Newspaper Clips

May 7, 2013

Tribune ND 07/05/2013 P-11

JEE Mains result today

ADITI TANDON/TNS

NEW DELHI, MAY 6

The first stage in the selection of JEE Mains candidates for entry to Centrally-funded technical institutions, except IITs, will conclude tomorrow when the CBSE declares JEE Mains results.

The CBSE will also publish the list of top 1.5 lakh candidates in JEE Mains who will be eligible to take the JEE Advanced test for entry to the IIT system. JEE Advanced will be held on June 2.

JEE Main scores will not yield much at this point except tell the IIT exam qualifiers. Final merit list for JEE Mains will be published in July after results of all 29 school boards, including the CBSE, are declared. From this year, all technical institutions, except IITs, will give weightage of 60 pc to JEE Mains scores and 40 pc to school marks for preparing merit of all 12 lakh JEE Main candidates.

The HRD Ministry has finalised the formula to combine the scores of school and entrance test for preparing the merit list. This formula gives consideration to the fact that 'different school boards have different difficulty levels and award different marks to students.

"While you can't compare two students with 50 pc marks in Tamil Nadu Board and West Bengal Board because the latter is tougher, you can compare their percentiles. Percentile is the proportion of students worse than you. If your percentile is 90 it means only 10 pc students are better than you. Final formula will use marks to percentile conversions of students to finalise merits," Prof Sunil Sarangi, Director, Rourkela NIT, and member, government's normalisation committee, told TNS today.

MERIT CALCULATON

- **Step 1:** Suppose you score 310 out of 360 in JEE Mains and your percentile is 90. Your JEE Mains contribution to aggregate score will be 310 multiplied by 0.6 (60 pc) equals 186
- **Step 2:** Suppose your school board score is 620 out of 1000 in West Bengal Board. These marks will be converted into percentile which is say 74.
- **Step 3:** JEE Main score list will be scanned to see what marks correspond to 74 percentile you got in school. Suppose those marks are 265. These will be multiplied by 0.2 (half of 40 pc weightage) to yield 53 marks
- **Step 4:** Computer will again use your school percentile to see how many are representative of that percentile in JEE Mains score list but this time it will only see marks for 74 percentile attained by JEE Main candidates from West Bengal. Suppose that score is 200. This will be multiplied with 0.2 (remaining weightage for 40 pc school marks) to yield 40 marks.
- **Step 5:** Marks from Step 1, 3 and 4 will be added to calculate aggregate score. JEE merit list will thus be prepared.
- **Step 6:** Three tables will help in calculations – marks to percentile table for each of 29 boards; Marks to percentile table for JEE scores; marks to percentile table for JEE scorers from each of the 29 boards

Statesman ND 07.05.2013 P-8

Trinamul vandals at IIT

SIR, ~ This is in response to your editorial, "Presidency to IIT" (3 May). There has been a rapid degradation in our value system and the contagion has affected higher education as well. The academic ambience has over the years been damaged by the political class. Trinamul is now engaged in militant trade unionism on the campus, as the vandalism at IIT Kharagpur demonstrates.

The ruling party has tarnished the reputation of the institution. IIT was virtually unscathed in 1971 when the Naxalite movement had disrupted schools, colleges and universities. Not that the Kharagpur campus has always been insulated from agitations; but never have political parties vandalised its property.

The manner in which IIT Kharagpur was outraged on 30 April beggars belief. As you have rightly remarked, the contagion has spread from Presidency to IIT. The state government cannot even take care of Bengal's centres of excellence.

yours, etc., madhujit mukhopadhyay, kolkata, 3 may.

HT Kolkata

beyondcurriculum

SPREADING CHEER AND LOVE

IIT-Kgp wins laurels for research

IIT-Kharagpur has been ranked 87th worldwide in natural sciences and engineering in the Center for Science and Technology Studies (CWTS) Leiden University Ranking 2013. The Asian ranking of the institute is 42nd, and in India, it has been placed second. In mathematics and computer sciences, the world ranking of the institute is 137th. In the category of sciences, the institute bagged 311th rank globally. CWTS Leiden ranks among the top 500 varsities worldwide based on data from the web of science publications produced by Thomson Reuters.

Times Of India ND 07/05/2013 P-15

Engg-MBA still ticket to success at India Inc

Nearly 80% Of BSE 100 Cos' CEOs Have PG Degrees From B-Schools, Finds Study

Samidha Sharma & Shubham Mukherjee | TNN

Mumbai: Want to scale up the corporate ladder and don the hat of a CEO? Get an engineering degree and top it up with an MBA from a premier B-School. That's the classic recipe for corporate success. Not surprisingly then, a majority of Indian CEOs have taken this predictable route to the echelons of corporate power.

To understand how best to navigate your way into the corner office, **TOI** commissioned global recruitment firm Randstad to go deep into CEOs' CVs. They found that 45% of them were equipped with engineering degrees at the undergraduate level, out of which 78% had gone on and completed postgraduation as well. What is significant, though, is that 64% of those who pursued a postgraduate degree went for an MBA, according to the study which was conducted among the BSE 100 firms. Additionally, 42% of the CEOs finished their MBA degrees from top management schools such as the IIMs, XLRI, Harvard, Stanford and Wharton.

Within this universe, 70% of CEOs had postgraduation degrees while only 30% were undergraduates. An analysis of the undergraduate degrees of all the CEOs showed that 45% of CEOs had pursued engineering while 20% had opted for the commerce stream. "The trend of a higher percentage of CEOs having studied engineering and commerce along with an MBA seems to be in line with the traditional educational belief system in India. Most people perceive that this path provides valuable skills for going up the corporate ladder along with helping sustain the competitive advantage to become the CEO," says E Balaji, MD & CEO, Randstad India.

The study found 69% CEOs from family-run companies had done their postgraduation and 83% of those postgraduates had pursued an MBA afterwards. Further, out of all the CEOs who completed an MBA degree, 45% had done so from India while 55% from foreign universities. At professionally managed companies, as many as 54% of CEOs had an MBA and a majority of them were from an engineering background.

Vijay Govindrajan, professor at Tuck School of Business at Dartmouth, says even in the US a majority of CEOs have MBA degrees. "There are three main rationales for getting an MBA: intellectual capital (knowledge), social capital (network), and legitimacy (brand name). All the three propel the best of the MBAs to reach the top," he says.

Another educationist Deepak Chandra, deputy dean at The Indian School of Business, feels that the skew towards engineering is a by-product of the country's education system. "As the role of the private sector rose over the years, the demand for top notch engineers across streams also grew. In post-liberalization India, when the effects of globalization were being felt, there was a spurt in the demand for MBA education as it provided not just the multi-functional learning necessary for running a business, but also an exposure to managing business in an integrated and increasingly complex world. Over time, the engineer-MBA qualification was seen as a passport to a good life, making it a lot more aspirational," Chandra says.

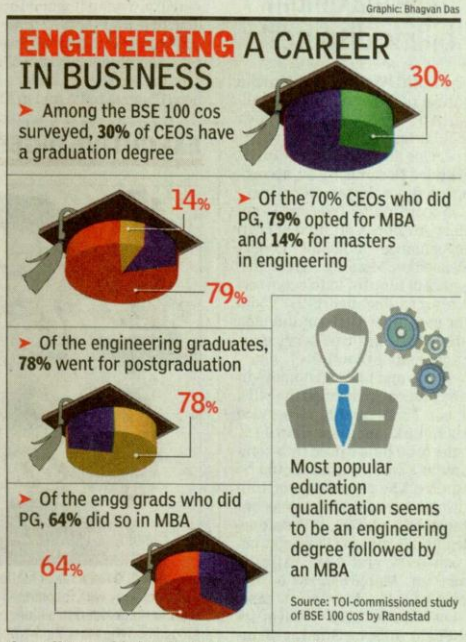
Today, organizations are increasingly adopting employee-friendly policies to enable them to do an MBA through a sabbatical or corporate sponsorship aimed at equipping them with better skills. Atul Singh, president & CEO, Coca-Cola India, says an MBA provides a good base and an orientation to future leaders. "It is therefore no surprise that a majority of business leaders have a management degree. That said, a management degree neither assures leadership position for an individual nor is a prerequisite to be successful. We know of several examples of top CEOs who did not undergo postgraduate programmes, yet redefined the business landscape in their respective areas of operation," Singh says.

Amit Jain, CEO at Dutch paints and coatings firm Akzonobel India, maker of the Dulux brand, himself an MBA from FMS, Delhi, however, swears by the training an MBA degree offers. "Professional education such as an MBA helps build conceptual constructs which enable managers to think through complex business situations. An MBA's understanding of various business functions hones his ability to make balanced professional decisions."

However, mindsets are changing across companies. Rajeev Dubey, president, HR, at Mahindra & Mahindra, says the tried and tested way up the corporate ladder is not the norm internationally anymore with many CEOs having pursued the liberal arts stream. "With more businesses wanting a diverse group of leadership it becomes important to get the richness and depth among its top tier. This is possible if we have leaders from different educational backgrounds who can bring forth varied ideas."

For now, though, the tag of an engineer-MBA is still your best bet for corporate success in India Inc.

Graphic: Bhagvan Das



Times Of India ND 07/05/2013 P-16

Online education growing in popularity, says education expert

The wave of the future

The observation by Curtis Uhelein, president of US-based Apollo Global, doesn't come out of the blue. The trend towards online education is something that has been percolating through the world of higher education for a few years now. Given how new the format still is, there is no one-size-fits-all approach, of course. It could mean anything from conventional education supplemented by online methods to online-only education; from material simply being made available online to interactive digital sessions. What is undeniable, though, is that it is good news for both students and educators.

Across the world, there are barriers to higher education. In developed countries, they may be economic or geographical. In developing nations like India, the obstacles are not only economic or geographical in nature but also bureaucratic -- the biggest obstacle of all is simply a lack of supply. That is why, far from the popular impression of online education being viable only in the developed world, it is actually in countries like India where it can fulfill its potential. Internet penetration is growing at a steady pace in India – and unlike conventional education where physical infrastructure is a huge limiting factor, internet connectivity alone can enable millions of youth to access quality higher education online.

TIMES VIEW

There is concrete proof that Indians are hungry for such opportunities. They form the second-largest group of people, by nationality, accessing two of the largest online education efforts – Coursera and edX. It's not surprising, after all, that an Indian student would be interested in the quality courses these initiatives offer – or access Ivy League lectures online, or download podcasts by professors from top global universities, all of which are freely available. With the abysmal higher education situation in this country, online education frees them to seek what they want.

It can only be a poor cousin

The argument that education has become global and online teaching can ever compete with offline teaching is ludicrous. A global shift towards online education is a mirage that will remain elusive. Certainly online education has some merits. But it can never be a true substitute for real education that happens in a physical classroom. In the end online education is only a technologically spruced up variation of the correspondence courses, that have helped millions of the less fortunate students secure higher education degrees at low quality and minimal cost.

COUNTERVIEW

Pyaralal Raghavan

University and classroom education is simply superior not only because it enables face to face interaction between students and teachers but also because it proactively engages students in the learning process and exposes them to work in other related disciplines. Universities usually club together teaching and research. It is those with the best research and teaching skills who climb to the top of the system. So university students not only observe and learn from some of the best brains in the profession but also get access to world class libraries and laboratories. The best part of the brick and mortar universities is the peer group interactions which make it possible to build an ecosystem that ensures lifelong learning.

However, the biggest obstacle that stands in the way of online teaching is not just the unique attributes of the university system but poor infrastructure facilities in India like bandwidth, which is essential for extending online education. Typically, in developing countries like India, the quality of the limited broadband service available is too poor to smoothly stream visual images. The way that India's telecom policy has been compromised makes it certain that online education will remain a poor and distant alternative.

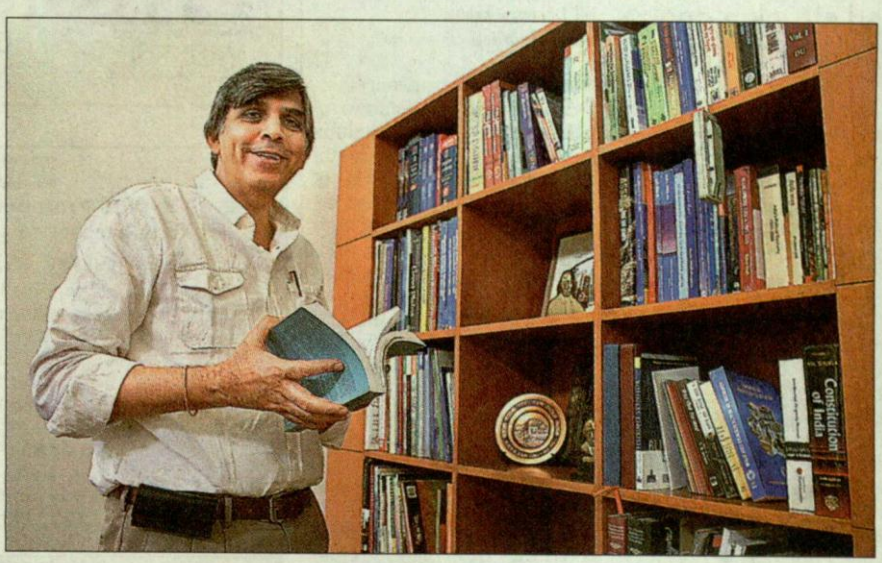
Hindustan Times ND 07/05/2013 P-5

INTERVIEW DINESH SINGH

'Students weren't happy with the existing course'

HT Correspondent
htreporters@hindustantimes.com

With the introduction of the new four-year undergraduate honours degree programme (FYUP), the Delhi University is moving into an unfamiliar territory. A number of questions have been raised about the system and the rationale behind it, with certain groups lambasting it and some others supporting it. As the academic council meets on Tuesday to approve the syllabi, Delhi University's Vice-Chancellor Dinesh Singh gives the rationale behind the new programme and also counters various claims made by the detractors.



What is the rationale behind the four-year programme?

Let me explain this by giving an example. Four weeks ago, a reputed private company came to our campus to hire students. They interviewed around 100 students and found only three worthy of employment. Even in some of our best colleges, half the students in a class remain unemployed. Around 30% undergraduate students drop out from the university each year. The new programme aims to correct this.

When I became vice-chancellor two years ago, I spoke to around 3,000 undergraduate students from different colleges. The students said they were not happy with what they were studying.

So, an open Academic Congress was organised in September 2012 for wider consultation with teachers and every college was invited.

A clear-cut recommendation emerged that a new programme is needed that allows the time and flexibility to do what needs to be done. Then I set up a 61-member task force of elected teachers to deliberate on this which came up with a well-defined programme (the FYUP) after discussions over two months.

The new programme proposes three different exit options: after the second, third and fourth year. Are you trying to blend the community college system, the traditional three-year system and the more internationally-accepted four-year system into one? Aren't you trying to achieve too many objectives?

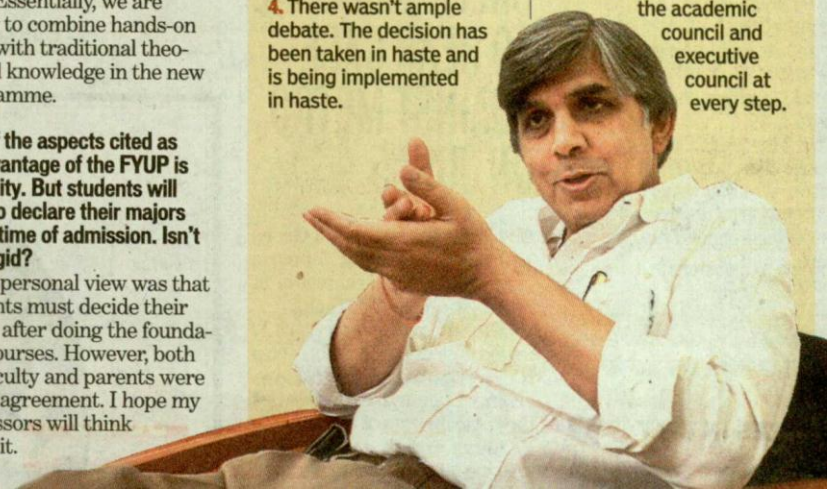
No, community college will teach the kind of foundation courses that we are offering. And just because it is a four-year degree, it does not mean that it is based on the American system. No four-year American degree is even close to what we will offer. Essentially, we are trying to combine hands-on skills with traditional theoretical knowledge in the new programme.

One of the aspects cited as an advantage of the FYUP is flexibility. But students will have to declare their majors at the time of admission. Isn't that rigid?

My personal view was that students must decide their major after doing the foundation courses. However, both the faculty and parents were not in agreement. I hope my successors will think about it.

COUNTER VIEW

TEACHER'S CLAIMS	V-C REPLIES
1. Colleges lack basic infrastructure such as labs and classrooms to support students under the existing system. The fourth year will add burden.	1. Additional classrooms will not be required. Classes will be slotted over an extended period of time. Classes will be on from 9 am to 5 pm, but not for all teachers or students all the time.
2. The workload in many colleges has come down. The new system will give rise to contractual posts.	2. Calculations have been done by college principals and workload for no teacher has reduced. There will be no contractual posts either.
3. The compulsory nature of foundation courses limits flexibility. Students from underprivileged backgrounds will face problems in science and mathematics foundations courses.	3. We have followed all due procedures and taken approval from the academic council and executive council at every step.
4. There wasn't ample debate. The decision has been taken in haste and is being implemented in haste.	



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Indian-led team to test Einstein's theory

Kounteya Sinha | TNN

London: Albert Einstein's 100-year-old theory of relativity may finally be proved in the next five years. An Indian astronomer at the Observatories of the Carnegie Institution for Science in Pasadena is heading a global project which is poised to discover proof that space and time can wrinkle in the form of gravitational waves. These waves were predicted by Einstein but have never been seen.

Mansi M Kasliwal, originally from Indore (Madhya Pradesh), told TOI from California that astronomers from India, Japan and US are jointly embarking on a hunt for gravitational waves starting with building one of the world's most advanced interferometers in Louisiana, Italy to detect waves produced by black holes or big explosive events like merging neutron stars. To measure the signals, an interferometric detector is required that can detect strain to a billionth of a nanometer for a kilometre-length interferometer.

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Students judge profs on what they post on FB

New York: Professors, please note! While your Facebook profile may help you connect with students, you may have to be careful about what you post on the site!

College students judge professors based on their Facebook profiles, a new study has found. For instance, a professor with a socially oriented Facebook profile may be viewed as more popular but less skilled by potential students than other professors, according to the study.

Many professors use the site to reach out to undergraduates as well as for their own social reasons, said Winthrop University psychologist Merry Sleigh and her students Jason Laboe, also of Winthrop, and Aimee Smith of Kent State University.

To understand how a social media presence might influence a professor's teaching career, the researchers created six fake Facebook pages, all of a fictional 39-year-old male professor, 'Live Science' reported.

Each page had a specific focus: Either the professor was portrayed as primarily politically conservative, politically liberal, religious, family-oriented, socially oriented or professional.

One hundred and ten undergraduates were randomly given one of the profiles to rate for the professor's skill, friendliness, popularity and appropriateness and their likelihood of taking the professor's class and how much they respected him.

Professors with professionally oriented profiles were viewed as most skilled, whereas social and conservative professors were seen as the least skilled. Social professors were also seen as the least likely to be difficult, while politically conservative professors were viewed as most likely to teach a tough course. Students disliked professors who wore their politics on their sleeves. They also had little respect for social professors and felt family-oriented ones were the most respectable. PTI

THIS ONE IS FUNNY!