

Newspaper Clips

March 20, 2013

Pioneer ND 20/03/2013 p-3

IIT course to set Metro engineers on track

STAFF REPORTER ■ NEW DELHI

With the Metro rail network extending across several States, a specialised course will soon be offered by the Indian Institute of Technology (IIT)-Delhi on Metro technology. The idea is to impart technical education to budding engineers in all aspects of planning and construction of a Metro rail network.

“DMRC has tied up with IIT-Delhi to start a one-year course on Metro technology, which covers all aspects - right from designing till execution of the project,” said a Delhi Metro spokesperson. The move will serve the purpose of indigenisation of technology and development of skilled manpower in the field of Metro Railway engineering.

Delhi Metro on Tuesday also signed a memorandum of understanding (MoU) with the Delhi Technological University (DTU), with an aim to take up projects jointly in the fields of

design development, research and indigenisation of technology. This will broaden the expanse of learning for engineering students. As part of the initiative, Delhi Metro may also provide internship to DTU students for their summer training.

DMRC and DTU will establish a joint interface committee (JIC), comprising representatives of both the organisations, with matching expertise in electrical and electronics engineering.

“Initially, the MoU has been signed with DTU’s electrical and electronics, computer and communication engineering departments. However, the ambit of understanding may be expanded further,” said the spokesperson.

As part of this pioneering initiative, DTU can undertake consultancy projects related to design, analysis, development, forecasting, investigation, system integration, embedded systems and other software/hardware based solutions.

HT Indore

IITs yet to take final decision on fee hike

HURDLE Recommendation by Kakodkar committee versus parents' views

HT Correspondent

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INDORE: In a meeting of directors of all the Indian Institutes of Technology (IITs) last Saturday, no final decision was taken on fee hike from next session, said director of IIT, Indore Pradeep Mathur.

The biggest challenge before the directors is to maintain a balance between the recommendation by the Kakodkar committee and the response from parents.

Talking to HT Mathur said, "The meeting was inconclusive. Those students who have to bear this cost should be able to get the bank loans. We are still looking into it keeping in mind that all this is managed."

In January, the IIT Council had given its nod to hike the fees after which the undergraduate and masters students at the IITs will have to pay Rs 90,000 a year instead of Rs 50,000 a year at present. Whether this would be the final decision and if this would be implemented in the next session is still under consideration.

"This is under discussion and we had a directors' meeting but that was inconclusive in a way that we have to keep in mind the fee increase and Kakodkar committee report. The two have to be balanced. To which extent and to how it would affect students

from different categories. We had a three/four-hour discussion. It would have other meeting and take the issue to the council," said Mathur.

About 25% of all students who clear the test come from families with incomes less than Rs 4.5 lakh annually and they do not need to pay tuition fee. All scheduled caste and scheduled tribe students - another 22.5% of those admitted - are also exempted from tuition fee. The move is to bridge the gap between the amount the IITs spend on each student - over Rs 2.25 lakh a year - and the fee they collect.



Hindustan Times ND
20/03/2013 P-6

Delhi Metro, DTU join hands for tech research

NEW DELHI: The Delhi Metro will take up projects in the field of design development, research and indigenisation of technology with the help of Delhi Technological University (DTU).

The Delhi Metro Rail Corporation (DMRC) and DTU on Tuesday signed a memorandum of understanding (MoU) in this regard.

The MoU was signed at the Metro Bhawan by DMRC director (electrical) Satish Kumar and DTU vice-chancellor PB Sharma.

As per the MoU, the DMRC may request DTU to undertake consultancy projects related to design, analysis, develop-

ment, forecasting, investigation, system integration, embedded systems and other software/hardware based solutions, said a DMRC spokesperson.

The two organisations plan to take up a joint research involving indigenisation of technology, devising cost-effective solutions for operations, planning and design of power networks, storage and standby supplies, voltage regulation and automation among others.

In future, the DMRC also plans to institute fellowships for Ph.D scholars who will work towards finding solutions for problems defined by the DMRC. **HTC**

Millennium Post
Nd20/03/2013

P-4

No Indian university among top 200, time to redefine edu: Prez

Many places in our country do not have a higher educational institution that are within reach of aspiring students

Pranab Mukherjee
President



VARUN BIDHURI

NEW DELHI: President of India Pranab Mukherjee at the 90th annual convocation of University of Delhi held at Vice Regal Lodge on Tuesday, deplored the pedagogical conditions prevalent in Indian universities, and pointed out that 'No Indian university finds a place amongst the global top 200 universities.'

Mukherjee, while addressing the convocation gathering, said, 'If we are to redefine the way education is imparted by our educational institutions, the time is now. According to an international ranking of universities, no Indian university finds a place amongst the global top 200 universities. This we would agree, is simply unacceptable. We must develop our universities into global leaders, and for that, the best practices in other countries should be carefully studied and adopted with necessary changes to suit our conditions.'

Mukherjee also said, 'The question that we should now ask ourselves is whether we are satisfied with the progress that we are making in the educational sector. An honest answer would reveal that we have miles and miles to go before we can say that we have arrived. The education sector is today confronted by problems relating to both quantity and quality. It may be heartening that the density of educational institutions in India has increased from 10 to 14 institutions per 1,000 sq km during the Eleventh Plan-

period. But it is disheartening that many places in our country do not have a higher educational institution that are within the practical reach of aspiring students.'

According to him, the time is now to make innovative changes in the educational sector. 'We had organised a conference of the vice-chancellors of the central universities in Rashtrapati Bhavan in February. During the meeting, we had arrived at some conclusions on the immediate, short-term and medium-term measures that need to be taken to bring in the necessary changes in our education system to address the nation's requirements. The prime minister, the human resource development minister and the vice-chancellors were agreed on the urgent need to address the challenges that we are facing in the sector. I am happy to note that the Ministry of Human Resource Development has started the implementation of the decisions taken in right earnest. We hope to show substantial progress by the time we hold the next conference in February 2014.'

'On this, 90th Convocation, 400 doctoral, 6,500 post graduate and 65,000 graduate degrees were awarded to students in a variety of disciplines ranging from medicine to fine arts. The deans of colleges, director of south campus, proctor, treasurer, registrar, heads of departments, principals, executive council members were part of the convocation ceremony.

Asian Age ND 20/03/2013

P1

Pranab calls for redefining education

AGE CORRESPONDENT
NEW DELHI, MARCH 19

In his address at the 90th Annual Convocation of Delhi University, President Pranab Mukherjee emphasised on redefining education so that students can meet the needs of the global market.

"The education sector is today confronted by problems relating to both quan-

tity and quality...If we are to redefine the way education is imparted by our educational institutions, the time is now. We must develop our universities, and for that, the best practices in other countries should be carefully studied and adopted with necessary changes to suit our conditions," Mr Mukherjee said.

Citing a survey on international ranking of univer-

90TH DU CONVOCATION

The President regretted the lack of thrust on research and innovation and outflow of intellectual capital

sities, no Indian university finds a place amongst the global top 200, he said.

The President also regretted the lack of thrust on research and innovation and talent deficiency on account of adequate incentive system and outflow of intellectual capital.

Vice-chancellor Dinesh Singh said that the recently introduced four-year degree course will help stu-

dents.

Five postgraduate students of the university were awarded gold medal by the President on the occasion.

However, a section of journalists was not allowed to enter the Old Vice-Regal lodge of the Delhi University to cover the event, which led to heated arguments with the security personnel at the gate.

Hindustan Times ND 20/03/2013

P-5

At DU, Pranab calls for education reforms

90TH CONVOCATION President lays emphasis on the need to make education all-inclusive and accessible

HT Correspondent

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NEW DELHI: Calling the absence of Indian universities among the world's top 200 unacceptable, President Pranab Mukherjee said that it is time to redefine the way education is imparted in the country.

Mukherjee was speaking at the Delhi University's 90th convocation on Tuesday where doctoral degrees were given to 455 students.

The president laid emphasis on the importance of reforms to make education more inclusive and accessible, especially in remote areas of the country.

"The question that we should now ask ourselves is whether we are satisfied with the progress that we are making in the education sector. An honest answer would reveal that we have miles and miles to go before we can say that we have arrived," Mukherjee said, adding that the sector is now confronted



■ President Pranab Mukherjee
VIRENDRA SINGH GOSAIN/HT PHOTO

with problems relating to both quantity (of higher education centers) and quality.

At a time when the university is undergoing major changes in its functioning and structure, the president, who is also the Visitor to the university, laid stress on ensuring that cost should not be an issue for any

student who wants to get access to education.

"Inclusivity in higher education should be based on affordability as well. Various student aid programmes such as scholarships, education loans and self-help schemes should be appropriately structured into the academic system," he said.

Mukherjee addressed the problem of nearly 4,000 faculty positions lying vacant in central universities.

"Shortage of faculty and low standards of instruction are our core concerns. In central universities, close to 51 per cent of the posts of professors are lying vacant," said Mukherjee.

The Delhi University Teachers' Union will also submit a memorandum to HRD minister Pallam Raju to look into the matter of filling up vacant seats:

The President emphasised the need to strengthen open learning systems and guiding affiliated colleges on matters of curriculum and evaluation.

सुदूर क्षेत्रों में नहीं पहुंच पा रही हायर एजुकेशन : प्रणब

नई दिल्ली (एसएनबी)। राष्ट्रपति एवं दिल्ली यूनिवर्सिटी के विजिटर प्रणब मुखर्जी ने कहा कि देश में उच्च शिक्षा की स्थिति संतोषजनक नहीं है और इसमें और सुधार की जरूरत है। उन्होंने कहा कि देश में 11वीं योजना के तहत प्रत्येक राज्य में कम से कम एक केंद्रीय विश्वविद्यालय तो बन चुका है, लेकिन अभी भी उच्च शिक्षा में विद्यार्थियों को संख्या निराशाजनक है। खासतौर पर देश के सुदूर क्षेत्रों में रह रहे युवा उच्च शिक्षा में नहीं पहुंच पा रहे हैं। उच्च शिक्षा में क्षेत्र में बेहतर प्रदर्शन के लिए दिल्ली विश्वविद्यालय की सराहना करते हुए राष्ट्रपति ने कहा कि डीयू पांच लाख विद्यार्थियों को उच्च शिक्षा प्रदान करती है। इस प्रकार डीयू ज्ञान का खजाना बन चुका है।

श्री मुखर्जी मंगलवार को यूनिवर्सिटी के 90वें दीक्षांत समारोह को संबोधित कर रहे थे। नॉर्थ कैम्पस स्थित ओल्ड वाइस रीगल लॉज में आयोजित दीक्षांत समारोह की अध्यक्षता विधि के कुलपति प्रो. दिनेश सिंह ने की। इस मौके पर डीयू के कार्यकारी समकुलपति प्रो. सुधीश पचौरी, निदेशक साउथ कैम्पस प्रो. उमेश राय व रजिस्ट्रार अलका शर्मा उपस्थित थीं। श्री मुखर्जी ने छात्र-छात्राओं को पीएचडी की उपाधियां भी प्रदान कीं। इस मौके पर विकलांग कोटे से पीएचडी उपाधि प्राप्त करने वाले डॉ. जीएन साईबाबा को उपाधि देने के लिए राष्ट्रपति स्वयं मंच से उतरे और उन्हें उपाधि प्रदान की। आयोजित दीक्षांत समारोह में 455 पीएचडी, 65000 स्नातक व 6500 स्नातकोत्तर उपाधियां प्रदान की गईं।

समारोह में उपस्थित प्रोफेसर्स और विद्यार्थियों को संबोधित करते हुए राष्ट्रपति ने कहा कि आगे शिक्षा के क्षेत्र में गुणवत्ता व संख्या को लेकर समस्यारूप अभी भी हैं। हालांकि एक सुखद तथ्य यह भी है कि देश में शिक्षण संस्थानों का प्रतिशत 10 से 14 फीसद हो गया है। 11वीं योजना के तहत प्रत्येक एक हजार वर्ग किलोमीटर पर एक शिक्षण संस्थान है,



दिल्ली विश्वविद्यालय के 90वें दीक्षांत समारोह में एक छात्रा को उपाधि प्रदान करते राष्ट्रपति प्रणब मुखर्जी।

लेकिन अभी भी कई क्षेत्रों में उच्च शिक्षण संस्थानों की कमी है। देश के विश्वविद्यालयों में बदलाव के लिए राष्ट्रपति भवन में देशभर के कुलपतियों को बुलाया गया था और उनसे इस बारे में चर्चा की गई थी। श्री मुखर्जी ने प्रसन्नता व्यक्त करते हुए कहा कि इस मामले में लिये गये फैसले को केंद्रीय मानव संसाधन विकास मंत्रालय गंभीरता से

▶ दिल्ली विश्वविद्यालय का 90वां दीक्षांत समारोह आयोजित
▶ 455 पीएचडी, 65000 स्नातक व 6500 स्नातकोत्तर डिग्रियां प्रदान की गईं

लागू करने में लगा है।

उन्होंने कहा कि विश्व में भारत उच्च शिक्षा के मामले में दूसरे स्थान पर है। उन्होंने कहा कि 2010 में देश में दाखिलों का अनुपात केवल 19 फीसद था, जो कि विश्व स्तर पर 29 फीसद औसत दर से कम है। उन्होंने कहा कि भारत के सुदूर क्षेत्रों में अभी भी उच्च शिक्षा नहीं पहुंच

पा रही है। हालांकि दूरस्थ शिक्षा पाठ्यक्रमों के मामले में देश में स्थिति बेहतर हुई है और 11वीं योजना में दूरस्थ पाठ्यक्रमों में दाखिलों की संख्या 27 लाख से बढ़कर 42 लाख हुई है। राष्ट्रपति ने कहा कि विश्वविद्यालयों से सम्बद्ध कॉलेजों में 87 फीसद विद्यार्थियों का दाखिला होता है। इस कारण सम्बद्धता देने वाले विश्वविद्यालय की यह जिम्मेदारी है कि वह देखें कि कॉलेजों में बेहतर पाठ्यक्रम और मूल्यांकन प्रक्रिया लागू हो। उन्होंने कहा कि इंटरनेशनल रैंकिंग में विश्वभर के 200 विश्वविद्यालयों में अब तक देश का कोई भी विश्वविद्यालय नहीं पहुंच सका है।

राष्ट्रपति ने विश्वविद्यालयों में शिक्षकों की कमी पर चिंता जताते हुए कहा कि अभी भी प्रोफेसर्स के करीब 51 फीसद पद खाली हैं। उन्होंने कहा कि विश्वविद्यालयों में विद्यार्थियों को किताबी ज्ञान से इतर भी अन्य ज्ञान भी देना चाहिए। इसके लिए उन्होंने 10 से 20 शिक्षकों को चिन्हित कर इस कार्य में लगाने की सलाह दी। उन्होंने कहा कि इनोवेशन के क्षेत्र में देश के विश्वविद्यालयों की स्थिति अच्छी नहीं है।

उन्होंने कहा कि भारत की ओर से 2011 में अविष्कारों को पेटेंट कराने के लिए केवल 42 हजार आवेदन आए। जबकि चीन और अमेरिका में यह संख्या पांच लाख से भी ज्यादा रही। राष्ट्रपति ने उच्च शिक्षा शोध और अविष्कारों की घटती संख्या पर भी चिंता व्यक्त की। उन्होंने कहा कि 2011-12 सेशन में 260 लाख विद्यार्थी स्नातक स्तर पर दाखिल हुए, लेकिन केवल एक लाख यानी 0.4 फीसद विद्यार्थी ही पीएचडी तक पहुंच पाये हैं। श्री मुखर्जी ने दिल्ली यूनिवर्सिटी द्वारा कलस्टर इनोवेशन सेंटर स्थापित किये जाने की मुक्त कंठ से प्रशंसा की। भाषण के समापन में राष्ट्रपति ने दिल्ली यूनिवर्सिटी से उपाधि प्राप्त करने वाले सभी विद्यार्थियों को हार्दिक बधाई दी और जीवन में सफलता के लिए शुभकामनाएं की।

The structure of JEE advanced may change in 2014

Here are answers to some frequently asked questions regarding the Indian Institutes of Technology's JEE

Will the examination structure for JEE (Advanced) - 2014 remain the same as in 2013?

No. The examination structure for JEE (Advanced) - 2014 and beyond may change. Details regarding this will be made available at a later date.

How will I know whether I am qualified to write JEE (Advanced) - 2013?

The list of 1,50,000 qualified candidates (including all categories) of Paper-1 of JEE (Main) - 2013 will be available at the IIT Delhi website: <http://jeeadv.iitd.ac.in> once the result is announced by CBSE.

FACTFILE

Scores of JEE (Main) - 2013 will be declared by May 7, 2013. The top 1,50,000 candidates who qualify Paper 1 (including all the categories) are eligible to register for JEE (Advanced) 2013. To write JEE (Advanced) 2013, all eligible candidates should register online at

<http://jeeadv.iitd.ac.in/> from May 8 to 13, 2013. Candidates who wish to join the BArch courses need to clear an aptitude test to be conducted at all zonal IITs on June 28, 2013. They must register online at <http://jeeadv.iitd.ac.in/> for the test from June 24 to 26, 2013

I appeared in IIT JEE-2012 and did not qualify for admission, but based on my performance in IIT JEE - 2012 examination, I got an admission offer for a course in ISM Dhanbad. I accepted the offer and paid the required fee but I did not join the allotted programme. Am I eligible to write JEE (Advanced) - 2013, if I qualify in JEE (Main) - 2013?

No. You are not eligible to write JEE (Advanced) - 2013 even if you are one of the top 1,50,000 candidates (including all categories), who qualify with their respective categorywise cut-off scores in JEE (Main) - 2013, and are

eligible to write JEE (Advanced) - 2013.

I appeared and passed my Class 12 examination in 2011 and got less than the minimum marks required for qualifying examination (MMQE). I appeared for an improvement examination of 10+2 in 2012 and obtained aggregate marks which made me eligible to attempt JEE. I took IIT JEE-2012 but could not qualify. Am I eligible to write JEE (Advanced) - 2013?

No. You are not eligible to write JEE (Advanced) - 2013 even if you are one of the top 1,50,000 candidates (including all categories), who quali-

fy with their respective categorywise cut-off scores in JEE (Main) - 2013, and are eligible to write JEE (Advanced) - 2013.

I am only interested in studying for a BArch at an IIT. Do I need to write only Paper 1 or only Paper 2, or both papers of JEE (Main) - 2013? All the candidates aspiring for undergraduate courses in any IIT (irrespective of the branch) should write Paper 1 of JEE (Main). If selected

within the top 1,50,000 (from all categories), the candidate will be able to write the JEE (Advanced) - 2013. Moreover, candidates desirous of joining the BArch course will be required to qualify in an aptitude test to be conducted at all zonal IITs on June 28, 2013. However, the seat allotment will be done based on the JEE (Advanced) - 2013 rank only.

Source: IIT Delhi

JOINT ENTRANCE EXAM

Hello JEE Hello JEE

Here's everything you want to know about the Joint Entrance Examination (Main) 2013

Gauri Kohli
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After the Central Board of Secondary Education (CBSE) exams end in a few days from now, budding engineers and architects from across the country will gear up for their biggest test - the all-new Joint Entrance

Examination (JEE). Scheduled to be held on April 7, 2013, (offline) and between April 8 and 25, 2013, (online), JEE is expected to be taken by about 14 lakh students in over 1500 centres in India and abroad.

About 1.5 lakh top candidates, based on their performance in the JEE (Main) 2013 (Paper 1) (including all categories) will be eligible to appear in JEE (Advanced) 2013.

The subjects and difficulty levels

Clearing JEE (Main) is not a difficult task. "A systematic approach when preparing for it will help students crack it. In AIEEE-2012, mathematics and physics were definitely difficult as compared to AIEEE 2011. Chemistry was relatively simple. About 25% questions in the paper are easy, 50% are average and 25% are difficult. The cut-off for JEE (Main) is generally around 60% for IITs and IITs," says Ramesh Batlish, Noida centre head, FIITJEE.

According to Anand Kumar, founder, Super 30, Patna, "The tough chapters include probability, permutation and combination and integral calculus in maths; rotational dynamics and geometrical optics in physics; solid state and inorganic chemistry in chemistry; 3D images in engineering drawing; and logical reasoning in aptitude. Revision of the Class 11 and 12 syllabus and practising the last 10 years' question papers of the AIEEE helps a lot. For logical reasoning, solving GRE questions is a good idea."

Some don'ts for the papers
"Avoid looking at the questions asked in past IIT exams. Some students try to solve these questions to get

Continued on page 04

Talk to us

Do you like the new JEE?
Share your experiences on [facebook.com/fiteu](https://www.facebook.com/fiteu)

Continued from page 01

an edge but this is not required if you have solved AIEEE papers and revised Class 12 syllabus well. Avoid writing lengthy solutions for problems - particularly while doing your preparations. Do not worry if the first two hours of the paper prove to be average for you. Make sure that you do well in the third hour. Your target should be to solve one-third of the paper to be able to make it to the top 1.5 candidates," Kumar adds.

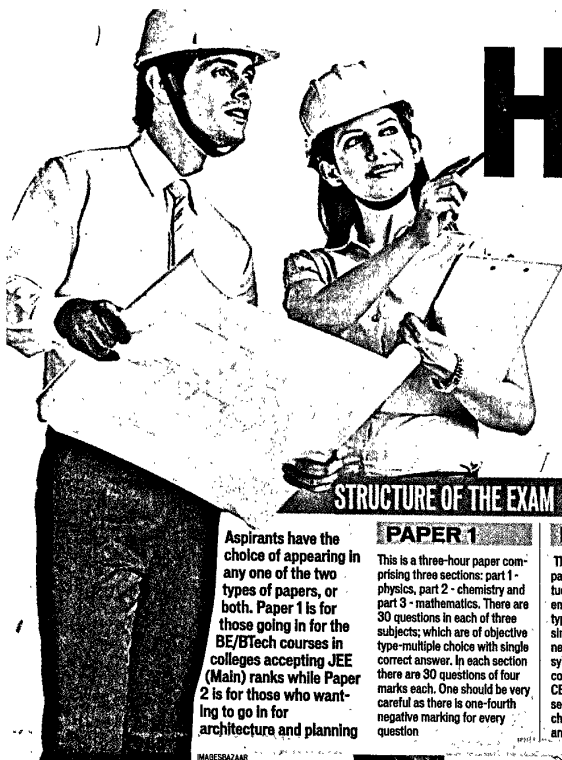
Last-minute tips for JEE (Main)

Try conventional methods first, say experts. If they don't work out, try to understand the problem again and find clues that can lead you to the solution. "Go through the concepts related to the problem once again and see how they can be applied to the problem at hand. Try to relate the problem to real-life situations. It will help you to analyse it better. Refer to the solution, only when you have exhausted your limits. See what you

had missed earlier. Practice similar problems. Doing 100 quality and concepts-based questions is more important than doing 1000 questions, which have not been selected carefully. Devise your own shortcuts and ways to tackle particular kind of problems," says Batlish.

Paper 2 will test a student for visualising three-dimensional objects from two-dimensional drawings, visualising different sides of three-dimensional objects and also analytical reasoning and mental ability.

"The aptitude test is designed to check a candidate's imagination, creativity, observation, architectural awareness and perception. The drawing section has two to three questions involving sketching of scenes and activities from memory of urban scene (public space, market, festivals, street scenes, monuments, recreational spaces etc.), landscape (river fronts, jungles, gardens, trees, plants etc.) and rural life," says Batlish.



STRUCTURE OF THE EXAM

Aspirants have the choice of appearing in any one of the two types of papers, or both. Paper 1 is for those going in for the BE/BTech courses in colleges accepting JEE (Main) ranks while Paper 2 is for those who want to go in for architecture and planning

PAPER 1

This is a three-hour paper comprising three sections: part 1 - physics, part 2 - chemistry and part 3 - mathematics. There are 30 questions in each of three subjects, which are of objective type-multiple choice with single correct answer. In each section there are 30 questions of four marks each. One should be very careful as there is one-fourth negative marking for every question

PAPER 2

This three-hour paper consists of part 1 - mathematics, part 2 - aptitude and part 3 - drawing. The mathematics section has 30 objective-type multiple choice questions with single correct option and one-fourth negative marking. In this part, the syllabus for mathematics includes common topics from Class 11 and 12 CBSE or state Boards. The aptitude section has 50 objective, multiple choice questions with four options and one-fourth negative marking

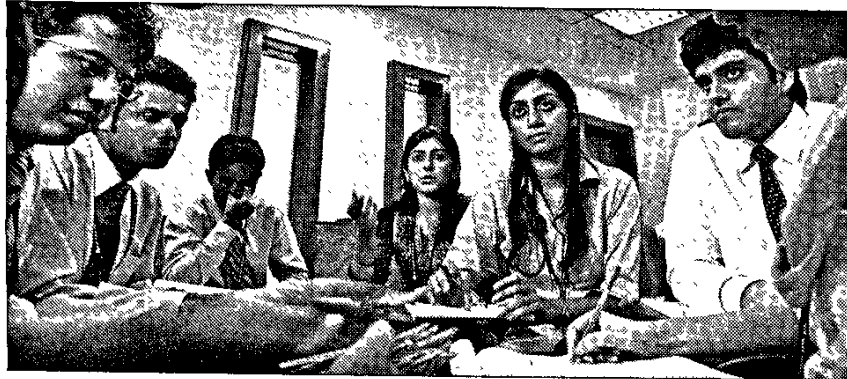
Economic architecture for higher education

E DUCATION is a vital and critical soft infrastructure in knowledge-linked economy.

Today Indian higher education system is showing the signs of breaking, mainly under the pressure of enhanced access and reduced finances. The system that is predominantly 'public' finds itself orphaned by the State, which is not willing to evolve a long-term policy for co-existence of education as a 'merit good' and 'non-merit good'. The simple truth is that we need more educational institutions that give relevant and quality education to take full advantage of opportunities that are emerging globally. This requires larger investments. Who is going to put in money? The government has budgetary limitations. The experiment of 'self-financing' professional teaching programmes in affiliating university system while expanding access has promoted unhealthy academic and financial practices. The underprivileged and financially weak are at loss. They are in 'no man's land' as neither the government assures them access to education, nor is the self-financing education within their reach. What India needs is an entirely new economic architecture for education.

Few core decisions need to be taken. At present, providing education is treated as a non-profit activity. This approach, which was essential immediately after independence, is not the only solution now, as the government has limited resources to meet the ever-increasing demands. The creation of self-financing affiliating institutions has done more harm than good. We should accept education can exist as dual entity; 'merit good' activity

Arun Nigavekar



THE WAY AHEAD: In this file 2011 photo, engineering recruits work on an exercise during a training session at the Tata Consultancy Services training centre in Trivandrum

ty to be done predominantly by the government and 'non-merit good' activity to be done by the corporate sector. For the past six decades, the government has been supporting higher education and our access ratio is around 16. Let us now bring education also under Companies Act allowing one to establish a company that is run professionally with a principle of 'fair profit'. Companies Act does have few defects and it is also true that all is not well with the way companies are run and hence adopting it in totality may not be advisable. 'Educational Companies Act' needs to be formulated that incorporates good principles of Companies Act and facilitates establishment of educational companies that work only in the domain of education. Such an approach is needed because 'education' is a different type of business; one produces value added intelligent and skilled humans. Here students are 'customers' and look for 'product' that is relevant in a given time space and that of quality. One can think of adding special set of rules in the existing Companies Act to

take care of these aspects.

We also need to take a bold decision that getting educated need not always be through charity. Higher education cannot be fully subsidised. Students must also be made aware of the full cost of higher education. There are standard ways for estimating the full cost per student by considering capital, running and future expansion expenses. We need to work out full cost for every degree programme for a full time student. Partial cost, the knowledge commission recommends not less than 20 per cent and the MHRD says not more than 20 per cent, could be recovered from students in the form of fees. The aided institutions could charge 20 per cent of full cost as fees (and even 20 per cent could be waived for socially and economically backward communities), while the government could subsidise the rest. Indeed, the government should abandon the present method of funding to aided institutions and switch over to grant-in-aid worked out on the basis of unit cost for full time active students in an institution.

The institutions created by educational companies could charge fees worked on the principle of recovering full cost of education. These high fees structures, as is happening at present for professional disciplines, may become hindrance for meritorious but socially and economically weak students. Fee waiver concept, in percentile form that is linked with merit of student and social and economic status of parents, could become an integral part of such educational institutions. In addition, we should create an appropriate mechanism for awarding scholarships and soft loans to deserving students through a special instrument funded both by government and private sector. The right approach would be to create higher education finance corporation (HEFC), an independent financial institution, to support higher education on a long-term basis. This concept has been discussed for several decades, but no government has ever implemented its creation. HEFC should be a professionally managed financial entity. The government only needs

to make a bulk investment initially, introduce investor friendly opportunities for private sector and create a continuous flow of revenue by introducing employment tax for employers. Each employer (private and public) should be levied a tax equivalent to the first month's salary for addition of every new employee. There could be many other ways to expand the flow of money to HEFC coffers. HEFC should make provisions for giving soft loans to students (3 per cent interest rate) and institutions (30 per cent lower than the commercial loan rate) for development of academic and other infrastructure. This could maintain the balance between accessibility for students, social equity, competitive quality education, and the governments' responsibility of retaining education as a public good identity.

The participation of the private sector, with fair returns for investors in for-profit institutions, will only enhance growth and competitiveness in higher education sector. The Indian education system would only gain by a dual identity as both 'public' and 'private' good. Consequently, there is need to address issues related to the new economics of education, which demand a clear approach for raising and deploying finances. We need to come out of the non-responding rigid 'educational cocoon' that we have woven for past six decades and start thinking positively.

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Hindustan Times ND 20/03/2013 P-10

Still not in a class of their own

Without institutional changes and a broader vision, Indian universities will never be able to become centres of excellence

C Raj Kumar

Much attention has recently been given to international rankings for assessing the quality of Indian universities, especially in relation to their counterparts across the world. Regardless of the ranking list considered, it remains clear that we have a long way to go. The most important question that we need to ask is this — what future do Indian universities have?

The five major challenges facing Indian universities are listed below:

■ **CRAMPED INSTITUTIONAL VISION:** Indian universities are not yet fully absorbed the contemporary global realities of knowledge creation and their relevance for social transformation. With over 50% of its population being below the age of 25, it is critical for the country to acquire a vision that is transformative for its youth. To face the global challenges of knowledge creation, problem solving and employment generation, India's young need not just education, they also need empowerment. It is time that the Indian universities placed an emphasis on interdisciplinary education, recognising the symbiotic relationship between the natural sciences, medicine and other disciplines.

■ **LACK OF INNOVATION:** While a large quantitative leap has resulted in the establishment of 650 degree-awarding institutions in India, quality and excellence seems to have suffered greatly in the process. Mediocrity has been institutionalised, leading to a complete lack of creativity and innovation. The mere celebration of a few islands of excellence, mostly specialised single discipline institutions, is not going to address larger problems. The quality of Indian universities has to be significantly enhanced and the best global practices need to be contextualised for an Indian audience. We need to understand and appreciate the remarkable transformation in higher education that has taken place in other Asian countries such as Japan, Singapore, and China. Like them, we must also transform our curriculum, courses, teaching pedagogy, faculty recruitment and student admission processes.

■ **INDIFFERENCE TO RESEARCH:** Research in any and every discipline can have a profound impact on our society. Because of their indifference to research, universities have been unable to provide solutions to social, economic and political problems that affect India. Indian universities ought to become fertile ground for the



■ Towards a more transformational university

generation of ideas. Research produces knowledge that offers clarity and a more informed understanding of the subject at hand. Scholarships and publications help create a platform for scholars to reflect upon issues in a critical and coherent manner. Only by giving credit to the history of ideas, will we be able to challenge existing patterns of thought.

■ **ONE-SIZE-FITS-ALL FUNDING:** The question of funding for Indian universities is inevitably connected to the role of State and regulatory bodies. Major reforms ought to address the acute shortage of funds and availability of resources. The Indian university landscape has a range of actors: state

government-funded public universities, central government-funded public universities; state private universities, deemed universities and many other colleges in the form of degree awarding institutions. The current system of a one-size-fits-all policy for funding and resource allocation needs examination. Every aspect of funding and resource allocation — tuition fee, scholarships, infrastructure, faculty salaries, research funding, endowments, etc — needs to be thoroughly analysed.

■ **MYOPIC LEADERSHIP:** Leadership is central not only for providing an institutional vision, but also to reflect upon the larger role of the Indian universities that connect it to professions, the government, inter-governmental organisations, think tanks and NGOs. Leadership is about taking responsibility and being accountable for one's decisions. Unfortunately, leadership of an Indian university continues to be seen as a natural career progression for senior academics who regard a leadership role as their pinnacle of success, when they have but few years left and very little to give. This practice needs a conscious review.

The future of Indian universities will clearly depend upon our ability to create transformational institutions that will inspire young minds with the spirit of enquiry and instill in them the flame of imagination.

C Raj Kumar is founding vice-chancellor, OP Jindal Global University, Sonapat. The views expressed by the author are personal

Economic Times ND 20/03/2013 P-8

बापू से लीडरशिप सीख रहे IIM के स्टूडेंट्स

आईआईएम समेत कई टॉप बी-स्कूल आर्थर मिलर, इसबेन, शाँ और गांधी की किताबें स्टूडेंट्स को पढ़ा रहे

[रीका भट्टाचार्य मुंबई]

इंडियन इंस्टीट्यूट ऑफ मैनेजमेंट-कोलकत्ता के पीजीपी के दूसरे साल के स्टूडेंट सुमेध सेन ने जब इस प्रोग्राम को ज्वॉइन किया था, उस वक्त उन्हें इस बात का कोई अंदाजा नहीं था कि उनका संस्थान लीडरशिप के सबक सिखाने के लिए 17वीं सदी के नोबेल डॉन क्विक्सोटे का सहारा लेगा। लेकिन आज सुमेध न केवल क्विक्सोटे को पढ़ते हैं बल्कि वह स्पेनिश गोल्ड एज के ज्यादातर बहिया चीजों को भी पढ़ रहे हैं। वह इसकी चर्चा अपने साथियों और प्रोफेसरों से करते हैं। वह दैनिक लाइफ में लीडरशिप पैदा करने और मॉडर्न कॉरपोरेट सेट अप में इन्हें एप्लाई करने की भी कोशिश कर रहे हैं।

ऐसे वक्त जबकि पुराने साहित्यिक मास्टरपीसेज को पढ़ने की जिज्ञासा लोगों में खत्म हो रही है, आईआईएम समेत कई टॉप बी-स्कूल आर्थर मिलर, इसबेन, शाँ और गांधी को अपने स्टूडेंट्स को

पढ़ा रहे हैं। इनके सबकों के जरिए ये बी-स्कूल चुनौती भरे इकॉनॉमिक माहौल में आगे बढ़ने के रास्ते तलाश रहे हैं। इंजीनियरिंग और कॉमर्स बैकग्राउंड वाले स्टूडेंट्स के बीच खासतौर पर इन रचनाओं को लेकर काफी उत्साह है। इसे देखते हुए आईआईएम-कोलकत्ता को इस साल एक इलेक्ट्रिक ऑर्गेनाइजेशनल लीडरशिप, इंस्पिरेशन, डाइलेमाज एंड एक्शन पर शुरू करना पड़ा है। इसमें लिटरेचर से इनपुट का इस्तेमाल किया जा रहा है। आईआईएम-बंगलुरु ने इस साल आईआईआईएम-अहमदाबाद के फैकल्टी शंकरन मणीकुट्टी को लीडरशिप लेसन देने के लिए इनवाइट किया था। मणीकुट्टी को आईआईएम-बंगलुरु के पोस्ट-ग्रेजुएट मैनेजमेंट स्टूडेंट्स को लिटरेचर के इन्ोवेटिव यूज के जरिए लीडरशिप लेसन देने के लिए बुलाया गया था। लिटरेरी मास्टरपीसेज का इस्तेमाल लीडरशिप में करने का चलन न केवल टॉप बी-स्कूलों में बढ़ रहा है, बल्कि कई

इंस्टीट्यूट्स में ऐसे इलेक्ट्रिक फाइनाल ईयर में ऑफर किए जा रहे हैं जिनमें लीडरशिप पढ़ाने के लिए लिटरेचर का इस्तेमाल होता है।

इंस्टीट्यूट्स में जिन नए टॉपिक्स की चर्चा गर्म है, उनमें एथिकल डाइलेमा इन लीडरशिप एंड डायवर्सिटी शामिल है। इसके अलावा इनमें लीडर्स में किस तरह से ड्रीम देखने की एबिलिटी होनी चाहिए, या अपने विजन को किस तरह से एक्शन में बदला जाना चाहिए, मैनेजिंग इंटरपर्सनल कॉन्फ्लिक्ट्स, सर्च फॉर आइडेंटिटी और करियर चॉइसेज जैसी चीजें शामिल हैं।

मणीकुट्टी के मुताबिक, 'यह एक नया और उभरता ट्रेंड है।' आईआईएम बंगलुरु में मणिकुट्टी ने जिन बुक्स का इस्तेमाल किया उनमें टी एस इलियट की मर्डर इन द कैथेड्रल, आर्थर मिलर की ऑल माय संस, बर्नार्ड शाँ की सेंट जोन और गिरीश कर्नाड का नाटक तुगलक शामिल हैं। वह इस वक्त ज्यादा कंटेपेरी लिटरेचर खोज रहे हैं, जिसे वह अपनी क्लासेज में इस्तेमाल कर सकें।