

Newspaper Clips

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Why has the report taken into account only private vehicles? You have placed 100 pages before us without any data and analysis... just because you are IIT does not mean you know everything.

— Justice Swatanter Kumar

We are not the only ones stating what we have. The Mashelkar Committee Auto Fuel Policy Report itself says the number of cars in Delhi is exaggerated. The real number is 60-70 per cent of that on government record.

— Professor Dinesh Mohan, IIT Delhi

By **Baishali Adak** In New Delhi

A DAY after being criticised by the National Green Tribunal (NGT) for preparing a report that "lacked data and analysis", IIT-Delhi scientists who authored the study came out in support of it.

The 13-page report concludes that diesel vehicles over 10 years of age form only seven per cent of the city's total car fleet. Also, their removal will lead to a mere one per cent reduction in Delhi's PM 2.5 (extremely fine particles that can lodge deep inside lungs) air pollution load. The Ministry of Road Transport and Highways (MoRTH) submitted this to the green court late last month to press for reversal of NGT's order to ban all diesel vehicles over 10 years of age in the Capital.

Public transport

The NGT bench hearing the ongoing air pollution matter, however, ticked off the ministry on Monday saying, "Why has the report taken into account only private vehicles? Why hasn't it considered interstate diesel trucks and public transport? You have placed 100 pages before us without any data and analysis... just because you are IIT does not mean you know everything," Justice Swatanter Kumar had said.

One of the authors of the paper 'Understanding Role of Transport in PM 2.5 Emissions in Delhi', professor Dinesh Mohan, on Tuesday said, "We are not the only ones stating what we have. The government-appointed Mashelkar Committee Auto Fuel Policy Report itself says the number of cars in Delhi is exaggerated. The real number is 60-70 per cent of that on government record". "The Central Pollution Control Board data saying 60

IIT-D report concludes that diesel vehicles over 10 years of age form only 7% of the city's total car fleet

IIT scientists back their study on air pollution

per cent of air pollution in Delhi is caused by vehicles over 10 years, which NGT is relying on, goes back to 2010. Also, the study was not done with the most modern scientific methods available. Even a report done by some scientists from the University of Birmingham, by chemical analysing Delhi's air samples, say that the overall contribution of traffic to pollution in Delhi is 16.2-18.7 per cent. This was in November

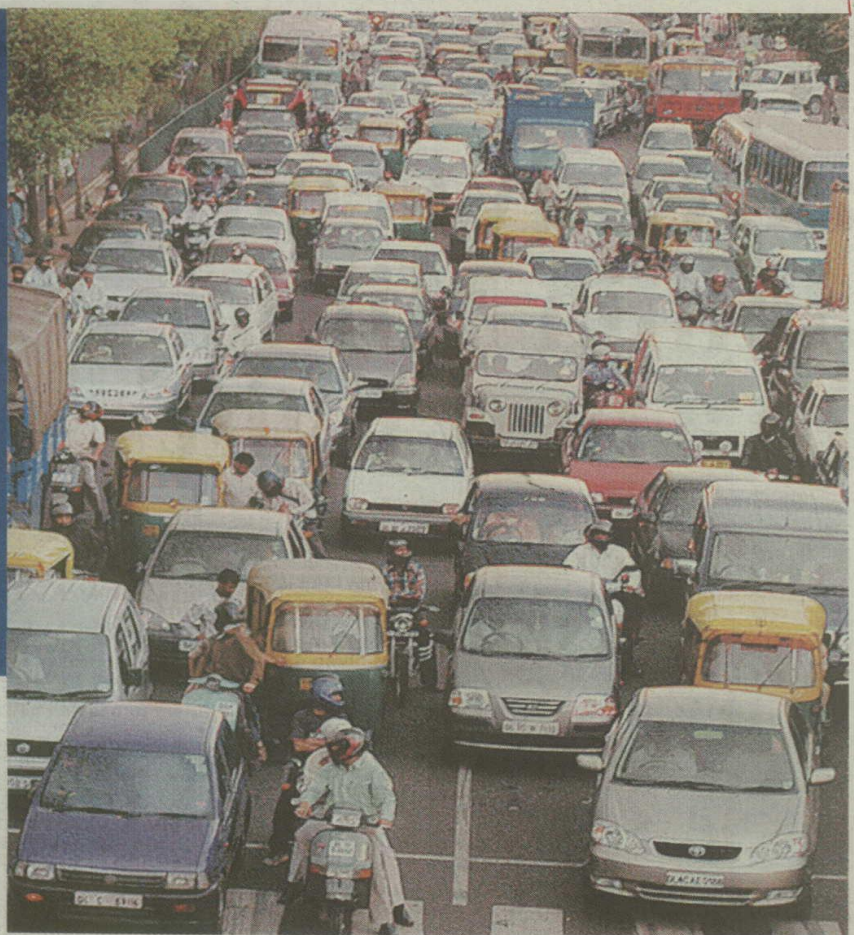
2014," professor Mohan said.

Anumita Roychowdhury of the Air Pollution and Clean Transportation programme, Centre for Science and Environment, however, requested for a different perspective on this. She said, "One must not see this through the lens of one or 60 per cent. Burning of diesel produces a toxic cocktail of nitrogen oxides and volatile organic compounds. This is a class I carcinogen".

"Also, people have a direct exposure to vehicular emissions as this source of pollution is in our immediate breathing zone. Older cars adhere to old emis-

sion standards and our current 'Pollution Under Check' norms are extremely lax," Roychowdhury said.

A senior government scientist, who did not wish to be named, said, "It is strange how they arrived at the one per cent contribution of 10-year-old diesel vehicles to pollution figure. The only two known sources of Particulate Matter 2.5 are 'vehicles' and 'high temperature combustion'. There are hardly any air pollution-causing industries in Delhi. Those from other states don't always lead to pollution here cause of varying wind direction."



Dainik Bhasker ND 20/05/2015 P-6

बिना डिग्री लिए ही चली गई आईआईटी इंदौर की बैच

भास्कर न्यूज | इंदौर

आईआईटी इंदौर (इंडियन इंस्टिट्यूट ऑफ टेक्नोलॉजी) की वर्ष 2015 में बैच पासआउट होकर चली गई, लेकिन न दीक्षांत समारोह हुआ न उन्हें डिग्री मिली। प्रबंधन का कहना है जल्द दीक्षांत समारोह की तारीख घोषित कर पास आउट छात्रों को बुलाया जाएगा। संभवतः ऐसा पहली बार हुआ जब कोई बैच बिना दीक्षांत समारोह हुए कैम्पस छोड़कर चली जाए। सामान्यतः पास आउट छात्र प्लेसमेंट होने के बाद भी दीक्षांत समारोह में डिग्री लेने के बाद ही कैम्पस छोड़कर जाते हैं। लेकिन समारोह में देरी के कारण उन्हें कैम्पस छोड़ना पड़ा।

दरअसल आईआईटी इंदौर प्रबंधन नए कैम्पस में दीक्षांत समारोह के लिए स्थायी जगह तैयार कर रहा है। उसका मानना है नई जगह पर ही हर साल समारोह हो ताकि बार-बार जगह बदलने की दिक्कत न आए। प्रबंधन ने

समारोह की तारीख जल्द घोषित करेंगे

दीक्षांत समारोह की तारीख जल्द तय होगी। उसके बाद पास आउट विद्यार्थियों को संपर्क कर बुलाया जाएगा।-
डॉ. निर्मला मेनन, प्रवक्ता आईआईटी इंदौर

सिमरोल कैम्पस का काम 29 फरवरी 2016 तक पूरा करने का टारगेट तय किया है। 2009 में जब आईआईटी इंदौर शुरू हुआ था, तब से अब तक कैम्पस तैयार नहीं हो पाया। दो साल से ज्यादा समय तो सिमरोल में अलॉट हुई सैकड़ों एकड़ जमीन अधिगृहित करने में लग गया। उसके बाद भी लगातार कोई न कोई विवाद होता रहा। तब तक आईआईटी इंदौर देवी अहिल्या यूनिवर्सिटी के आईआईटी (इंस्टिट्यूट ऑफ इंजीनियरिंग एंड टेक्नोलॉजी) में चल रहा था।

Hindu ND 20.05.2015 P-8

No *acche din* for higher education



Zoya Hasan

Not a single Indian institution of higher learning figures in the list of top 200 universities prepared by *The Times Higher Education Supplement*. These dismal rankings are quite often taken as a measure of the crisis of higher education in India, notwithstanding the obvious limitations of the ranking exercise. But all is not well with Indian universities.

So far, the Narendra Modi government has done very little to address the crisis in higher education. The government started on a controversial note. Prime Minister Modi's selection to head the Ministry of Human Resources and Development (HRD) raised questions about the importance of education under this dispensation as it showed scant regard for education in spite of the fact that the Sangh Parivar takes education very seriously.

Lower budgetary allocation

The government's first Budget has not delivered *acche din* for higher education in the country. The Union Budget for 2015-16 has reduced funds for higher education to the tune of Rs.3,900 crore in its revised budget estimates for the financial year 2014-15. The government has revised the figure to Rs.13,000 crore, as against Rs.16,900 crore for the plan allocation. The overall education budget of the Modi government is down from Rs.82,771 crore to Rs.69,074 crore. The government has also revised allocation for the Rashtriya Uchcharat Shiksha Abhiyan (RUSA) — which is a Centrally Sponsored Scheme (CSS), launched in 2013 that aims at providing strategic funding to eligible state higher educational institutions — to Rs.397 crore as against Rs.2,200 crore in the original Budget.

Despite the trend of passing on the responsibility of education to the private sector, there is a strong case to expand state funding of education. The role of publicly funded education in the democratisation of access to higher education in India is indisputable. Treating the higher education system as a public good, the Indian state has been successful in providing access to institutions of higher learning to many groups which were hitherto not able to access it. This is only possible if there is adequate state funding and public regulation for the entire system of education from school to university. Far from expanding publicly funded universities with an increase in budgetary allocation of education, state funding is being steadily withdrawn from education in general and higher education in particular so that private

Besides cuts in state funding which is a critical area of concern, the BJP-led government's overall approach to education is destructive of autonomy, creativity and diversity

capital, both Indian and foreign, can be encouraged. The privatisation of higher education is now an irreversible trend in India, where a majority of the institutions have been established by the private sector. In the midst of this trend, it is the arts and humanities that are being pushed aside.

Move towards centralisation

Besides cuts in state funding which is a critical area of concern, the Bharatiya Janata Party (BJP)-led government's overall approach to education is destructive of autonomy, creativity and diversity. The manner in which the state is intervening in higher education is causing concern among both teachers and students. There are alarming proposals to change the very nature of higher education. The most disturbing is the proposal to revive the Central Universities Act of 2009 which will require the Central universities to follow a common admission procedure and common syllabus. Even though the United Progressive Alliance (UPA) regime and the current National Democratic Alliance (NDA) government have been remarkably similar in their desire to introduce changes in the higher education system, most of the

text and mandate, and each has developed its own pattern of knowledge production and reproduction. For example, the Delhi University Act (1922) was in response to the need to provide for the educational needs of an emerging India and incorporates a wide college network. The founding ideas of the Jawaharlal Nehru University, on the other hand are quite different from other institutions. The impulse for the Jawaharlal Nehru University (JNU) Act (1966) was to institutionalise the values and vision of "national integration, scientific temper, and humanism". These Acts have shaped their curriculum, academic ethos, teaching and research. Nullifying these Acts would be a blow against diversity and pluralism as well as to minimum autonomy without which a university cannot function and flourish. It will narrow the space for innovation and create a teaching culture where creativity and critical thinking will be curbed.

No academic logic

The Ministry of HRD's idea of "reform" is an egregious attempt to standardise higher education and research by introducing a common framework for Central universities

The most disturbing proposal is the one to revive the Central Universities Act of 2009 which will require the Central universities to follow a common admission procedure and common syllabus.

UPA's major proposals got drowned in the Parliament logjam which continued till the last session of the 15th Lok Sabha. Also, there was some debate and opposition within the UPA government which could be another reason why the government couldn't implement its agenda. This government is pursuing the reform agenda much more aggressively leaving little scope for dissent and disagreement.

The Central University (CU) Act seeks to replace the existing Central universities with one single Act which would require all universities to follow a "common" admission and "common" syllabus along with "transferable" faculty. India's higher education system, serving a large and heterogeneous population, should ideally support a diverse and decentralised system. However, the CU Act will do the opposite; it aims at centralisation and homogenisation, ignoring the specificities and uniqueness of each university. Each University's Act has a specific con-

text and mandate, and each has developed its own pattern of knowledge production and reproduction. It is not at all clear that uniformity will help in upgrading new universities or the State universities, which is the ostensible aim of this exercise.

Some of the good universities such as JNU or the Ambedkar University, Delhi, are successful precisely because they value heterogeneity and variation so that creativity and innovation can thrive. Many Central universities reflect India's extraordinary diversity in their faculty composition and student body, and, above all, they offer very different syllabi and courses which has helped in their academic growth. The CU Act advocates transfer of faculty between universities. Nowhere in the world are "transfers" between institutions practised. There is no academic logic here. Besides, transfers increase the possibility of vindictiveness as it can be used as a punitive measure to silence dissent and independent voices.

It is evident that the government is eager to control and direct universities both at the Central and State level. For this the HRD Minister is pushing the idea of a Choice-Based Credit System (CBCS), first mooted by her predecessor, Murli Manohar Joshi, during the term of NDA-I, which would have a serious impact on the country's education system. The University Grants Commission (UGC) has formulated the new proposals for a CBCS, a common entrance test and a central ranking system ignoring the assurances given by the government and the UGC that it would hold wide consultations with all stakeholders before undertaking any subsequent educational reforms. A common syllabus is neither desirable nor feasible as this will diminish creativity and lower standards in order to conform to common standards. We need a university system that encourages diversity and decentralisation, not one that centralises authority or enforces lifeless uniformity.

Even as the government has set the ball rolling for unveiling a new national education policy, there is no public debate or consultation at the behest of the Ministry. Major changes are being initiated and pushed without actually consulting the professionals involved even though there is growing unease and opposition within Central universities to the new education policy and the manner in which the exercise is being done. So far, the MHRD's consultations have been limited to posting information and asking people to post comments and filling out a *mygov.in* survey on higher education on the Ministry's website. The public was given a period of one month for responding to the "major reforms". Would any half-serious attempt at reform of the education system treat such momentous changes in this manner?

The right-wing agenda

The common syllabi system has to be seen in the context of attempts to saffronise the education sector, particularly at a time when the Rashtriya Swayamsevak Sangh (RSS) is spearheading the agenda of the present government. Even though the right-wing intelligentsia has failed to provide a credible account of India's past and present, the Sangh Parivar is nevertheless busy reorganising educational syllabi to reflect a view of history and society gleaned from mythology and religious texts, in effect giving an open licence to fantasise history. Within weeks of forming the government, the RSS held a meeting with the HRD Minister where it pushed for introduction of moral education, correcting distorted history being taught in educational institutions and giving proper representation to forgotten idols of the country from the pre- and post-Independence era. RSS ideologue, Dinanath Batra, unambiguously stated this: Political change has taken place, now there should be total revamp of education. Activists of Batra's Shiksha Bachao Andolan are reportedly firming up recommendations for a revamp of education; they believe the formal education system needs some key changes: a greater emphasis on Indian knowledge traditions and a blending of the material and the spiritual in the curriculum.

Leaders of the BJP are on record announcing their intention to change the textbooks and syllabus. The larger Sangh agenda includes substantive changes both in the content of education and appointments in prestigious institutions. Their aim is to influence their working to reflect the Sangh's agenda by making key appointments of persons belonging to the RSS and affiliate bodies in various institutions like the Indian Council of Historical Research (ICHR), the Indian Council of Social Science Research (ICSSR), the Nehru Memorial Museum & Library (NMML), the Indian Institutes of Technology, the Central universities, the National Council of Educational Research and Training (NCERT) and the State Council of Educational Research and Training (SCERT), etc. who will loyally execute such changes. Many of them will exercise influence on public policy, and will do so not due to their scholarship, but due to their proximity to the RSS.

Zoya Hasan, formerly Professor, Jawaharlal Nehru University, is ICSSR National Fellow, Council for Social Development, New Delhi.

THE NARENDRA MODI GOVERNMENT
ONE YEAR AFTER- 2

Death by a thousand cuts

The NDA government and HRD minister have displayed outright contempt for scholars and scholarship



RAMACHANDRA GUHA

WHEN, A YEAR ago, Smriti Irani was first chosen as the Union minister for human resource development, I did not share in the general scepticism about her appointment. I had seen HRD ministers in UPA governments, with a string of foreign degrees themselves, display a conspicuous lack of interest in their portfolio. Irani seemed energetic and articulate; perhaps keenness and interest would trump lack of formal academic qualifications.

My optimism was misplaced. A year later, Irani is by far the most controversial cabinet minister, and with good reason. Stories of her arrogance and rudeness are legion. Her own senior officials have sought transfers to other ministries because they have found it impossible to work with her. Even more distressing has been her treatment of distinguished academicians such as the directors of the IITs. She has come across as bullying and overbearing, and as interfering in decisions that lie within their domains of expertise.

Irani's lack of respect for intellectual excellence has also been manifest in some key appointments she has made. Early in her term, she appointed a certain Y. Sudershan Rao chairman of the Indian Council of Historical Research. Rao's name was unknown to the community of professional historians; not surprising since he has not published one peer-reviewed paper in his life. While his scholarly pedigree is obscure, Rao has been a longstanding fellow traveller of the RSS. Since taking office, he has assured us that the Vedas are "the best evidence" for reconstructing the past, and that the Mahabharata is the "anchor for the history of Bharat".

The HRD minister's anti-intellectual instincts are also manifest in another of her appointments, this to the chancellorship of the Maulana Azad Urdu University in Hyderabad. University chancellors are either those holding constitutional posts (such as governors and presidents) or senior scholars of distinction. For instance, the great sociologist André Beteille has been chancellor of the North-Eastern Hill University in Shillong.

The last chancellor of the Maulana Azad University was Syeda Hameed, herself a biographer of Azad and an eminent literary scholar. After the NDA came to power, she was replaced by Zafar Sureshwal, whose contributions to scholarship are even harder to identify than Rao's. Sureshwal is better known as a dealer in luxury cars, and as being very close to Prime Minister Narendra Modi. When his appointment was announced, one senior scholar told the *Hindustan Times* that "now it seems you just need the right political clout to head reputed institutions".

Over the years, the quality of university education in India has been steadily undermined by political and bureaucratic interference. This has been especially marked in universities under the control of state governments. Forty years ago, Calcutta University, Bombay University, and Baroda's M.S. University still had some excellent departments. This is no longer so. So long as the CPM was in power, all major academic appointments in West Bengal were in the hands of party bosses. The Shiv Sena played the same role in Mumbai, and the BJP in Gujarat. The universities were further damaged by parochial "sons of the soil" policies, whereby scholars from outside the state were discouraged from applying for jobs.

While state universities have visibly deteriorated, some Central universities have maintained reasonable academic stan-

dards. Delhi University has good departments of history, sociology and economics. Some of our finest film-makers are alumni of Jamia Millia Islamia's department of mass communications. Both Jawaharlal Nehru University and Hyderabad University have top quality scientists, as well as social scientists on their faculty.

These departments and universities would be even better were it not for the dead hand of bureaucratic interference. For some years now, the University Grants Commission (UGC) has steadily encroached on the autonomy of Central universities. A UGC chairman appointed under the UPA introduced a "points-based" promotion scheme that all universities had to adhere to. This gave more weight to organising student extracurricular activities and attending seminars than publishing papers in refereed journals.

One hoped that, when Irani took office, she would work to make our best universities more autonomous in their choice of curricula, students and faculty. For, the world over, it is only when scholars are in charge of scholarship that real intellectual progress takes place. Instead, the new HRD minister has sought to further centralise an already over-centralised system of higher education. Rather than let the best departments in the best universities design their own academic curriculum, the UGC now wants them to adopt a single uniform curriculum, this designed not by scholars but by incompetent (and occasionally malevolent) babus.

Worse may follow. A diabolical scheme is afoot to have a single, centralised cadre of university faculty, whose members can be transferred from place to place at a moment's notice. If implemented, this will seriously damage existing research programmes, which crucially depend on the long-term involvement of the same set of faculty members.



Illustration by C.R. Sasikumar

While uniformity is congenial to bureaucrats, it is deeply antithetical to intellectual work. Scholarship and research depend on innovation and creativity from within. Most academic disciplines change rapidly. New discoveries, new methods, new theories, should all lead to changes in teaching and research. But how can this happen if every change in curriculum, every new addition to the reading list, has to be vetted by an array of babus sitting in the UGC's gloomy office in central Delhi?

The scheme to allow the transfer of professors, on the other hand, is most likely the work of political apparatchiks. Suppose an outstanding physics professor in Delhi University (and there are some) signs, in his capacity as a citizen, a petition chastising the government for its failure to adequately protect minority rights. This may, if the current scheme is implemented, lead to him being transferred to the Central University of Mizoram (which, given how many recalcitrant governors have been sent here, appears to be the NDA's preferred purgatory).

For some 40 years now, I have closely studied the Indian university system. I have seen some of India's best scholars battle cuts in funding, pressure from bureaucrats, populism, parochialism and worse, while bravely continuing to teach well and produce books and papers based on original research.

University teachers in India suffer from hurdles and handicaps foreign to their counterparts in Europe and North America — and even Singapore and China. Past governments and ministers have been indifferent or interfering. But the present government and minister exceed them all in their outright contempt for scholars and scholarship.

The writer, based in Bangalore, has taught at Yale, Stanford, the London School of Economics and the Indian Institute of Science

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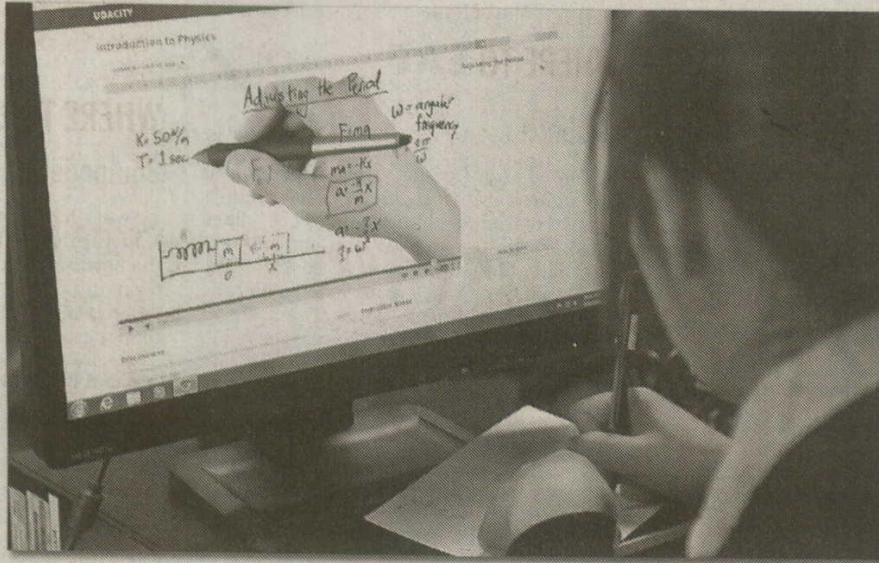
Real world demands in education

THE Union government, through the ministry of human resource development, has been trying to create coherence in the higher education scenario across the country for the last 65 years, but the fact remains that we are yet to have a clear policy and operative structures till date. While higher education continues to remain in the hands of the government, the complexity has only increased over the years as both the number of students as well as the number of colleges and universities has grown manifold. Alongside, we have also seen the mushrooming of "for profit institutions" run as a "not for profit institutions" — a phenomenon unique to India.

In March 2014, the Economist Intelligence Unit, a forecasting and advisory service from The Economist group, had come out with a report entitled, 'Higher education in the 21st century: meeting real-world demands.' This was based on a survey sponsored by academic partnerships of 317 higher education practitioners across the world — 36 per cent respondents hailed from North America, 33 per cent from Asia-Pacific and 32 per cent from Western Europe. The majority of these (51 per cent) held teaching/faculty roles, followed by those in research (28 per cent), administrative (27 per cent) and management positions (26 per cent). Of the institutions represented, 52 per cent were public, non-profit institutions, 33 per cent were private, non-profit institutions, 12 per cent were for-profit institutions and 2 per cent comprised other groups, including institutions that had charity and public, for-profit status.

As the report pointed out,

Arun Nigavekar



E-LEARNING : Online learning can help universities stay relevant in an increasingly technology-based world and expand their markets globally without building new classrooms and dormitories

the world of higher education is changing quickly and dramatically. In the US and the UK, tuition and fees are increasing while public funding for educational institutions is decreasing. Enrolment is also declining as sceptical students weigh the price of a degree against their odds of employment after graduation.

In the developing world, on the other hand, an expanding global middle class and growing young adult populations are increasing the demand for higher education, especially in key areas of research and vocational study. But as technology expands its access worldwide, online institutions, open-source classrooms and virtual campuses will compete with traditional structures. Higher education may well move from the current producer-driven business model to one that is increas-

ingly shaped by student and consumer demands.

To investigate the ramifications of these changes and identify the steps that institutions are taking to flourish and remain relevant in a new climate, the survey came up with the following findings:

Institutions are courting new student populations: Global visibility has become a top priority for colleges and universities, with expansion abroad a key goal for many. As many as 33 per cent of the higher education institutions polled say they are increasing the enrolment of international students, targeting a rapidly growing global middle class.

Creative financing needed to balance shrinking budgets: Fifty-one per cent of survey respondents say that reduced government subsidies have negatively affected their institutions' financial standing; 40

per cent cite the shrinking availability of research grants. Especially in the US and the UK, sustainability will depend on rigorous cost-cutting in tandem with finding new sources of revenue. Raising tuition is also a common strategy, but doing so can have negative ramifications for students and schools.

Online learning is the new frontier: Today's institutions of higher learning have high hopes for technology-based delivery of instruction. Massive open online courses (MOOCs) have both supporters and detractors, but 61 per cent of respondents say that they believe online and distance courses will have the greatest effect on how higher education is delivered in the next five years. One in four respondents expects online and hybrid courses to attract more students and bring more rev-

enue to their colleges or universities, and digital programmes are allowing students to lower their costs as well.

Today, a profound disconnect separates the needs of students and the models of higher education that prevailed in the 20th century. In addition, mobile connectivity has brought in virtual proximity to far-off places that shrinks physical distance; students can take classes wherever they have access to the internet.

Student preferences are not the only factor challenging conventional models of post-secondary education. Fee structure is also creating financial pressure on foreign universities, hence the desire to expand to China, India and other parts of southeast Asia.

Technology, too, is altering the playing field. Deployed properly in the right circumstances, online learning can help colleges and universities stay relevant in an increasingly technology-based world, expand their markets globally and streamline business models without building new classrooms and dormitories.

Moving forward, sustaining robust higher-education institutions in developed nations as well as developing nations will require a new outlook: fresh sources of revenue, improved cost management, innovative means of delivering higher education and an increased understanding of students' new needs. A changing landscape will require higher education institutions in India to adapt to stay competitive and to fulfill the mission — social transformation — for which they were founded.

(The writer is a former chairman of UGC and former VC of University of Pune)

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SURVIVAL CONCERNS

Independent business schools take issue with IIM degree plan

Over 300 institutions fear that if IIMs offer degree courses, the PGDM they offer will have no takers

BY PRASHANT K. NANDA
prashant.n@livemint.com

NEW DELHI

Scores of independent management institutes, including XLRI Jamshedpur, Birla Institute of Management Technology (Bimtech) Greater Noida and Management Development Institute (MDI) Gurgaon, are considering joining forces to demand from the government the power to grant degrees.

Some of these institutes also plan to seek deemed university status from the human resource development (HRD) ministry. This is because an institute can offer degree only if it is empowered by law, affiliated to a university or is itself a university.

The reason for their agitation is the proposed Indian Institutes of Management (IIM) Bill, which will allow IIMs to award degrees instead of the post-graduate diplomas in management (PGDM) that they currently offer. Like the IIMs, over 300 independent institutes too award a PGDM and they now fear that their survival will be threatened by the new development.

"Its a survival and identity issue for us," said Hariवंश Chaturvedi, director of Bimtech.

"For years, we have been offering PGDM as have the IIMs. But with the circumstances changing, it will pose a huge question in front of us and may affect our standing in the market," he said, adding that dozens of B-schools were assembling in New Delhi on Wednesday to



HEMANT MISHRA/MINT

Posing threat: A file photo of IIM Bangalore. The IIM Bill is currently before the cabinet and will be presented in Parliament once it gets cabinet approval.

deliberate and prepare a road map for way forward.

J.K. Das, director at Fore School of Management in New Delhi, said with the HRD ministry bringing in legislation to allow IIMs to grant degrees, PGDM schools would be at a disadvantage.

"The equivalence with IIMs and the anchoring benefits will go if the IIM Bill gets enacted and we remain where we are today," Das argued.

He said the move would have wider implications and might affect students in the future. "If not now, maybe in a couple of years, parents will question the relevance of sending children to institutes which offer a diploma

and not degree, while paying the same fees and spending the same two years on the course," Das said.

He added that PGDM schools were of the view that the government should give them the power to grant degrees—either through legislation or by amending the All India Council of Technical Education (AICTE) Act. "If they are ready to give deemed university status, that is also fine," said Das.

Chaturvedi put the onus on the HRD ministry. "HRD ministry can pass a Bill for this purpose."

He suggested a way out: while the top 50 or 100 PGDM schools could be allowed to award

degrees, the rest could be directed to obtain university affiliation.

"A final road map will be prepared on Wednesday, following which all B-schools will try to meet HRD ministry officials," said Chaturvedi, adding that there was also the view that a management council be established for regulating B-schools instead of AICTE.

An HRD ministry official, on condition of anonymity, said while the institutes' argument had merit, the good ones should not worry about survival.

The IIM Bill is currently before the cabinet and would be taken to Parliament once it was cleared, he added.

IIM-B ranked 48 on FT's top 50 executive education schools list



IIM-B debuted at the 57th position in the FT Customized Executive Education Rankings 2015

PHOTO: BLOOMBERG

BS REPORTER

Ahmedabad, 19 May

The *Financial Times* (FT) Executive Education 2015 Top 50 Rankings saw the Indian Institute of Management-Bangalore (IIM-B) at the 48th position.

IIM-B was the only Indian B-school to feature in the top-50 for executive education.

In separate rankings by FT for open and customised executive education programmes, IIM-B retained the 53rd position. It debuted at the 57th position in the FT Customized Executive Education Rankings 2015.

IIM-B was the only B-school from India to be ranked in the open executive education rankings. In the customised rankings, it was followed by IIM-Ahmedabad, which debuted at the 83rd position.

Executive education offers non-degree programmes to corporations and working professionals which are either "customised" according to the requirement for the organisation or "open" to all professionals.

Shyamal Roy, chairperson (executive education) at IIM-B, said: "IIM-B's position in the

Financial Times 2015 rankings reflects our efforts towards achieving academic excellence and positions us as the forefront of imparting world-class business education in India. It encourages us to continue our commitment to design and offer MBA programmes that will cater to the emerging global requirements."

The FT 2015 rankings are based on the satisfaction of the participants and clients, the diversity of participants and faculty and the schools' international exposure. Participating schools are marked on various parameters, from preparation to facilities, which accounts for 80 per cent of the ranking.

Commenting on the rankings, Ishwar Murthy, dean-faculty of IIM-B, said, "Our current position in the FT ranking is really the result of two factors: The quality of our faculty, and a process of continuous improvement in the delivery of our executive education programmes. In particular, the latter involved a lot of hard work and planning. I am confident that with the path that we have embarked on, we will do even better in the years to come."

Financial Chronicle ND 20/05/2015 P-10

Decline in Indian students worries UK

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London

THE decline in Indian students choosing to study at UK universities has been flagged up as a worrying trend as a new study said that international students coming here contribute nearly 2.3 billion pounds to the British economy every

year.

The report by the business lobby London First and the PricewaterhouseCoopers (PwC) consultancy quantified the economic costs and benefits of non-EU students from countries like India and called on the UK government to improve the immigration system in their favour.

Nicola Dandridge, chief executive of representative body Universities UK, said that Indian students, the second-largest foreign students group after the Chinese, were being put off by an unwelcome visa regime.

"A number of worrying signs remain – not least a drop in those taking STEM (Science, Technology, En-

gineering and Mathematics) courses and the continued decline in Indian students, following a remarkable 49 per cent drop between 2010 and 2012," she said.

"If the UK wants to fulfil its potential in this growth area, it must present a welcoming climate for genuine international students and

ensure that visa and immigration rules are consistent and properly communicated," she added.

"The government will pursue further reforms to tackle abuse while continuing to attract the brightest and the best to our world-class universities," said UK immigration minister James Brokenshire.

Hindustan Times ND 20/05/2015 HT Education Times P-1

Mewar University's degree for FDDI, others invalid: UGC

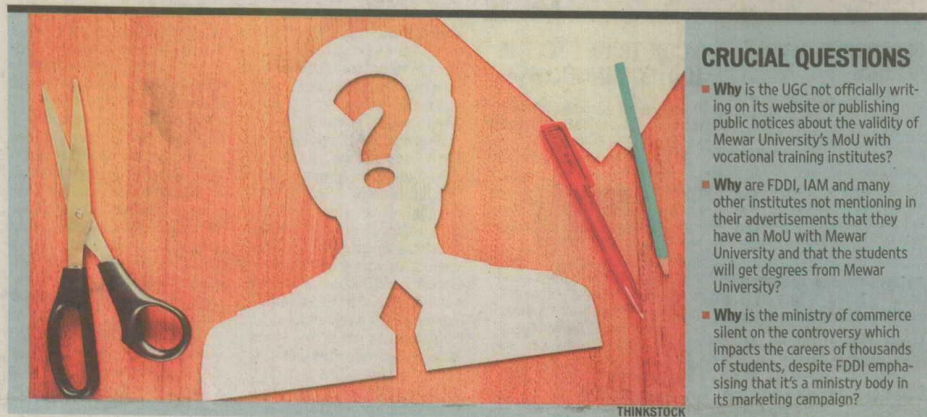
CAUTION UGC says it has warned Mewar University against granting degrees in association with institutes like FDDI, IAM

Jeevan Prakash Sharma
jeevan.sharma@hindustantimes.com

HT Education had, in its exclusive story, 'Why is Mewar University granting degrees for FDDI?', on May 13, 2015, raised the question of validity of degrees granted by a private university on behalf of vocational training institutes. A case in point had been Mewar University (MU) signing a memorandum of understanding with institutes like Footwear Design and Development Institute (FDDI) and Institute of Apparel Management (IAM). No provisions exist in the education domain which authorise such agreements. Endorsing this, the University Grants Commission (UGC) clarified to this correspondent that it had warned MU not to indulge in such practices.

UGC also dismissed MU's claim that it (UGC) had been informed about the MoUs and had not objected to them. Letters had been written by the UGC to the MU chairperson, informing him that the university's MoUs were not valid and that it could not deviate from the University Grants Commission (Establishment of and Maintenance of Standards in Private Universities) Regulation, 2003.

"We have written to Mewar University and asked it to stick



CRUCIAL QUESTIONS

- Why is the UGC not officially writing on its website or publishing public notices about the validity of Mewar University's MoU with vocational training institutes?
- Why are FDDI, IAM and many other institutes not mentioning in their advertisements that they have an MoU with Mewar University and that the students will get degrees from Mewar University?
- Why is the ministry of commerce silent on the controversy which impacts the careers of thousands of students, despite FDDI emphasising that it's a ministry body in its marketing campaign?



IT IS ABOUT MALPRACTICES IN THE EDUCATION SYSTEM. STUDENTS MUST BE INFORMED ABOUT THE VALIDITY OF THESE DEGREE COURSES

MM ANSARI, member, UGC

to our norms. There is no provision for any private university to sign any MoU with any franchise institute and grant degrees on its behalf," says Sunita Siwach, deputy secretary, UGC. Though service rules did not permit her to speak to the media, Siwach said she had been asked by the secretary to make this statement as the question related to the interest of thousands of students. Those doing degree and postgraduate degree programmes after paying ₹12 lakh to ₹15 lakh at the

training institutes stand to lose the most if their degrees are considered invalid.

As per the terms of the MoU between FDDI and MU, the former is required to send a question bank to MU, which has to prepare questions for FDDI's examination. FDDI evaluates the students' performance and release a list of successful candidates. The degree, however, is awarded by MU.

Interestingly, the MU chairperson, Ashok Kumar Gadiya, in an

interview with HT Education, in the past had said that if UGC had any objections to his university's MoUs with vocational training institutes, he would not continue with the agreements. However, when informed about UGC's stand that the MoUs were invalid, he said he had answered each and every query raised by UGC. "I don't want to say more. Whatever queries have come from UGC, I have replied to each and every point raised by the Commission," Gadiya added.

Meanwhile, some academicians and UGC members have criticised UGC's lackadaisical approach to MU's defiant stand on its MoUs.

UGC member MM Ansari said he was aware of the matter and had sent the link of the HT Education story to senior UGC officials such as Ved Prakash, chairman, Professor JS Sandhu, secretary, Sunita Siwach, deputy secretary, among others, asking them to give suitable replies to MU. "It is a very serious matter

as it pertains to malpractices in the education system. This is the right time to inform the students about the validity of these degree courses because the new academic session is about to start and these vocational training institutes are going to enroll students. I am surprised that UGC hasn't as yet cleared its stand on this issue to its members and should do so urgently," Ansari added.

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Mewar University's degree..

According to professor A K Bakshi, former vice chancellor, Uttar Pradesh Rajarshi Tandon Open University, Allahabad, "The 2003 regulations state that private universities are unitary universities. It means that they

will function within the territory of their state."

Parents of students enrolled in the vocational training institutes are also a worried lot. "We met an FDDI official and asked for approval papers. He convinced

us that the institute is being run by the ministry of commerce and there is nothing wrong with the course. But he refused to give us the approval papers saying these are confidential," says a parent. Students also allege that the vocational training institutes had nowhere in their prospectus and admission form mentioned that MU would be granting degrees.