

Newspaper Clips June 7, 2014

Hindustan Times ND 07/06/2014 P-11

IITs clear the air on JEE answer key

Vanita Srivastava

vanita.shrivastava@hindustantimes.com

NEW DELHI: After a strict review of the queries received from students and stakeholders, the Indian Institutes of Technology (IITs) announced on Friday that there was no change in the answer key.

Acting on a directive from the Delhi High Court and in an attempt to bring more transparency, for the first time the IITs invited clarifications and queries from candidates and stakeholders regarding the answer key before evaluating the optical response sheets (ORS).

In five days, more than 1,600 queries were received.

More than 1.19 lakh candidates sat for the entrance exam on May 25 for admission to the 16 IITs and to the Indian School

STUDENTS PREFER MAINSTREAM ENGINEERING. WHILE ALL COURSES HAVE THEIR BENEFITS AND A JOB MARKET, TOO MUCH SPECIALISATION AT THE UNDERGRADUATE LEVEL IS NOT PREFERRED

FORMER IIT DIRECTOR

of Mines (ISM), Dhanbad.

The answer key was uploaded on the official website on June 1.

The ORS of the candidates will be uploaded on June 8 and will be available till June 8. If candidates find any discrepancy they can apply for a review before June 15 on the payment of ₹500 per question.

Earlier, the IITs had admitted that four questions — one of physics and three of chemistry — in paper 1 of its joint entrance examination (JEE)

had two answers.

UNPOPULAR COURSES SCRAPPED

The total number of seats being offered for admission to IITs and ISM has declined this year. Some unpopular courses have been scrapped while three new ones have been added.

Some courses including pulp and paper engineering at IIT Roorkee, mining engineering with an MBA and petroleum engineering (dual degree) at ISM

have been discontinued.

However some new courses have been added in IIT Bhubaneswar, IIT Hyderabad and IIT Gandhinagar.

This year the number of seats has declined to 9,784 as against 9,867 from last year.

Experts believe that discontinuing unpopular courses can help reduce the number of seats going vacant.

“Some of the courses in IITs are unpopular. Even if students opt for them, they don’t pursue it with interest and leave it midway,” said an IIT professor.

“Students prefer mainstream engineering. While all courses have their own benefits and a well designed job market, too much specialization at an undergraduate level is not preferred by students,” said a former IIT director.

Times Of India ND 07/06/2014 P-12

Students question HRD minister over 8 new IITs

Keshav Agarwal | TNN

Pilibhit: Union human resources development minister Smriti Irani's decision to set up eight new IITs has sparked an interesting debate. Students from the older IITs have begun an online petition seeking review of the move, and 6,000 signatures were gathered in less than a week.

The petition, submitted to the minister online by IIT Kharagpur student Digvijay Patil, sought that the infrastructure of existing IITs — there are now 16 of them — be strengthened and upgraded first, before new institutes are start-

ed. The petition received overwhelming support from the student community, and messages have been pouring in on social websites like Facebook and messaging network Whatsapp.

IIT students are making all out efforts to project nationwide unanimity in this matter. Among the issues raised by the students are acute shortage of teaching staff, and inadequate facilities. Reports indicate existing IITs in India have 6,591 sanctioned posts. Only 4,079 have been filled, a mere 62% of total requirement. Among these faculty positions are also teachers on visiting, adjunct and contractual arrangements.

Private universities beat IITs in number of research papers

[M Ramya](#), TNN | Jun 7, 2014, 12.48 AM IST

<http://timesofindia.indiatimes.com/home/education/Private-universities-beat-IITs-in-number-of-research-papers/articleshow/36166089.cms>

CHENNAI: Barring Indian Institute of Science in Bangalore and a few IITs, most universities and colleges in the country are partial to teaching.

Now, some self-financing institutions are making an effort to look towards the premier league of research. Abstracting and indexing database Scopus shows that VIT University, for instance, has 495 publications till the end of May, with more publications to its name than IIT-Madras, IIT-Roorkee and IIT-Kanpur.

As in earlier years, IISc tops the list of Indian universities with 765 publications, followed by IIT-Kharagpur, IIT-Bombay and IIT-Delhi. Private universities like Sastra, Thapar, SRM, Amity and Manipal also find place among the top institutions, some with more publications than some IITs and most NITs.

"Encouragement from the management in the form of seed money and stipend for research scholars has boosted the research output rate," said associate dean of research at VIT University S Babu. VIT's management has supported research scholars by instituting research awards up to 20,000, buying lab equipment and offering further funds to expand the scope of research whenever a candidate submits a research paper. Last year, the university's count was 1,538, a 260% increase compared to its research output four years ago.

Scientists appreciate the trend, calling it 'positive'. Kavita Mehra, chief scientist at Delhi-based National Institute of Science, Technology and Development Studies, which undertakes a ranking of Indian universities based on research, said, "Public funded research needs to be supplemented by research through private resources, be it an educational institution or industry. In fact, it started late in India. The only thing is that the quality of research and priority of research needs focus."

Academics also countered the argument that emphasis on research will take away the focus from teaching. "Good teaching is a natural byproduct of good research and the benefit should flow to undergraduate students, who should be actively involved in research," said S Vaidhyasubramaniam, dean of planning and development, Sastra University.

Mehra said the quality of teaching improves when faculty members are engaged in research as they will be abreast of the latest developments and help students understand the relationship between theory and application. "Such faculty will prepare the knowledge force to take up research as a career than just look for lucrative packages. It creates a conducive environment for the future workforce of India," she added.

Private universities have been upping their research output in the hope that it will help them get recognised at the global level and draw foreign students. Most global rankings give importance to research output and paper citations. It also attracts funding in the form of grants. Vaidhyasubramaniam said that it is time funding agencies promote performance-based funding for research. "They should discard the practice of discriminating between institutions based on whether they are public or private," he added.

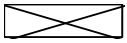
Private institutions have introduced project-based learning at the undergraduate level.

They have also made research-based learning at the master's level mandatory. VIT has made it mandatory for all MTech and MSc students to publish papers at the end of every semester.

But, private institutions lag behind in the H-index, a parameter to assess performance of researchers based on the number of times a published paper is cited by peers or other researchers. For instance, if VIT University's H-index is 39, it means that 39 of its 4,846 publications have been cited 39 times by peers or research scholars. This is a good indication of the quality of published papers.

Topper aims at getting berth in IIT-Bombay

TNN | Jun 7, 2014, 01.59 AM IST



JAIPUR: Shubham Jain of Tagore Shikshan Sansthan Sr Sec School has bagged first position with 98.67% marks in RBSE Class X exam, the results of which were announced on Friday. Hailing from a dusty town in Kuchaman City in Nagaur, Jain scored a centum in Science, 99 in Sanskrit and Hindi and 98 in Maths and 95 in English. He bagged this position defeating 11,29, 391 candidates.

He lives in a joint family and owes his success to this centuries old joint family system. "My 15-member family is everything for me. Each member in my family has contributed to my success. I derived discipline from grandfather and Maths skills from my sister, who is pursuing CA from Mumbai," said Jain, whose family members kept getting congratulatory calls throughout the day.

Focused about his future plans, Jain has already started working on cracking IIT entrance exam. He said, "My next step is to clear IIT and to take admission in IIT-Bombay. I have two years in hand which I think will be enough to achieve this aim."

His family is insisting for him to move to Jaipur for senior secondary studies but he is keen on continuing his studies to the same school. "If my school is like any other school in big cities and it has supportive teachers who know to get the best out of every child," said Jain.

Sharing his success mantra, Jain said, "I have never altered my routine even during exams. Every day I spent some time playing any sport, which keeps me fit and have never studied more than 4 hours at a single stretch."

IIT-I launches course with option to convert it into PhD

— By FPJ Bureau, June 07, 2014 01:49 am

<http://freepressjournal.in/iit-i-launches-course-with-option-to-convert-it-into-phd-2/>

Indore: Indian Institute of Technology, Indore is focusing on innovative and integrated programmes with one lined up to be launched from this academic session. This new programme which will be a mix of BTech and MTech will provide an option to convert the programme into the PhD programme during 9th semester.

This information was given in this year's director's report released during the convocation ceremony. In the report, Prof Neelesh Jain, dean, academic affairs, said: "A five-year programme with BTech + MTech in the disciplines of electrical engineering and mechanical engineering could be started from academic year 2014-15 to encourage highly motivated, academically excellent and research-oriented BTech students of IIT Indore to join the Post Graduate programmes after completion of third year of their BTech programme with an option to convert it to the PhD programme during the 9th semester.

Besides this the institute is launching four minor programmes in BSBE, Chemistry, Humanities and Social Sciences from academic session 2014-15. Jain said that the revision in the UG curriculum has enabled launch of these programmes.

Nearly five years after its inception in 2009, the IIT Indore revised BTech curriculum keeping requirements of industries in mind. The revised curriculum also research oriented. The curriculum revision has also enabled BTech students to do project outside the institute for a semester.

"BTech students can do their entire BTech project of six to seven months duration outside the institute by freeing seventh semester from any type of coursework," Jain said.

Vardhan Favours Single Medical Entrance Test

URMIA GOSWAMI
NEW DELHI

Health minister Harsh Vardhan indicated his willingness to revisit the idea of a common entrance examination for medical colleges.

"I am in favour of a common entrance examination. It is the most ideal thing, but in the light of the court orders we will have to relook the whole issue," Vardhan told ET.

The minister felt that given private medical colleges were very expensive and often involved paying of "donations", which were unofficial payments there was a need to revisit the admission process. "A fresh look is needed," he said.

In this context, the minister said that there was a need to take a fresh look at the Medical Council of India, which is a "big source of corruption". Vardhan lamented that instead of strengthening the medical education system, the MCI had "weakened it".

However, it will be some time "after I have stabilised the rest in a couple of weeks" before the health minister turns his attention to the MCI, which he said was a "big Pandora's Box".

Vardhan's disappointment with the MCI's functioning notwithstanding he doesn't favour the idea of the ministry being actively involved in the working of the medi-



FEEL THE PULSE: Harsh Vardhan

cal education regulator. "I don't agree with the idea of encroaching on the autonomy of the MCI. However, I do believe that the ministry should have the power to monitor its functioning. We cannot allow the institution charged with the country's medical education to become corrupt. There is a need to keep watch," he said, adding that autonomy cannot mean full freedom to do anything including undermining the institution's core mandate.

The minister said that increasing the availability of trained medical personnel was one of the things that he is focusing on. "There is a shortage of doctors in rural areas but we need to tackle the problem from multiple angles. Converting the district hospitals into medical colleges is one way to increase the production of qualified manpower."

New colleges in small cities are challenging the older and elite institutes

By Jayant Sriram

INDIA TODAY

INDIA'S HIGHER education sector is witnessing a silent revolution. The dominance of big cities and better known universities is slowly being challenged by new entrants in smaller towns and cities over the last two decades. Their rise, documented by the INDIA TODAY-Nielsen Best Colleges 2014 Survey, shows that the focus on 'elite' institutions can no longer be the driving force behind our education policy.

For India's new government, the survey lays down markers that offer a glimpse into the future of higher education in India. While some centres retain their traditional dominance — Delhi, for instance, has the number one college in science, arts and commerce — this year's national college ranking saw 15 new entries from colleges in Tier-II and Tier-III towns such as Jaipur, Lucknow, Kochi and Chandigarh.

Recognising the importance of smaller centres, the survey covers four new cities — Coimbatore, Patna, Bhubaneswar and Indore. Among the new colleges that have come up in these cities, there is a healthy level of competitiveness as they look to innovate and implement new ideas. The section on emerging colleges, which ranks colleges set up in the last 20 years, sees all the top ranks being claimed by a different college.

The success of the new government in the education sector could be determined by its willingness to embrace these trends and break old misconceptions. While it has brought refreshing ideas to the table, such as promoting vocational education and restructuring the University Grants Commission (UGC), experts say that the first step will have to be restructuring of the priorities in education policy.

The new minister for education must look beyond the IITs and IIMs. Professor R. Govinda, vice-chancellor

INDIA TODAY

of National University of Educational Planning and Administration, says this has been a problem that has plagued successive governments in the past. "The HRD ministry is not simply a manager of central government assets," he points out. "The bulk of participation in higher education comes from state universities and hundreds of colleges affiliated to them. Yet, no one pays them any attention," he adds. As more students cross the 95-mark barrier, leading to impossible cut-offs in sought-after institutions like Delhi University, students are bound to look for smarter options.

THE initial signs on this front from the Narendra Modi-led government though are not promising. In his speeches leading up to the election, Modi spoke of setting up new IITs, IIMs and AIIMS in every state, reflecting a fascination that still exists for elite education. HRD Minister Smriti Irani, in a statement she made on June 2, has already pushed for funds for setting up of eight new IITs.

While the Central government focus only on elite education, the attention given to smaller colleges is limited to ensuring that enrolment rates go up across the country. "There's an attempt to push numbers so that there can be a comparison with enrolment rates in developed countries. The government should focus more on what students

NEW ORDER RISES AS OLD HOLDS FORT

STEPS TO THE FINAL RANK

STEP 1 SHORTLISTING ELIGIBLE COLLEGES

A comprehensive list of more than 2,610 colleges was drawn up by the Nielsen company in 11 streams: Arts, science, commerce, engineering, medicine, law, BBA, BCA, mass communication, fashion and fine arts. For arts, science and commerce, colleges in 17 cities were considered. These included Ahmedabad, Bangalore, Chandigarh, Chennai, Delhi and Hyderabad.

STEP 2 NATIONAL PERCEPTUAL RANKING

Various academic experts, deans and principals from across the country were administered a structured questionnaire. They were asked to distribute 100 points across five parameters, including reputation of colleges, quality of academic input, student care, infrastructure and job prospects.

STEP 3 FACTUAL RANKING

Based on the perceptual scores, the top 50 colleges in arts, science and commerce, the top 25 colleges in engineering, medicine and law and the top 10 in BBA, BCA, mass communication and the top 10/5 emerging colleges were chosen for factual ranking. Factual ranking was not possible for medical and law streams in emerging colleges.

STEP 4 FINAL OVERALL RANKINGS

The final rankings in each stream were calculated by combining the perceptual and factual scores. A weightage of 40:60 was assigned to give the final overall score, which was indexed to 100 and tabulated to arrive at the final rankings. For medical and law streams in emerging colleges, the perceptual score was considered.

learn in these colleges and how prepared they are for work after getting their education," he adds.

Once quality institutions are created at the state level, the enrolment rate will go up automatically. The role of state governments, which have established several private universities through state legislation, needs to be revisited and more autonomy given to them to frame policy.



BCA
■ Christ University Bangalore

BBA
■ Christ University Bangalore



COMMERCE
■ Sri Ram College of Commerce, Delhi



FASHION
■ National Institute of Fashion Technology, Delhi



ARTS
■ Lady Shri Ram College for Women, Delhi



LAW
■ National Law School of India University, Bangalore



MEDICINE
■ All India Institute of Medical Sciences, Delhi



ENGINEERING
■ Indian Institute of Technology, Kanpur



MASS COMMUNICATION
■ Symbiosis Institute of Media and Communication, Pune



SCIENCE
■ St. Stephen's College, Delhi



FINE ARTS
■ MS University of Baroda, Faculty of Fine Arts, Vadodara

Scrap FYUP now

HRD Minister Smriti Irani has decided to scrap the controversial Four-Year Undergraduate Programme (FYUP) that Delhi University (DU) shifted to, from the nationwide three-year-programme norm, last year. "Shifted to", actually, is an understatement. Vice-Chancellor Dinesh Singh more or less shoved it down the throats of professors, students and parents. The majority of all these groups were vehemently opposed to this change.

Foundation

If, now, Irani gets DU to go back to the three-year programme immediately, that is, starting from session 2014, for which the admission process has already begun, we will see two batches graduating in 2017 — a total of perhaps a lakh students. How will so many young men and women get jobs? Two batches of students, who have done nothing to deserve this, will suffer because of the whims of Vice-Chancellor Dinesh Singh, who never managed to give a convincing rationale for extending the undergraduate programme, and radically changed its structure and content, and even the title of the degrees awarded, in unseemly haste.

The alternative is to cram the three years of courses left for the 2013 entrants into two years and have them graduate in 2016. This will essentially mean that what we have traditionally known as an Honours course will be done in two years instead of three. This is because they have spent the entire first year studying so-called Foundation Courses, which have little or no connection with what they will finally want to graduate in.

Each and every student of the 2013 batch has to take 11 Foundation Courses, which will take up most of their two years. These comprise two courses on Language, Literature and Creativity; Information Technology; Business, Entrepreneurship and Management; Governance and Citizenship; Psychology, Communication and Life Skills; Geographic and Socio-economic Diversity; Science and Life; History, Culture and Civilisation; Building Mathematical Ability, and Environment and Public Health. And in the third year, they have to do a year-long course on Integrating Body, Mind and Heart! At the end of this course, presumably, the student will have to take an exam to prove how tripartitely integrated he has become. This is a joke.

If some of these courses sound utterly vague, that is exactly what most of the stakeholders felt too, when this curriculum was introduced. What exactly are you going to teach in Science and Life? At its broadest interpretation, it can encompass everything from the theory of evolution to the iPod. So too, the subjects



DU Vice-Chancellor Dinesh Singh had introduced FYUP despite opposition



called History, Culture and Civilisation—from the cave paintings of Alhambra to Niall Ferguson's controversial postulates?—and Language, Literature and Creativity—from Noam Chomsky to the installation art of Subodh Gupta? What about Governance and Citizenship? Isn't that what the kids learnt in their Civics course in school?

Subversion

Even the BA, BSc and BCom degrees were scrapped. The 2013 batch students can get an Associate Baccalaureate (after two years, by which time they would done just five courses other than the foundation ones), Baccalaureate (three years), or a Baccalaureate with Honours (four years).

All these decisions were taken in an astonishing hurry, subverting laid-down DU procedures. Singh consulted hardly anyone, circulated no concept papers and sought no feedback. "Then," Jayati Ghosh, professor in the Jawaharlal Nehru University, recounted in an April 29, 2013, article in *The*

Hindu: "during the university vacations of December 2012, an Extraordinary Meeting of the Academic Council was convened to discuss this—with three days' notice, and without sending any prior details on the structure of the programme to the Committees of Courses at the Faculties or Departments, or to the Staff Councils of Colleges. Despite low attendance and some dissent, the changes were passed, and the Executive Council passed the scheme on the next working day!"

Acceleration

In March 2013, less than four months before the academic session was to begin, departments were ordered to prepare syllabi for the newly announced courses within two weeks! The deadline was later extended by another month, but it was still a ridiculously short time for such an important exercise that would affect the lives and careers of thousands of students.

In short, Vice-Chancellor Dinesh Singh just bamboozled his way through.

But why? The students would end up virtually wasting one and a half years of their academic lives. Those who take the option of opting out after two years (Associate Baccalaureate) would have hardly any knowledge of any specific subject and would quite likely be unemployable. Those who stayed on for four years would have to pay more for their education. An extra year for graduation also implies significant societal costs, both tangible and intangible. To give just one example, a Delhi University graduate would start earning—and in countless cases—supporting his family a year after all his batchmates from all other Indian universities.

And while these radical changes were being pushed through, Delhi University had 4,000 vacancies for teachers. So the infrastructure was already sorely inadequate even for a three-year course!

Oh yes, a four-year course would qualify the graduate immediately for a post-graduate course in the US, where undergraduate courses are of four-year duration, and universities insist on four years of college (for students from all countries) before considering him or her for a post-graduate admission. This seems to be the only benefit from what Dinesh Singh wrought, and that benefit will be enjoyed only by the few who are rich enough to afford an US education, or brilliant enough to get a scholarship. This, at the cost of the prospects for the vast majority of students.

The FYUP should be, as a dialogue in the film *Apocalypse Now* went, "terminated with extreme prejudice". But Smriti Irani and her bureaucrats should also find a way to accelerate the rest of the course for the 2013 batch so that they can graduate in 2016, even if a few months late. Accelerated courses are common all over the world. All it needs is innovative planning and scheduling, and shorter vacations. It can be done and it should. Thousands of students and parents will be eternally grateful.

The writer is a senior journalist and editor

WRITE TO THE EDITOR
letters@mailtoday.in

Naya India ND, 07.06.2014, P-9

भारतीय छात्रों की नई पसंद बन रहे सिंगापुर-कनाडा

नई दिल्ली ■ एजेंसियां/डेस्क

पढाई के लिए विदेश जाने वाले भारतीय छात्रों की पसंद तेजी से बदल रही है और आस्ट्रेलिया, अमेरिका और ब्रिटेन की जगह अब सिंगापुर, कनाडा, जर्मनी, नार्वे, मलेशिया, फ्रांस और चीन जैसे नये देश उनकी पसंद बनते जा रहे हैं।

एसोचैम ने शुक्रवार को यहां जारी अपनी रिपोर्ट भारतीय छात्रों के नये विदेशी गंतव्य में बताया कि इस बदलाव के पीछे इन नये देशों में फीस का बदलता स्वरूप, वहां रहन-सहन का खर्च, रोजगार के अवसर आदि हैं। एक ओर जहां ब्रिटेन ने भारतीय छात्रों के लिए वीजा के नियम कड़े कर दिये हैं वहीं अमेरिका में अर्थव्यवस्था में मंदी के कारण रोजगार के अवसर कम होने से इन देशों में छात्रों की रुचि कम हुई है और भारत से यहां जाने वाले छात्रों की संख्या तेजी से घट रही है। रिपोर्ट के अनुसार सिंगापुर, कनाडा, जर्मनी, फ्रांस और चीन का रुख करने वाले छात्रों की संख्या 15 से 20 फीसदी बढ़ी है। छात्रों की पसंदीदा सूची में स्वीडन, डेनमार्क, इटली और आयरलैंड का नाम भी ऊपर है। इसके अलावा फेशन और डिजाइन की शिक्षा के लिए इटली और फ्रांस छात्रों की पसंद बनते जा रहे हैं। पढाई सस्ती होने और पार्ट टाइम काम आसानी से मिलने के कारण छात्र इन देशों का रुख कर रहे हैं। एसोचैम ने बताया कि वर्ष 2005 में 85 हजार भारतीय छात्र शिक्षा के लिए विदेश गए थे। वर्ष 2013 में इनकी संख्या बढ़कर दो लाख 90 हजार हो गयी। स्कालरशिप की सुविधा, अच्छी बचत और उच्च



रोजगार के अवसर के कारण भारतीय छात्र शिक्षा के लिए विदेश का रुख कर रहे हैं। एसोचैम के आकलन के अनुसार हर साल दो लाख 90 हजार छात्र पढाई के लिए विदेश जाते हैं जिससे भारत को सालाना 15 से 20 अरब विदेशी मुद्रा का नुकसान होता है। इस धनराशि से 30 भारतीय प्रौद्योगिकी संस्थान (आईआईटी) या 50 भारतीय प्रबंधन संस्थान (आईआईएम) खोले जा सकते हैं। एसोचैम ने भारतीय छात्रों को विदेश जाने से रोकने के लिए आईआईटी और आईआईएम जैसे गुणवत्तापूर्ण शिक्षण संस्थानों की संख्या बढ़ाने की सलाह दी है। रिपोर्ट में कहा गया है, अच्छी गुणवत्ता वाले विदेशी विश्वविद्यालयों को भारत में अपनी शाखाएं खोलने के लिए भी प्रोत्साहित किया जाना चाहिए। रिपोर्ट में कहा गया है कि देश में अच्छे शिक्षण संस्थानों की कमी के कारण साल दर साल इनमें दाखिला मिलना मुश्किल होता जा रहा है। आरक्षण की नीति के कारण सामान्य वर्ग के छात्रों के लिए कम सीटें उपलब्ध होना भी ऐसे छात्रों के विदेश जाने का एक प्रमुख कारण है।

Shah Times ND, 07.06.2014, P-3

सिंगापुर, कनाडा बन रहे भारतीय छात्रों की पसंद

**पसंदीदा सूची में स्वीडन
डेनमार्क, इटली के नाम भी ऊपर**

नई दिल्ली। पढ़ाई के लिए विदेश जाने वाले भारतीय छात्रों की पसंद तेजी से बदल रही है और आस्ट्रेलिया, अमेरिका और ब्रिटेन की जगह अब सिंगापुर, कनाडा, जर्मनी, नार्वे, मलेशिया, फ्रांस और चीन जैसे नए देश उनकी पसंद बनते जा रहे हैं। एसोचैम ने आज यहां जारी अपनी रिपोर्ट (भारतीय छात्रों के नए विदेशी गंतव्य) में बताया कि इस बदलाव के पीछे नए इन देशों में फी का बदलता स्वरूप, वहां रहन-सहन का खर्च, रोजगार के अवसर आदि हैं। एक ओर जहां ब्रिटेन ने भारतीय छात्रों के लिए वीजा के नियम कड़े कर दिए हैं, वहीं अमेरिका में अर्थव्यवस्था में मंदी के कारण रोजगार के अवसर कम होने से इन देशों में छात्रों की रूचि कम हुई है और भारत से यहां जाने वाले छात्रों की संख्या तेजी से घट रही है। रिपोर्ट के अनुसार सिंगापुर, कनाडा, जर्मनी, फ्रांस और

चीन का रुख करने वाले छात्रों की संख्या 15 से 20 फीसदी बढ़ी है। छात्रों की पसंदीदा सूची में स्वीडन, डेनमार्क, इटली और आयरलैंड का नाम भी ऊपर है। इसके अलावा फैशन और डिजाइन की शिक्षा के लिए इटली और फ्रांस छात्रों की पसंद बनते जा रहे हैं। पढ़ाई सस्ती होने और पार्ट टाइम काम आसानी से मिलने के कारण छात्र इन देशों का रुख कर रहे हैं। एसोचैम ने बताया कि वर्ष 2005 में 85 हजार भारतीय छात्र शिक्षा के लिए विदेश गए थे। वर्ष 2013 में इनकी संख्या बढ़कर दो लाख 90 हजार हो गई। स्कालरशिप की सुविधा, अच्छी बचत और उच्च रोजगार के अवसर के कारण भारतीय छात्र शिक्षा के लिए विदेश का रुख कर रहे हैं। एसोचैम के आकलन के अनुसार हर साल दो लाख 90 हजार छात्र पढ़ाई के लिए विदेश जाते हैं, जिससे भारत को सालाना 15 से 20 अरब विदेशी मुद्रा का नुकसान होता है। इस धनराशि से 30 आईआईटी या 50 भारतीय प्रबंधन संस्थान (आईआईटी) खोले जा सकते हैं।

Avg Indian CEO is male, 56 years old

<http://epaperbeta.timesofindia.com/index.aspx?eid=31808&dt=20140607>

Most Locally Educated, Don't Have MBA

The typical CEO in India is male, around 56 years old, and with a degree from a local university -mainly IIT or IIM. Only 24% have an MBA. The most popular university subjects studied by CEOs are business, mechanical engineering, and finance.

Compared to the rest of Asia Pacific, India has a slightly higher number of women CEOs, and has fewer CEOs with degrees from foreign universities.

These are among the findings of a study shared exclusively with TOI by Nasdaqlisted Qlik, a developer of business intelligence software.

Qlik used a new application it has developed to analyze the top 250 companies in Asia, including 50 from India, based on the 2013 Forbes Global 2000 rankings. The other countries that these companies came from are Australia, China, Hong Kong, Japan and Singapore.

Of the companies surveyed in India, 92% had male CEOs. But it was almost 97% for the rest of Asia Pacific. Globally, women represent around 10% of all board-level positions worldwide even though they make up over 40% of the global work force.

“Compared to the rest of Apac, India has the most number of female CEOs -with four female CEOs out of 50. While that's clearly still a low percentage, positive change could well be underway with India recently passing legislation that mandates that corporations' boards of directors include at least one female member,” Phillip Beniac, regional vice president for Qlik Asia Pacific and Japan, said.

The average age of the CEO is 56 both in India and Apac. The youngest in India is 47, but in Apac is 33. The oldest in India is 69, but in Apac is 84.

Venkat Shastry, partner in executive search firm Heidrick & Struggles that focuses on finding CXO candidates, said the average age will drop in

coming years. “India is a services sector economy and companies in this space are biased towards the 45-55 age group for CEO candidates. This segment is led by innovation and disruption, so most want younger minds that understand the pulse of the economy and have high energy,” he said.

The Qlik study finds that 80% of CEOs in India have 5 years or less experience as CEOs, compared to 66% in Apac.

The majority of CEOs in India were directors, executive directors, or managing directors in their previous jobs — only 8% were previously CE

Os, and 50% are from the finance and manufacturing industries.

More than 75% of CEOs in India graduated from a local university, compared to 63% in Apac. This is also true of Indians who are now CEOs of global companies. “From Anshu Jain at Deutsche Bank to Rajeev Vasudeva at professional services firm Egon Zehnder, there are 13 Indians who are today CEOs of major global corporations. Many of these graduated from local universities in India,” Beniac said.

Shastri said this trend could strengthen in coming years. “Ivy League education was once considered important, but companies are moving away from that. With Asia becoming the big market for most companies, they want people who understand the cultural profile of Asians, and the consumption patterns of Asians. And with businesses moving from being enterprise led to being consumer led, corporations want people who understand the new economy, the new social trends. How relevant is Western education for all this!” Shastry said.

