

Newspaper Clips

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HT New Delhi

IIT's non-degree courses yet to pick up

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NEW DELHI: The non-degree programme at some Indian Institutes of Technology (IITs), which allows students of other institutes to spend a semester as a non-degree student has not caught on because of the absence

of a clear mechanism for transfer of credits.

“We started this programme ten years back, and although we get 2-3 applications for PhD and M Tech the response for the undergraduate courses has been poor. In fact the response has been better from foreign countries like Europe. But in India,

the institutes do not have any proper mechanism which allows transfer of credits,’ says Dean (Academic Affairs) IIT Kanpur Dheeraj Sanghi.

Under this programme, students of other institutes can enroll for a semester at IIT, are graded and also get a transcript at the end of the semester.

UoH research scholar commits suicide

Staff Reporter

A research scholar of the University of Hyderabad (UoH) committed suicide by consuming a poisonous substance in his hostel room at Gachibowli on Saturday night as he was depressed over not being provided a guide, the police said.

Students affiliated to different unions staged a protest in front of the administrative block holding the varsity responsible for the death of the student, M. Venkatesh (26). They strongly denounced the attitude of officials, alleging he was not provided a guide as he was a Dalit. Some relatives of the deceased also held a protest alleging that he was harassed by a professor and demanded justice. Police officials intervened and pacified them.

Venkatesh, hailing from Lingampally village of Manchal mandal in Ranga Reddy district, was a Ph.D scholar pursuing third-year Advanced Centre for Research in High Energy Material (Chemistry). The university had attached a professor, Tiwari, as a guide to Venkatesh. After the professor's retirement in May, he was attached to a post-doctoral fellow scholar. Since then, he was said to be in a state of depression and took the extreme step, the police explained.

His friends grew suspicious when he failed to come for breakfast on Sunday morning. They went to his room and found him in an unconscious state. They first rushed Venkatesh to the university health centre and later to a private hospital where doctors declared him dead on arrival, said Chandanagar Inspector N. Vasu.

The police found ammonium phosphate powder along with rat poison in his bag. Based on a complaint lodged by Venkatesh's brother Raju, the police booked a case and further investigations are on.

Keywords: [University of Hyderabad](#), [Gachibowli](#), [Lingampally village of Manchal mandal in Ranga Reddy district](#), [ammonium phosphate powder](#), [Advanced Centre for Research in High Energy Material \(Chemistry\)](#), [Dalit](#)

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Chennai not on list of JEE architecture test centres

Vasudha Venugopal

B. Arch aspirants from Chennai who want to take the JEE (Mains)–architecture entrance test are surprised to find the city missing on the list of centres released by CBSE recently.

As per the list of centres announced by the CBSE on November 13 on its official site www.jee-main.nic.in, Chennai does not have any centre for the pen-paper test, which is the only test mode for higher education in architecture.

Education consultant D Nedunchezhiyan points out that this is the first time Chennai has not been announced as a centre. “The CBSE has designated centres in 100 cities across the country for the test, including Mumbai, Kolkata and many smaller towns. Why Chennai has been removed is beyond comprehension, especially because there is a significant number of takers from here.” In previous years, over 3,000 students took the architecture entrance exam in the city. The test is an entry to architecture courses in nearly 25 centrally-governed colleges across the country.

A CBSE official in its regional office here said students could opt for either the online or offline mode for Paper 1 of the test for engineering courses, but Paper 2 is strictly a pen-paper test. The online option for engineering courses is available in Chennai, Cuddalore, Dindigul, Kanyakumari, Karur, Namakkal, Salem, Thanjavur and Tuticorin, among others, while centres in Coimbatore and Madurai have both options, for both engineering and architecture. This means students wanting to take only the architecture exam or both tests offline will have to go to Puducherry, Coimbatore or Madurai. “Also, because it is on a first-come, first-served basis, as indicated by the CBSE on its website, there is a rush among parents to apply, so that they are not forced to travel to far-off cities,” said Mr. Nedunchezhiyan.

The offline exam is scheduled for April 6, with the engineering test scheduled from 9 to noon and architecture entrance from 2 p.m. A CBSE official said complaints received from parents here have been sent to New Delhi.

CBSE has designated centres in 100 cities in the country

Over 3,000 city students took the exam in the previous years

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‘Indian students losing out on global careers’

Staff Reporter



The winners of The Hindu essay writing competition at the Siva Sivani Institute of Management in Kompally on Sunday.

Poor international ranking of Indian universities has an adverse affect on the students’ aspirations to pursue an international career, V.G. Chari from Siva Shivani Institute of Management (SSIM) said.

He was addressing students after an essay writing competition – *Global Careers - Challenges for Indian Students* – held in association with *The Hindu* at the institute on Sunday.

Human capital

“India will have the largest number of youth in the coming years, while most countries will face aging populations. This provides a bright chance for Indian students to take up international careers,” Mr. Chari said.

He added that the only problem was that none of the Indian universities could secure a position in a recent survey of top 500 universities in the world.

‘Go abroad’

To circumvent the problem, students should either go abroad to study or should take up courses offered by Indian institutions in association with foreign universities. Mr. Chari also explained about few such courses being offered by SSIM from the next academic year.

Competition winners

About 75 students participated in the essay contest in which N. Jyothi of Narayana IAS Academy stood first, C.Vidya from Bhavan’s Sri Aurobindo Junior College second and Preeti Pawar from St. Ann’s College won third prize.

Keywords: [Indian universities](#), [International career opportunities](#), [Bhavan’s Sri Aurobindo Junior College](#), [St. Ann’s College](#), [Siva Shivani Institute of Management](#)

Maharashtra University of Health Sciences wants separate UGC for medical universities

Monday, Nov 25, 2013, 2:00 IST | Place: Pune | Agency: DNA, [Sandip Dighe](#)

Currently, it has to depend upon the state and ICMR to get funds

Following the issues of irregular fund allocation to the medical universities and its affiliated medical colleges, the Maharashtra University of Health Sciences (MUHS) has written to the central government to give them a separate Medical University Grants Commission. Currently, MUHS has to depend upon the state government as well as the Indian Council of Medical Research (ICMR) to get funds.

The University Grants Commission (UGC), which is a statutory organisation, has been charged with the coordination, determination and maintenance of the standards of university education, only gives recognition to medical institutes. For funds and financial help, medical universities have to rely on the central government as well as state government.

“MUHS is registered with UGC under section 2 (f), which defines that the UGC will only work as a recognition body for the medical institutions affiliated to MUHS. However if we have get funds from the UGC, we have to get registered with UGC under section 12 (B),” said Arun Jamkar, the vice chancellor, MUHS, Nashik.

He said that since MHUS is not registered with UGC as per section 12 (B), they are not supposed to get the financial aid from the UGC. Jamkar said they have to solely rely on the state government as well as the central government for the allocation of funds for development of the universities and the colleges affiliated to them.

He said that currently MUHS is getting funds from Indian Council of Medical Research (ICMR) for the research in the medical field and for the infrastructure and the development of the university, they have to rely on the state and central government.

“There are several medical universities in the country, however these universities are finding it difficult to get the sufficient funds and due to that the development of the universities and the colleges gets stalled,” said Jamkar.

In its request to the Central Health Ministry, Secretary Keshav Desiraju, MUHS has demanded that once the separate Medical University Grant Commission comes into force, Rs 100 crore funds should be made available for university to achieve the various objectives and after that Rs 20 Crore should be allocate to the medical colleges so that they can use them for the development of the infrastructure of the campus, equipments and other stuff.

India Vision 2030

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The [9th FICCI Higher Education Summit 2013](#) took place from November 13-14 and was inaugurated by Shashi Tharoor, minister of state, MHRD. The theme of the summit this year was 'Building Networks for Transforming Indian Higher Education-Enabling to Deliver Value.' A FICCI-EY Knowledge Paper titled 'Higher Education in India: Vision 2030' and a paper on 'Governance in Indian Higher Education and Leveraging ICT in Higher Education in India' was released to support the roadmap to achieve the Vision 2030 goals. FICCI felicitated Sushma Berlia, president, Apeejay Education Society and Chancellor of Apeejay Styra

University, for 'Outstanding Contribution to Education.' She was honoured for her support in making FICCI a leading voice in the higher education space.

This two-day summit saw the participation of more than 650 delegates and speakers from universities, higher education institutions, government, industry and policy makers from both India and abroad.

RUSA, the way forward in higher education in states

Author: S P Thyagarajan

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India achieved a Gross Enrolment Ratio of 18.8% in higher education by 2012 through expansion schemes under the XIth Five Year Plan (FYP). Recent higher education surveys have documented three aspects. One, quantitative expansion has not always led to quality enhancement. Two, employability of engineering graduates ranges between 20% and 40%, but that of arts and science graduates is only around 10%. Three, a survey revealed value degradation and decline in gratitude to teachers by 61%.

To address the mismatch between expansion vis-a-vis quality of employable, value-inculcated graduates and to bridge the quality gap, a multidimensional reforms package has been evolved by UGC in its XIIth FYP document.

As 94% of students' pool is through 33,023 colleges affiliated to 316 universities, which are seats of expansion, innovative reforms in colleges and in the process of affiliation to universities have been formulated in XIIth FYP. These have been further necessitated by the compounded load of affiliated colleges. For instance, Osmania University has 901 affiliated colleges and Pune University 811. The system is, thus, stifling quality enhancement of state universities.

After assessment of the requirements for these reforms and the limitations of UGC, the government has evolved the Rashtriya Uchchar Shiksha Abhiyan (RUSA), a Centrally sponsored scheme for higher education, in a mission-mode to focus on state higher educational institutions.

Besides, certain other reforms have also been initiated. These include a proposal to limit the number of colleges to be affiliated to any university to 100; encourage large autonomous colleges to develop into universities; create college cluster universities by clustering a minimum of 50 colleges in a city or district; and allowing Central and state universities to have 5-10 constituents, autonomous colleges, to be mentored by the parent university as "model colleges". These schemes are being funded with proportionate participations of state governments.

RUSA envisages elevating 45 out of the 441 autonomous colleges as unitary universities, establishing 'model colleges' in educationally backward districts and infrastructure strengthening of state colleges. A `25,000-crore package of quality rejuvenation schemes for state universities and colleges has been approved by which 316 universities and 13,024 government and aided colleges would receive performance-linked funding.

It is for the first time since Independence that state-level higher education institutions are being funded by the Centre with a budget of `1,28,000 crore. The skewed funding pattern as of the XIth FYP by UGC can be better understood by the fact that `5,606 crore of the `6,776 crore (82.7%) was provided to Central universities and their colleges which are producing only 6% of the total students, while state universities and colleges which contribute 94% of students' pool are provided with only 17.3% of UGC funds.

Hence RUSA is an excellent opportunity to the state universities to upgrade educational and research ambience of infrastructure, knowledge resources and skill development expertise to produce international quality manpower. It should also be underscored that the upgraded colleges and universities would be mentored for high-quality research outputs with fund-associated expertise through RUSA.

Considering that teachers are the backbone of educational reforms, any genuine service-related/administrative concerns highlighted by teacher bodies have to be parallelly remedied by governments. The bodies also have to pragmatically approach this reform scheme and provide collective wisdom for further quality refinement. Resistance to change is born out of inadequate understanding. The concern is whether we want higher education manpower to acquire international-level expertise with high employability or dwindle in mediocrity?

(The author is former V-C, University of Madras. He can be reached at profspt@gmail.com)