

## Newspaper Clips June 25, 2014

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# आई.आई.टी. की वैबसाइट हुई बंद

नई दिल्ली, 24 जून (ब्यूरो): आई.आई.टी. कैंडिडेट को मंगलवार को उस समय परेशानी का सामना करना पड़ा जब ऑनलाइन च्वाइस फीलिंग की वैबसाइट अचानक काम करना बंद कर दिया।

आई.आई.टी. एडवांस्ड में क्वालिफाई हुए कैंडिडेट के लिए आई.आई.टी. ने ज्वाइंट वैबसाइट [jeeadv.iitkgp.ac.in](http://jeeadv.iitkgp.ac.in) पर च्वाइस फीलिंग की सुविधा दिया था। छात्रों की ओर शिकायत मिलने के बाद आई.आई.टी. ने च्वाइस फीलिंग का समय बढ़ाकर 25 जून सुबह 10 बजे तक कर दिया। इससे पहले च्वाइस

### ■ 25 जून सुबह 10 बजे तक होगा च्वाइस फीलिंग

16 आई.आई.टी. में एडमिशन के लिए च्वाइस फीलिंग 24 जून को शाम 5 बजे समाप्त होना था। अलग-अलग छात्रों की ओर से मिली जानकारी के मुताबिक मंगलवार को सुबह 11:30 बजे एलिजिबल कैंडिडेट ने जब वैबसाइट खोला तो उन्हें लॉग इन करने के लिए काफी परेशान होना पड़ा।

आई.आई.टी. ने एक बयान में कहा है कि तकनीकी दिक्कत के कारण छात्रों को परेशानी हुई, इसकी भरपाई के लिए हमने समय बढ़ाने का फैसला

किया है। दूसरी ओर, छात्रों का दावा है कि शनिवार को भी कई जगहों पर साइट खोलने पर उन्हें थोड़ी देर बाद कोशिश करने का मैसेज मिला था। आई.आई.टी. ने छात्रों को सलाह दिया था कि वे एडमिशन के लिए कम से कम 50 च्वाइस लॉक करें, हालांकि अधिक से अधिक च्वाइस छात्र चाहें तो भर सकते हैं। माना जाता है कि आई.आई.टी. में स्कोर करने इतना ही महत्व च्वाइस फीलिंग का है, जिसके आधार पर ही छात्रों को सीट और इंस्टीच्यूट एलॉट किया जाएगा। एक जुलाई को आई.आई.टी. की ओर से पहला एलॉटमेंट होगा।

# Tech glitch in IIT admission gateway

TNN | Jun 25, 2014, 04.37 AM IST

<http://timesofindia.indiatimes.com/City/Lucknow/Tech-glitch-in-IIT-admission-gateway/articleshow/37151495.cms>

LUCKNOW: Candidates who qualified JEE Advanced, gateway for admissions to the coveted IITs, were disappointed on Tuesday. The joint online choice filling and seat allocation portal - <http://jeeadv.iitkgp.ac.in/> - that students should log on to apply to take part in the central counseling process for admission to the IITs remained inaccessible even on last day.

Several candidates eligible for admissions to IITs said the site had been from 11.30am on Tuesday. It was not operating till evening. Many candidates failed to fill the choices for counseling process this year. Candidates claimed they have been experiencing problems from Saturday, but clicking on the link led to a black page with the message "site is down for maintenance (till 6.30pm). Will be up again," said Rajan Srivastava, a candidate.

IIT-Kharagpur, organising IIT for this year's JEE (Advanced), opened the page for candidates successful in the test to upload their choices at 9am last Friday. Within 12 hours, the system appeared to face problems.

Late on Tuesday, JEE Advanced website stated "due to technical problems in the JEE(Adv)-2014 server on June 24, 2014, deadline of Online Choice Filling has been extended up to 10 am of June 25, 2014 for appropriately compensating the down time."

# आईआईटी की राह में जमीन बड़ी बाधा

नई दिल्ली | मदन जैड़ा

हर सूबे की सरकार केंद्र से जोरशोर से मांग करती रहती हैं कि उनके राज्य में नए आईआईटी, आईआईएम, एनआईटी जैसे केंद्रीय संस्थानों की स्थापना की जाए। लेकिन जमीन देने और उसके हस्तांतरण की प्रक्रिया पूरी करने के मामले में राज्य सरकारें ज्यादा दिलचस्पी नहीं लेती हैं।

नतीजा यह है कि यूपीए सरकार में घोषित कई केंद्रीय शिक्षण संस्थानों को अब तक जमीन ही मुहैया नहीं हो पाई है। स्थायी परिसर नहीं बन पाने से ज्यादातर संस्थान अस्थायी परिसरों में कम सीटों की क्षमता के साथ चल रहे हैं।

मानव संसाधन मंत्रालय ने हाल में राज्यों के उच्च शिक्षा सचिवों के साथ बैठक की तो सारी स्थिति सामने आ गई। कई आईआईएम, आईआईटी, एनआईटी जैसे संस्थान जमीन के लिए राज्य सरकार का इंतजार कर रहे हैं। ज्यादातर मामलों में वन संबंधी मंजूरी नहीं मिल पाने के

## सपना अधूरा

- पांच साल के बाद भी कई संस्थानों को नहीं मिल पाई है जमीन
- अस्थायी परिसरों में जैसे-तैसे चल रहे हैं संस्थान

कारण जमीन का हस्तांतरण नहीं हो पा रहा है और राज्य सरकारें इसमें तत्परता नहीं दिखा रही हैं।

मंत्रालय के अनुसार आईआईटी इंदौर, मंडी और भुवनेश्वर को वन विभाग की जमीन हस्तांतरित नहीं हो पाई है। जबकि ट्रिपल आईटी कोर्टायम को राज्य सरकार ने जमीन आवंटित ही नहीं की है।

दिल्ली में स्थापित होने वाले एनआईटी को नरेला में 18 एकड़ जमीन तो डीडीए ने दे दी है लेकिन इसके भुगतान के विवाद के कारण यह अभी तक हस्तांतरित नहीं हो पाई है। गोवा और सिक्किम सरकारों ने अभी एनआईटी को लैंड आवंटित ही नहीं की है।



रोचक बात यह है कि अरुणाचल प्रदेश और मिजोरम ने एनआईटी के लिए जो जमीन आवंटित की है, वहां सड़क और बिजली सुविधा नहीं है।

केंद्र सरकार बार-बार राज्य सरकार से अनुरोध कर रही है कि वहां बिजली और सड़क पहुंचाई जाए ताकि एनआईटी की स्थापना की जा सके लेकिन राज्य सरकारें सुनने को तैयार नहीं। करीब-करीब यही हाल नए खुले आईआईएम का है।

आईआईएम रोहतक को आवंटित जमीन लैंड यूज के विवाद में उलझ गई है जबकि उदयपुर आईआईएम की जमीन का विवाद जोधपुर हाईकोर्ट में लंबित है।

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# Ten Indian universities in top 100 of THE Asia Rankings

**LEADING LIGHTS** Panjab University and IITs lead the way among Indian institutions while University of Tokyo is ranked number one in the recently-launched Times Higher Education Asia University Rankings 2014

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Panjab University has topped the list of Indian universities featured in Times Higher Education (THE) Asia University Rankings 2014. The university, ranked 32, is one among ten Indian institutions that have found a spot in the top 100. The other Indian institutions in the list include IIT Kharagpur (45), IIT Kanpur (55), IIT Delhi and Roorkee (59), IIT Guwahati (74), IIT Madras and Jadavpur University (76), Aligarh Muslim University (80) and Jawaharlal Nehru University (90).

While India had only three universities in the top 100 last year, that number has jumped to ten this year. According to Ashok Thakur, India's secretary for higher education, "The question of whether the country should go 'full hog' for the global university rankings has mercifully been laid to rest by none other than the president of India, Pranab Mukherjee, who has made it clear that as a matter of policy, all institutions in the country have to participate wholeheartedly in the rankings process. The benefits of this commitment are obvious to all."

The University of Tokyo, Japan, retains its number one position in the Asia University Rankings, followed by National University of Singapore at number two and University of Hong Kong at the third place. Japan is the number one nation in the Times Higher Education Asia University Rankings 2014, with 20 representatives in the top 100; but China is catching up fast, with 18 institutions. South Korea takes third spot with 14 universities (including three in the top 10). Taiwan falls from second to



■ Panjab University, ranked 32, tops the list of Indian universities in the THE Asia University Rankings 2014

HT FILE PHOTO

fourth with 13 representatives. The Middle East is represented by universities from Iran, Israel, Lebanon, Saudi Arabia and Turkey.

The rankings are based on 13 separate performance indicators to examine each university's strengths against all its core missions: teaching, research, knowledge transfer and international outlook. The data has been collected, analysed and verified by data specialists, Thomson Reuters.

Phil Baty, editor, THE Rankings, says, "The country's increased engagement with the international agenda, particularly its decision to embrace

global performance benchmarks, has dramatically improved its representation among Asia's top 100 universities."

He adds, "The scale and speed of Asia's development in higher education and research is staggering, and this ranking provides invaluable insights into the exciting (and rapidly changing) dynamics of the continent's top universities. Many Asian institutions are making strong progress in the World University Rankings, but the global list remains dominated by North America and Western Europe. This new ranking offers us a clearer picture of the Asian institutions."

## HOW THE INDIAN UNIVERSITIES STACK UP

2014 Asia ranking	2013 Asia ranking	Institution name
32	Not ranked	Panjab University
45	30	Indian Institute of Technology Kharagpur
55	Not ranked	Indian Institute of Technology Kanpur
59	Not ranked	Indian Institute of Technology Delhi
59	56	Indian Institute of Technology Roorkee
74	Not ranked	Indian Institute of Technology Guwahati
76	Not ranked	Indian Institute of Technology Madras
76	Not ranked	Jadavpur University
80	Not ranked	Aligarh Muslim University
90	Not ranked	Jawaharlal Nehru University





**PHIL BATY**, Editor, THE Rankings

## 'Indian varsities show the most improvement'

**Harini Sriram**

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Japan, Korea and China have more universities figuring in the top 100 even as the University of Tokyo has topped the list in the 2014 Asqia University Rankings. What are these countries doing right?

For me, China has been the most exciting country. They have a clear-cut policy to create world-class universities and they have systematically been working on it since the '90s. They have managed to dramatically increase the number of universities and have carefully nurtured a few select universities. These universities get generous funding from the government and this has resulted in better infrastructure and lab facilities.

Korea is a rising star and it has been showing steady progress. Japan, on the other hand, has seen a decline, a stagnation of sorts, if you will. Although it has about 20 universities in the top 100, they are struggling to get funds. If this continues, China (with 18 institutions in the top 100) is set to overtake Japan in the coming years.

**What has the India story been like? From your observation, what are some of the challenges that Indian universities face?**

There has been a significant increase in the representation of Indian universities in this list with ten universities in the top 100 (as compared to three last year). One of the biggest roadblocks to India's surge in the rankings, though, is lack of funding for research in universities. India can perhaps take a cue from China and selectively fund those universities that perform exceptionally well. Sometimes, uneven distribution of research funds can help. Secondly, Indian universities need to be more globally networked and leave behind strong global footprints through collaborative research and sharing of good practices. The other pressing issue that India has been facing over the last few decades is brain drain.

The best talent from the country is heading overseas for higher education and is bagging top jobs there. To retain such people in your own country, you need to invest in better infrastructure and lab facilities, provide more opportunities and offer better salaries to qualified professionals. Also, Indian universities should be given more flexibility and a certain degree of autonomy to take key decisions.

**What has really worked for Indian universities this time around? What are some of the areas where they have shown improvement?**

Indian universities have only recently started taking global rankings seriously. Even about 18 months ago, the perception here was that rankings did not matter. That attitude has changed significantly; however, not all universities are forthcoming about giving information. That is set to change with the directive from the country's president asking all institutions to participate wholeheartedly in the ranking process. In any case, the India story has been the best this year and Indian universities have shown the most improvement in terms of rankings and the number of institutions, as compared to last year.

The success of Indian institutions has been on the basis of excellence in research—not in terms of volume but quality. Panjab University, for instance, is one of the best in Asia with some very interesting research work in particle physics. Similarly, the IITs have built extensively on their strengths in science and technology.

**Have there been any surprise entries in the Asia rankings this year?**

Yes, indeed. Turkey has been a big surprise with five institutions in the top 40. The country has a good mix of public and private institutions with the private players performing quite well. They have fostered a spirit of healthy competition. Iran and Saudi Arabia too have three institutions each in the top 100.

# New tech to detect cracks in buildings

**Washington:** Researchers have developed new 'sensing skin' technology that can detect cracks and damage in concrete structures, allowing authorities to respond quickly to damage in everything from nuclear facilities to bridges. Scientists from North Carolina State University and the University of Eastern Finland said the skin is an electrically conductive coat of paint that can be applied to new or existing structures. The paint can incorporate any number of conductive materials, making it inexpensive.

Electrodes are applied around the perimeter of a structure. The sensing skin is then painted onto the structure, over the electrodes. A computer programme then runs a small current between two of the electrodes at a time, cycling through a number of combinations. Every time the current runs between two electrodes, a computer monitors and records the electrical potential at all of the electrodes on the structure. This data is used to calculate the sensing skin's spatially distributed electrical conductivity. If the skin's conductivity decreases, it means the structure is damaged. PTI

# शिक्षा में ऐसी जल्दबाजी ठीक नहीं

उच्च शिक्षा में सुधार की तुरंत जरूरत है, लेकिन इसका रास्ता और तरीका वह नहीं, जो दिल्ली विश्वविद्यालय ने अपनाया।

दिल्ली विश्वविद्यालय फिर से सुर्खियों में है। नए शिक्षा सत्र में लगभग 5.4 हजार सीटों के लिए होने वाले दाखिलों की प्रक्रिया पूरी होने से पूर्व ही विश्वविद्यालय अनुदान आयोग, यानी यूजीसी ने कुलपति दिनेश सिंह को आदेश दिया है कि डीयू पिछले वर्ष शुरू हुए चार वर्षीय डिग्री कोर्स पर रोक लगाए और फिर से त्रिवर्षीय कोर्स की तरफ लौटे। यूजीसी ने इसके लिए एक स्टैंडिंग कमेटी का गठन किया है, जो विश्वविद्यालय को इस संकट से उबारने का रास्ता बताएगी। इसके बाद अब पूरे भारत में उच्च शिक्षा में सुधार के भविष्य पर बहस शुरू हो गई है। मानव संसाधन विकास मंत्री स्मृति ईरानी ने इस प्रकरण में हस्तक्षेप करने से इनकार करते हुए मामला यूजीसी पर छोड़ दिया है। यूजीसी, दिल्ली विश्वविद्यालय के दिसंबर 2012 के फैसले पर अब कई सवाल उठा रही है। क्या यूजीसी और मानव संसाधन मंत्रालय के उच्च अधिकारियों की यह जवाबदेही नहीं है कि जब 2012-13 में नियम-कानूनों की अवहेलना करते हुए दिल्ली विश्वविद्यालय के कुलपति दिनेश सिंह सारे फैसले ले रहे थे, उस समय वे मुकदशों को क्यों बने हुए थे?

दिल्ली विश्वविद्यालय देश के 43 केंद्रीय

विश्वविद्यालयों में से एक है, किंतु अपनी ख्याति-प्राप्त अलुमनाई, अकादमिक स्वायत्तता और मूर्धन्य विरासत के कारण इसे देश के उच्च शिक्षा जगत में शीर्षस्थ स्थान दिया जाता है। यूपी, बिहार, हरियाणा, राजस्थान, मध्य प्रदेश, झारखंड, उड़ीसा और अन्य प्रदेशों से 12वीं पास करने वाले लाखों विद्यार्थियों और उनके मां-बाप की ख्वाहिश रहती है कि किसी तरह दिल्ली विश्वविद्यालय से संबद्ध 77 कॉलेजों में से किसी कॉलेज में दाखिला मिल सके। इस विश्वविद्यालय की 5.4 हजार सीटों के लिए होने वाली मागमारी का अंदाज इस बात से भी लगाया जा सकता है कि कुछ नामी-गामो कॉलेजों में 95 प्रतिशत से कम अंक प्राप्त करने वाले आवेदकों को दाखिला भी नहीं मिल पाता।

यूजीसी और दिल्ली विश्वविद्यालय के बीच हो रही मौजूदा भिड़ंत से यह जाहिर होता है कि ऊपरी तौर पर भले ही इसके राजनीतिक निहितार्थ हों, किंतु गहराई में देश की उच्च शिक्षा व्यवस्था में पनप रही दिशाहीनता, अवसरवादिता और नेतृत्व विहीनता जैसी प्रवृत्तियां इसके लिए उत्तरदायी हैं। इस प्रकरण से यह भी सवाल उठ रहा है कि उच्च शिक्षा में व्यापक सुधार करते समय क्या सिर्फ बाजार के दबावों और विदेशी विश्वविद्यालयों की भारतीय विद्यार्थियों में बढ़ रही दिलचस्पी को ध्यान में रखा जाएगा या विश्वविद्यालय प्रशासन की वैधानिक संस्थाओं जैसे अकादमिक व कार्यकारी परिषदों को अहम फैसले लेने की स्वायत्तता दी जाएगी? क्या मूलभूत मुद्दों पर फैसले लेने से पूर्व विश्वविद्यालय के शिक्षकों, विद्यार्थियों और अभिभावकों की राय जनतांत्रिक तरीके से ली जानी चाहिए या कुलपति को सिर्फ उनकी सुनना चाहिए, जो आखिरी मुद्दे पर उनका समर्थन करते हों? दिल्ली विश्वविद्यालय में डिग्री कोर्स चार वर्षीय हों या तीन वर्षीय, यह सिर्फ

हरिवंश चतुर्वेदी  
निदेशक, विमेटक



एक विश्वविद्यालय का मुद्दा नहीं है। भारतीय संविधान की समवर्ती सूची का अंग होने के कारण उच्च शिक्षा पर फैसले लेने का अधिकार वैसे तो केंद्र व राज्य, दोनों सरकारों को दिया गया है, किंतु राष्ट्रीय स्तर पर उच्च शिक्षा के मूलभूत बिंदुओं को केंद्र सरकार द्वारा संसद में पारित राष्ट्रीय शिक्षा नीति के तहत निर्धारित किया जाता है। 80 के दशक में द्विवर्षीय डिग्री कोर्स को राष्ट्रीय शिक्षा नीति, 1986 के अनुरूप त्रिवर्षीय डिग्री कोर्स में बदला गया था। त्रिवर्षीय डिग्री कोर्स को लागू करते समय विद्यार्थी संगठनों द्वारा इसका जबरदस्त विरोध किया गया था, क्योंकि इससे अभिभावकों पर पड़ने वाला आर्थिक भार एक साल के लिए बढ़ रहा था।

त्रिवर्षीय डिग्री पाठ्यक्रम ब्रिटिश उच्च शिक्षा से मिलता-जुलता है, जबकि चार वर्षीय पाठ्यक्रम अमेरिकी यूनिवर्सिटीयों की तर्ज पर है। अमेरिकी यूनिवर्सिटीयों के यूजी कोर्स में सभी तरह के पाठ्यक्रमों में एक कोर या फाउंडेशन करिकुलम होता है। कोर करिकुलम को सभी को पढ़ाने के पीछे की धारणा यह है कि हर स्नातक को भाषा, साहित्य, आईटी, उद्यमिता, प्रबंध, सुशासन, नागरिकता, मनोविज्ञान, संप्रेषण, आर्थिक-सामाजिक विविधता, इतिहास, संस्कृति, सभ्यता, गणित, पर्यावरण तथा जन-स्वास्थ्य जैसे विषयों की मूलभूत जानकारी होनी चाहिए। ऊपरी तौर पर देखें, तो इस चार वर्षीय कोर्स के अकादमिक पहलू पर किसी को ऐतरज नहीं होना चाहिए। लेकिन शिक्षक वर्ग और जाने-माने शिक्षाविदों का प्रखर विरोध बेबुनियाद नहीं है। उनका कहना था कि कुलपति दिनेश सिंह द्वारा इस मुद्दे पर गंभीर और व्यापक विचार-विमर्श के जरिये आम सहमति बनाने की बजाय सिर्फ

बयानबाजी की गई। दिसंबर 2012 में सिर्फ तीन दिन की सूचना पर अकादमिक काउंसिल की बैठक बुलाकर नया कोर्स पारित कर दिया गया और अगले दिन एजीक्यूटिव काउंसिल ने भी इसे स्वीकृत कर लिया। विश्वविद्यालय प्रशासन और शिक्षकों के बीच एक-दूसरे के प्रति परस्पर विश्वास की कमी बढ़ती गई। सब कुछ जल्दबाजी और हड़बड़ी में किए जाने की कोशिश की गई, जिसके गलत नतीजे आज भी दिखाई दे रहे हैं।

विरोध का दूसरा प्रमुख कारण कोर्स की अवधि एक वर्ष बढ़ाने से पैदा होने वाली परेशानियां थीं। एक साल की वृद्धि के कारण 33 प्रतिशत अधिक क्लास रूम और शिक्षकों की जरूरत होगी, जबकि दिल्ली विश्वविद्यालय के अधिकांश कॉलेजों में कक्षाओं और शिक्षकों की कमी है। विश्वविद्यालय में लगभग 5,000 शिक्षकों के स्थान भरे नहीं गए हैं और तदर्थ शिक्षकों से काम चलाया जा रहा है। कोर्स की अवधि एक वर्ष बढ़ाने से विद्यार्थी और अभिभावक भी खुश नहीं थे, क्योंकि उन्हें अपनी जेब से 33 प्रतिशत अधिक खर्च करना पड़ा। सवाल यह भी उठ कि देश के अन्य विश्वविद्यालय अब भी पुराने मॉडल पर चल रहे हैं। दिल्ली विश्वविद्यालय से चार वर्षीय कोर्स पास करने वाले विद्यार्थियों को दूसरे विश्वविद्यालयों में द्विवर्षीय स्नातकोत्तर यानी पीजी कोर्स ही करने पड़ेंगे। क्या दिल्ली विश्वविद्यालय अपने सभी पीजी कोर्सों की अवधि को वर्तमान द्विवर्षीय से एक वर्षीय कर पाएगा?

चार वर्षीय पाठ्यक्रम के विरोध में दिल्ली विश्वविद्यालय में जो मुद्दा आज उठ रहा है, वह कल देश के सभी विश्वविद्यालयों के सामने उठने वाला है। 150 से अधिक वर्ष पुरानी हमारी उच्च शिक्षा व्यवस्था जड़-जंगम और जर्जर हो चुकी है। इसमें ऐसे बुनियादी परिवर्तन करने होंगे, जो 21वीं सदी की जरूरतों के अनुरूप हों। दिल्ली विश्वविद्यालय के प्रकरण से यह स्पष्ट है कि उच्च शिक्षा में बुनियादी सुधार जल्दबाजी और हड़बड़ी में नहीं किए जाने चाहिए। किसी मंत्री या कुलपति के पास कितने ही उम्दा विचार क्यों न हों, बुनियादी सुधारों की दिशा निर्धारित करने में शिक्षकों, विद्यार्थियों, अलुमनाई तथा नियोजताओं की सक्रिय भागीदारी एक आवश्यक शर्त है। हर व्यवस्था में बुनियादी परिवर्तन का प्रतिरोध होता है, क्योंकि लोग अपने निहित स्वार्थों 'कंफर्ट जोन' को छोड़ना नहीं चाहते। इस प्रतिरोध को परिवर्तन के लिए व्यापक समर्थन में बदलना संभव है, बशर्ते व्यवस्था के सभी भागीदार पूर्वाग्रह और निहित स्वार्थों को छोड़कर रचनात्मक संवाद के लिए तैयार हों।

(ये लेखक के अपने विचार हैं)



डी. श्रीनिवास

# UGC scores, 57 colleges switch to 3-year course

**DAY'S DRAMA** Confusion over resignation of DU vice-chancellor Dinesh Singh

Mallica Joshi and  
Vanita Srivastava

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**NEW DELHI:** Fifty-seven of the 64 city colleges Tuesday agreed to go back to the three-year undergraduate course, signalling end to the logjam that has pitted the UGC against DU.

There was still no clarity on admissions through the day that had its fair share of drama with conflicting reports of "resignation" of Delhi University vice-chancellor Dinesh Singh coming in. Singh had pushed for the controversial four-year course that the University Grants Commission wants scrapped.

At 3pm, the university media coordinator sent a message to reporters saying, "VC has resigned."

An hour later, writer Madhu Kishwar stepped out of Singh's residence and denied that he had quit. Teachers and university officials, who meet Singh subsequently, said the same.

There was, however, no word from the vice-chancellor.

Though the colleges sent com-

## THE MAN IN THE MIDDLE

- Delhi University vice-chancellor Dinesh Singh joined office in October 2010 and is left with a tenure of more than a year
- His entire stint has been marred with controversy, first over the semester system and then FYUP
- Before he assumed the position of V-C, he was the director, south campus, DU, and was among

the more popular professors

- He is an alumnus of St Stephen's College in Delhi and Imperial College, London. He is a professor of mathematics

- Singh was awarded the Padma Shri earlier this year, which had also created quite a stir in the university, especially among those who opposed his moves



pliance letters to the UGC, they said admissions, which should have begun Tuesday, would start only after they get clear directives.

Hundreds of outstations students landed at the campus, unaware that admissions had been put on hold.

"While I firmly believe that academic matters are the privilege of the university, after I heard that the V-C had resigned I had no option but to send a

report," a prominent north campus college principal said. "The report simply mentions that I have no problem with what the UGC has stated in its letter."

According to principals, the university regulator called them repeatedly to send in the compliance letters.

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## UGC scores, 57 colleges switch to three-year...

"The regulator, which holds the purse strings, had on June 20 told the colleges to admit students only under the three-year programme and junk the four-year course. The UGC had warned colleges of "consequences" for failing to follow the directive.

With the majority of colleges giving in, DU faces a peculiar situation. On Wednesday, it is expected to send in a compliance report to the regulator so that admission process can begin.

The colleges that have not sent their response are mostly evening colleges.

During the day, the Supreme Court declined to hear DU executive council member Aditya Narayan Mishra's public interest litigation against the UGC order and asked him to approach the high court.

**THE UGC HAD WARNED COLLEGES FOR FAILING TO FOLLOW THE DIRECTIVE**

# Last year, HRD ministry had backed 4-yr course in high court

**Mallica Joshi**

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**NEW DELHI:** The Ministry of Human Resource Development (MHRD) may have refused to interfere in the standoff between the Delhi University and the University Grants Commission over the four-year undergraduate programme this time, but in 2013 it had supported the course.

In a reply sent to the High Court in relation to a PIL against the course sent on July 23, 2013, the MHRD has clearly stated that the university is a statutory autonomous body and all academic decisions are taken by it on approval by the Academic and Executive council and the University Court.

“It (DU) has complied with all formal requirements as per the University Act, Statutes and Ordinance for introducing FYUP from July 2013. In view of the above, there is no ground

## MHRD HAS STATED THAT DU IS AN AUTONOMOUS BODY AND ACADEMIC DECISIONS ARE TAKEN BY THE VARSITY

or occasion for the Ministry to take an otherwise view on an academic decision like this,” the letter stated.

The letter also states that the FYUP is in conformity with the UGC regulations. It also points out that the Indian Institute of Science, Bangalore had also announced a four-year Bachelor of Science programme.

The MHRD may not have spoken out against the Vice Chancellor nor questioned the university’s autonomy but it has not come out in the university’s defence either — a position contrary to the one it took last year.

The letter has also pointed out that the name FYUP is a misno-

mer as only those students who are seeking an honours degree will have to stay for four years. The others can leave in two years with a diploma or in three years with a simple bachelor degree.

This is a position that the university has also communicated to the UGC but was rejected by the regulatory body which declared that the course was against the National Education Policy that says that an undergraduate degree should be three years long.

What has changed in this one year is the regime. “The Pallam Raju-led ministry had taken a stand that Delhi University is an autonomous institution and it would not take any step in contravention of that status. MHRD is nowhere in the picture even now. The issue is between DU and UGC,” said a senior MHRD official.

**(WITH INPUTS FROM NEHA PUSHKARNA)**



Hindu ND 25.06.14 P-2

## THE JUDICIAL ROUTE

# Tug of war between UGC, DU reaches High Court

Nirnimesh Kumar

**NEW DELHI:** A Supreme Court lawyer on Tuesday moved the Delhi High Court seeking a direction to Delhi University to comply with the University Grants Commission's (UGC) direction to admit students in the current academic session under the three-year graduate course instead of the four-year undergraduate programme (FYUP) as introduced by the University in the 2013-14 session.

Petitioner R.K. Kapoor submitted that the tug-of-war between the UGC and the University over the undergraduate course -- with the latter rejecting the former's directive to revert back to the three-year course -- has put the career of lakhs of students in jeopardy as the colleges had deferred admissions till resolution of the conflict.

He submitted that there was no hope of the deadlock being

broken except with the intervention of the Court as the Union Government had adopted a hands-off approach on the controversy and let the UGC and the University indulge in turf war.

Mr. Kapoor also stated that the University stared at grants being blocked by the UGC and later de-recognition of undergraduate degrees provided by it as the regulatory body had warned action in the event of the former not implementing its directive to restore the three-year course.

He charged that the FYUP was against the National Education Policy which talked of 10+2+3 concept. Further, the Delhi University Teachers' Association, on the basis of feedback by its Staff Associations from 47 colleges, had last year found that 44 were against the FYUP.

The petition is likely to come up for hearing on Wednesday.

# Bridging the industry-academia gap

Neeti Sharma

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Although India's higher education system contributes about 350,000 engineers and 2.5 million university graduates annually to our workforce, at any given time, about five million graduates remain unemployed. A survey done by McKinsey Global Institute shows that multinationals find only 25% of Indian engineers employable, and according to NASSCOM, there are over three million graduates and postgraduates added every year to the Indian workforce.

The industry, on the other hand, has had its share of challenges in getting their positions filled. Not only have they lowered their hiring standards at the bottom of the pyramid in order to be fully staffed, they have established training programmes to make their hires productive. But this situation is unsustainable because it wrecks productivity and there is not a viable model for employers to 'manufacture' their own employees.

While we cannot predict the kind of jobs that would be available in the future, there is no stopping all job aspirants, industry

**NO MORE THAN 7% OF INDIAN YOUTH AGED BETWEEN 18 AND 25 YEARS GO TO COLLEGE; 40% OF THOSE OVER 15 YEARS ARE ILLITERATE**



■ Internships expose students to the work environment

IMAGESBAZAAR

and the education system from preparing for these jobs. One of the approaches to tackle the job-readiness problem across the Indian workforce is for the industries, academia and the job aspirants to work in partnership with each other.

There are few ways you, as job aspirants, can develop your skills through our education system:

**Increase the enrolment ratios in higher education:** Part of the skills gap problem is that only a very small percentage of India's youth go on to higher education. No more than 7% of Indian youth between the age group of 18 and 25 years go to college. Also, 40% of people over

the age of 15 are illiterate. While the government and academia work towards increasing the enrolment ratios by providing various schemes, it is also your responsibility, as job aspirants to complete education effectively. If we increase the ratio of enrolments to universities, a part of the problem could be resolved.

**Curriculum to match industry requirements:** The current pace of industry and labour market changes mean that some curriculum is outdated much before a student completes his education. Besides the domain skills, the industry also looks at soft skills, team building, values and attitude of an individual at the time of hiring. Upgrading

curriculum and keeping up with the changes is required of the institutes. Also, the curriculum needs to be made in collaboration with the industry, and if possible, joint certifications/degrees between the academic institutes and industry. Each domain curriculum needs to be driven by the respective sector to be able to create almost-job-ready students.

**Internships that give workplace exposure:** As students, you would benefit greatly if higher education faculty either had prior work experience or would be required to spend some time on short-term assignments with employers. But you would also hit the ground running with

employers if part of their programme had internships with employers. Even if these internships are not in the industry or function where you find permanent jobs, these stints will give you an appreciation for the realities of the workplace. The lack of organised apprenticeships in India (we have only three lakh trainees compared to Germany's six million and Japan's 10 million) sabotages employability by undermining an effective vehicle of learning-by-doing and learning-while-earning. Internships combine education with training and enable the industry to take the candidates on a test drive.

**Shared jobs model with recurring participation:** Employers would be happy to contribute to developing a shared model with teaching institutions for jobs and their requirements. If the model works well, it would not only align academic efforts but also greatly reduce information asymmetry in student choices of the jobs they can take.

**Joint initiatives by the industry, academia and you:** The job seekers will play an important role in plugging the skill gap. Providing industry oriented (skill-based) training to you - the future workforce of India will make a huge impact in your lives and will benefit our communities in the times to come.

*The author is senior vice president and co-founder, TeamLease, which is a training partner of the National Skill Development Corporation (NSDC)*

# Why academic, gender diversity is imperative in B-schools

Management institutes look to re-jig the student mix for a holistic perspective

VINAY KAMATH

Puja Das talks excitedly about her new role as President of the graduate student board of the Hyderabad-based Indian School of Business. Conversing in the sandstone-coloured wind-swept cavernous atrium of the B-school, her enthusiasm is infectious.

The 26-year-old IIT Bombay graduate, who worked a little over two years in oil exploration company Schlumberger before joining ISB, has her agenda full: add lustre to the ISB brand, reach out to alumni, host national-level competitions... she's brimming with ideas.

For ISB's Deputy Dean Savita Mahajan this year has been in some sense one of twin triumphs. The Class of 2015 of the post graduate programme in management has 231 women students constituting 30 per cent of the total class size - the highest number ever since the school's inception 13 years ago. "From the start of ISB, we had this target of 30 per cent in mind; it's been steadily going up and this year is a landmark for us," she explains. And, for the first time, the student's body has a woman President: Puja Das won after a hard fought election, which saw six women in a field of 14 competing in two rounds of polling.

But, the landmark the Dean refers to isn't just mere symbolism or a target to be achieved. It's something that B-schools around the country have been grappling with these past few years: how to increase both academic and gender diversity in business schools. As Dean Mahajan explains, "Diversity of any kind; in educational background, gender, culture, is very useful in the learning process. It brings different skill sets and perspectives in the analysis of a problem situation and its possible solution. Particularly in management education, where the case method is used to illustrate real life situations, usually there is no single 'right' answer. Diverse opinions can challenge the mainstream view, and throw up out-of-the-box solutions, thus enhancing the whole group's learnings and insights."

As Das herself says of her a little over two-month stint at ISB, "We get to learn a lot from our colleagues, because they come from such diverse backgrounds."

## Importance of diversity

How important then is academic and gender diversity at B schools? Very much, going by what IIM-A Director Ashish Nanda said in an earlier interview to *Business Line*. "When I came here and met the students in different sections, my question

was: How many of you are engineers? But I couldn't ask the other questions; more than 95 per cent of the students were engineers. In our kind of classrooms, where learning is by discussion, if a teacher is just coming to teach fact and data then academic diversity doesn't matter so much. But, if you have a class where most of the learning happens in interaction, and the faculty member is a facilitator, then it is important that students come from different points of view and are surprised by what others say and build on those learnings."

Diversity, says Nanda, comes from different points of view; it comes from intellectual curiosity; gender; different socio-economic and educational backgrounds. "The participants of a classroom at IIM-A would benefit more if this were to happen," he adds. Nanda, himself a 1983 batch alumnus of IIM-A, recalls that the imbalance was not so acute during his days as a student. And, now as Director of the country's top B school, Nanda worked along with the admissions committee to restore some balance by making some proactive changes to the recruitment and admissions process for the 2014-16 batch. Partly as a result of these changes and with a greater recruiting effort by IIM-A in non-traditional areas, non-engineers constitute 11 per cent of the students to whom offers have been made this year, compared to 5 per cent or less of the batches in the past three years.

Also, 28 per cent of the offers, a record

## Not just IQ, but EQ and SQ as well

The Chennai-based Great Lakes Institute of Management has traditionally had a high proportion of women in its batches since it started ten years ago. Executive Director S Sriram points out that managers who aspire to be in managerial and leadership positions need to have a strong EQ (emotional quotient) and SQ (social) apart from IQ.

"Our traditional education, and particularly in the Indian context, does not provide structured inputs to develop EQ and SQ. More particularly in management education, these aspects are very important as an overwhelming majority of students come from an engineering background which emphasises the IQ component almost to the exclusion of the other two," he explains. One of the effective ways to respond to this of equipping future managers and leaders with an SQ and EQ component is ensuring diversity in terms of gender and the academic background they come from. "Women," he says, "traditionally possess a higher EQ component. So, by being in the same class, interacting with them, looking at and learning from their perspective of managerial and leadership situations enables one to not only appreciate the EQ component but also develop it further." People who come from diverse undergrad backgrounds bring in their own perspective to managerial issues/challenges. For example, he points out, a humanities person will look at a productivity problem very differently compared to an engineer. This not only enriches class room learning but also enables one to develop diverse perspectives.

high for IIM-A, have been made to women applicants, compared to women constituting 11 per cent to 22 per cent of batches in the past three years.

But, as B-school dons point out, more women in management education indicates a quiet social phenomenon at work as well. ISB's Mahajan says the pool of women entering the corporate workforce has multiplied otherwise one wouldn't see the numbers going up in B-schools. "The gender scenario in the corporate world itself is changing and lot more women feel confident that this is a career they can build," she says. Schools such as ISB and Great Lakes Institute of Management require a minimum of two years work experience to enrol for a one-year

programme. GLIM's Executive Director S Sriram says that traditionally very few women pursued higher education and those of them who did, got into humanities and social sciences and career wise, most aspired to become teachers and jobs of similar nature. "Modern women are pursuing engineering and other professional education and naturally they aspire to become managers and leaders of organisations. This is the supply side explanation."

On the demand side, he says, corporates are increasingly realising the need and importance to have women managers and leaders. They are not only good in people management and organisational building due to their better developed EQ but also bring in possibly better corporate governance and ethics, as women tend to have less tolerance for compromise. "Even research conducted after the 2008 crisis found that companies with more women on board suffered less," explains Sriram.

Uday Salunkhe, Group Director, WeSchool, says it's all a domino effect due to the better policies in place that support women and overall a society that respects women for the talent they show. "With every woman you train, you fade the gender bias prevalent in many regions and strata and strengthen their determination for a better life. Well balanced gender diversity in all facets of life helps developing a healthier attitude and better respect for all," he adds.

Schools such as ISB have also been proactive in roping in women into B-school by reaching out to them during their undergraduate courses. It also admits women on an average who are younger than similarly qualified men. "We realised if we don't give them an opportunity then or say you're too young and work

a couple of years and come back, they say there is too much pressure to get married and they may not be able to do the course later. It's a valid reason. So we are open to taking them younger," says Mahajan. But, even that is changing, she adds. With married students' accommodation and conducive campus facilities, more married women are signing up for a B-school education - this year she says there are 45 married women on campus.

## Best case practices

IIM-A's Nanda recalls that two decades ago, MIT in the US used to have a similar problem of fewer women joining. It's considered one of the top schools in hard sciences, but it was not getting many women students "and the reason was there was a general wisdom that you don't get many women interested in hard sciences as the environment is not supportive of them."

The leadership of MIT said it had to aggressively go and recruit women from schools, encourage them to apply; bring them to MIT to spend a couple of days; offer scholarships. "Today, MIT has almost 50 per cent women. And, in fact, it is considered one of the most women-friendly institutions. But, it took a decade. So we have to reach out to students; encourage people in society who think it's important and provide motivation and incentives to people from different backgrounds to apply," explains Nanda.

Anaita Singh, a student of the 2015 batch at ISB, who earlier worked in a bank, a government project and for a political party in the Delhi state elections, says earlier there was a set agenda for women, that they could work only in particular sectors. "We have more support systems now. And, now we are in a position to create something for ourselves rather than be stereotyped."



# How about a campus interview for employers?

A new set of rules adopted by one side calls for new rules for the other side as well

## SUPARNO MOITRA

Downsize. Right-size. Cut the extra flab. They all sound like ads for selling weight-loss gadgets. But they are phrases which even a first year MBA student will recognise and relate to.

Gone are the days when large-scale recruitment was the order, rather than the exception at Indian blue chips. Corporate restructuring in India — once thought to be a temporary cost-cutting measure to boost profitability — has become a feature of working life and has buried the idea of “lifetime employment”.

Given the fact that such layoffs are industry-wide and usually neither fault-based nor predictable, no executive today is immune to the threat of imminent job loss.

Organisations are paring their inner core of executives to the bone. “Flat” and “lean and mean” have become buzzwords, reflecting the need for companies to become more flexible and able to quickly respond to change. The panacea for all ills, according to employers at least, is: make the office look as sparse as possible.

### Fresh coat of polish

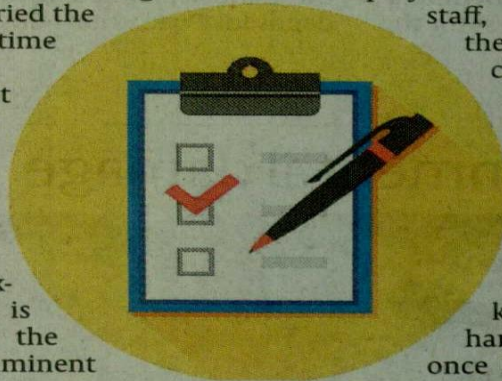
This has made it imperative for aspiring executives to introspect. A new set of rules adopted by one side calls for new rules for the other side as well. For starters, the present day executive will have to conceive of himself as a “portable”

executive, who carries his office in the briefcase. A change of employers (whether forced or voluntary) will be no more than giving a fresh coat of polish to the briefcase.

Now, what does the briefcase contain? It certainly does not contain any employer. What then? The short answer is: skills. A good professional degree is just the beginning. The ability to sniff an opportunity, and seizing it, marks out the star-trekker. These skills are certainly portable. So, just as employers chop and change staff, employees have the opportunity to change employers too.

Interestingly, a slow but steady process is already discernible. B-school graduates, and even IT whiz kids, are taking a hard second look at once holy cows — the big employers. Perhaps it is time the bigger employers are asked to attend campus interviews, just like job seekers. They should be quizzed on the reasons for sacking their latest top-management group and why budding professionals should take the risk of associating themselves with them. The Bombay Club is gone, but like the proverbial Phoenix, has risen again in the guise of various forums, which proclaim the cause of a level playing field by day, and unlevel it by night. *Hallelujah!* the great Indian employer.

*The writer is a sustainable livelihood and inclusiveness advocacy specialist.*



## **IITian's Petition Asks HRD Ministry To Focus On Existing IITs Issue**

BANGALORE: In keeping up with Presidents address and Prime Minister Narendra Modi's wish to establish an IIT/IIM in every state, HRD minister Smriti Irani is working on the possibilities to open eight new IITs across the country soon. But that is being met with opposition as an IITian who has asked to fix existing IITs first, as reported by ET.

According to the online petition initiated by Digvijay Singh Patil, the possible change and idea to set up new institution is not agreeable and has further asked the HRD Ministry to focus on the existing problems faced in the recently built institutions. Patil, a third-year student of agricultural and food engineering from IIT Kharagpur, exclaimed this statement on the website Change.org.

"Instead of setting up eight new IITs, I (an IITian) want you to focus on facilities and faculties of existing IITs. Condition of many new IITs, set up in 2009, is pathetic. Many departments don't even have faculties," said the petitioner. So far, the petition has received about 8,931 signatures.

Patil, who is interning with Nippon KOEI's research and development centre in Japan at the moment, started the petition two weeks ago after the official word was out from the minister's plans online.

Patil said that, "I spoke to my friends from the newer IITs and they told me about the problems they were facing. The biggest complaint is the condition of the hostels and campuses. New IITs offer fewer courses and in fact, IIT Gandhinagar doesn't even have a sought-after course like computer science and engineering. Campus placement in new IITs is not too good either, except in Hyderabad and Ropar."

He further added, "Many of these IITs do not even have their own campus and infrastructure right now. They are operating from other institutes."

The ongoing petition from the IITian was done in such a way that every time a supporter signs the petition, a notification email is sent to the official id of the HRD ministry. But it is still yet to receive any calls and emails from the HRD minister on this matter.

## **Need to Enhance Research Quotient: Smriti Irani**

<http://www.newindianexpress.com/nation/Need-to-Enhance-Research-Quotient-Smriti-Irani/2014/06/24/article2296925.ece>

NEW DELHI: Union Minister for Human Resource Development Smriti Irani on Monday stressed the need for enhancing research quotient at an interactive session held with the directors of IISc and IISERs here.

The Minister emphasised the need to have a robust interface with the research and development wing of the Indian Institute of Science (IISc) and Indian Institutes of Science Education and Research.

Irani said it was very important to develop a national system of rankings which would work as a national benchmark for various science education and research institutions to achieve.

“This will further help us to compete at an international level, and we must give special attention to South-South collaboration,” the minister said. To increase international presence on the campus, the IISERs need more publicity and creation of brand value, she said.

After a presentation on the goals and challenges faced by the IISc and IISERs, including infrastructure, capacity building, research, international co-operation, patents, IPRs and publications in peer reviewed journals, the minister also shared her views about Rashtriya Avishakar Abhiyaan. Irani said these institutes must promote international co-operation in critical areas such as solar energy and plant genome and bio technology. She suggested some areas of research with social impact such as pollution and impact on health, climate change and productivity.

HT Delhi

# ‘India does not spend enough on

**THE WAY FORWARD** The Indian government should work towards its proposal to create Navratna universities, on the lines of Ivy League universities, and nurture them selectively

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Why is it that America and Europe produce the most number of Nobel Laureates while India can only boast of a few such names? The reason, as some vice chancellors and professors point out, is that India does not spend enough on research in its universities.

Discussing the need to rethink research funding strategies in India, as part of a panel discussion during the launch of Times Higher Education Asia University Rankings 2014, VCs and professors agreed that there is a serious lack of government funding to carry out research in Indian universities. Prof. Seyed E Hasnain of IIT Delhi cited the examples of initiatives in countries like Korea, Japan, Ireland,

etc, for which the government gives a bare minimum funding to universities and this spend increases significantly based on the university's performance. “It is important to hand-hold universities in the initial stages and support them with generous funds. In India, there is a disparity in government funding between research institutions and universities. Besides, the funding that most universities get is sometimes not even sufficient to meet the salaries of the staff, leave alone to carry out research,” he added.

Pawan Agarwal, adviser, higher education, Planning Commission, said that the challenge lies in deploying selective research funds. Comparing public funding patterns in US universities with that of India, he added that India has a long

way to go. “For instance, the National Institute of Health in Maryland, USA, spends more than 1,000 times the money that Indian research institutions do on research. Similarly, while in the US, universities receive about 45% funding for facilities and services, Indian universities receive between 0% and 5%. A research excellence framework (REF) is non-existent in the context of Indian universities,” he said.

Even as efforts are on to increase the gross enrolment ratio (GER) in higher education to 30% (from 19% now) in 2020, improving the quality of research, teaching and infrastructure are paramount. Prof SC Lakhota of Banares Hindu University (BHU) argued that the focus should be on quality education rather than research.

“We must realise that universities are more than just science and technology. Our students are compartmentalised as we have narrowed down our branches of study and demarcated universities and research institutions, creating more disparity. Every institution gets basic public (government) funding and we must create a post-doctoral culture in the country, as this will help prevent brain drain,” he said.

Hasnain added that the government should work towards its proposal to create Navratna universities (on the lines of Ivy League universities) and nurture them selectively through generous funding and more autonomy.

“We must aim to be in the top ten in the Asian rankings and move on to make a mark in the world rankings,” he added.

