the next year to preparation. I studied 12 hours," he says.

The IITs surprised everyone by declaring the results two days before the scheduled June 23. "The reason we are doing this early is because there are many applicants from very remote parts of the country who don't have internet access and, therefore, don't get to know their results in time for counseling," says IIT-Delhi director, R K

Shevgaonkar. The IITs will be sending hardcopies of results to the candidates so that those without internet access are not left out. Counseling will start from June 24 and continue till June 30. The physical verification of certificates for the first round of counseling will be done between July 4 and 8.

Of the 1,52,351 candidates who cleared JEE Mains and were eligible for JEE Advanced, 1,26,704 registered and even less actually appeared. "One of the reasons for this," says IIT Delhi's organizing chairman, H C Gupta, "is that several states, for instance Gujarat, didn't conduct state exams and admitted on the basis of JEE Main (held in April) result. Many students who didn't register or write exam would've got into state engineering colleges. Next year, many states have opted for JEE Main, including West Bengal, Maharashtra and Haryana." He further adds that many of the applicants who didn't write the exam even after registering would be girls — registration for them was free, they registered then didn't show.

The IITs are calling for counseling 276 SC/ST candidates who will be placed in the one-year "preparatory" course — reintroduced this year — and placed in first year from the next session. This is the first time the entrance exam into the IITs has been conducted in two parts.

21,110 qualify for IIT counselling

AGE CORRESPONDENT
NEW DELHI, JUNE 21

JEE RESULTS

The Joint Entrance Examination (JEE) declared result on Friday and 21,110 candidates were qualified, out of 1,26,704 registered candidates for JEE (advanced).

IIT-JEE (Advanced) Results 2013 were declared two days in advance, which was earlier to be declared on June 23.

A total of 1,52,351 candidates were eligible to write JEE advanced out of which 1,26,704 candidates registered for JEE (advanced) whereas 1,15,971 appeared for the exam and 21,110 were qualified.

The topper Pallerla Sai Sandeep Reddy hailed from Madras, he has scored 332 marks out of 360. While the second position holder, also from the Madras zone has scored 330.

Candidates from Delhi zone scored 329 (third rank holder) and 323 (fourth rank holder). The fifth rank holder is from the Mumbai zone.

From the Delhi zone, Aditi Laddha hailing from Ratlam (Madhya Pradesh) has scored 320 and is a sixth rank holder while Sibala Leena Madhuri from Tirupati (Madras zone) ranked eight with a score of 314. Female candidates were outnumbered by male. Out of 21,110, 18,718 are male while 2,392 are female. Around 11 per cent females qualified for counselling, which is a slight increase from last year and for the first time in the history of IITs women candidates came in the first 10 ranking.

The total number of candidates selected for counseling are 14,336.

The first, second and third round of counselling will take place from June 23-30, July 10-11 and July 14-15 respectively.

Admissions to IITs will be based only on category wise All-India Rank (AIR) in JEE (Advanced) subject to the condition that such candidates are in the top 20 percentile of successful candidates of their Boards in applicable categories.

The 15 IITs which will provide admissions via JEE advanced are: IIT-Bhubaneshwar, IIT-Bombay, IIT-Delhi, IIT-Gandhinagar, IIT-Guwahati, IIT-Hyderabad, IIT-Indore, IIT-Kanpur, IIT-Kharagpur, IIT-Madras, IIT-Mandi, IIT-Patna, IIT-Rajasthan, IIT-Roorkee and IIT-Ropar.

Pioneer ND 22/06/2013 P-3

IIT-JEE results declared; 2 girls make it to top-10

RAHIBA R PARVEEN ■
NEW DELHI

Indian Institute of Technology's Joint Entrance Examination (JEE) results brought a cheer across the country with two girls making it in the list of top-10 for the first time. The results for the JEE(Advanced) were declared on Friday. Delhi shone with the success the Kartkeyi Gupta, the 4th ranker with a score of 323 out of a total of 360 and the first of the girl topper, Aditi Laddha who stood on 6th rank in the IIT-Delhi zone. The number of students who qualified in the examination are 21,110 out of the total number of 1,15,971 appeared. Out the total candidates who qualified, 18,718 are boys and 2,392 are girls.

"It is a welcome call that girls have performed so well. This is the first time in the history of IITs that two girls have made it in the top-10 list. The IITs have gained a huge interest and hype of all sorts but girls remained at bay but the results tell us that they can do it too. The have outshone boys everywhere but girls from smaller cities have been away from IITs. They just need to be encouraged towards it as they are much capable as others," said RK Shevgaonkar, Director, IIT-Delhi.

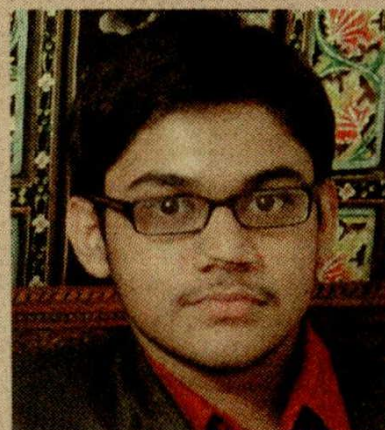The overall topper this year is Palleria Sai Sandeep Reddy with 332 marks. The

Two toppers' different takes

Aditi Laddha, who belongs to Ratlam city of Madhya Pradesh, gave the credit of her achievements entirely to her mother. Having scored 94.6 per cent in CBSE, Laddha with humility said that there is no need to 'worry' about succeeding with a top score but focus and hard work are the two things that can help students achieve anything.

"My mother is the backbone of my achievements. She is a homemaker and a motivator for me. Dad gives full backing to both of us. I studied seven to eight hours a day and took coaching from two years," Laddha said, while adding that getting the basics of subjects clear helps a lot in doing well in competitive examinations.

However, the topper from Delhi has altogether a different story. Gupta family acted strictly on their son, who has followed the footsteps of his brother, an IITian. "Kartkeyi has rigorously been put to work for four years with a 12-hour study sched-

Kartkeyi Gupta

Aditi Laddha

ule everyday. He gives the credit of his success to this strict schedule," said his elated mother Asha Gupta.

total number of candidates registered this year for the examination were 1,26,704 out of which 1,15,971 appeared. The first two ranks are from IIT-Madras zone followed by the next two ranks from Delhi zone and fifth rank from the Mumbai zone. There are three rounds of counselling first of which would happened from July 4 to July 8.

GIRLS BREAK IIT GLASS CEILING

Aditi and Sibala make history as first girls to break into Top Ten of IIT-JEE

By **Prerna Sodhi** in New Delhi

THEY are bright, smart and happy at their IIT- Joint Entrance Examination (Advanced) ranks. But these two girls are unaware that they have made history in the IIT examinations.

Breaking stereotypes two young girls Aditi Ladha and Sibala Madhuri are the first girls ever to have secured a

Aditi Ladha (left) and Sibala Bhaduri

position in the top 10 ranks of the IIT-JEE (advanced).

Declaring the results, Chairman of IIT Delhi R.K.Shevgaonkar said, "For the first time in IIT system two girls have obtained ranks in the

top 10. Aditi Ladha from the Delhi Zone secured the sixth position and Sibala Leena Madhuri from Madras zone secured the eight rank." Aditi scored 320 out of 360 and Sibala scored 314 out of 360.

Officials said that girls had fared better than before given that only 11% qualified the examinations of the appearing candidates. "Although the percentage qualifying has dropped marginally but girls have done better than before," said a highly-placed official. Of the 21,110 candidates qualifying the examinations 2,392 were girls.

For the two girls, it has been just reward for years of intense study. After two years of hard work, Aditi

Girls break IIT top 10 barrier

ADITI LADHA
All India Rank 6

ADITI moved to Kota, Rajasthan, away from her family for over a year while preparing for the exam. She says her parents supported her dream and allowed her to leave her native town of Ratlam. An ecstatic Aditi says she is really happy, excited and especially proud to be one of the few who made history in the IIT system

SIBALA LEENA MADHURI
All India Rank 8

SIBALA'S success mantra was that she dedicated equal time to all subjects. "I dedicated my time to studies," Sibala says. Her advice to the future candidates: "When you're doing something, put your 100 per cent focus on it." The 16-year-old science student of Sri Chaitanya Narayana Junior College hails from Andhra Pradesh

Continued from page 1

was finally able to achieve her dreams. She secured the sixth position in the IIT-JEE (advanced) this year. To prepare for the examination, she stayed away from her family for over a year in Kota, Rajasthan, which has become the hub of coaching centre. She says, "My parents were supportive of my dream and allowed me to leave my native town, Ratlam. I am really happy and excited. I feel especially proud to be one of the few who made history in the IIT system."

The 8th all-India ranker Sibala Madhuri is overwhelmed at her performance in the IIT-JEE (advanced). She says that her success mantra was that she dedicated equal time to all subjects. "I focused on my subjects and dedicated my time to studies," says Sibala. To all those keen to crack the tough IIT entrance examination, she says, "When you're doing something, put your 100% focus on it."

The 16-year old science student of Sri Chaitanya Narayana Junior College is from Tirupati, Andhra Pradesh. She hopes to become an engineer and developed a keen interest in technology since she was in Class X.

Meanwhile, the first five positions were secured by boys, and leading them was Pallerla Sai Sandeep Reddy, a student from Andhra Pradesh. He scored 332 out of 360. IIT officials said this year the Mumbai zone performed the best with the

Out of the total 21,110 candidates qualifying for the JEE-IIT examination, 2,392 were females

Anand Kumar and his students celebrate after the results were declared. Out of the 30 students who appeared for the JEE-IIT, 28 have got through.

SUPER 30 GETS IT RIGHT AGAIN

By **Giridhar Jha** in Patna

THE all-too-familiar feeling of déjà vu reigned supreme at Super 30, the famous gateway to IITs for underprivileged children in Patna, on Friday.

Of the 30 students of the pioneering coaching institute run by Anand Kumar, 28 made it to IIT as the results of the JEE (Advanced) were announced.

As always, it was the children from underprivileged families who fought against all odds to crack the exam. Among them were the sons of a daily wage earner, a roadside vendor, a landless farmer, a jobless man and an electric mechanic. All of them were present at Anand's home when the results were declared. Amid jubilation, Bhanu Pratap could not believe that he had passed the exam with flying colours. Pratap's family often had to go without food whenever his father, a daily wage labourer from UP, did not get work. "I cannot believe it," he said.

Another successful candidate Pranav Kumar from Samastipur happens to be the son a landless farmer. His father tills land owned by someone else to eke out a living but he sent his son to a government school.

Like him, Ankit Ranjan also faced tough times. He lost his father in a road accident last year. His jobless mother could not afford to pay his fee, let alone send him for coaching.

"I came to know of Super 30 and managed to clear its screening test," he said. "Here, I seemed to have found my new father in Anand Sir and his family looked after me so well I never felt I was away from home."

The atmosphere in Anand's house was emotionally surcharged with parents unable to check their tears.

KARTIKEYA GUPTA AIR: 4

DELHI'S own Kartikeya Gupta had been nervous. "I did expect a good score. But to be in the top four is overwhelming," he says. He says it is important to decide early what subjects students want and how they want to study them. "I use study 4-5 hours during school days and 8-9 hours after school," he says.

highest number of candidates -- 3,693 --being called for counselling. This was followed by the IIT Madras zone with 3,293 candidates and then Delhi zone with 3,030 candidates selected for counselling.

The candidate from Delhi who made it to the first five is Kartikeya Gupta. A resident of Netaji Nagar he says he was over the moon when he learnt he had secured the fourth rank in IIT-JEE.

These toppers count among 1,15,971 students who appeared for the IIT-JEE (advanced) of which 21,110 qualified for the examinations. Officials said 14,336 candidates have been called for counselling which will be held in three phases. The first phase will be on July 4 to July 8. The second phase will on July 10 and July 11 and the third phase shall be on July 14 and July 15. This year the total number of seats across IITs is 9,885 with an increase of 200 seats from the previous year. "This is because of the new IITs opening up and starting new courses," the officials said.

Hyderabad boy claims top spot in IIT entrance exams

## Delhi boy Kartikey Gupta stood fourth on the topper's list

VARUN BIDHURI

NEW DELHI: The son of a government school teacher emerged as the topper when India Institute of Technology declared the results for its joint entrance examination (advance) on Friday evening.

Hyderabad boy Pallerla Sai Sandeep Reddy, who appeared in the exam from the Madras zone, topped the examination by securing 332 marks out of 360. While the second and the third slots were booked by two boys from Madras and Indore zones, respectively, the fourth place was claimed by Delhi's Kartikey Gupta.

Attributing his success to family and teachers, Reddy said, 'The guidance of my parents and educational institution paved the way for my success and I thank them. My father is a government school teacher and Mother Rajya Lakshmi is a housewife.'

Reddy told *Millennium Post* that he started preparing for the IIT exam right after the Class XII board exams. Reddy, a student of the science stream, scored 98 per cent in the board exams. 'One very important factor for achieving success is focus. Now, I think I would specialise in computer sci-
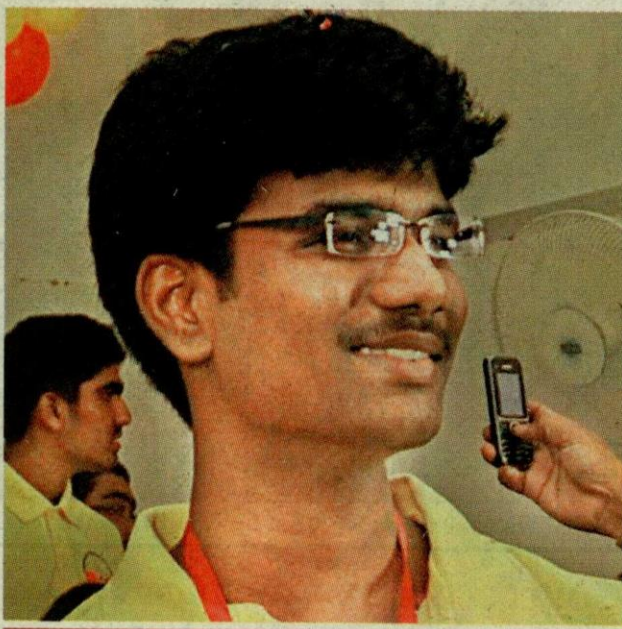
Pallerla Sai Sandeep Reddy (in pic), who appeared in the exam from the Madras zone, secured 332 out of 360 marks in the entrance exam

ence,' Reddy said.

Elated over his son's success, Reddy's father Lakshmi Narasaiah said that Sandeep slept only for three-four hours during his preparations. 'He brilliantly managed his time and brought happiness in our life,' said Narasaiah. Meanwhile, H.C. Gupta organising chairman of IIT-JEE (advanced) said, 'This year 1,15, 971 students had appeared for the entrance exam, which were held at 500 centres across

the country for admission to 9,885 undergraduate seats.

According to sources, 'Of the total candidates, 21,110 have secured ranks in various categories and 14,326 have been shortlisted for counselling for admission to 9,885 seats in the 16 IITs and Indian Institute of Mines, Dhanbaad.'

The number of girls who qualified this year are 2,392 againsr 18,718 men who passed the exam.

TWO GIRLS MAKE IT TO THE TOP 10 OF IIT ENTRANCE

OUR CORRESPONDENT

NEW DELHI: For the first time in history, two girls have managed to make a place for themselves in the Top 10. HC Gupta organising chairman of IIT-JEE (advanced) said, 'Aditi Ratlam from Ratlam, Madhya Pradesh has got 6 rank in the all-Indian list and has secured 320 marks out of 360. Another Girl Sibbala Leena, from Tirupati, Andhra Pradesh, stood on the eight spot with 314 marks. RK Shevgaonkar director Indian Institute of Technology, Delhi said 'This is for the first time that girl have shown such a performance in IIT.

I am happy to see all this. After reaching in the sky and touching the moon, these ranks of two girls have proved that technical skills are still alive in girls.'

28 'Super 30' students crack IIT-JEE entrance

PATNA, JUNE 21

Carrying forward its legacy, 28 out of the 30 students of "Super 30" institute have cracked the prestigious IIT entrance examination, results of which were declared today.

"Super 30", a brainchild of noted mathematician Anand Kumar founded in 2002, provides free-of-cost IIT coaching to students belonging to economically weaker sections of the society. The students are also provided with free food and lodging.

"The 28 students of Super 30 who cleared the IIT-JEE (Advanced) are all children who belong to deprived section of the society," Kumar said.

"Many a time my family had to go without food," said an emotional Rampyare, a labourer from Uttar Pradesh whose son Bhanu made it to the IITs with the help of "Super 30".

Pranav Kumar from Samastipur, son a landless farmer, was also among the 28 lucky students along with Ankit from Hajipur, who lost his father last year in a road mishap, and Abhishek Kumar, whose father is a mechanic.

"Somehow, I got to know of Super 30 and managed to clear its screening test. Here, I seemed to have found my new father as Anand Sir and his family looked after me in such a way that I never felt like being away from home," Ankit said. — PTI

Rules for foreign univs' entry ready

Akshaya Mukul | TNN

New Delhi: After long deliberation, the University Grants Commission and the HRD ministry have formalized the rules for setting up campuses of foreign universities/educational institutions in India.

The rules, to be notified in July, say that the Indian campus of a foreign educational provider will be a non-profit making legal entity. Hence, foreign education providers will have to first form a company under Section 25 of the Companies Act, 1956. Companies under Section 25 are non-profit entities.

Foreign education providers, before being notified, will have to maintain a corpus of at least Rs 25 crore for each campus they propose to establish. Each provider will be allowed a maximum of four campuses. Out of the income received from the corpus fund, the foreign education provider will not be allowed to utilize more than 75% income for the purpose of development. The remaining income will have to be deposited into the corpus fund. The education providers will also not be allowed to invest surplus revenue for any purpose other than for

> **The rules, to be notified in July, say that the Indian campus of a foreign educational provider will be a non-profit making legal entity**

the growth and development of the institutions.

They will not be allowed to offer any course that adversely affects the sovereignty and integrity of India or its friendly relations with other countries. Only those education providers placed in the top 400 institutions as per the world university rankings by Times Higher Education or World University Rankings by Quacquarelli Symonds (QS) or Academic Ranking of World Universities by Shanghai Jiao Tong University will be allowed in. Education providers who have been in the field of education for more than 20 years in the parent country and are accredited there will be allowed to set up campus in India.

Applications will have to be endorsed by the embassy or high commission of the institution's home country in India.

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

Financial Chronicle ND 22/06/2013

P-8

Shortage of quality students, faculty to blame for skill gap

INTERVIEW

PROF ASHOK
BANERJEE
DEAN
IIM CALCUTTA

THERE is a vacuum in skilled manpower, be it for white-collar jobs or blue-collar ones. The vacuum is getting larger by the day. We need specialised skills to strengthen our manufacturing sector and diversify our export basket, which in turn would help us match China's level of absorption, feels Banerjee. Speaking to Ritwik Mukherjee, he delves at length into several such critical issues and possible solutions.Excerpts:

■ **What according to you would be the gravity of skill gap problems in India in different sectors?**

I cannot quantify the magnitude of the problems of skill gap in India. But I have no doubt whatsoever that it's a very, very serious problem—both in case of white-collar or managerial jobs and blue-collar ones. When it comes to blue-collar jobs, the sources of the problem lie in different vocations and vocational trainings. And ironically, ITIs in India have failed miserably in their objectives. What is currently being done is pathetic. Neither the outlook of the government nor the funds allotted for the purpose may be called up to the mark.

Then there are some vocational courses being offered by colleges and universities. But normally students who do not get admissions anywhere, opt for these courses. They do not take up these courses by choice. As a result, such courses are not being able to bridge or eliminate the skill gap effectively.

In case of white-collar or managerial jobs, various agencies and organisations have come up with so many reports and studies. And all of them say that India would need so many millions and millions of managers by this year and that. But I, for one, think all of them are highly exaggerated. There are so many unemployed managers. I think the problem of skill gap stems from an acute crisis in quality of students and quality of faculty in colleges, universities and management institutes. I think we need to look at the quality at the post-graduate level. The PhD programmes are very shallow in most of the universities.

■ **In many emerging economies, manufacturing contributes much more to the country's economic growth than it currently does in India. For example, manufacturing contributes up to 40 per cent in**
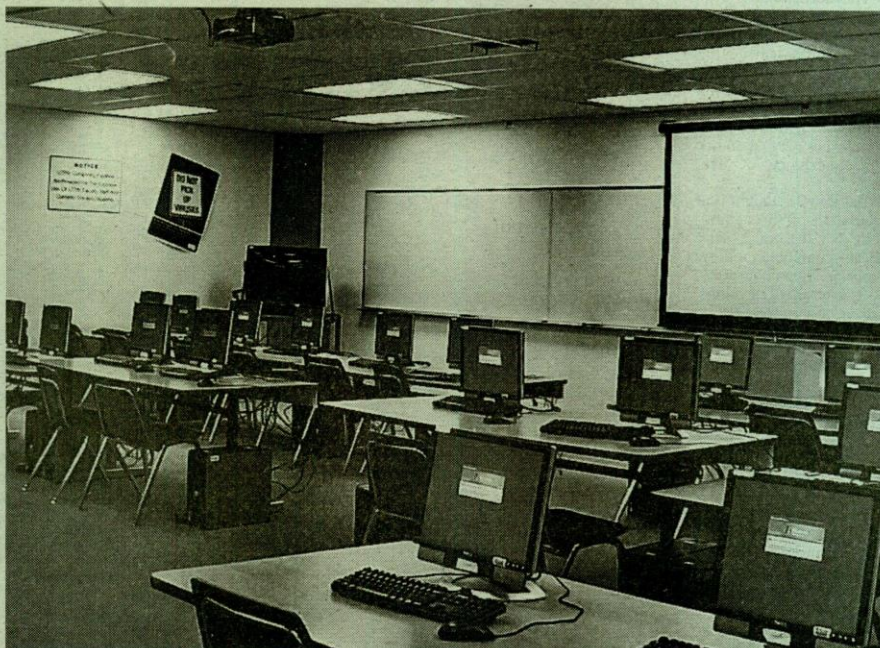
NO OTHER OPTION: There are some vocational courses being offered by colleges and universities, but normally students who do not get admissions anywhere else opt for these courses. They do not take up these courses by choice

Thailand, 34 per cent in China and 26-30 per cent in the economies of South Korea, Turkey, Malaysia and Poland. There is tremendous scope for Indian manufacturing to enhance its contribution up to 25 per cent, the target set in the National Manufacturing policy (NMP) by the centre.

Besides, manufacturing in China absorbs 28 per cent of its working population, 28 per cent in Germany, 19 per cent in Japan and 17-18 per cent in Russia and Brazil, while in India it absorbs only 12 per cent, providing enough scope and opportunity to Indian manufacturing to increase its share in absorbing the country's working population. Do you think this has got something to do with skill gap?

Certainly yes. We are lagging far behind China in terms of growth of the man-

ufacturing sector. And one of the main reasons for this is that vocational training facilities in India have not improved the way it should have or the way it has progressed in China. The other reason is unlike China's India's export basket is not well diversified. For over 10/15 years, India has been exporting some specific types of products.

We have not been able to focus on or get into all types of manufacturing or mass-scale manufacturing, thanks to lack of proper vocational skills. Mind you, ancillary units support and play a crucial role in growth of the manufacturing sector. And if we are to focus on ancillary units or eventually focus on manufacturing, we need to focus on vocational trainings, ITIs a proper way.

■ **What then is the solution?**

For blue-collar jobs, our ITIs are to be strengthened both in terms of infrastructure and faculty. And for managerial jobs, it is very important to make our PhD programmes more rigorous. Our university programmes, compared to similar programmes in the US, for instance, are not up to the mark. They will have to be strengthened in terms of rigor and course work.

■ **How effective have been the on-the-job orientation or internship programmes, often initiated by companies to bridge the skill gap?**

These days, many companies often find it more reasonable to recruit from graduate colleges, rather than from IIMs or other management institutes and then offer them some training. It may turn out to be less expensive and may make more sense for them. But

there are a few things, which need to be taken into account. Such hiring has to be made from standard and structured colleges. In knowledge sectors like IT, there are induction trainings and continuous trainings as well.

Therefore such an HR policy may prove to be effective. But it does not work in the manufacturing sector and banking sector, which is going through major reform process. There are studies, which suggest that by 2016, there will be a huge void in public sector banking in the country with most banks' upper-rung retiring by then. They need help from outside academic institutes to fill up this vacuum by way of continuous skill upgradation and training.

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To be eligible for postgraduate programmes, doctors must undertake one-year rural posting

Incentives will work better

The decision of the Union government to make it mandatory for all MBBS doctors aspiring for postgraduate specialisation to undertake a one-year rural posting is unfair and impractical. Stipulating that the candidates complete their rural stint even before they sit for their postgraduation entrance examination will open the door to all kinds of manipulation to meet the eligibility criterion. For the fact remains that rural healthcare in India is in a shambles. Devoid of basic infrastructure, there is very little that doctors can do in these parts of the country. Hence, forcing doctors to move to the villages will not solve anything.

It is true that rural healthcare suffers from an acute shortage of medical professionals – around 60% of general doctors and 80% of specialists are missing. But things have come to this pass precisely because of long-running government apathy towards healthcare. At only 0.32% of the country's estimated GDP, the Union budgetary allocation for healthcare is woefully inadequate. Even these funds are not utilised properly as exemplified by the deplorable condition of primary and secondary healthcare centres. With poor pay and little incentives, doctors cannot be expected to work with such decrepit infrastructure. In such a scenario, it is only natural that they seek greener pastures in the cities.

■ **TIMES VIEW** ■

The only way to rectify the situation is to boost spending on healthcare and incentivise rural postings. Medical professionals should be offered enhanced compensation, housing benefits, and paid refresher courses and seminars to get them to work in the villages. Besides, rural health centres should be well equipped and made operational so that doctors are motivated to work there. This requires a thorough revamp of our approach towards healthcare, backed by strong political will. Short cuts like forcing doctors to undertake rural postings will only incentivise innovation in circumventing the rules.

Make doctors serve the poor

At a time when state governments have lost the capacity to provide quality healthcare, the Centre's decision that all MBBS graduates must serve a compulsory one-year stint in rural areas before being eligible for

■ **COUNTERVIEW** ■

Chandan Nandy

MD or MS programmes will reverse the situation. This is a sound strategy that will benefit India's villages, where people hardly get to see doctors. Public health centres across thousands of backward villages remain unmanned not because there is a dearth of doctors or even paramedics. Soon after graduating from government medical colleges, young doctors refuse to serve in the countryside because these postings prevent them from lucrative private practice.

Fresh MBBS graduates are often poached by better pay and working conditions offered by the private sector, offering medical facilities which only the middle class and the affluent can afford. The private sector is loathe to setting up hospitals in rural areas, leaving village folks at the mercy of quacks. It is not that government medical colleges do not produce adequate number of MBBS graduates. There is an overall shortage of 60% general and 80% specialist doctors in the rural areas, a testimony to MBBS graduates' apathy to serve the country where infant and maternal mortality rates are still quite high.

Last year, the Karnataka government imposed compulsory rural service (CRS) for all MBBS students, irrespective of whether they were enrolled in government or private medical schools. Failure to abide by the mandatory undertaking, including signing a CRS bond, invited paying a Rs 6 lakh fine. But the Kerala government capitulated to protests by doctors and abolished the CRS for MBBS students. In India, where the healthcare system is starved of resources and in dire need for reforms, the government's initiative, if seriously implemented, will be a fitting response to villagers' desperate cries for help that often go unheard.

Hindustan Times ND 22/06/2013 P-12

How to build a modern workforce

India and the US have an opportunity to expand ties in the field of education for the prosperity of both nations

Tara D Sonenshine and Martha Kanter

Innovation in the 21st century has reshaped the world of work and civil society. Innovation has redefined the knowledge and skills necessary to support emerging sectors of the economy. Raising the overall level of educational attainment for all of our citizens is critical and addressing the skills gap in key industries is essential.

Community colleges are uniquely positioned to design their curricula to match local labour market conditions, making them flexible and relevant to today's economy and job market. They are open access institutions committed to providing job-relevant educational opportunities to students in their local communities.

The challenge, then, for the United States and India is to think of ways we can promote more opportunities for our diverse and dynamic populations to access these and other educational opportunities.

President Barack Obama is looking to community colleges to play a key role in increasing the number of US college graduates and helping more Americans get the knowledge and skills they need to succeed in an increasingly interconnected global world. In the US, these institutions enrol more students than any other higher education sector, and almost half of all US undergraduate students attend one of nearly 1,100 community colleges across the country.

Many of those colleges work closely with local employer partners to design course materials that lead to industry-recognised certificates and degrees.

India is faced with the similar challenge of educating its population for rapidly emerging fields, and is exploring best practices in the community college model to help prepare Indians for these new jobs. It is taking steps to enable the development of a national network of community colleges in order to meet workforce demands.

In February, the US participated in the International Community College Conference hosted by India's Ministry of Human Resource Development, which focused on creating a network of 200 community colleges with ties to industry. The

COMMUNITY COLLEGES ARE UNIQUELY POSITIONED TO DESIGN THEIR CURRICULA TO MATCH LOCAL CONDITIONS

government has established the National Skill Development Agency (NSDA) to coordinate and streamline the skill development efforts of the government and the private sector to achieve the nation's skilling targets.

Many community college-industry partnerships begin with a workforce need expressed by an individual employer. Other partnerships begin with a community college that recognises a regional economic sector challenge and calls upon businesses to help it meet the challenge.

The Obama Administration has made a historic investment in community colleges through the Trade Adjustment Assistance Community College and Career Training grant programme. This programme provides US community colleges with additional resources to build and expand short-term career training programmes, in partnership with employers.

The US and India are both looking closely at emerging industries as target sectors in which to train our youth or provide new skills for professionals so that they can advance their lives and seek secure futures for themselves and their families.

The upcoming US-India Higher Education Dialogue will provide an opportunity for our two countries to deepen our partnerships and consider ways to advance the prosperity of our nations. Offering opportunities for affordable higher education that prepare students for the modern workforce is an ambitious, achievable goal.

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The views expressed by the authors are personal

Why university degrees can't make one job-ready
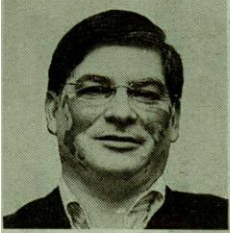
BY INVITATION

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THIS is the time when millions of young Indians are deciding on what to do after school. Parents and children are doing the rounds of colleges and universities with a single thought in mind: get into college, get a degree and look for a job.
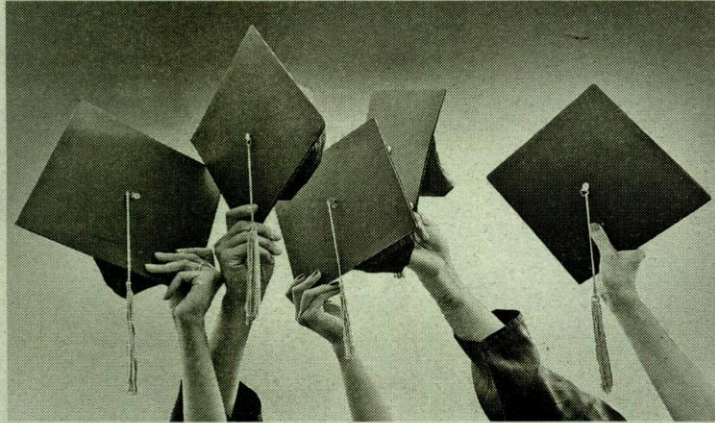
It is also the time when millions of students who have become graduates are in search of a job. Some who are lucky have obtained campus placements; others have managed to clear entrance tests for a job role and are awaiting an interview call while most are in the process of preparing for entrance exams a few months away.

Many of those who feel that the marks they have obtained in the Class XII exam would not suffice to get into their college of choice in India are exploring opportunities abroad. A college degree is deemed a passport to get a job. Many recruiters use a college degree as a filter to determine if a candidate should be called for an interview or not.

Yet, research shows that 75 per cent of technical graduates and more than 85 per cent of general graduates are unemployable.

The Aspiring Minds studies bring out the fact that out of the engineers who graduate, only 17 per cent are fit for the IT sector, and only 2.6 per cent are readily deployable in specific IT jobs. Another study for management students reveals that only 10-20 per cent were employable in roles requiring client interaction; this further drops to 10 per cent in a functional role and if specialisation is taken into account. The study brings out the fact that only 7.69 per cent of the MBA Finance graduates are employable in the financial sector.

One would imagine that if we move to more specialised courses, for example, the hotel management, the situation might be different. The study again shows that only 6

In India 49% of employers say they are finding it difficult to fill jobs. On an average, they interview 20 candidates per opening and still leave 5-10 per cent of the positions unfilled. About 53% of employers cite lack of skills as the main reason

DEGREE OF SEPARATION: Research shows that 75 % of technical graduates and more than 85 % of general graduates are unemployable because educational institutions are unable to provide skill sets sought by employers

to 18 per cent of the students can be hired by industry.

This mismatch has resulted in a number of engineering and management colleges closing down. A recent report states that over 180 business schools have closed down. Further, both B-schools and engineering colleges are unable to attract students.

Interestingly, this is a global phenomenon. For example, in the US, a study by Maquire Associates brings out the fact that a college degree sorts job applicants, but employers wish it meant more. Fifty-three per cent of employers in the US reported difficulties in finding qualified graduates and nearly a third gave just fair or poor marks for producing successful employees.

An ILO report quoted by Ernst & Young paper for FICCI states that in Japan, Brazil, US, India, Germany, France Canada, China South Africa and Spain the percentage of employers having difficulty in filling jobs varies from a high of 81 per cent in Japan to a low of 9 per cent in Spain. Many of these countries also have high youth unemployment rates. In India 49 per cent of employers have indicated that they are finding it difficult to

fill jobs. According to McKinsey, employers in India interview an average of 20 candidates per opening and still leave 5-10 per cent of the positions unfilled and 53 per cent of employers cite lack of skills as the main reason.

One of the findings of the McKinsey report is that employers, education providers and the youth live in parallel universes — they all have different understanding of the requirements of a job. However, many academics, educationalist and experts believe that this is not the role of education. That is another debate.

But the challenge is how to solve the problem and bridge the gap between jobs requiring people with degrees that are waiting to be filled and the number of people with degrees who are without jobs, at the same time look at solutions that can help address this mismatch for students who wish to utilise their time in college to acquire skills that make them competent to hold jobs.

A series of skill gap reports commissioned by the National Skill Development Corporation (NSDC) in 20 high-growth sectors of the economy and the infrastructure sector, projected that between 2008 and 2022, these

sectors would require over 347 million skilled persons. Interestingly, for the 20 high-growth sectors, there are 40 million jobs that would require graduates. So one inference could be that for these 40 million persons a college or university degree would qualify them for a job. But does it also mean that the person is job worthy? Perhaps not, unless of course he possesses the competence sought by the employer. Competencies are usually a combination of skill, attitude and knowledge. Attitude, for example, is about discipline, the ability to work in teams, the ability to put in the rigour and work for 8-12 hours a day. The issue is that a majority of colleges and universities are unable to provide these competencies.

In addition to core subject knowledge, employers are looking for specific technical skills linked to industry and skills to progress in the organisation. For example, in the construction industry and real estate sector, business development is a key skill in demand along with knowledge of the sector. In the retail, customer support is a key skill in demand. Even in sectors, which are considered unorganised, such as security, skills relating to

client coordination are required.

Lack of certification based on industry-driven standards is a major hurdle in India. Large corporates and industry bodies have started coming forward to help form "sector skill councils". Well-structured collaboration among industry players within their sectors can play a significant role in developing standards and certification and also supporting providers with content and apprenticeships.

These councils have to develop communication channels with the educational institutions and jointly work with them to build in the required technical skills into the curriculum as well as focus on ways to develop the attitude and work place exposure for aspiring students.

If industry were to take four simple steps, it would create a sustainable skill development ecosystem. First, reach out and work with the sector councils and if there is none for the sector, help create one or identify a council, which could work in the area. Second, pay more to certified persons and incentivise the employee to pay for his training while he is studying, for example, pay one month's salary to the skill/training institution; and or pay an amount equivalent to the money spent on training to the employee after a specified period with the company.

Third, promote the recognition of skills by promoting lifelong learning and get all employees in the organisation certified. Fourth, encourage and incentivise suppliers, contractors and service providers to hire certified persons and make it a pre-condition to working with a partner.

This will create a pull effect and for those young people who are graduating and willing to add to the knowledge they learn in college or university job-worthiness will come with a degree.

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World's first 3D digital brain created

London: Scientists have developed the world's first high-resolution 3D digital model of the human brain. The reconstruction of the human brain shows it's anatomy in microscopic detail, enabling researchers to see features smaller than a strand of hair. The "Big Brain" will be made freely available to neuroscientists to help them in research, 'BBC News' reported. Researchers sliced 7,400 sections from the brain of a deceased 65-year-old woman, each half the thickness of a human hair.

They then stained each slice to bring out the anatomical detail and scan them into the computer in high definition. The final step was to reassemble the scanned slices inside the computer. In all, 80 billion neurons have been captured in this painstaking process which took 10 years to complete. It was "like using Google Earth. You can see details that are not visible before we had this 3D reconstruction," said professor Katrin Amunts from the Julich Research Centre in Germany, one of the researchers involved. Professor Paul Fletcher, a psychiatrist at Cambridge University is scanning the brains of patients to learn more about eating disorders. He said Big Brain can help see details at the level at which brain computations take place. PTI