

Newspaper Clips

May 28, 2014

Indian Express ND 28/05/2014 P-6

Higher spending on education: Irani

EXPRESS NEWS SERVICE

NEW DELHI, MAY 27

SMRITI Irani took charge as Union Minister of Human Resource Development (HRD) promising higher budgetary spending on education, a national e-library and a Central University on Himalayan Technology.

The youngest in the Modi Cabinet spoke of the importance of consensus building even as the Congress questioned how a non-graduate could be made HRD minister. While she stopped short of making any major announcements, saying she would first take stock of the ministry and discuss issues with her bureaucrats, Irani said that assurances given in the BJP manifesto would be worked upon.

“We had highlighted the initiatives we would take up in our manifesto. Currently, public spending on education is 3.38 per



cent of the GDP; we will make efforts to increase it to 6 per cent,” Irani told reporters.

Asked if she had expected a significant portfolio such as HRD at such a young age, Irani said she was “honoured” to be in a position that was once occupied by veteran leader Murli Manohar Joshi.

When asked for comments on her predecessor Kapil Sibal’s policies and the many pending legislation, Smriti Irani only said all decisions would be taken by consensus.

6% of GDP to be Spent on Education: Irani

OUR BUREAU

NEW DELHI

Taking charge as minister for human resource development, Smriti Irani, the youngest member of Prime Minister Narendra Modi's cabinet, promised to increase public spending on education and review all legislations related to higher education reform that had lapsed with the dissolution of the 15th Lok Sabha.

In keeping with the tone set by Prime Minister Narendra Modi, Irani stressed that consensus would be the by-word in policy formulation.

"On behalf of the ministry, we have undertaken a study of all the pending Bills in Parliament... all pros and cons of those legislation, and I will only say this instead of mak-

ing any specific statements right now, we are having ministerial meetings within our department to see what are the initiatives we need to undertake," Irani told reporters on Tuesday.

The minister said she was honoured to serve as HRD minister, a post once held by senior party leader Murli Manohar Joshi. "For me, it is not a position of authority, but a position of service," Irani said. In an effort to assuage concerns over the BJP's approach to the education sector, and conscious of controversial decisions made by the previous NDA government on issues such as curriculum revision, Irani said, "Every decision that we reach upon is a decision which comes across through consensus, every per-

son, every thought process, every stakeholder shall be consulted." In line with BJP's poll promise, Irani said the government would increase spending on education to 6% of GDP, a promise that successive governments have failed to keep.

Hindu, ND 28/05/2014 P-10

Smriti's entry into HRD triggers a row

Anita Joshua

NEW DELHI: Television star-turned Union Minister Smriti Irani's meteoric rise saw her come under the scanner on her first day in office on Tuesday. Curiously enough, the first salvo was fired by one of Prime Minister Narendra Modi's most vocal supporters, activist Madhu Kishwar.

Drawing attention to Ms. Irani's educational qualifications, Ms. Kishwar tweeted: "Smriti Irani merely Class 12 pass. Went to become fashion model on to TV serial bahu [daughter-in-law]. Is this qualification enough for India's Education Minister?"

In another tweet, she accused Ms. Irani of misrepresenting her educational qualifications.

With criticism about the



Smriti Irani soon after assuming office as HRD Minister in New Delhi on Tuesday.— PHOTO: SUSHIL KUMAR VERMA

appointment coming from within, Congress spokesman Ajay Maken waded in and ended up with egg on his face, courtesy his tweet: "What a Cabinet of Modi? HRD Minis-

ter (looking after Education) Smriti Irani is not even a graduate. Look at her affidavit at ECI site pg 11!"

As with Ms. Kishwar's tweets, Mr. Maken's comments backfired with Twitterati stating a Class XII pass was better than some of the Oxbridge advisers the Congress had. Some wanted to know about Congress president Sonia Gandhi's educational qualifications.

Asked for a reaction to the controversy, Law Minister Ravi Shankar Prasad said at a Cabinet briefing that it was "unfortunate" if the Congress had made such a comment; adding Ms. Irani had proved her mettle in the Rajya Sabha.

While columnist Swapna Dasgupta joined the debate with his tweet, "Someone remind me. Did Rabindranath

Tagore go to university? He certainly established one & had enlightened views on education."

Ms. Irani also got support from historian Ramachandra Guha. "The great polymath Lewis Mumford not even a B.A. I agree degrees are over-rated [yours and mine too]," he tweeted in response to Mr. Dasgupta.

Ms. Irani, however, steered clear of the controversy over her surprise inclusion. In a fleeting interaction with the media after taking charge, she stuck to the Ministry matters.

Though she lost the Lok Sabha election to Congress vice-president Rahul Gandhi in the Nehru-Gandhi pocket borough of Amethi by over a lakh votes, Ms. Irani appears to have been rewarded for making him sweat.

Advanced result expected on June 18 - The Times of India

<http://timesofindia.indiatimes.com/city/kanpur/IIT-JEE-Advanced-2014>

Printed from

THE TIMES OF INDIA

IIT-JEE Advanced result expected on June 18

TNN | May 28, 2014, 01.07 PM IST

KANPUR: After the conclusion of the IIT-JEE Advanced-2014, candidates are anxious to know their results. Those qualifying the exam will be able to

The JEE Advanced result is expected to be declared on June 18. The country will be out. The declaration of the board results is in the 20 percentile of their respective boards will only be able to

In the country, there are a total of 44 boards. If the result of the exam is then the top 20 percentile at par with CBSE will be taken in the next phase of counseling for students in IIT.

The online counseling of the selected candidates will commence on June 18. The second phase of counseling will be announced by IITs on June 19.

Printed from

THE TIMES OF INDIA

IIT-B student's film on acid attack wins laurels

Manash Pratim Gohain, TNN | May 28, 2014, 06.50 AM IST

NEW DELHI: An animation film by an IIT-Bombay student from a Bandra railway station has won the Best Short Film Award and also a nomination at the World Festival of Animation,

On May 1, 2013, acid was thrown on the face of Preeti Rath. She was to join the Colaba Naval hospital as a staff nurse. She was at the hospital for a month during which, her family saw her in a state of speechlessness. The acid had burnt her internal organs. She scribbled till her death.

Filmmaker Abhishek Verma (22) said he was moved by the story to draw to communicate. "Mumbai Mirror started publishing the story and I did to communicate as she could not speak because the acid had burnt her vocal cords."

Verma, who is a final year masters' student at Industrial Design Centre at the IIT,

"I started following the nearly a month-long series of publication and was overwhelmed at the suffering of acid attack victims who are ill-treated. I was then working on my project of making a short animation film. I dropped all topics and decided to focus on discrimination to acid attack victims and their sufferings," he said.

The five minutes and five second duration film - 'Chasni' (The Sugar Syrup) - has 1,200 sequences of drawings. Verma started drawing in November and on the insistence of his friends sent it to the Indian Film Festival of Melbourne 2014.

"The film is not about the violence, but about how such victims are discriminated by the society. It is the responsibility of the society and for our mistake these victims of disfigurement are suffering. The purpose is to create a sense of empathy and awareness."

And the film ends with this message that there are 9,000 such victims but are not seen in public. "Where are they? What treatment they get," says Abhishek, who is now making another animation film on homosexuality.

Chakraborty to continue as IIT Bhubaneswar director

TNN | May 28, 2014, 01.50 PM IST

BHUBANESWAR: IIT Bhubaneswar (IITBBS) director Madhusudan Chakraborty, whose five-year contract ended on May 18, will continue in the post for three more months till a regular appointment, government sources said.

Additional secretary, higher education, ministry of human resources development (MHRD), Amita Sharma has conveyed the decision on the stop-gap arrangement to the Union government and chairman, board of governors of IITBBS, S K Roongta. Sources said the outgoing government did not appoint a full-time director for the premier institution in advance to avoid controversy.

The Centre began the process of recruiting the next director only recently by publishing open advertisements. Since the last date to apply for the post is mid-July, appointment of a full-time director for IITBBS would be complete only by August-September, a senior government officer said.

Henceforward, distance courses to be under UGC, AICTE

Wednesday, 28 May 2014 - 6:30am IST | Agency: DNA

<http://www.dnaindia.com/mumbai/report-henceforward-distance-courses-to-be-under-ugc-aicte-1991781>

The Distance Education Council (DEC) of the Indira Gandhi National Open University (IGNOU) will henceforward operate under the University Grants Commission (UGC) according to new guidelines for the promotion and coordination of its programmes.

According to the new guidelines recommended by the Prof NR Madhav Menon committee, no stand-alone institutions would offer distance courses, which will be provided only through state, central or deemed universities.

According to an order of the ministry of human resource development dated December 29, 2012 to the UGC and the All India Council for Technical Education (AICTE), the role of the DEC in IGNOU and its all its responsibilities will now be performed by the UGC and the AICTE as envisaged in their respective acts.

Accordingly, the UGC and the AICTE have taken up with immediate effect all regulatory responsibilities of the open and distance learning (ODL) system and even the name has been changed from DEC to DEB (Distance Education Bureau).

Dr D Harichandan, professor and director, Institute of Distance Open Learning (IDOL), who was one of the members of the UGC expert committee. said, "There were a lot of pending applications regarding distance education, from giving recognition to allowing distance courses to different universities. To deal with this, an expert committee was constituted under Prof Mohd Miyan, vice-chancellor, Maulana Azad National Urdu University, Hyderabad, in June-July 2013. We solved all 205 pending cases and gave our recommendations to the UGC. The decisions were conveyed by the DEB to 83 institutions and universities."

"Later, a three-member committee headed by Prof NR Madhav Menon was formed to suggest measures to regulate the education being imparted through the distance mode."

According to the recommendations, no stand-alone institution will be allowed to offer distance education courses and these will only be provided by state, central and deemed universities.

"There were many reputed institutions in the city and the state that were providing distance courses and making a lot of money by charging students Rs11,000-Rs15,000 for a course. Also, the universities will not be allowed to start centers outside their territory or jurisdiction to conduct these courses. The recommendations of the Madhav Menon committee will be implemented from the academic year 2014-2015," said Harichandan.

New order

The Prof NR Madhav Menon committee studied the advertisements published in national dailies by private institutions offering university degrees through various franchise programmes and issued a notice for students and parents on 27 June 2013.

Henceforward, only a central or state government university will be allowed to conduct courses through its departments, constituent colleges and/or its affiliated colleges.

A university established or incorporated by or under a state act shall operate only within the territorial jurisdiction allotted to it under its act and in no case beyond the territory of the state of its location.

Private or deemed universities cannot affiliate any college or institution for conducting courses leading to award of diplomas, degrees or other qualifications.

No university, whether central, state, private or deemed can offer programmes through franchising arrangements with private coaching institutions even for the purpose of conducting courses through distance mode.

Blacklist

Names of fake universities listed by the UGC

Maharashtra

Raja Arabic University, Nagpur

Bihar

Maithili University/Vishwavidyalaya, Darbhanga

Delhi

Commercial University Ltd; United Nations University; Vocational University; ADR-Centric Juridical University; Indian Institute of Science and Engineering

Karnataka

Badaganvi Sarkar World Open University Education Society, Gokak, Belgaum

Kerala

St John's University, Kishanattam

Madhya Pradesh

Keserwani Vidyapith, Jabalpur

Tamil Nadu

DDB Sanskrit University, Putur, Trichi

West Bengal

Indian Institute of Alternative Medicine, Kolkata.

Uttar Pradesh

Varanaseya Sanskrit Vishwavidyalaya, Varanasi / Jagatpuri; Mahila Gram Vidyapith Allahabad; Gandhi Hindi Vidyapith, Prayag; National University of Electro Complex Homeopathy, Kanpur; Netaji Subhash Chandra Bose University (Open University), Achaltal, Aligarh; Uttar Pradesh Vishwavidyalaya, Kosi Kalan, Mathura; Maharana Pratap Shiksha Niketan Vishwavidyalaya, Pratapgarh; Indraprastha Shiksha Parishad, Institutional Area, Khoda, Makanpur, Noida; Gurukul Vishwavidyalaya, Vrindavan; Bhartiya Shiksha Parishad, Lucknow, (matter is sub judice).

India IIT student cycling from Kolkata to Mumbai

Updated: Tuesday, May 27, 2014, 20:12 [IST] Use ← → keys to browse more stories 0 IITian cycling from Kolkata to Mumbai Ads by Google IIT JEE Coaching @ Rs. 0 Free Video Lectures, Notes & Tests. Join ! India's First Online Library thedigilibrary.com/IITJEE-Free Sikkim Manipal University Distance Education Programs from Students' Most Preferred University smude.edu.in/Admissions_Open Kolkata, May 27: To investigate the perils of child labour, an IIT-Kharagpur student today embarked on a marathon 2500 km bicycle ride from Kolkata to Mumbai. Equipped with a camera, Ujjawal Chauhan aims to capture the living status of children through his lens all along the way as he criss-crosses many states, cities, towns and villages. "I'd been lucky enough to have a fulfilling childhood and ample opportunities. However, in India, millions of children do lack the same means and I intend to dedicate my journey to each one of them. With CRY's support, I want to bring their voices to the fore," Ujjawal told reporters. The final year student of ocean engineering in IIT-Kgp has already bagged an enviable job in Singapore but decided to utilise his month-long break in between for a social cause. This month-long cycle trip, named 'Ride4ChildRights' is part of the national campaign on child labour by CRY (Child Rights and You). "His journey is a quest to find out the impact that the child labour law has in eliminating child labour. He plans to use photography as a tool to study the changes that the law has brought about in the lives of children involved in work," Atindranath Das, regional director of CRY, said. Currently, the Union Ministry of Labour estimates the total magnitude of child labour in India at approximately 10 million. To encourage the youth, Tollywood's leading actor Prosenjit Chatterjee and sports icons like Chuni Goswami, Jose Ramirez Barreto and Mehtab Hossain were present at the flag off. After spending the first night at Kolaghat, Ujjawal will be soloing all the way through Sambalpur in Odisha and Raipur in Chhattisgarh, and finally via Nagpur, Akola, Ourangabad and Pune in Maharashtra. He is expected to reach Mumbai on June 30. Ujjawal's works would later be a part of the pan-India annual photography campaign 'Click Rights 2014'.

Read more at: <http://news.oneindia.in/india/iitstudent-cycling-from-mumbai-tokolkata-1455247.html>

HT Kolkata

HAL chair set up at IIT Bombay

HT Education Correspondent

■ heducation@hindustantimes.com

In an effort to promote applied research, development and academic work in the field of new and emerging aerospace technologies, Hindustan Aeronautics Limited (HAL), has entered into a memorandum of understanding (MoU) with Indian Institute of Technology, Bombay (IIT Bombay), to establish a faculty chair (HAL Chair) at the institute.

Speaking about the collaboration, Prof Devang Khakhar, director, IIT Bombay, said "Both IIT Bombay and HAL have skilled scientific and technical personnel, who can conduct applied research and tackle multi-disciplinary problems in the field of aerospace systems technology and its application."

The MoU will bring together both the organisations to perform academic and research-based activities for the promotion and development of new and breakthrough aerospace technologies in mutually identified areas.

The MoU was signed by Prof Ravi Sinha, dean (alumni and corporate relations), IIT Bombay and S Thenmozhi, general manager, HAL Hyderabad, in the presence of Prof Khakhar and chairman of HAL, Dr R K Tyagi.

"The Chair will initiate new academic programmes, identify research areas, provide technical consultancy to HAL and facilitate training programmes for HAL personnel," said Dr Tyagi. The Chair will also facilitate holding of annual conferences where new ideas, innovations and technologies could be deliberated.

According to the memorandum of understanding, the HAL Chair shall develop new academic programmes, identify and initiate specific research and development at IIT Bombay in the identified technical areas, provide technical consultancy to HAL, facilitate development of training programmes and training modules including mentoring/ coaching of HAL personnel for knowledge updation and capacity building.

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THE TIMES OF INDIA

Maharashtra board outnumbered Rajasthan at JEE (C

Hemali Chhappia Shah, TNN | May 28, 2014, 06.30 AM IST

Few candidates from Maharashtra have performed well in several IIT-Bombay candidates hail from across the country. The Powai campus have traditionally headed to Kota, Rajasthan from the Maharashtra state board to the Rajasthan school board attendance.

For years that shift bore results, and students from Maharashtra juniors to travel to Kota if they wanted to join the IITs. But now.

This year, nearly 80% candidates were from five boards—Central Rajasthan and Gujarat. But more candidates qualified from Maharashtra on to take the JEE (Advanced). In all, 11,724 candidates were from the Maharashtra state board, while 9,572 students from the Rajasthan state board made the cut. If that compared, Rajasthan still had a slight upper edge. While 16,867 candidates from the desert state made it, 11 were shortlisted to take the JEE (Advanced) for admission to the IITs.

"I don't think the number of students coming from Maharashtra has gone down and there is no drastic change in its important role and hence there has been some decentralization," said Pramod Bansal, owner of Bansal Coaching Institute, which bagged 11 seats in the top ranks, considerably higher than Maharashtra which had merely five students in the top ranks.

Many were confident that Kota and Rajasthan will again shine as hubs for IIT aspirants when the JEE (Advanced) exam is conducted. "The ecosystem in Kota is conducive and pushes even a common student to work hard. Essentially, Kota adds a lot to them crack the JEE," said Vivek Khanna, proprietor of Ideal 21st Century Coaching.

But Praveen Tyagi, owner of IITian's Pace, has a different take. He claimed the flow of students to Kota has decreased because they have realised that better coaching opportunities were available at home. The numbers of students appearing for the JEE (Main) was the only exam for all engineering aspirants from Maharashtra. "I feel that in a few years, Maharashtra will become the hub for IIT aspirants. Students are preparing for the IITs pretty early on in schools here," he added.

Making the connect ENGINEERING

THE BEGINNING A survey on the linkages between industry and academia, conducted by the All India Council for Technical Education and Confederation of Indian Industry (CII) was launched in 2012. As work on the third edition of the survey begins, we profile, in a two-book special, institutes which have been commended in 2013 for their close links with industries



'ITS AND NITS CAN PARTICIPATE IN OUR SURVEY'
AICTE CHAIRMAN SS MANTHA TALKS ABOUT THE CHANGES EXPECTED IN THE NEW SURVEY THAT HAS JUST BEEN INITIATED

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COLLEGE OF ENGINEERING, PUNE
INDUSTRIES GIVE A HIGH-FIVE TO THIS TECH SCHOOL FOR ITS STATE-OF-THE-ART LABORATORIES AND PROJECTS



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LINKING WITH INSTITUTES CRUCIAL TO INDUSTRY
INDUSTRIES HAVE A DIRECT INTEREST IN ENHANCING THE QUALITY OF EDUCATION IN TECHNICAL INSTITUTES

Page 09

PSG COLLEGE OF TECHNOLOGY, COIMBATORE
TOP AND LOCAL INDUSTRIES HAVE COME TOGETHER TO GET CAD/CAM LABORATORIES AND MORE TO THIS INSTITUTE



Page 08



WALCHAND INSTITUTE OF TECHNOLOGY, MAHARASHTRA
WHEN TOWNS GET POLLUTED AND EFFECTIVE USE HAS TO BE FOUND FOR WASTE MATERIAL, INDUSTRIES TURN TO THIS INSTITUTE

Page 06

LEARNING BEYOND SIGHT AT BITS PILANI, GOA CAMPUS
TWO STUDENTS FROM THE INSTITUTE ARE DEVISING A UNIQUE MACHINE THAT WILL HELP THE BLIND READ



Page 05

Changing the way industries and institutes work

HT Education Correspondent
• Media@htindiatimes.com

This was when AICTE and CII launched their first report on industry-academia linkages. The focus then was only on engineering institutes approved by AICTE in six basic subject streams — mechanical, civil, electronics and communications, computer and IT, electrical and chemical. Only those institutes that had been established for 10 years or more were eligible to participate and they also had to offer three out of the given six streams of engineering.

In 2013, the scope was substantially expanded to include all streams of engineering and the disciplines of management, pharmacy and architecture. Uni-stream engineering institutes, such as the ones offering only computer and IT, chemical or petro-engineering were also eligible to participate if they fulfilled the other conditions of the basic criteria.

Participating institutes had to fill the forms online. The institutes shortlisted were inspected by members of a select jury and the ones that scored the most were given awards. The ratings, as you will read inside, were on the basis of faculty, placements, curriculum, research and consultation, infrastructure and governance.

What we at HT Education have done in our special edition is profile a few of the institutes that have had the best ratings. Divided into two books — one for engineering and the other for business, we see what these institutes have had to offer, the faculty they invite for interactions with students and, most importantly, the projects they work on with the industry.

Some of the collaborations have been very fruitful. Not only have the industries received help for product improvement or development, the students and faculty working on the projects have been empowered by the experience. Students connecting with experts from the industry and doing internships are thus more employable, confident and well versed in the art of communicating. For both industries and institute, this is a win-win proposition that can only gather strength in the coming years.

HOW THE CII-AICTE SURVEY RATINGS WERE DONE IN 2013

DIMENSIONS	WEIGHTING AND SCORES
Faculty	20% (Maximum score 28)
Placements	20% (Maximum score 18)
Curriculum	20% (Maximum score 16)
Research and consultation	20% (Maximum score 16)
Infrastructure	10% (Maximum score 10)
Governance	10% (Maximum score 7)
Total weighting	100%
Total score	95



'IITs and NITs can participate in our survey'

JUMPING INTO THE FRAY Work on the third edition of the All India Council for Technical Education and Confederation of Indian Industry survey of industry-linked technical institutes has started. AICTE chairman Dr SS Mantha tells Ayesha Banerjee about the new changes

You have said that the biggest challenge before AICTE is to bring about transparency in the system. What steps have you taken to overcome the problem?

The biggest step towards transparency, which we have worked on, is to make all the processes online. Today we don't have any paper-based link with institutes which come under our advisory or regulatory ambit. All institutes have a login ID and password which they use to file for their annual approvals, grants, extensions etc.

Equity and access to information is a great enabler in any sphere or environment. That is something which we have given to institutes through digitalisation of records and procedures. There might be issues at times with the speed of connections or perhaps even difficulty for a newcomer when he/she logs on to our portal, to find the information that one may be looking for, but that does not mean that information is not available. We just have to learn how to look for it. I am confident that the systems that we have put in place will be a source of inspiration for others, too, in the future.

You have also said that improvement in quality of institutes is important. What steps has AICTE taken for the same and what more needs to be done?

Quality improvement is a slow process. Change does not happen overnight and there is no singular step which leads to dramatic change. Just as a sculptor keeps hammering at his chisel, painstakingly and slowly to give that perfect shape to the stone, similarly, we have to keep working with our chisels to improve the quality of our institutes.

It requires effort at every level - curriculum, pedagogy, infrastructure, instructional tools, laboratories... the list can be long and boring. Suffice it to say quality has several aspects, if looked at from an institute's perspective. Over the years, the steps that we have taken towards that end have largely focused on incentivising institutes to improve their curriculum,

their linkages with industry and on creating entrepreneurial opportunities for the students. A lot needs to be done on the implementation side. We have several schemes to motivate all stakeholders to improve quality but unless there is a concerted push to make these paper tiger institutes turn into tigers, we will not be able to move much. The survey which we started working on with CII in 2012 is a significant step towards quality improvement in institutes.

What do you feel has been achieved through the surveys so far?

Just like in the field of taxation there is a direct tax and an indirect tax, similarly certain things have a direct benefit while others have an indirect impact. I would put the benefits from the survey in the second category. The institutes have begun to understand what linkages with industry actually mean. They now see that industry interaction is much more than placements and campus interviews. Because of the survey they have started understanding the importance of keeping records, of documenting their activities and thinking proactively about how they can engage with industry. The spirit of healthy competition and excitement to win awards which this survey has created has been its biggest achievement. The institutes, I believe have understood

INSTITUTES CAN ALIGN THEMSELVES WITH THE NEEDS OF THE INDUSTRY SIMPLY BY CHANGING THEIR ATTITUDE. THEY HAVE TO QUICKEN THEIR PACE OF RESPONSE TO REQUESTS THAT COME FROM INDUSTRY AND START LOOKING AT INTERACTION WITH INDUSTRY

LEARNINGS FROM THE SURVEY

- The survey AICTE started working on with CII in 2012 is a significant step towards quality improvement in institutes
- The institutes now see that industry interaction is much more than placements and campus interviews

the importance of branding.

Challenges?
Our challenge is to get all the eligible institutes to participate in the survey without making it mandatory for them to do so. They should themselves see merit in undertaking this exercise without somebody having to shove it down their throats. The massive expansion of the scope of the survey this year will have its own kind of challenges too.

You are in the process of launching another survey. What's new this time? What is the outcome you are hoping for?
The third edition of the AICTE-CII Survey of Industry-Linked Technical Institutes has already been launched. The online portal is now open for institutes to submit their applications. The new thing this time is that we have opened it for every kind of institute. There are separate categories of evaluation but no bar on which type of institute can participate. So, whether a university department, a private institute, a polytechnic or

even an IIT or an NIT, they all can participate in the survey in their respective categories.

The eligibility and evaluation criteria is the same for all, except of course, there are some differences in the way we look at diploma-granting and degree-granting institutes. We are hoping for a massive jump in the number of institutes which participate in the survey, including IITs, NITs, IISERs and university departments.

How can institutes align themselves with the needs of the industry? What role should the faculty play in working out the alignment? Which institute/faculty do you feel has been the most enthusiastic in promoting industry-academia linkages?

Institutes can align themselves with the needs of the industry simply by changing their attitude. They have to quicken their pace of response to requests that come from industry and start looking at interaction with industry as much as their own responsibility as they consider it of the other side. It is the faculty that has to drive this change.

How can such linkages add to India's growth story and that of its states? Such linkages can add to India's growth story

by vastly improving the quality of human resource, by reducing the time it takes for a pass out to become employable and by directly leading to increase in productivity.

Vision for the future?
Would like to see industries setting up good institutes and/or mentoring several of them so that the best practices improve quality in our institutions. Internships for students and faculty is another area where industries will have to proactively engage. Research, patents filed and IPR should be a direct outcome of industry needs rather than develop as a disconnect that now seems to be happening.

WHY WE HAVE PROFILED SELECTED INSTITUTES

Readers going through this special supplement on industry-academia interactions will be reading the profiles of a few selected engineering and management institutes. The engineering institutes were awarded last year for doing excellent work in building ties with the industry. They were profiled in the AICTE-CII Survey of Industry-Linked Institutes 2013. What the survey focused on was how the institutes scored on certain parameters. These were:

Faculty: The number of faculty members who provided training/lectures to industry. Those on boards of industry/advisory academic councils etc

Placements: Number of companies with stream/specialisation-specific job profile coming to campus and students offered jobs etc

Curriculum: Number of companies providing training/internships, number of industry visits for students, percentage of visiting faculty from industry and number of guest lectures/seminars

Research and consultation: Number of contractual research projects assigned to the institute, number of technology transfers, number of consultancy/advisory services provided to industry

Infrastructure: Number of centres/units/cells financially supported by industry, percentage of financial contribution by industry in the unit

Governance: Number of industry members on board of governors/advisory councils, percentage of industry members attending board of governors/advisory councils



• Dr SS Mantha, chairman, AICTE.

HT.Com ND 28.05.2014 P-6

Now, Civil Services aspirants to have two more attempts

Press Trust of India

Civil Services aspirants will get two more additional attempts from this year onwards to write the prestigious exam but there will be no change in its format and syllabi, the Union Public Service Commission (UPSC) said today.

"The aspirants should note that the government has decided to allow two additional attempts with consequential age relaxations to all categories of candidates with effect from Civil Service Examination, 2014.

"There are no other changes in the format and syllabi of papers contained in the Civil Services Examination," the UPSC said in a short notice.

A candidate is permitted a maximum of four attempts for the examination. However, there is no restriction on number of attempts by a candidates belonging to Scheduled Castes (SCs) and Scheduled Tribes (STs).

As many as seven attempts are permissible to an aspirant belonging to Other Backward Classes (OBCs). The Civil Service Examinations is conducted by the UPSC to select Indian Administrative Service (IAS), Indian Police Service (IPS) and Indian Foreign Service (IFS) officers among others.

The examination is conducted in three stages - preliminary, mains and interview. The Civil Services Examination (Preliminary), 2014 is scheduled to be held

on August 24, this year.

A candidate who has attained the age of 21 years but not attained 30 years may apply for the Civil Services Examination, as per eligibility mentioned in the notification.

The upper age limit is relaxable up to a maximum of five years for candidates belonging to SCs or STs categories and up to a maximum of three years for candidates of OBC category among others.

The upper age limit is also relaxable up to a maximum of five years if a candidate had ordinarily been domiciled in J&K during January 1, 1980 to December 31, 1989. The detailed examination notice will be published in Employment News on May 31, the UPSC said.



• There are no other changes in the format and syllabi of papers FILE

Rajasthan Patrika ND 28.05.2014 P-7

इंजीनियरिंग ड्रॉप आउट का आंकड़ा चिंताजनक

50 फीसदी विद्यार्थी पूरी नहीं करते पढ़ाई

मदुरै. सत्रह साल की अनामिका नांबियार का फैशन डिजाइनर बनने का सपना था, लेकिन माता-पिता के दबाव के कारण उसे इंजीनियरिंग कॉलेज में इलेक्ट्रिकल इंजीनियरिंग कोर्स में प्रवेश लेने को विवश होना पड़ा। हालांकि उसके अभिभावक चाहते थे कि उसका पेशेवर कैरियर बन जाएगा लेकिन पहले ही साल में वह चार विषयों में फेल हो गई। उसने इंजीनियरिंग की पढ़ाई छोड़ आर्ट्स कोर्स में प्रवेश लिया। अब अनामिका

की प्लस टू की सहपाठी डिग्री कोर्स में उससे एक क्लास आगे हैं जबकि उसके अभिभावक इंजीनियरिंग में एडमिशन पर खर्च किया पूरा पैसा गंवा चुके हैं। अनामिका उन हजारों विद्यार्थियों में हैं जिनका विभिन्न इंजीनियरिंग, मेडिकल तथा आर्ट्स कॉलेज में उनके अभिभावक दबाव में एडमिशन करा देते हैं लेकिन इनमें से केवल 50 फीसदी ही अपना डिग्री कोर्स पूरा कर पाते हैं। शेष पढ़ाई बीच में ही छोड़ अन्य पाठ्यक्रम अपना लेते हैं। तमिलनाडु में प्रतिवर्ष लाखों छात्र प्रोफेशनल कोर्स में पंजीकृत होते हैं लेकिन इनमें बहुत कम अपनी पढ़ाई पूरी कर पाते हैं।

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इंजीनियरिंग कॉलेजों में छात्रों का टोटा

चेन्नई. तकनीकी शिक्षा निदेशालय की ओर से तैयार किए आंकड़ों से खुलासा हुआ है कि तमिलनाडु में 2013-14 के अकादमिक वर्ष में 1.05 लाख बीई/बीटेक की सीट के लिए विद्यार्थी उपलब्ध नहीं थे। सरकारी, सहायता प्राप्त तथा स्ववित्त पोषित 571 कॉलेजों में 2.87 लाख इंजीनियरिंग की सीटें थी। इनमें सरकारी एवं मैनेजमेंट कोटे में केवल 63.44 प्रतिशत ही भरी जा सकी।

वास्तव में जिस तरह वर्ष दर वर्ष सीटें खाली रह जाती हैं उसका स्तर चिंतनीय स्थिति में पहुंच चुका है। पिछले वर्ष बीई/बीटेक की 287277 सीटें उपलब्ध थी लेकिन 182256 ही भरी गई। शेष 105021 सीटें (36.56 प्रतिशत) खाली रही। वर्ष 2012-13 में 262164 सीटों में से केवल 182491 सीटें (69.61 प्रतिशत) ही भरी गई थी। इससे एक साल पूर्व 226034 में से 65168 सीटों पर प्रवेश लेने वाला कोई नहीं था।

Hindustan Times, ND 28/05/2014 (HT Education) P-2

More gaps in linkages in engineering institutes

REACHING OUT Technology colleges have more to lose than B-schools if they do not reach out to industries, says Shalini Sharma, head-higher education, CII

Ayesha Banerjee

ayesha.banerjee@hindustantimes.com

The Confederation of Indian Industry, which, with the All-India council for Technical Education (AICTE) has begun work to collect data for the third survey on industry-linked technical institutes, has enlarged the scope of the survey drastically this year, adding more categories.

"We are virtually covering every category of institute in the country now. We started with only six streams of engineering in 2012 and expanded it to include management, architecture and pharmacy in 2013. This year we have created 10 different categories covering undergraduate, postgraduate and diploma level institutes. The first two editions of the survey were not open for diploma institutes," says Shalini Sharma, head, education, CII.

This year the survey is also mandatory for 190 engineering colleges which are being funded by the ministry of human resource development under the World Bank-funded Technical Education Quality Improvement Programme (Teqip).

For both industries and institutes, says Sharma, there is a change in the awareness level. They both understand each other's problems better and are exploring ways of helping each other.

Recounting her experiences while working on the surveys in the last two years, Sharma says institutes in India as of now seem to not understand the importance of keeping records and documenting facts.

Some of the institutes, she says, have excellent arrangements worked out with industries. "The institutes doing good work do not believe in either branding themselves or see it as something which is not very important. In a way they are simply busy doing what they should be doing." But is that right? Sharma does not believe so.

"In this age of competition and information overload, it is also important for such institutions to tell the world what they are good at. This is something which they are beginning to learn. The newer players are smarter at projecting themselves even though they still do not have much to showcase."

Industry experts, academicians and others are selected to visit colleges that had participated in the survey, submitting data online, to verify their claims. Sharma says she went on a



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couple of site visits in 2013.

Talking about the setbacks in the first edition of the survey, Sharma and the jury visiting the sites gave the feedback that the institutes were exaggerating their achievements. "There was lot of exaggeration of data. We took steps to correct this and in 2013 introduced two levels of scrutiny. More than 150 institutes were asked to send physical evidence of what they were claiming to do with the industry. These papers were scrutinised by us and a further shortlist was created for site visits. Last year, the jury visited 37 institutes while in 2012 the number of institutes which were visited was seven. Last year the feedback after visits was that the inputs provided by institutes on the online portal were by and large correct," Sharma adds.

Did she find a high level of enthusiasm among institutes to participate in the survey? Sharma answers in the affirmative, adding, "The number of queries which we receive from them every day is an indicator of that." In 2013, as the survey had added management and pharmacy instead of purely engineering categories, were there any differences between engineering and B-schools when it came to industry-academia interactions? "The gap between industry and academia is more pronounced in

engineering schools than in B-schools," feels Sharma.

It is the engineering institutes which have greater need for industry interaction because their students form the real backbone of manufacturing. "If the curriculum is not regularly updated as per the requirements of industry or if enough practical knowledge is not given to students, they will not be able to perform to their best when they join the industry," she says.

Many institutes offering mechanical engineering programmes are not able to set up full-fledged labs due to cost and other factors and hence students are often not able to get any feel of actual machines even after doing engineering. B-schools, however, are a different ball-game as they deal only with theory. With some help from case studies they are often able to make up for actual interaction with industry, which is not the case with engineering institutes.

Her biggest challenge, so far, says Sharma, has been handling site visits. "Despite our best efforts we are not able to devote enough time to actual visits (to the institutes) since this part of the survey comes at the end and the vetting process before that itself takes a lot of time. Getting an exhaustive report on the entire process prepared alongside is also challenging," she rues.



‘A lot needs to be done to achieve global benchmarks’

NEXT MORE Rohin Kapoor, senior manager, education practice, Deloitte, talks about the need to streamline the role of regulators and increase focus on research

What are your views on the Supreme Court's recent order that the AICTE will be in charge of the approval process of technical institutions for 2014-15?

AICTE has been the primary regulator for technical education in India with decades of experience in this field. With the evolving education sector regulatory environment, the government needs to clearly define the role of regulators for the benefit of students and parents.

Do you feel autonomous institutes have a greater degree of freedom to forge alliances with the industry?

AICTE has been promoting a number of programmes to encourage autonomous institutions to forge alliances with the industry such as Industry Institute Partnerships Program (IIPP), National Facilities in Engineering and Technology with Industrial Collaboration (NAFETIC) amongst others.

What are the constraints that government regulated authorities face? What needs to be done to rectify it?

Under the constitution of India, the education sector is on the concurrent list, making it both a central and state subject. As a result, there are a number of regulatory authorities with overlapping powers and at times

conflicting regulations. The need of the hour is to streamline the role and responsibilities of all the regulators in consonance with all the stakeholders to avoid unnecessary confusion.

Where do B-schools and technical institutes in India stand today in terms of research and innovation?

The Indian B-schools and technical institutions need to significantly increase their focus on research and innovation. This issue is not only limited to technical institutions but is also a matter of deep concern in our university system. As per UNESCO, India's share of world researchers in 2007 was a dismal 2% as against 20% in the case of US and China. The government needs to increase its focus and funding to encourage research and innovation in educational institutes.

Are institutes doing enough to forge alliances with the industry?

The steps taken by Indian institutions to forge industry alliances have increased in the recent past. However, a lot needs to be done in order to achieve the benchmark set by global institutions, in terms of collaborating with the industry in areas of new course offerings, specialised curricula, faculty training and sponsored research.

What can industries and institutes gain from forging alliances? What should the government do to encourage such tie-ups? Collaborations which you feel have really worked for all stakeholders?

It's a win-win situation for everyone. The institutions obtain funding for scholarships/research, opportunity to access industry resources, gain specialised knowledge and secure placements for their students. On the other hand, the industry gets access to the "best of minds", recommend modifications to the syllabus, suggest specialised industry-specific training for students and pick the most ideal students for employment. The industry can also partner with academic institutions to establish teacher training institutes to address the issue of shortage of quality faculty.

The government should promote such collaborations, in partnership with industry associations, through various schemes and programmes.

The UK-India Education and Research Initiative (UKIERI) is one such collaboration which has been extremely successful in forging alliances between Indian and British educational institutions and industry representatives.

As told to Ayesha Banerjee



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More employers plan to hire MBAs this year

GMAC survey finds companies investing in management talent as goals shift away from overcoming economic challenges

HT Education Correspondent
 ■ education@hindustantimes.com

More companies plan to hire MBAs and other business school graduates this year, according to a global survey of employers. Some 80% of business school recruiters plan to hire MBAs in 2014, up seven percentage points from last year and 30 percentage points higher than 2009, when just half of employers hired MBAs during the economic crisis.

The 13th annual Corporate Recruiters Survey of 565 employers from 44 countries was conducted in February and March by the Graduate Management Admission Council, which administers the GMAT exam on behalf of business and management programmes worldwide. The survey, including 32 of the top 100 companies in the FT 500 and 36 of the Fortune 100, was conducted in partnership with EFMD and the MBA Career Services and Employer Association.

"More companies in all sectors and across the world plan to hire business school graduates, with projected hiring rates the highest for all degree types since the great recession started in 2009," says Sangeet Chowfla, GMAC CEO and president.

"MBAs have always been valued by employers, but this survey shows that as the economy improves, employers see MBAs as a good investment into their future," he says.

An optimistic hiring outlook for MBAs and other master's-level business graduates comes as fewer companies are focused on overcoming economic challenges. Companies focused on growth and expansion are more likely to have improved hiring plans.

The upbeat forecast echoes the gen-

eral decline in the percentage of companies with a focus on overcoming economic challenges, from 58% in 2009 to 25% this year, as well as reducing costs, from 66% in 2009 to 45% this year. At the same time, the percentage of employers planning to hire new bachelor's degree graduates is holding steady, down one percentage point from the 75% that hired bachelor's graduates in 2012 and 2013.

"This year's survey paints a very positive picture for the business education sector and clearly shows how companies and recruiters value the whole portfolio of business degrees. Despite all of the doom and gloom, the clear message from the market is that business schools are providing the talented, bright individu-

als that companies need," said Prof Eric Cornuel, CEO and director general of EFMD.

"With the global economy moving forward at a more solid pace in 2014, MBA CSEA is pleased to see that 80% of companies intend to recruit MBAs this year, that salary gains are being realised for MBAs in regions such as Asia-Pacific, and that industries such as consulting have been increasing recruitment since last year. These are all positive signs for MBA graduates and talent in the pipeline," said Mark Peterson, president of the MBA Career Services & Employer Alliance and director of graduate business career services, Iowa State College of Business.

MORE COMPANIES IN ALL SECTORS AND ACROSS THE WORLD PLAN TO HIRE BUSINESS SCHOOL GRADUATES, WITH PROJECTED HIRING RATES THE HIGHEST FOR ALL DEGREE TYPES SINCE THE GREAT RECESSION STARTED IN 2009

SANGEET CHOWFLA, gmac ceo and president

PROJECTED HIRING FOR 2014 VERSUS HIRING FROM PREVIOUS YEARS

- Some 83% of employers in Asia-Pacific, 61% of European employers, and 86% of US employers plan to hire MBAs this year, all increases from 2013
- Half of the employers surveyed plan to hire master in management graduates, up from 45% past year and 18% in 2009
- 45% of employers plan to hire master of accounting graduates, up from 36% last year and 17% in 2010, the first year data were available for these graduates
- 44% of employers plan to hire master in finance graduates, up from 39% last year and 41% in 2012, the first year data were available for these grads
- 74% of employers plan to hire bachelor's degree graduates, down slightly from the 76% peak in 2011 but much higher than the 56% that hired in 2009
- Out of communication, managerial, teamwork, leadership and technical skills, employers say communication skills are the most important ones they seek in new hires, on average twice as important as managerial skills
- Median base salaries employers expect to offer MBAs are US\$95,000 in the US and US\$69,000 in Europe, as compared with US\$50,000 for US bachelor's graduates and US\$41,000 for European bachelor's graduates. Projected median MBA base salary in Asia-Pacific is US\$21,340

ABOUT GMAC AND THE GMAT EXAM

The Graduate Management Admission Council (www.gmac.com) is a non-profit education organisation of leading business schools and owner of the Graduate Management Admission Test (GMAT®), used by almost 6000 graduate business and management programs worldwide.

GMAC is based in Reston, Virginia, and has regional offices in London, Gurgaon and Hong Kong. The GMAT exam—the only standardised test designed expressly for graduate business and management programmes worldwide—is continuously available at approximately 600 test centres in 83 countries.

In India, the GMAT is accepted for admissions at 230 programmes offered by 112 business schools and is offered on demand and year-round at 17 cities in India through 20 test centres. More information about the GMAT exam is available at mba.com, the official GMAT website of India.

Finding a place in the heart of the big players in the industry

JOINT VENTURES From funding to setting up labs to offering internships to students that have been converted to jobs, industries have given a high five to this technology college in Pune

Ayesha Banerjee

ayesha.banerjee@hindustantimes.com

If one were to take an institute as an experimental lab, then the College of Engineering Pune (COEP) should definitely be studied for the advantages to be had from industry-academia interactions. The department of mechanical engineering boasts of an internal combustion engine research laboratory sponsored by Kirloskar Oil Engines Ltd (KOIL). It has modern equipment and software worth ₹1 crore, which is used for research and development of internal combustion engines. KOIL experts provide technical know-how.

Bajaj Auto Ltd has committed support of ₹4.50 crore for a laboratory-complex in the mechanical engineering department where state-of-the-art laboratories will be set up.

Premier Ltd has donated a sum of ₹2 crore for revamping the workshop that now houses modern numerically controlled (by computers and not manually) machines. The knowledge gained by students while working on the machines is actually used by the industry.

Emerson Engineering Export Centre, Pune, has sponsored an industrial automation lab in the department of instrumentation and control by donating equipment and machinery worth ₹1.25 crore. A steam technology laboratory has been established with the support of Forbes Marshall, which donated a modern packaged boiler and equipment useful for experimentation and research in the area of steam technology.

COEP students and faculty have also been involved in industry projects at Pune's Hinjewadi Infotech Park. B'Tech students under the supervision of Dr Jibi Abraham have worked with IBM on cloud computing. Dr Abraham, and Rajani Moona from COEP and Dr PK Sinha and Gaur Sundar from the Centre for Development of Advanced Computing (C-DAC) are working on efficient selection of cryptographic algorithm for securing health data based on various parameters.

Prof Sahasrabudhe, director, says the students interned with about 193 industries in 2012-13. These include ThyssenKrupp India Ltd, Pimpri; Bajaj Aurangabad, L&T Pvt Ltd, Ashok Leyland, Eaton Technologies, Credit Suisse, Bentley Systems, Forbes Marshall, Siemens, Honeywell Automation, Mahindra & Mahindra, JSW Steel Limited, NCL, Pune; Tata Motors Ltd, Bharat Forge Pvt Ltd, Hindustan Aeronautics Ltd, JCB Manufacturing Co, Sandvik Asia, Thermax, Fiat India Ltd, Cummins India, Garware Polyester Ltd, Mercedes Benz, Mather And Platt Pumps Ltd, Bosch Ltd, Alfa Laval, etc. Interestingly, some of the intern-

ships were converted to employment offers. "Seven students got offers from Barclay's Technology, three from Texas Instruments, two from Credit Suisse, one from Eaton Technology and one from VM," adds Prof Sahasrabudhe.

Apoorva Uday Nayak, a B'Tech (computer) student, says she enjoyed working on a project with AlgoAnalytics Financial Consultancy which works in the area of algorithmic and quantitative trading and equity research. "Our main point of contact from the industry was Rohit Walimbe, quantitative analyst with the company. When we started off, we were not very familiar with the finance domain. But his timely inputs helped generate an interest in this field. Also, he had chalked out a definite plan for us which ensured that we never went off track. He used to reply promptly to our queries, but at the same time he used to give us just the hints and never the entire solution. This ensured that we went back and did our own research which in turn helped us understand our project very well," she adds.

The institute has filed for as many as 37 patents out of which seven have been obtained - one by the department of civil engineering, one by mechanical engineering, two for electronics and communication engineering, one for instrumentation and control engineering, and two for metallurgy and material science.

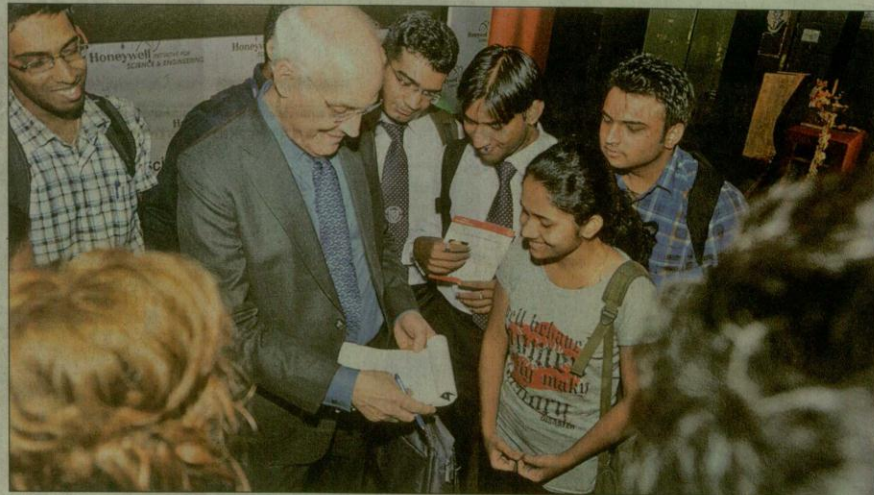
Where the faculty is concerned, members have to plan training sessions aimed at educating industry personnel on a theoretical base and analysis of practical situations encountered by them in the day-to-day working. "Most of the courses are customised to the needs of industry and contents are designed through mutual discussions," says Prof D W Pande, dean, research and development and professor of mechanical engineering.

Since consultancy projects earn revenues for the institute, about 160 such assignments during 2012-13 fetched internal revenues of ₹286.89 lakh as consultancy fee, says Prof Sahasrabudhe. Clients have included government organisations such as the Public Works Department, municipal corporations, divisional commissioner, Pune, and so on. Projects for industries include scrutiny of soil investigation report for the proposed Trump Tower in Yerwada, Pune; environmental salt spray corrosion behaviour of coated steel work order from Tata BlueScope Steel Ltd, etc.

"As many as 15 labs have been set up in nine departments through sponsorship of 18 industry-partners donating funds, equipment and machinery worth ₹82.88 crore," says Sahasrabudhe.



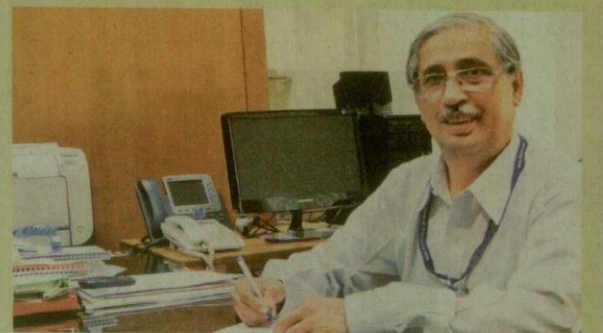
■ The main building of the College of Engineering.



■ David J Gross, winner of the Nobel Prize in physics 2004, interacts with students at the institute.

DIRECTOR'S CUT | ANIL D SAHASRABUDHE

The benefits we gain from industry-academia interactions are immense. There is presence of industry in every activity carried out in the institute - be it designing of the curricula, methods of assessment of the students, offering projects and internships to the students, placements, construction work to be undertaken on campus or planning of finance and budget of the institute. The institute is proud of the overwhelming support it gets from the industry



To specialise or not? Which MBA graduates are most in demand

HT Education Correspondent
 ■ Education@hindustantimes.com

The specialised MBA programme that focuses on a particular business area such as property, marketing, supply chain management, healthcare, aerospace, investment management, etc. Many business schools claim that their specialised MBA programmes prepare competent, ready-for-the-job professionals with knowledge and skills tailored to the needs of a particular industry. They prepare professionals who will be able to fulfill the needs of a corporation immediately after graduation. In contrast, the general or non-specialised MBAs are general master's degrees in business management theory and practice.

The curriculum comprises courses in finance, general management, operations, strategy, marketing, leadership and negotiations. The elective curriculum during the second year builds on the fundamentals, with students given the option to choose from courses in 10 subject areas. In the second year, stu-

dents take the initiative in the learning process according to their preferences, selecting those electives that best fit their career plans and interests.

Specialised MBAs, and general MBAs that are strong in certain areas, should not be confused. An MBA specialisation is a general MBA that offers special electives, placing an emphasis on a particular discipline. HEC Paris and IE Business School, for example, have MBAs specialisations in entrepreneurship but they are not specialised MBAs. Specialised MBAs are usually one-year programmes, while MBA specialisations are delivered in either format – one-year or two-year. Neither of the programmes is more expensive than the other.

A specialised MBA programme is probably the best choice for those who are completely clear about their prospective professional goals and career path. For instance, if a candidate has decided to develop his/her career in the tourist industry, it is better to go for a specialised programme in hospitality management. Other specialised niche



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MBAs are those in Health Care and Aerospace. Each specialised MBA is unique, as it focuses on a specific area. The standard specialisations are finance and entrepreneurship.

In addition, the market demand has incentivised schools to introduce other specialised subjects, such as supply chain management, corporate social responsibility, wine management, luxury brand management, hospitality management, etc. For instance, an

MBA in supply chain management has become a very attractive opportunity in the field of business management as it includes inventory management, warehousing and transportation of various materials, as required by a client or a company.

Another specialised MBA that has gained popularity in recent years is the MBA in luxury brand management. This kind of specialised MBA is provided by The International University of Monaco,

SDA Bocconi School of Management and the Essec Business School. Essec's programme is 11 months long and is delivered in partnership with top-level brands. Within it, there are several specialisations: fashion and accessories; fragrances and cosmetics; watches technology; hotels and property. All in all, defining one's career goals is a crucial first step when future MBA holders start the selection process.

For those who have clear career goals and see themselves being involved in one particular industry, a specialised MBA programme would be the right choice. In contrast, MBA aspirants who are uncertain about their career direction post graduation, or are keen on experimenting and trying new areas, the non-specialised MBA would be a better fit. Instead of specialising in one particular area, MBA students with a general MBA background will have a greater understanding of various functions and departments in a company, which will place them in a much better position to assume various roles in any prospective

career development scenarios.

"Personally, I am opting for a specialised MBA. But this is due to the fact that I have already decided the direction of my career after 20+ years of experience. When I show up for any potential interview, the company does not want to see a 'Jack of all trades, master of none'." With this much experience, they need to see focus and expertise. I am assuming that it was my profile that attracted them. So, I'd better be able to back it up with a specialisation. On the other hand, if you are at the beginning of your career (first 5 or 10 years) and you want to keep your options open, I can see that you would not wish to be limited to one area and [it would make sense to] try to keep your skills diversified. In this case, the general MBA may be a better option", says Farzad Mazaheripour, project manager and data warehouse specialist, who has an MBA with specialisation in IT Management from the University of Leicester.

Credits: Access MBA