

# Newspaper Clips

## May 14, 2013

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## They catch con jobs in science

**Jayashree Nandi TNN**

New Delhi: A plagiarism charge against an IIT academic is shocking news but for the Society for Scientific Values it is just another shameful statistic. On average, this volunteer 'watchdog' investigates around 200 new complaints of plagiarism and corruption against scientists every month.

In the latest one, a wellknown Indian scientist is accused of lifting entire paragraphs from a plant biology paper by a scientist at the University of Heidelberg. Earlier, an international journal had retracted three papers of an acclaimed scientist from the chemical engineering department of IIT Kanpur.

While complaints against faculty at little known universities and other organizations pour in daily, 'prestigious' institutions too have their share of scandals. "We get complaints against scientists from the IITs and central universities," says Professor KL Chopra, former director of IIT Kharagpur and president of the society. Once, he says, a US based journal retracted the paper of an IIT Delhi scientist who used data from Wikipedia and other online documents about the impact of radiation from mobile phones. "Despite several letters to the IIT Delhi director, we have received no response and no action has been taken against the scientist," adds Chopra.

The 25-year-old society has seen the malaise grow. "Plagiarism cases have increased because scientists want to publish as many papers as possible in a short time. Their promotions are linked to the number of papers they publish," says Professor Uttam Pati of the School of Biotechnology at JNU who is an SSV member.

The society, formed in 1987 "to uphold the spirit of science and original research", now has more than 500 members. It can proudly look back on the cheating it has exposed. For example, a prominent scientist, an adviser to the PM, had lifted sentences verbatim from a journal for a paper on infrared photodetectors. Chopra recalls the case of a scientist from Tirupati University who plagiarized 75 research papers.

Still, the society feels powerless in its crusade for values. "We don't have legal powers. Our cases move forward only if the university acknowledges them or the scientist accepts misconduct," says Pati.

Although cases are taken up only after verifying the background of the complainant and much deliberation, progress is slow. "Many times, it has taken us years to investigate a case. People don't respond easily. They want to cover up," says Chopra.

With new journals promising to review scientific papers in two weeks, plagiarism is bound to become more rampant, Chopra and Pati say. But the society is determined to expose every con. "Science has to be honest and we want more young members to take this cause forward," says Pati.

# रुतबा क्यों खो रहे हैं आईआईटी संस्थान

बिजनेस भास्कर

आईआईटी की प्रवेश परीक्षा आज भी भारत की सबसे कठिन परीक्षाओं में से एक मानी जाती है। लेकिन अब धीरे धीरे आईआईटी का क्रेज घट रहा है। हालांकि भले ही हर साल परीक्षा देने वाले छात्रों की संख्या बढ़ रही हो लेकिन कई मुद्दों को लेकर भारत के ये नामी-गिरामी संस्थान आलोचना का शिकार हो रहे हैं।

एक खास आलोचना जो इनकी बदनामी का कारण बन रही है वह है छात्रों द्वारा की जा रही आत्महत्याएं। सरकारी आंकड़ों के मुताबिक 2010 के बाद से अब तक लगभग 10 आईआईटी छात्रों ने आत्महत्या की है। आईआईटी मद्रास और खड़गपुर में दो छात्रों ने आत्महत्या की है जबकि दिल्ली और कानपुर आईआईटी में भी छात्रों ने आत्महत्या की है।

## विस्तार के साथ बदला रुतबा

पहले की आईआईटी को जितना रुतबा प्राप्त था उतना आज नजर नहीं आ रहा है। कुछ लोगों को इसका कारण इन संस्थानों को हो रहा विस्तार लगता है। 2008 से पहले देशमें केवल पांच आईआईटी थे। लेकिन 2008 के बाद से देशमें नौ नए आईआईटी स्थापित। इन संस्थानों से जुड़े कुछ लोगों का मानना है कि नए आईआईटी संस्थानों अपने वह मानक और वैल्यू स्थापित करने में विफल रहे हैं



जो पुराने आईआईटी संस्थानों ने स्थापित किए हैं। इनका कहना है कि अब छात्र की पहचान केवल इसलिए नहीं होती है कि वह आईआईटी में पढ़ा है बल्कि उसकी पहचान इस बात से होती है कि वह किस आईआईटी संस्थान में पढ़ा है।

## नए आईआईटी सवाल के घेरे में

आईआईटी संस्थानों की गिरती साख के लिए पुराने संस्थान और उनसे जुड़े लोग नए संस्थानों को दोष दे रहे हैं। इनका कहना है कि ये नए संस्थान छोटे शहरों में खुल रहे हैं जिनमें ना ही अच्छी क्वालिफाइड फैकल्टी है और ना ही ये आईआईटी की वैल्यू को बनाकर रख पा रहे हैं। कुछ कंपनियों के रिक्रूटमेंट अधिकारियों का

भी कहना है कि वे अपनी भर्ती के लिए केवल पुराने आईआईटी संस्थानों में ही जाते हैं।

लेकिन इसके पीछे एक कारण यह भी हो सकता है कि कंपनियों में टॉप पोजिशन पर जितने भी आईआईटीयन हैं वे सब पुराने संस्थानों से ही है इसलिए इस बात की संभावना से भी इंकार नहीं किया जा सकता है कि अपने पुराने जुड़व के कारण वे आरोप लगा रहे हों। क्योंकि छात्रों के प्रवेश और फैकल्टी का मानक सभी संस्थानों में एक ही है।

## मानकों पर देना होगा जोर

भारत में हर साल लाखों छात्र इंजीनियर बनकर संस्थानों से निकलते हैं। लेकिन

## गिरता क्रेज

नए संस्थानों को बताया जा रहा है कारण

संस्थानों में फैकल्टी की संख्या नहीं है पूरी

मानकों का करना होगा आधुनिकीकरण

सिर्फ पुराने आईआईटी में ही जाते हैं रिक्लूटर

जिस व्यापक स्तर पर छात्र निकल रहे हैं उस अनुपात में नौकरियां नहीं मिल रही हैं।

इससे छात्रों का मोरल कम होता है और वे अप्रत्याशित कदम उठा लेते हैं। इसलिए संस्थानों को अब अपने मानकों में सुधार करने पर जोर देना होगा। तेजी से बदलते आज के समाज में एक ही ढर्रे से काम नहीं हो सकता है। अगर इनोवेशन और नए मानकों पर ध्यान नहीं दिया जाएगा तो संस्थान और उसके छात्र दौड़ में पीछे रह जाएंगे। हालत यहां तक है कि आईआईटी जैसे महत्वपूर्ण संस्थानों में फैकल्टी तक पूरी नहीं है और तय फैकल्टी से कहीं कम लोगों के भरोसे संस्थान चल रहे हैं।

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## HC notice to IIM-Indore in prof sacking case

The Madhya Pradesh HC on Monday issued notices to the Indian Institute of Management, Indore's board chairman and the institute's director over termination of services of a woman assistant professor in an alleged sexual harassment case. The notices were issued by the bench of Justice Prakash Shrivastava on the petition filed by the sacked 36-year-old assistant professor. The single-judge bench also gave relief to the woman professor by staying the order of the IIM-I management directing her to vacate her official residence situated on the institute premises. The petitioner has challenged the legality of her termination order issued by the IIM-I director N Ravichandran on April 28. The woman professor alleged that she was sacked as she showed courage to file a complaint against a senior professor charging him of sexual harassment. ❦

# Indian Express ND P-3 14/05/2013

## CALLING IT QUILTS

SELDOM do you see an IIT director resigning from his post. Prof

Prem Kalra, director IIT Jodhpur, has done just that, barely a month after he had his institute's campus inaugurated by the HRD Minister. Kalra, it is learnt, has cited personal reasons for stepping down from what is considered a coveted top job. Incidentally, the IIT under his leadership also courted some controversy. First, the Aakash tablet project was unceremoniously shifted out from his IIT to IIT Bombay after serious differences between manufacturer Datawind and the IIT Jodhpur administration. More recently, the IIT also failed to ink the long pending MoU with France amid differences between the two stakeholders.

# JEE Main students can now review scores

**HT Correspondent**

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**NEW DELHI:** In a move that will bring relief to many students, who scored lower than expected in the Joint Engineering Examination (JEE) Main exam, the Central Bureau of Secondary Education (CBSE) has decided to give them a chance to review their scores. In a notification late on Monday evening, CBSE announced that the exam's answer key will be released to students.

The notification, published on [www.jeemain.nic.in](http://www.jeemain.nic.in), states that students can obtain a copy of their OMR sheet, answer key and calculation sheet by paying a fee of R500. The deadline to apply for these materials is June 15. However, it does not address the issue of extension of deadline for students to register for the JEE Advanced.

The exam, which is the second-level for admission to IITs, can only be given by the top 1.5 lakh students in JEE Main. However, since many are awaiting a correction in scores, they have missed the JEE Advanced registration deadline of May 13.

The notification comes after candidates and their parents had complained of discrepancies in scores and asked the CBSE to release the answer keys to make the evaluation process transparent. Those aspiring to get into any of the Indian Institutes of Technology (IIT), National Institutes of Technology (NIT), Indian Institutes of Information Technology (IIIT) and other centrally-funded institutes had appeared for the exam in April.

However, when their results were declared on May 7, many students were shocked to see they had scored up to 30 marks lower than expected.

Times Of India ND 14/05/2013

P-10

# SC clears way for this year's med admissions

Dhananjay Mahapatra | TNN

**New Delhi:** The Supreme Court on Monday exempted private and government medical colleges from the purview of National Eligibility-cum-Entrance Test (NEET), the single-window admission route for MBBS, BDS and postgraduate courses, for the academic year 2013-14.

In an interim order, a bench of Chief Justice Altamas Kabir and Justices A R Dave and Vikramjit Sen said “students who aspire to gain entry into medical colleges at the MBBS, BDS and the postgraduate level have been caught in a legal tangle for no fault of theirs and are the victims of policy decisions”.

“In order to safeguard their interests, as also the interest of hospitals, we consider it just and equitable to lift the bar imposed by us on December 13, 2012 and allow the results of the examinations already conducted to be declared to enable the students to take advantage of the same for the current year,” the bench said.

However, it did not specify which test result the students should take advantage of — the ones conducted by individual medical colleges or the NEET — if they had appeared for both, which is the case with most aspiring doctors.

This interim order, as far as admissions to PG courses are concerned, may not create confusion as private and government medical colleges can enroll students on the basis of either their own test or NEET. But for MBBS and BDS aspirants, it could create some confusion as only

**The SC bench did not clarify which test result students should take advantage of — the ones conducted by individual medical colleges or NEET — if they had appeared for both**

NEET was conducted and most colleges had not yet held their own tests.

Immediately after the interim order was passed on the first day of the SC's summer break through a special sitting of the CJ-led bench, additional solicitor general Siddharth Luthra for the Centre, senior advocate Nidesh Gupta for Medical Council of India and Tarachand Sharma, counsel for Central Board for Secondary Education (which conducts NEET), sought clarification on what would be the basis for admission — individual tests or NEET.

The court in an oral clarification said results of only those tests which have already been conducted were being permitted to be declared and assured that the judgment on petitions challenging NEET, notified as a single-window admission route to curb unregulated commercialization of medical education, would be delivered on either July 2 or 4.

When Luthra and Gupta wanted to know what would be the basis of admissions to the undergraduate courses, the bench clarified that its main judgment, to be pronounced in the first week of July, would take care of it.

**META UNIVERSITY** JAMIA MILLIA ISLAMIA, JAMIA HAMDARD AND ALIGARH MUSLIM UNIVERSITY DISCUSS 'STUDENTS SHARING' PLAN

## 3 universities share ideas on opening campus to each other

NAVEED IQBAL  
NEW DELHI, MAY 13

THREE universities in the country are in talks over sharing students, depending on the core competencies of each institution.

Aligarh Muslim University (AMU), Jamia Millia Islamia and Jamia Hamdard — three universities with a large number of Muslim students — are exploring the idea of providing students the opportunity to study in a campus where a preferred course is a specialisation.

Speaking to *Newsline*, Vice-Chancellor of Aligarh Muslim University Zameer Uddin Shah said he would like to share students with Jamia Millia and Jamia Hamdard in areas where these universities

excelled.

"I would like to send students, who want to study mass communication, to Jamia's AJK Mass Communication Research Centre. Jamia Hamdard leads in training students for civil services and AMU can train students for the defence services," Shah said.

Vice-Chancellor of Jamia Millia Islamia Najeeb Jung called the system an "advanced concept of meta university".

He said after 14 students from Jamia Millia recently qualified for the Indian Administrative Service, AMU V-C "expressed his wish to train 15 of his students for civil services at Jamia". Likewise, Jung said, interested Jamia Millia students could go to AMU to receive training for the defence services.



Jamia Millia Islamia specialises in its mass communication programme.

**V-C OF Aligarh Muslim University said he would like to share students with Jamia Millia Islamia and Jamia Hamdard University in areas where these universities excelled**

Jung said there was no formal proposal for this arrangement yet, but the vice-chancellor's of the three institutions had discussed the matter. Regarding making the system one of annual exchange, Jung said, "We would like to carry anything in perpetuity that is good for the students."

However, Vice-Chancellor of Jamia Hamdard G N Qazi said he was not sure how the arrangement would work, as Jamia Hamdard mostly taught professional courses.

"We pick up students who want to become professionals at the undergraduate level," he said.

He said unlike Jamia Millia, AMU's core competency in training students for the armed forces was more a result of Shah's army background.

"This kind of core competency can change as per the vice-chancellor's interests," Qazi said.

However, Shah said when he took charge as vice-chancellor, he was surprised to find 600 of the 800 school students of AMU had applied for the National Defence Academy.

Tribune ND 14/05/2013 P-2

## Foreigners to get 15% seats in tech institutes

ADITI TANDON/TNS

NEW DELHI, MAY 13

The government will set aside 15 per cent seats in all technical institutions controlled by the All-India Council for Technical Education (AICTE) for foreign students from this academic session. This is the first time that any quota is being fixed by the AICTE to woo foreigners to Indian academic institutions.

All annual vacancies in AICTE-approved colleges will also be thrown open for recruitment of students of foreign origin, who did not hitherto have any structured mechanism to enter the Indian education system. This had led to disenchantment among foreign students seeking to pur-

### CURRENT STATS

- AICTE regulates 90 per cent of all technical institutions in India
- These institutions take around 1.25 million students annually; of these, barely 2,500 are foreigners

sue technical courses such as engineering and management in India. The UAE has emerged as a preferred destination among foreign students.

AICTE-approved institutions in India currently take around 1.25 million students annually. Of these, barely 2,500 are foreign students.

"There exists a fair amount of demand among foreign students to seek Indian education

but so far there was no mechanism or incentive for them to enter the system. We will allow all our approved colleges to open 15 per cent of their seats in all streams to foreigners and also allow them to seek admission against vacancies that exist at the end of the admission process," AICTE chairman SS Mantha told the TNS today.

The AICTE move is also rooted in the fact that the annual rate of vacancy in all AICTE-approved institutions is around 22 per cent. "Seats remain vacant as there are no takers," say insiders adding that the decision to open the sector to foreigners will allow college managements to make their engagement viable and in the process earn money.

Any foreign student who

seeks entry into an AICTE-approved college currently pays five times the fee an Indian student pays.

But in the new system, which the government plans to introduce from 2013-14, the fee chargeable from foreigners will be twice the amount charged at home. The annual fee structure across AICTE institutions (depending on the stream of courses they offer) varies from Rs 30,000 to Rs 1.5 lakh. "The foreign students will be charged two times this amount," Mantha said.

AICTE chairman said the council was in the process of finalising an entrance test that will be conducted across the world to allow foreigners to take the exam for admissions in India.

# Going beyond borders

Today the foremost challenge before our higher education policy is to develop our capacity to share and generate knowledge regionally and internationally

SHELLEY WALIA

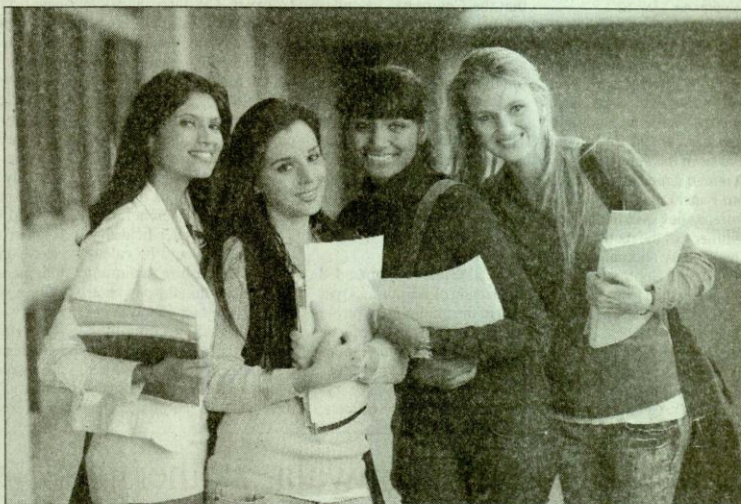
As countries across the world invest in higher education, new areas of competition appear and act as an impetus for every stakeholder towards improving standards of excellence so as to compete in the global market, visualising a future, where students are trained to become active participants in the multifaceted cultural patterns of our world. The imperative before us is to come out of narrow compartmentalisation and look forward to a more interdisciplinary set-up with a well-coordinated interaction within the university and outside, so that narrow barriers are broken in the pursuit of knowledge and a single world. The foremost challenge before our higher education policy is to develop our capacity to share and generate knowledge regionally and internationally.

To my mind, it is the mix of the home and international community within the university that helps to enrich the academic environment and best serve the larger vision of higher education in India to evolve into a global hub for intellectual engagement. International students bring with them varying cultures and ethos which make the rich Indian culture even richer and helps cross-border integration. Continuity blends with change, tradition with modernity. From the Indus valley to the iPod, India has seen it all. There is room here for all faiths, all languages, and all people. And dialogue across cultures in the academy becomes a humanising agency of beneficial social consciousness, thereby enhancing the idea of wider social concerns and effects. Within this context, the project of inquiry cannot be limited to the culture in which the university is located.

A free thinker is a nomad, not a celebrant of any one cultural identity. In a cosmopolitan diasporic set-up, there comes the urgency to leap the fences of a constricted nationalism, overcoming any racial antagonism. Today's world of globalisation is indicative of changing ethnic and cultural contours, where expatriate aloofness has to give way to plural cultural kinship and a universal vocabulary of a literary community belonging to many nations.

In times when higher education is experiencing escalating expectation, we need to initiate serious thinking on what are the various aspects of excellence and how best to achieve them. Apart from excellence in institutions, international standards in research as well as promotion of creative ideas and innovative interaction among teachers and students beyond borders is vital to the vision for a more prosperous and peaceful tomorrow in the context of a globalised environment. Here we could emphasise the need to have more visiting fellowships as well as more scholarships and bursaries that would enable to incentivise many established and promising academics to share our joint pursuit of teaching and learning.

First and foremost, there is a dire need to go to the roots of the problem of the ever-diminishing number of overseas students in universities around India. We need to evolve a coherent and a consistent policy, both at the college level and at the university level. An objective assessment of the problems faced by students is needed so that sufficient improvements can be made in various areas to finally have an impact on changing a system where there seems to be hardly any encouragement



Renewing links with universities around the world can bring together active citizens who become strong agents or ambassadors of change. — Thinkstockphotos

given to overseas students.

In this context some important steps needed to be implemented, especially the simplifying of the admission process in our universities. The condition to qualify the entrance test to all departments of social science, arts and languages should be waived off for international students. This is important as, firstly, it becomes difficult for a student from a non-English speaking country to clear the entrance examination, and secondly, it discourages many to apply to the universities in India.

**We need to reflect on the rich extra-curriculum and social life of our country, and give the international community a lively sense of daily experience that generations of undergraduates and graduate students share.**

Moreover, the physical presence of the overseas students applying to a course should not be necessary. The applicants should be informed by post or email of their eligibility and the confirmation of admission on the condition that the original certificates shall be verified before he/she is allowed to join the department. International students should be allowed to apply for admission and also pay their admission fee online.

Apart from these few steps, additional 10 per cent seats may be reserved for international students in every department. A single window system can remarkably facilitate the admission procedures of overseas students. The long-stranding demand for a separate transit hostel or a mess that caters to an intercontinental community has been on the anvil without seeing the light of day. Apparently, the will to become an international university with students and teachers interacting from different nationalities

seems to be a low priority of our regulatory bodies.

The focus, therefore, has to be on "what we want" and "how we get it" — not for the short term and for narrow issues but rather for the long term and more comprehensive issues. We have to adequately advertise abroad our international standards and the academic standing of our faculty. We need to publicise our schools of humanities and sciences and arts together with some of the inspirational teachers and thinkers who have led and helped to shape various departments and the impact they have had on the wider world. Undoubtedly, over the years, there has been a steady progressive improvement in various areas of teaching and research and some universities in India have been playing a leading role in this region contributing to the intellectual life of generations of students both from India and abroad.

Finally, we need to reflect on the rich extra-curriculum and social life of our country, and give the international community a lively sense of daily experience that generations of undergraduates and graduate students share. The bonds of ethnicity and culture, which hold together the peoples of this region, must remain as enduring as ever. To achieve this, the university has to work in partnership with educational organisations around the world and be ready to take necessary steps to achieve a close working relationship through exchange programmes. Our international competitors can become our close collaborators. Renewing links with universities around the world can bring together active citizens who become strong agents or ambassadors of change. For this, we must identify the world-class institutions from which we can gain in our enterprise of both teaching and research.

Today's world of globalisation is symptomatic of changing ethnic and cultural patterns, where expatriate aloofness has to give way to plural cultural affinities and a common vocabulary of a cosmopolitan community, reassuring us in our attempts to keep connected, mobilised and active in looking into various problems, cultural and academic.

**MANTRA TO SCALE THE GREAT WALL**

# Mandarin's Now the Talk of IIM Campus

B-schools feel in order to catch up with the Chinese, Indians should speak their language

**DEVINA SENGUPTA & ANUMEHA CHATURVEDI**  
BANGALORE | NEW DELHI

As India plays catch-up with its bigger Asian neighbour China, Mandarin has emerged as a popular course at some of the IIMs. One of them, IIM Bangalore (IIM-B), says Indian students cannot afford to be left behind as the two countries compete in every sphere of economic activity. "Realisation has dawned that our future business lies with China and we cannot be left behind if we have to make a mark on the world economic stage," said professor S Swaminathan who teaches Business Chinese — Language Course at IIM-B.

The Chinese business course helps students carry out day-to-day conversations on a vocabulary base of 550 words. The teaching lays stress on pronunciation of syllables as Chinese is a tonal language and is taught through the medium of PINYIN (Romanised way of learning Chinese). "The onus is on India to compete with China in every sphere of economic activity. We have a lot to learn from the Chinese module of economic growth and become really competitive in world business activity. In fact, neighboring countries like Pakistan, Bangladesh, Sri Lanka and Myanmar have more Chinese participation in their respective economies, whereas we have been slow," said the professor.

Spoken Chinese (Mandarin) was first introduced for the batch of 2011-2013 in the second year. It is a letter-grading course, where the professor uses 'Excellent', 'Good' and 'Unsatisfactory'. Scores are added to the student's CGPA (Cumulative Grade Point Average). Around 44 students from the 2013 batch opted for Mandarin, said Swaminathan, out of a class of 381. This year's numbers are not available as the second year students (batch 2012-2014) are yet to pick their 5th semester electives. IIM Ahmedabad, too, has included Mandarin in the 5th semester but a response from the institute is awaited. IIM Calcutta has begun offering Mandarin in the last two years along with courses in French, Spanish or German. Students are awarded a certificate of completion on clearing tests and a final exam, but no scores are added to the CGPA.

In the last three years, IIM Calcutta has seen its peak batch sizes doubling from 40-45 three years ago to 80-85 in January 2013 for foreign languages.

## IIMs' Tryst with Chinese

- **IIM-B offers Mandarin** as one of the courses from 2012 on students' demand
- **Business Chinese helps** people carry out day-to-day conversations at work
- **Students learn 550 words** with emphasis on pronunciation of syllables
- **Chinese is a tonal language** and is taught through the medium of PINYIN
- **At IIM Calcutta, peak batch sizes** have doubled from 40-45 three years ago to 80-85 in Jan 2013

**44**

Students out of a batch of 381 (class of 2013) opted for this language at IIM-B



### NOT MANY TAKERS

But not all IIMs agree that introducing a language course as an elective will have many takers. Specially, if it is a language like Mandarin which is tough to learn, forget master.

"During a downturn, a student would rather take another marketing or finance course than a language course as an elective. In 30 hours, one cannot learn Mandarin which requires learning how to speak, write and read to gain enough fluency, unlike many Western languages," said G VenkatRaman, professor, business ethics at IIM Kozhikode who learnt Mandarin from Peking University a few years ago.

Two years ago, he floated the idea of a course titled 'Doing Business In Emerging Markets — Insights from China' but it had no takers. But IIM Bangalore justifies the course saying software professionals, engineering graduates and businessmen looking to improve business opportunities have started learning Chinese. "Month-on-month, the trade traffic between India and China has been growing steadily and appreciably. Hence,

the need to effectively communicate in Chinese," said Swaminathan.

Knowing a language helps during placements — the final goal for many students. Vinod Babu Sangana, a student of IIM Indore, had taken up French for a year, although it was not part of his curriculum. He got placed with Capgemini as a senior consultant and says it will help him during his onsite operations. "In the interview, I was asked how well versed I am with the language and how much I can interact in it," said Sangana.

Some of the IIMs have attempted tie-ups with colleges in China through student exchange programmes. For its one-year executive MBA programme, IIM Shillong has formed an alliance with Ocean University China through a programme called "Understanding China — Business and Culture".

For companies, a candidate knowing a foreign language is always a plus. "At Bain, a working knowledge of the relevant foreign language can indeed be a big leg-up for a consultant to succeed away from his or her home market," said Nikhil Prasad Ojha, a consulting partner who oversees HR for Bain India.

### PROS

- Students are awarded a certificate of completion on clearing tests and a final exam
- Mandarin is taught to help students communicate effectively, in case of China postings
- Some of the IIMs have attempted tie-ups with colleges in China through student exchange programmes

### CONS

- In 30 hours, one cannot learn Mandarin, unlike many Western languages



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# Dinesh Singh, please come clean!

DU vice-chancellor is duty-bound to answer all questions posed to him by university's teaching community

## ANGIOGRAPHY

ANGSHUKANTA  
CHAKRABORTY



**M**uch like the 'hysterical woman' of the 19th century – in other words, the woman who, in flagrant violation of the idealised Victorian norms of docility, emotionality, dependency, strict chastity and gentleness, presented the strange challenges of argument, intellectual and sexual curiosity, lack of homeliness, independence of spirit and enquiry, as well as the not exactly the resultant fallouts of depression, anxiety and stress – in present times, the 'academic' is being increasingly slotted as the hysterical other, who must be disciplined and cured by an educational system that is becoming an authoritative structure of knowledge management rather than knowledge production.

That the flaws were in the skewed perception of femininity that was the basis of the increased diagnosis of insanity among the 19th century women, and had nothing to do with any accelerated incidence of female madness during the time, was, of course, painfully established by later feminists and psychosocial scholars alike. Similarly, the current protestations – staged by the lecturers and professors at various levels and disciplines within the University of Delhi against the ghastly imposition of the four-year-undergraduate-programme, without as much as any effort at dis-

ussing it with the teaching fraternity – are being maligned and discredited as the raging madness of a community that the administration would like to be shown as a bunch of lazy nincompoops, whose only ambition in life is to draw a hefty salary from the University Grants Commission, without putting in the required number of hours, days, weeks, months and years into what they call effective 'classroom teaching.'

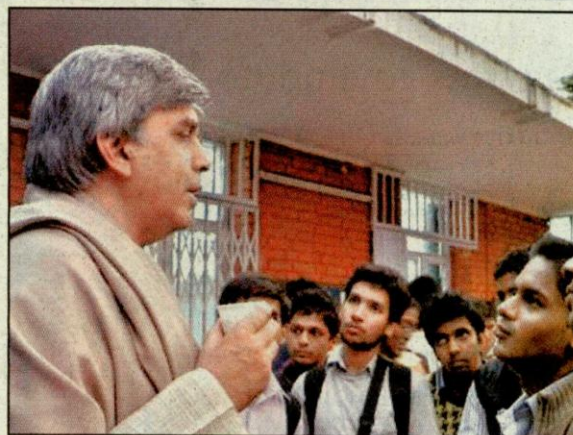
While the University administration, basically represented by a bullish vice-chancellor in Dinesh Singh, and the union ministry of human resource and development, represented by a glib Shashi Tharoor and an almost invisible Pallava Raju, consider the overhaul of the DU undergraduate programme as a much required step in the right direction, thousands of university professors, lecturers and even the ad-hoc teachers have summarily condemned the imposition. On 12 May, the Delhi University Teachers' Association (DUTA) convened a general body meeting (GBM), wherein it unanimously rejected the FYUP and demanded removal of the VC. Over a thousand teachers at various levels and streams in the University of Delhi gathered in Ramjas College campus and issued the official disapproval of the new system.

It is interesting to note that several of the senior professors, particularly those in the humanities stream, who were present at the 12 May disparagement of the FYUP, were the ones who spearheaded the restructuring of the curricula in the year 1999 and rejuvenated a decrepit and dying syllabi that had not been updated for decades. One wonders if the university administration is suffering from an acute case of memory loss, because no lazy nincompoop, who is uninterested in

classroom teaching and is uninvolved in the further development and fine-tuning of the curricula, would go through the unimaginable hassle of demanding and successfully bringing about such a mammoth change in the texts and contexts of university education.

The DU administration has done a hatchet job of stretching a three-year system into a credible four-year one. Despite the VC's repeated admonitions against the teaching community, the latter's main opposition is principally to the haphazard and unscrupulous manner in which the curriculum has been redesigned, without any regard for the massive heterogeneity in the number of subjects studied and students pursuing different streams.

Conveniently, under the new system that in all probability will be implemented from July 2013 onwards, the first year of the FYUP would attempt a one-size-fits-all pattern with 11 foundational courses that will be compulsory for every student of the university. While it being dressed up as an ostensible 'democratisation' of the university, in reality, it will be a rehashing of the high school syllabi, with several references to the NCERT text books that the students had anyway gone through while preparing for their secondary and higher secondary examinations. Hence, the so-called one extra year that the student will be forced to spend at the university, supposedly to bring them at par with 'global standards' (read the time-frame for an American liberal university education) will be not even a notch comparable to the actual levels of university education in the top educational institutions of the world. Further, the whole debate on flexibility under the new system



Dinesh Singh addressing students of Delhi University

is utter hogwash, as the only plasticity that will be available under FUYP will be at the triple exit points – those at the end of two years (resulting in a diploma), three years (bachelors with diploma) and four years (bachelors with honours) – and not in terms of wider range of subjects on offer, nor in terms of combination of subjects that one can read at various levels. Mostly, the compulsory foundational subjects in the first year will be a big deterrent for the students, whose higher secondary syllabi had already demarcated a differentiation and quasi-specialisation in terms of choice of stream – as in science, humanities or commerce depending on individual inclinations and marks obtained. In addition, the 18 taught courses and two researches papers that will be offered under Discipline 1, will only be available from the second year onwards, thus limiting the study of one's subject of choice and eventual specialisation to three years, and not four.

It is because of these and several other discrepancies in the actual cur-

ricula, along with the insurmountable number of texts from various disciplines crammed into the limited period of eight semesters, which brand the FYUP such a disaster in the making. Instead of any coherent and inclusive designing of the syllabi, that takes into account the actual availability of teachers and their areas of expertise, a regressive top down approach has been adopted to turn university education into an assembly line production of a three-tiered outcome. This will result in an even more hierarchised higher education system, which will perpetuate, with even greater efficacy, the existing divisions of privileges and access. Clearly, the idea of the university as a public sphere and a space of production of creative dissent has been supplanted by a monstrous definition of the university as a factory for producing dubious executives faking British and American accents and keeping intact the bubble of a rising India.

The author is assistant editor at Millennium Post

HT Kolkata

# Options galore for students who could not make it to the IITs

Getting through the JEE exam is not the end of the world, but there are many who think otherwise. Here, I will try to bring out some real-life instances that tell how that is not really the case.

In my life as an IITian and entrepreneur I have met more successful non-IITians than IITians. Well, there are a couple of reasons to corroborate my claim here.

For one, going to an IIT really does not make you better in anything that you earlier weren't. You will remain the same. Apart from getting a good brand name: IIT, you get good additional professional and technical knowledge.

Is getting a good technical knowledge the only way to succeed in life and make money? I have seen highly successful, non-technical entrepreneurs running large corporations that employ a lot of technical people! It is their innate logical skills and aptitude that makes them successful. They have never been to IIT or a business school. They are mostly graduates or post-graduates (B.Sc, B.Com, M.Sc, M.Com, etc) who simply believe in themselves.

**guru**kool  
**Praveen Tyagi**  
 VP academics, Meritnation.com



Apart from entrepreneurship, there are plenty of other professional routes one can choose. Becoming a CA is one. Some think that to become a CA you need to have a commerce background, but that's not true. I have met a couple of engineers in my life who are CAs also! There are a few exams (CPT, IPCC and CA-final) you need to clear which most intelligent people do not find difficult.

Getting a major in economics is another route. I have seen lot of my peers join international organisations like the UN

and World Bank after getting a major in economics from the London School of Economics. A deadly combination of economics and statistics can be utilised in insurance, healthcare, software and government too. These are the guys who decide what the costs and prices of commodities and derivatives should be.

Actuarial science is another major area. With starting salaries in the range of more than ₹20 lacs per annum, it surely is a wanted profession. An actuarial is the person who creates and designs insurance policies based on huge amounts of data obtained. You need to be an expert in statistics to do this. There is a series of some seven tough examinations you need to pass to be an actuarial.

Some people aspire to get a government job and become an IAS. You do not need to be an IITian in order to become one. A simple graduation, good communication skills, awareness on current affairs and knowledge in your subject area is all that is required.

So do not lose heart if you could not make it through JEE; there are loads of other opportunities waiting.