

# Newspaper Clips

March 6, 2012

Indian Express ND 06/03/2012

P-6

## IIM-B director likely to be UGC chairman

ANUBHUTI VISHNOI  
NEW DELHI, MARCH 5

**I**N a first, the director of an Indian Institute of Management is set to be appointed as chairman of the University Grants Commission. IIM-Bangalore Director Prof Pankaj Chandra's appointment as UGC Chairman is learnt to have been cleared by the Ministry of Human Resource Development (HRD). The B-school head has been picked over Prof Seyed Hasnain, former vice-chancellor of Hyderabad University.

While over 80 candidates had applied for the job, five were shortlisted by the search-cum-selection committee. Besides Prof Chandra and Prof Hasnain, the other three in the fray were Koraput Central University V-C Prof Surabhi Banerjee, acting chairman of UGC Prof Ved Prakash and Kerala University, Thiruvananthapuram, V-C Prof A Jaikrishnan.

The search committee comprising Prof Goverdhan Mehta, national research professor in University of Hyderabad; Prof K Srinath Reddy, president, Public Health Foundation of India; and Prof N R Madhav Menon, former head, National Law School University, Bangalore, finally submitted a panel of two names — Hasnain and Chandra — to the ministry. While Hasnain's years of experience in the university system made him an initial favourite, it was thought a person from outside the system, like Prof Chandra, would bring some freshness of ideas with him.

A Professor of Operations & Technology Management, Prof Chandra has also taught at IIM, Ahmedabad, and McGill University, Montreal, and has been a visiting faculty at University of Geneva, The Wharton School, University of Pennsylvania, International University of Japan and Renmin University, Beijing.

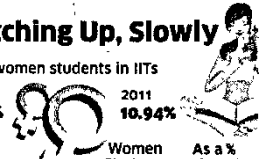
# Top B-Schools, IITs Fail to Impress Corporate India on Gender Diversity

## Catching Up, Slowly

% of women students in IITs

2006  
6.21%

2011  
10.94%



IIMs	Women Students	As a % of total
◊ Ahmedabad	41	10.90
○ Bangalore	86	22.51
○ Calcutta	33	7.18
○ Lucknow	80	19.80
○ Kozhikode	118	36.00
ISB Hyderabad	165	29.00
Wharton MBA program	380	45.00
Harvard Business School	353	39.00

Note: All data is for the class of 2013 except ISB (2012)

## Number of women rising, but very slowly

SAUMYA BHATTACHARYA &  
DEVINA SENGUPTA  
NEW DELHI | BANGALORE

India's top business and technology schools are struggling to keep pace with the growing gender diversity aspirations of big employers in India Inc.

Women students at IITs have almost doubled to 11% in five years and their numbers at two B-schools — ISB-Hyderabad (29%) and IIM-Kozhikode (36%) — are inching closer to Harvard Business School (39%). Yet, recruiters complain there still aren't enough women graduates to untangle the diversity labyrinth at the workplace.

Other IIMs are lagging though. IIM-Calcutta has only 7% women

in the class of 2013 and IIM-Ahmedabad only 10.9%.

"ICICI Bank is committed to have more women at the top. But if business schools are producing only 15-20% of women, the real problem is the lack of women in the managerial ranks," says Executive Director, HR, K Ram Kumar. "How will you have a pool of women who can be groomed into leadership roles?"

India Inc is talking about diversity more than ever before. "Diversity breeds performance," says Yashwant Mahadik, HR head (Indian Subcontinent) at Philips India.

**A Historical Anomaly** >> 20

## A Historical Anomaly

>> From Page 1

"The quality of viewpoints is much better if you have gender diversity in the group," he adds. The company has given top priority to diversity in the last three years while still ensuring everyone is selected on merit.

It has hired 84 students from IIMs and ISB in the past three years; around 27% were women. The percentage has increased from 10% earlier simply because the number of women in the institutes has gone up, according to Mahadik.

Lack of enough women has been a historical anomaly. Rachna Aggarwal, CEO of Indus League Clothing, and alumna of IIM-Ahmedabad (batch of 1992) recalls there were less than 20 girls in her batch and only about 10% were non-engineers. "In those days too, engineers would invariably head to an MBA degree," she says. "Since the number of women in engineering was less, it resulted in a lesser number of women in management institutes."

Aggarwal was one of the first women management trainees to be hired by Madura Coats.

Professor V Nagadevara, who has taught for 36 years, says women at IIMs are seeing their careers grow more sharply even as their numbers have grown gradually. "They have more clarity about what they want. Women are much more selective about the profiles they choose for themselves," says the professor of Quantitative Methods and Information Systems at IIM-Bangalore. Progressive companies — right from MNCs such as P&G, Hindustan Unilever, Microsoft to local biggies like Infosys — have well-defined diversity targets. Such targets and constant nudging from India Inc are making B-schools gradually get the numbers right. But the other crucial talent pipeline — IITs — is still struggling. Gender diversity at IITs has doubled in five



years, but there was only one female student for every 10 male students among the 13,196 who studied there in 2011. The percentage had peaked to 11.2% in 2010.

IITs waived application fees for women in IIT-JEE in 2012. This led to a 10% jump in the percentage of women taking the coveted exam to more than 33%. "The fee waiver was an affirmative action to support more participation from women. Such initiatives are likely to continue," says Prof RK Shevgaonkar, director, IIT-Delhi.

According to him, female participation has been less because many parents would not want to send their girl child away from home. Also, women prefer courses like computer science or electronics over other core engineering programs. You may find more women than men in chemistry and biology programs. "We would ideally want equal participation from both male and female candidates in IITs in the coming years," he adds. B Shankar, who passed out of IIT in 1971, recalls there were only four girls in his batch. He is now the executive director, HR, at BHEL, and hires regularly from the tech school. "Girls not only qualify for IITs nowadays, they are also making to the list of toppers. This positive change is coming slowly and hopefully, we will be able to see a decent number of girls in IITs over time." Employers in India Inc will be waiting impatiently though.

With Inputs from Mahima Puri

# Unlike IIT, no mechanism at AIIMS to help quota students



Surajmal Meena (centre), father of Anil Kumar Meena, waits for his son's body at AIIMS in New Delhi on Monday.

EXPRESS

**AIIMS didn't implement most recommendations of Thorat Panel, which probed allegations of caste discrimination on campus**

PRITHA CHATTERJEE & NAVEED IQBAL  
NEW DELHI, MARCH 5

ANIL KUMAR MEENA, the 22-year-old who was found hanging in an AIIMS hostel room on Sunday, is the second reserved category student who allegedly committed suicide on the campus in the last two years.

Like Anil, Balmukund Bharti, who was found hanging in 2010, cleared the AIIMS entrance examination in Hindi but struggled to cope with a course curriculum in English.

The two incidents — the latest has led to an uproar on the campus with MBBS students boycotting an examination on Monday and demanding the resignation of the Director — have returned the spotlight on the 2007 report of the Thorat Committee, which investigated allegations of caste discrimination at AIIMS.

Most recommendations of the three-member committee headed by the then UGC chairman Sukhadeo Thorat are still to be implemented. Consider these:

■ The committee, on the basis of a need expressed by 84 per cent of SC/ST students, recommended "remedial coaching in English language, and basic courses".

While question papers for the institute's all-India entrance examination are in both English and Hindi, the course curriculum and all examinations are only in English.

"He (Anil) was struggling in English, but no one came to his help. The institute is supposed to conduct remedial English language courses, but we have not heard of such classes," said Tugish Bansal, president of the undergraduate students' union.

But AIIMS Sub-Dean Dr Rakesh Yadav said "optional" English courses were conducted "regularly".

"We have conducted around 40 classes from April 2010 to May 2011, taken by a special English tutor," Dr Yadav said. Only "basic spoken English", he said, is addressed in these classes and not the "course content".

■ The Thorat Committee stated that "AIIMS should introduce the formal system of consultation between SC/ST students and faculty with display of schedule", not leaving it to "informal and open-ended methods of consultation".

Anil's cousin Umesh Meena, a third-year MBBS student at AIIMS, said: "Anil tried to meet the Director four times after consulting the Dean... (his request) was turned down.



The body at AIIMS.

EXPRESS

What do we do in such situations?"

The committee called for establishment of an Equal Opportunities Office, a special office headed by a senior faculty and supported by others, to "address the grievances of SC/ST students". It has never been implemented.

Dr Yadav said "the Dean, Sub-Dean and all Hostel Superintendents are available in case students face problems."

Dr K P Kochhar of the Department of Physiology, speaking from the dais at a condolence meeting for Anil, said: "We get the cream of the country. It is our responsibility to see this cream does not go sour. We should talk when the child is in pain, not when he is gone."

■ In comparison, IIT Delhi has a structured mechanism to address such problems. A special 20-day orientation programme is organised every year. It is "open to all" but "preference is given to students from backward classes".

Dr Santanu Chaudhury, Dean UGS at IIT Delhi, said: "We get experts from the National School of Drama to train students in communication and life skills. This is done twice a year."

■ Since 2010, IIT students have to take a compulsory "introduction to language skills" course in their first semester, at the end of which "language-deficient students are screened and put into one batch". This batch then takes a "language-intensive course" in the second semester. "This language skills paper is mandatory to obtain an IIT degree."

■ IIT has a panel to monitor performances of academically weak students and a professor is appointed "special advisor to SC/ST students".

**Father has a query: Not fluent in English but got into AIIMS... so how was he weak**

EXPRESS NEWS SERVICE  
NEW DELHI, MARCH 5

AS HE waited for son Anil Kumar Meena's body, Surajmal Meena, who reached Delhi from Rajasthan, had one query: "He topped Class X, scored 75 per cent in Class XII. He spent two years in Kota, coaching for the medical entrance examination, and cleared AIIMS. He studied in Hindi-medium, so he was not fluent in English. But how does that make him academically weak?"

Surajmal, a farmer from Pipliya Chowki in Baran district who "worked all (his) life so that (his) son could become a doctor", said Anil was the eldest of his four sons, and "a role model for his brothers".

Anil's cousin Umesh Meena, a third-year MBBS student at AIIMS, said he had asked him for help 2-3 times. "I told him I too had language problems. But it gets better with time... We never heard of these language classes."

AIIMS Sub-Dean Dr Rakesh Yadav said the family has been given ex gratia of Rs 3 lakh. An official release from the AIIMS administration stated that the institute "will ensure that students are mentored and supported continuously through close interaction".

Meanwhile, Gulab Bharti, father of Balmukund Bharti, also a reserved category student at AIIMS who allegedly took his own life in 2010, said his son too had language problems.

"I asked for my son's answer sheets. They never gave them to me. He was a bright student and he cleared the AIIMS entrance. But he always felt he was weak because he could not cope with English," Bharti said.

Anil who had been barred from the first-year annual examination due to attendance shortage was scared he would fail the supplementary examination after a change in the weightage of the internal examination marks.



Anil Kumar Meena

## PROTEST LAUNCHED

# AIIMS students blame director for suicide, ask him to resign



■ AIIMS students write slogans to protest the death of fellow student Anil Meena (R) in New Delhi on Monday. SONU MEHTA/HT

## HT Correspondent

■ htreporters@hindustantimes.com

**NEW DELHI:** A day after a first-year MBBS student was found hanging in his hostel room at the All India Institute of Medical Sciences (AIIMS), undergraduate students boycotting classes and other training programmes and sat outside the director's office all day.

A 2010 batch student, Anil Kumar Meena, 22, from Baran district in Rajasthan failed to pass all three subjects in the first year. His attendance was also short, because of which the administration asked him to repeat a year.

Depressed over failing, the young medical aspirant ended his life in the wee hours on Sunday. While Meena was depressed because of his inability to cope, he did not suffer from psychiatric problems.

Angry undergraduate students held director RC Deka's responsible for the suicide, and demanded his resignation.

"Anil would not have taken this step if the administration had given him a hearing. He tried to meet the director thrice to talk about the change in rules — the weightage of internal tests have been increased from 25 to 50% in the supplementary exam. But the director did not meet him," said a student, who did not want to be identified.

"The administration is not



responsive to the needs of new students. If there was a little more communication between the administration and student bodies, many student issues could be resolved," said another student, unwilling to be named.

The resident doctors association did not boycott duties but came out in full support of striking students. "The MBBS course at AIIMS has been a model course for other medical institutes. The good points of this prestigious college should be handed down to others and not the ills," said Dr Sudipto Ranjan Singh, president, RDA at AIIMS.

"The death of two students in consecutive years shows the failure of the motto behind running the MBBS course. Dr Deka should accept moral responsibility and step down," he demanded. Students from Jawaharlal Nehru University also joined the protest, which continued till late in the night.

Meanwhile, the administration announced an ex-gratia token amount of ₹3 lakh to the family of the deceased. An autopsy conducted at AIIMS confirmed hanging as the cause.

## Family unaware of his depression

THE FAMILY of Anil Kumar Meena said that they suspected that the academic administration's lack of cooperation with Anil in his studies were the reason behind his failure in the first-year MBBS examination.

Anil was a native of Peepliya Chowki village in Chipabarod town of Baran district and was selected in Aiims, New Delhi in the year 2010, after scoring 2nd All India Rank in Scheduled Tribe category in AIPMT (All India Pre-Medical Test).

His father, Surajmal Meena, who spoke to HT on the phone, said that he was unaware that Anil was stressed about his studies as he never talked about it with him. After his suicide, however, he said that he learnt from Anil's friends and classmates that he had made attempts to meet the academic management of Aiims to address his study-related problems but no one gave him time. This led to his depression.

When asked whether he would lodge a complaint against Aiims management, Surajmal said he would discuss the matter with his family. **HTC, KOTA**

Mail Today, ND 6/03/2012

P-22

# Indians warm up to B-Research

CARDIFF UNIVERSITY, Wales, has big plans to expand its relationship with India. New courses have been announced and new collaborations are in the offing. In the past 10 years, more than 2,000 Indian students studied at the university; now it plans to raise the number to 5,000 by next year. After wide-ranging talks with Indian institutional heads and alumni, Dean George Boyne has a chat with ADILA MATRA on the road ahead for Cardiff in India.

## THE HOT SEAT



**■ Cardiff University has always been held in high regard by Indian students. What are the new plans the university has in terms of associations with institutions in India?**

*We have a lot to offer this year to Indian students as well as their UK counterparts. We are renewing an MoU with IIM-Calcutta and plan to establish ties with the University of Delhi and Federation of Indian Industries. Cardiff is also a part of the Russell Group which means we are ranked among the top universities.*

**■ What are the new courses the university is offering? What are the ones that will interest Indian students?**

*We have two new courses, both relevant to the Indian market. One is an MBA in Media Management, which will be the first of its kind in the UK and is tailored for broader creative industries that are seeing a huge growth in India. M.Sc. in Strategy and Entrepreneurship is for those aspiring to start Small and Medium Enterprises. If you wish to be an entrepreneur and are in need of skills, this is the course to look out for.*

**■ Your area of expertise is the application of management principles in the public sector. What is the role of a management graduate in this sector? Management skills are equally relevant in all sectors — public, private**

*and non-government. Good management skills helps public sector focus on outcomes in areas like health, education and population control to achieve tangible results.*

**■ A post-graduate degree in management appears to be the end of road for most students. What are the research options in the field?**

*Management is not a field where much interest for research is shown, especially from Indian students. But the scenario is changing. The demand for research from Indians is growing gradually as they have begun to understand the importance of data in management. Research is lot about analysing data. Most businesses fail because of lack of data. Research obviates these failures to an extent. We will soon have a research-based collaboration with IIM-Calcutta and a joint Ph.D. programme is in place.*

**■ What are the different scholarships available in Cardiff especially for Indian students?**

*We now have an international scholarship programme, a part of a wider new Cardiff University scholarship package, worth nearly £1million, designed to support bright international students, including those from India. Also, we have five scholarships in our post-graduate programmes only for Indian students, apart from university-level and course-level scholarships.*

Mail Today, ND 6/03/2012 P-25

By Sangeeth Sebastian

INDIAN students, it seems, are aesthetically challenged when it comes to recognising the potential of design as a career option.

For a sector, whose net worth is expected to breach ₹12,000 crore in the next five years, the pool of professionally trained talent is abysmally small. Mike Knowles, Dean, Sushant School of Design (SSD), sees this as an opportunity.

After running a successful design practice in England, Knowles made his foray into India with In Group, an interior and furniture design company based out of Gurgaon in 1992. The group today employs close to 1,600 craftsmen and women as employees. "The opportunity was not very evident in those days; it was all about creating jobs for local craftspeople and exporting for the international market," said Knowles, who took over as SSD's Dean in 2008.

It's a different matter today. "The future of young people entering design is very bright. In my assessment, we need 20,000 design graduates a year; the

What perplexes experts such as Mike Knowles is the absence of awareness students have about design as a career choice

present number is less than 1,000," said Knowles, who is also a visiting professor at the University of Arts, London.

But what perplexes design experts like Knowles is the lack of awareness students have about design as a career choice. "The vast majority of students I work with had no interaction at all during their school life with art and design," he said.

Knowles pointed to the "major advantage" India has over other nations — its vast talent pool. "The pace with which Indian students grasp the fundamentals of design offers great hope," he said.

The objective of design education, according to Knowles, is to create aesthetically aware individuals. But the fact that a vast

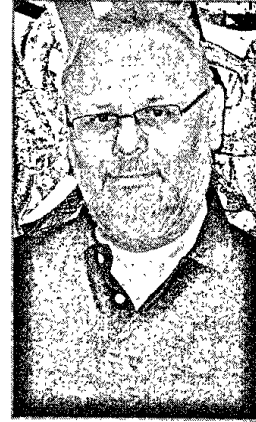
majority of first-year students did not have any exposure to art and design makes the foundation course in the subject relevant.

"Whether you are going to design farm houses or Ferraris, a basic foundation course is a prerequisite," he said. The big hurdle, though, is finding sufficient and qualified design faculty members.

"Design teachers need to be hands-on, intense, passionate and committed to their task," he said. At the end of the day, he added, it is all about the teaching process, solving problems creatively, and making designers the bedrock of social change.

Explaining the recruitment process at SSD, Knowles said that the emphasis will be on identifying young people who have ideas and are visually aware as well. "This does not mean that the aspirants have to be good at drawing," he clarified. "We want them to be creative."

# India Needs 20K Design Graduates Every Year



"We look for young people who have ideas and are also visually aware. This does not mean they have to be good at drawing. We want them to be creative"

— MIKE KNOWLES,  
Dean, Sushant  
School of Design

Times Of India ND 06/03/2012 P-09

## Slowdown hits B-school placements

### Even IIMs Still To Complete Process, But Institutes Deny It's Due To Recession

Yogita Rao | TNN

Mumbai: With the global slowdown firmly in place, Indian B-schools are feeling the heat. Several B-schools including the Indian Institutes of Management (IIMs) are yet to complete their placements process. While many of them are usually out with their reports by February end, some might take a fortnight more.

To ensure all students are placed, some B-schools are not allowing students to sit for interviews after they have already bagged an offer or they are just approaching newer sectors to make up for the lack of jobs in finance.

Most of them claim slowdown has not hit the firms, but they are just being cau-



To ensure all students are placed, some B-schools are not allowing students to sit for interviews after they have already bagged an offer

tious in recruiting.

IIM-Kozhikode, which had concluded its placement process by March 3 last year, will take at least a week more this year. G Sridhar, chairperson-placements at the institute, said, "The market is a bit slow this year. We should

be able to get over with it by the end of the week." To ensure that the process gets over soon and all students get a job offer, the institute this year has not allowed multiple offers to one student.

IIM-Indore has a unique problem affecting their

placements this year. The size of the batch passing out has gone up from 240 last year to 450 this year.

Bhaskar Chaudhary, secretary of the student placement committee at IIM-Indore, said, "Last year, we were done with placements by mid-February. This year the batch size has almost doubled. We are done with three phases and there is one more to go. The job market is not as buoyant as it was last year."

Though IIM-Ahmedabad has already completed with four clusters of students, there are a few students who are yet to be placed. According to their website, the final placement process of the institute will now proceed on rolling basis where in firms will be invited to campus

based on student preferences. Amith JM, the member of the cell, however, said that the slowdown has not affected their placements, but refused to divulge details about the numbers of students already placed out of the batch of 373 candidates.

IIM-Bangalore refused to comment on the trends, before their reports would be out, this week.

XLRI, though has completed the process, the number of job offers have gone down claimed Ashish Srivastava, member of the placement cell. "Last year, the average job offer made to each student was 1.3, this year it came down to 1.2. Job offers made to students was affected, especially in the finance sector," Srivastava said.

# 50 per cent of adults in UK can't do basic maths

**RICHARD GARNER**

**A**LMOST half the adults in England only have the maths skills of a primary school child, according to a report. Figures show that while literacy rates are improving, the number of adults who have numeracy skills no better than those expected of an 11-year-old has shot up from 15 million to 17 million — 49 per cent of the adult population — in the last eight years.

Part of the problem, according to National Numeracy, a new charity launched last week, is that it has become socially acceptable to boast of poor mathematical skills.

The consequences are jeopardising both the economy and individuals' ability to understand the pay and deductions on their wage slips.

Chris Humphries, chairman of National Numeracy and former chief executive of the UK Commission for Employment and Skills, said: "It is simply not acceptable for anyone to say 'I can't do maths'.

"It is a peculiarly British disease we aim to eradicate. It tends not to happen in other parts of the world and it's hitting our international competitiveness."

A poll carried out for the new charity of 2,000 adults by YouGov found that while 80 per cent would be embarrassed to tell someone they were bad at reading and writing, only slightly more than half (56

per cent) would feel ashamed to say they were bad at maths.

Yet Humphries insisted that numeracy was, in fact, more important than literacy to one's future, as demonstrated by three recent studies.

"All three concluded that numeracy was a bigger indicator of negative outcomes than literacy," he said. "This was a bit of a surprise to the basic skills world but not to us. There is a strong correlation between lack of numeracy and multiple disadvantages."

He added: "People with poor numeracy are twice as likely to be unemployed while 65 per cent of young people in jail have the lowest levels of numeracy."

He put the problem down to the fact that improvements in basic skills had focused on literacy, partly because a large publishing industry was prepared to invest in improving reading skills while further education colleges struggled to find enough maths teachers.

"There are not enough well-trained numeracy teachers. Those with a strong background in mathematics have far better opportunities outside teaching".

Mass use of calculators only had a limited effect, added Humphries. "Even with calculators they can't do these problems because they don't have enough understanding to interpret problems or analyse them," he said. — *The Independent*

**ROAD TO DU** HIGH-POWERED COMMITTEE FORMED TO SUGGEST CHANGES IN UNDER-GRADUATE ADMISSIONS SUBMITS REPORT

# Make DU admission registration central, online: Committee report

NANDINI THILAK  
NEW DELHI, MARCH 5

**C**ENTRALISED online registration, Math as a compulsory subject for those opting for B Com or Eco (H), a delayed start to the academic year and an eventual shift to entrance-based admission to all courses. These are some of the recommendations of the high-powered committee formed to suggest changes in Delhi University's under-graduate admissions.

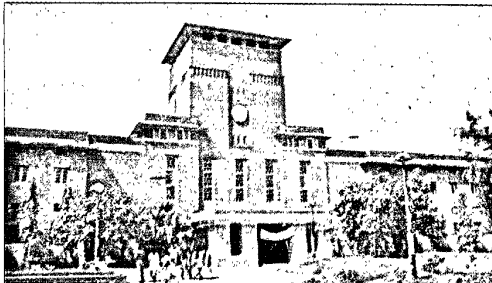
The report, submitted to DU Vice-Chancellor on Monday, says "excess admissions" in colleges is a key concern area. It says the problem became acute in 2011-2012, when DU allowed walk-in admission to students who met

the cut-off criteria.

The committee recommended that there should be centralised registration online, and students should be asked to specify their choice of colleges and courses. The results must be verified with respective Boards first, and then the data on applicants should be forwarded to colleges concerned.

"Registration of candidates is needed so that colleges have data in hand to determine cut-offs. Excess admissions are a reason we asked for advance registration. Last year, every college had 200-300 admissions in excess (of seats)," says Dr Deepak Malhotra, chairman of the 16-member committee of principals.

The committee also recommended



a review of the "four to five decades-old" minimum eligibility criteria for different under-graduate courses.

The report suggests that DU should end college-to-college migration of students in the second and third

year as it "creates an imbalance in the teacher-student ratio".

At present, a student who scores high marks in the first-year can move to another college, subject to availability of seats.

The report also made a long-term recommendation saying the university should "look into" conducting entrance exams for admission to all its courses. It also suggested linking Physical Science admissions to exams like the AIEEE, and Biological Sciences admissions with the All India Pre-Medical Examinations.

Asking for a change in the academic calendar, report says that the first semester should be delayed by 10 days. This will help reduce the number of admission withdrawals by students

who move from DU to institutes like the IIT.

It suggested that the winter break start mid-December and continue till January 7 to 8, to facilitate conference participation. The mid-semester breaks should also be tweaked to minimise loss of teaching days to major holidays. At present, the academic year in DU starts on July 21 and the winter holidays end on January 1.

"We're already looking at the suggestions made. The recommendations made are very helpful and weighty. The university will consider them carefully and make an announcement on it soon," said Vice-Chancellor Dr Dinesh Singh.

DU constituted the committee in November last year.



## NO MIGRATION, 2 ADMISSION DAYS PER LIST: DU PANEL SUGGESTS

**Mallica Joshi**

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**NEW DELHI:** In the coming academic session, students may get just two days to take admission under every cut-off list issued by the Delhi University.

If the recommendations of the Delhi University High Powered Committee are approved, the validity of each list may come down from four to two days to tackle the problem of excess admissions and withdrawals.

Colleges may instead be allowed to come out with eight to 10 cut-off lists in case some of their seats remain vacant.

The committee's report, which was handed over to the vice chancellor on Monday, says that students who were detained last year because of short attendance should not be automatically re-admitted and instead asked to seek fresh admission.

### NO MIGRATION

The committee has also recommended that inter-college migration be done away with. Students who perform well in the first and second semesters will not be able to migrate from one college to another if the recommendation is approved.

"Many colleges end up losing their best students to a handful of colleges. This is a practice that the committee didn't deem fair," said Deepak Malhotra, chairperson of the committee and principal, Dyal Singh College (evening).

### ADVISORY

Colleges are also planning to put up last year's cut-off lists on their website and ask students to apply to colleges accordingly. "There is no point in a student with 85% marks applying to Shri Ram College for Commerce. We will advise students against it," Malhotra added.

### ELIGIBILITY CRITERIA

"We have had the same criteria for the last four decades. It needs to be revised," Malhotra said.

## NO LONG QUEUES DU ADMISSIONS TO GO ONLINE

**Mallica Joshi**

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**NEW DELHI:** Delhi University aspirants needn't run around or even be in the city to apply to colleges of their choice this summer. What's more, an SMS will tell them which colleges they have made it to.

If DU accepts the recommendations of its high-powered panel for changes in the admission system, the application process will go online and be outsourced to an experienced firm.

"Of the firms we have spoken to so far, some have offered to send an SMS to students about colleges after the cut-off list is released," said committee chairperson Deepak Malhotra.

"We have recommended formation of 15 facilitation centres in colleges for students who have problems filling forms," Malhotra said. DU vice-chancellor Dinesh Singh said, "The panel members have thought about it. The DU administration will also apply its mind and come to a final decision."

» NO MIGRATION, P3

# CHARTING A NEW COURSE

Students must have the freedom to combine courses in literature and cultural studies with those from other subjects

SHELLEY WALIA

**E**DUCATION has to be regarded as a process of reflection in the midst of a struggle to create a new social order. It is a process of liberating people towards active participation in the historical process and societal transformation. The academy incessantly experiences upheavals under the pressure of political turbulence and transformation that have a deep impact on policy decisions and the future of education in our country, especially when it is passing through a phase of extraordinary expansion.

I fully agree with Hannah Arendt that we are living in "dark times", when there is a need to emphasise the value of education to the world that we engineer for future generations.

As Arendt wrote many decades ago, and what holds true today, "Education is the point at which we decide whether we love the world enough to assume responsibility for it and by the same token save it from ruin which, except for renewal, except for the coming of the new and young, would be inevitable. And education, too, is where we decide whether we love our children enough not to expel them from our world and leave them to their own devices, nor to strike from their hands their chance of undertaking something new, something unforeseen by us, but to prepare them in advance for the task of renewing a common world."

In times when higher education is experiencing rising expectations, we need to initiate serious discussion on reform initiatives in higher education, especially with a focus on promotion of creative ideas, on systems of governance, especially financial management and finding effective systems of transparency in decision-making and decentralisation at all levels.

It is a process of ushering in a new era of significant qualitative and quantitative changes that would give an impetus to the socio-economic cohesion in the country. Economic growth and national development would thus depend on not only introducing a culture of excellence but ensuring equal access to all in a "knowledge-based economy".

Since the reforms have to take place at the university level, we need to keep in mind large-scale challenges as well as collective commitment and social responsibility of higher education. This is a strategic imperative for the university's governance and leadership that would enable it to formulate a policy on the basis of research, innovation and creativity.

Academics need to make concentrated efforts to effect both deep and equitable changes. It calls for a focus on liberation, justice and activism. The emphasis is on transformation. Our understanding of the progress and difficulties faced by higher education will contribute to a vision that takes us to areas of research geared towards eradication of poverty, promotion of sustainability and realising that higher education is a responsibility of all actors involved in it, and is vital for the advancement of the understanding and solving of today's challenges.

Over the last few months, I have been meeting colleagues across the discipline, discussing and thinking together to plan for the future with a collective effort that would ensure a much-needed vitality not in individual pursuits but in our joint efforts towards common goals and overall directions in research and innovations, faculty develop-



Bridging the gap between disciplines would take us towards a university without walls where the arts would flourish alongside the sciences

ment and internationalisation in higher education.

We all have a stake in the shaping of the world of ideas with a commitment towards changing the future academic landscape and realising our new role for increasing the institutional capacity of our place of work.

The quality and accomplishment of teachers, scholars and researchers will be the driving force towards a new education policy and a determination that will help in bringing a society that believes in the promotion of a welfare state and justice. Along with this, reform initiatives in setting up inter-university centers, restructuring academic programmes, expansion of research programmes, promoting autonomy and accountability as well as framing inclusive policies and programmes will go a long way in moving forward to new frontiers in education.

Over the years, there has been a rather lopsided bias towards promoting the sciences at the cost of neglecting the humanities, arts and social sciences. This needs to be examined, so that adequate measures are immediately taken to prevent any further neglect of these areas which are so vital to our civilisation. Science can be put on a podium, but like the humanities it has to be scrutinised critically. In such a set up, the recognition of the rising importance of engineering and technology in our society is not overlooked, but a passionate involvement in bridging the gaps between disciplines would take us towards a university without walls where the arts would flourish alongside the sciences.

In the days to come, students must have the freedom to combine courses in literature and cultural studies with those of other subjects, say the performing arts, mass communication and journalism, which are complementary in nature. Such diverse intellectual endeavours address numerous questions pertaining to different theoretical and political positions and help in reinvigorating institutions that have a propensity to wilt if constant attention is not given to innovation and quality. Advanced interdisciplinary study of this nature, therefore, is committed to social reconstruction. The aim is always to understand and change the structures of closed and compartmentalised disciplines where the areas of science, media, literature, and technology are of utmost significance. The unevenness must be addressed swiftly by restructuring the curricula to meet the increasing domestic and internation-

al needs for experimentation and inquiry, and for a system that stands for access and equity without ignoring efficiency and competence.

As pointed out by Noam Chomsky, "Education is a vital weapon of a people striving for economic emancipation, political independence, and cultural renaissance. A truly emancipatory and democratic educational system could only emerge from a broad-based people's movement that was dedicated to the needs of its people and expressive of their aspirations."

However, any attempt to homogenise education stands rejected for not taking diversity into account. This problem is visible in educational institutions in the country which come under the impact of relocation of different communities and deserves a less blinkered, more vivacious and more multi-ethnic and multi-linguistic approach to education.

These are but a handful of examples of initiatives that we need to focus on at the start of the new millennium. We are more than a decade into it and drawing closer to upgradation and expansion of facilities and adapting programs of education to the needs and opportunities of changing times.

From nanotechnology to fine arts, from interdisciplinary science to humanities and languages, and in many other related fields of social and political significance, we have innumerable opportunities to appropriate ways for improving the quality of education in our country.

However, in spite of the initiatives already taken there are still many drawbacks, especially in the areas of curriculum designing through flexibility and inter-disciplinary orientation, faculty improvement programmes and the examination system which calls for a closer attention and a national debate. The enormity of the challenge has to be faced.

## ADMISSION DEADLINE

From now, more information on Admission Deadline will be available online. Please visit *The Tribune* website at: [www.tribuneindia.com](http://www.tribuneindia.com) and click on "Education" in the "Weekly Specials" section to get details.

— Pervin Malhotra,

[www.careerguidanceindia.com](http://www.careerguidanceindia.com)



A study recently revealed that over 80 per cent of students in schools across the country are humiliated by teachers. —PTI

# Teachers in need of lessons on empathy

A new study has brought to the fore how harsh and scathing remarks by teachers in classrooms can leave psychological and emotional scars on a child's mind

SHRUTI BADYAL

THE ASIAN AGE

Teachers need their share of lessons too it seems. A study recently revealed that over 80 per cent of students in schools across the country are humiliated by teachers who tell them that they are poor learners.

The study conducted by the National Commission for Protection of Child Rights (NCPCR) has again brought to the fore the fact that harsh and scathing remarks by teachers in classrooms can leave psychological and emotional scars on a child's mind, besides demotivating and lowering the self-esteem of the child.

Dr Geetanjali Kumar, counsellor and psychologist, says, "Teachers need to learn to empathise with students. Remarks like *isse to hoga nahi* (he can't do it), *yeh weak student hai* (he's a weak student) can be extremely discouraging for some kids. Children are naughty and it's their basic nature to defy rules but they have to be handled very carefully. The idea is to be sensi-



Remarks like *isse to hoga nahi* (he can't do it), *yeh weak student hai* (he's a weak student) can be extremely discouraging for some kids

DR GEETANJALI KUMAR  
PSYCHOLOGIST

tive towards them."

Consultant psychologist and counsellor Ritu Dhingra points out that the reason behind this attitude could be bottled up frustration and an inferiority complex. She explains, "Many of us tend to take out the frustration of something that is lacking in us on a soft target, in this case the target

being the student. In today's times, kids are smarter, more knowledgeable and far more inquisitive about learning than previous generations. So often teachers are not able to answer their questions and this causes frustration, which leads them to make harsh comments which can be really hurtful for a child. Many students come to me complaining about teachers' attitudes in class. This needs to be checked seriously."

Shikha Khanna, a boutique owner from West Delhi, says she often hears teachers making comments like: *yeh class mein attentive nahi hai* (he's not attentive in class), he's the naughtiest of all, in front of the child. She says, "Often, we have to remind teachers to refrain from derogatory remarks in front of the child at parent-teacher meets. My son Manan is really fond of one of his teachers, just because she's the only teacher who doesn't keep pointing out flaws in his spoken English. Kids today observe everything and are more sensitive to remarks made about them."

A college student tells us how discouragement from a sports teacher led him to give up his favourite game. "I was a basketball player in school. Once my sports teacher made fun of me saying I'm too short for the sport. After that I gave it up. I got back my confidence only after I started playing in college again," says Prashant, a B.Com (Hons) student.

**HindustanTimes**

**Title : Books released**

**Author :**

**Location :**

**Article Date : 03/06/2012**

launched his latest book, *Never Let Me Go*, recently. Social activist and actor Gul Panag unveiled the book at the ongoing World Book Fair at Pragati Maidan.

*Hari Ko Kaun Dularo*, a socio-economic and political commentary on the Bhagwad Gita written by PK Siddharth, former additional director general of police, Tripura, was released by Sri Sri Ravi Shankar at his Mahasatsang.

In another event, Vijay Thadani, chief executive officer, NIIT Ltd, Mahendra Swarup, president, India Venture Capital Association, and HR Vaish, IIT Delhi alumni association president, released the book, *The Winner's Price*, by SV Divvaakar at India Habitat Centre. The evening also saw the launch of a song composed and sung by Divvaakar. Priyanka Sarkar, editor, Konark Publishers, read out a few excerpts from the book.

To pay tribute to the theme of the 2012 World Book Fair, Literature and Indian Cinema, Oxford University Press launched their book, *Filming Fiction*. Filmmaker and critic Aruna Vasudev unveiled the book. The book launch was followed by a panel discus-

sion. Speakers included Brinda Bose, Sohini Ghosh, Ira Bhaskar, M Assaouddin and Anuradha Ghosh.

## Books released

Om Books International released Khalid Mohamed's *Two Mothers and Other Stories* recently at Shiro, Hotel Samrat, New Delhi. The book was released by actor Anil Kapoor amidst an august gathering comprising authors and members of the film fraternity.

Author Sachin Garg also