

# Newspaper Clips

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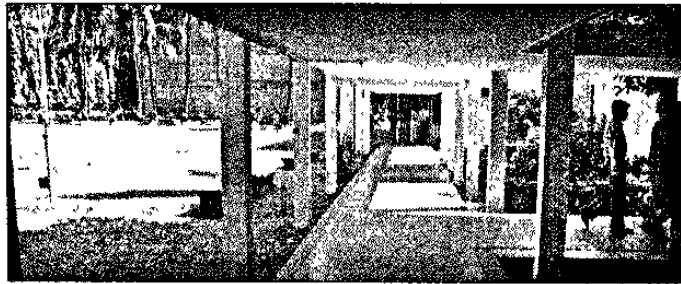
## *Focus on Class XII in JEE may have missed point: IIT entrants already school toppers*

SHYAMLAL YADAV

NEW DELHI, OCTOBER 17

THE idea behind the new pattern of Joint Entrance Examination (JEE) for admission to most engineering institutes was giving weightage to the Class XII board results. It was felt that this would ensure that students didn't neglect their school education to focus on colleges, which was in turn allowing coaching centres to mushroom.

Ironically, as RTI replies received from four IITs regarding those who have cleared the entrance examination over three years show, the idea may be well-meaning but is misplaced. Nearly 80 per cent of the students selected for IITs in this period also scored 80 per cent or more in their "qual-



**82% of IIT-Delhi entrants scored over 80% in Class XII**

ifying examination" (Class XII or equivalent).

This means that students getting selected for IITs are already those who perform well in their qualifying exams.

In 2012, of the 857 students selected for IIT-Delhi, 707 (or more than 82 per cent) got more than 80 per cent in their qualifying exam. In IIT-Mumbai, the percentage of such students was 85.86, 78.53 and 78.32 per cent respectively

in 2011, 2010 and 2009.

In case of IIT-Guwahati, 593, 573, 469 and 390 students were selected in 2011, 2010, 2009 and 2008 respectively. Students who had got over 80 per cent in their qualifying exams made up 81.45, 81.67, 79.10 and 80 per cent.

IIT-Kharagpur shows a similar pattern. Data for 2010, 2009 and 2008 shows that 83.17, 81.50 and 81.65 per cent students obtained above 80 per

cent marks in their qualifying exams.

RTI replies were received from only four of the seven old IITs. Atul Vyas, deputy registrar of IIT-Delhi, said, "We do not maintain such data since we do not require it once the students are admitted." *The Indian Express* got the information after inspecting files related to each of the 857 students admitted this year.

IIT-Chennai, Kanpur and Roorkee too do not maintain records of percentages of marks obtained in qualifying exams.

The JEE (Main) 2013 examinations will be held on April 7, 2013, and the online examination will be held between April 8 and April 30, 2013, as per the schedule announced recently.

मानव संसाधन विकास मंत्रालय आईआईटी को दी जा रही सहायता पर नया फार्मूला तय करने की तैयारी में है

# आईआईटी को खर्च का 20% खुद देना होगा

नई दिल्ली | मदन जैड़ा

मानव संसाधन विकास मंत्रालय आईआईटी को दी जा रही सहायता पर नया फार्मूला तय करने की तैयारी में है। केंद्र को नई योजना के तहत आईआईटी को अपने खर्च की 20 फीसदी राशि खुद ही वहन करना होगी। मंत्रालय भविष्य में सिर्फ 80 फीसदी ही राशि प्रदान करेगा। यह व्यवस्था गैर योजनागत व्यय के लिए होगी। रणनीति के तहत चरणबद्ध तरीके से खर्च में आईआईटी की हिस्सेदारी में इजाफा किया जाएगा। अगले महीने मंत्रालय की आईआईटी काउंसिल के साथ प्रस्तावित बैठक में इस मुद्दे पर अंतिम निर्णय लिया जा सकेगा।



## नया फार्मूला

- अगले महीने होने वाली बैठक में केंद्र और आईआईटी के बीच होगा फैसला
- आईआईटी में प्रति छात्र सालाना खर्च 1.80 से बढ़ाकर 2.25 लाख करेगा केंद्र

यह व्यवस्था पहले से चल रहे सात आईआईटी संस्थानों के लिए होगी, जिनमें दिल्ली, मुंबई, खड़गपुर, चेन्नई, गुवाहाटी, रुड़की एवं कानपुर शामिल हैं। कुछ साल पहले खुले आठ नए आईआईटी को इस दायरे से बाहर रखा गया है। अभी तक आईआईटी को

करीब-करीब पूरी सहायता केंद्र से मिल रही है। हालांकि कुछ आईआईटी अपने संसाधनों का भी इस्तेमाल करते हैं लेकिन यह खर्च है।

मंत्रालय के एक उच्च अधिकारी के अनुसार, नई व्यवस्था लागू होने के बाद आईआईटी को शोध कार्य की रॉयल्टी, कंसल्टेंसी कार्य, छात्रों की फीस में इजाफा, पूर्व छात्रों से चंदा लेकर और अपनी जमा पूंजी के निवेश से बेहतर रिटर्न हासिल करके 20 फीसदी खर्च का इंतजाम करना होगा।

मंत्रालय के अनुसार, अभी आईआईटी को प्रति छात्र 1.80 लाख रुपये की राशि प्रदान की जाती है। यह राशि 2006-07 में तय हुई थी। तब से इसमें बदलाव नहीं किया गया है। इसे

भी केंद्र बढ़ाएगा, क्योंकि छोटे वेतन आयोग की सिफारिशें लागू होने से आईआईटी का संचालन खर्च बढ़ा है। इसे 2.25-3.0 लाख रुपये प्रति छात्र किए जाने की संभावना है। कुछ अरसा पूर्व गठित काकोडकर समिति ने प्रति छात्र इतने खर्च का आकलन किया था।

मंत्रालय के अनुसार, 2010 के दौरान इन सात आईआईटी के संचालन का खर्च 1300 करोड़ था। जो अब 1800-1900 करोड़ के बीच होने का अनुमान है। सभी आईआईटी अभी केवल 200 करोड़ रुपये जुटा पा रहे हैं। लेकिन भविष्य में उन्हें अपनी आय दोगुनी करके इससे 400-500 करोड़ तक पहुंचाना होगा।

# आईआईटी, खड़गपुर का ऑफर, जीते 60 लाख

कानपुर | त्रिषुठ संवाददाता

एशिया के सबसे बड़े तकनीकी मेले 'क्षितिज 2013' के लिए आईआईटी खड़गपुर के छात्रों ने पूरे प्रदेश में कैम्पेन चलाया है। तकनीकी संस्थानों और कॉलेजों के छात्र ऑन लाइन विभिन्न प्रतियोगिताओं में भाग ले सकते हैं। इसके अतिरिक्त उन्हें सीधे प्रतियोगिताओं में शामिल होने का मौका मिल सकता है। इस तकनीकी मेले में 60 लाख की इनामी राशि रखी गई है।

आईआईटी, खड़गपुर के प्रतिनिधि रोमांशु सिरोहा ने बताया कि 'क्षितिज 2013' का आयोजन एक से चार फरवरी तक होगा लेकिन इससे जुड़ी प्रतियोगिताएं शीघ्र ही शुरू हो जाएंगी। रोमांशु ने बताया कि पिछले वर्ष 760 कॉलेजों और तकनीकी संस्थानों के 50 हजार छात्रों ने इसमें भाग लिया था। यह संख्या इस साल बढ़ सकती है। क्षितिज में 40 से अधिक प्रतियोगिताएं होंगी। विज्ञान, प्रौद्योगिकी और प्रबंधन से जुड़ी प्रतियोगिताएं भी होंगी।

रोमांशु ने बताया कि उनके तकनीकी

## सबसे बड़ा तकनीकी मेला

- 'क्षितिज 2013' का आयोजन एक से चार फरवरी तक, प्रतियोगिताएं पहले से शुरू होंगी
- पिछले साल 50 हजार छात्रों ने लिया था इसमें हिस्सा

मेले में उत्तर प्रदेश के विभिन्न तकनीकी संस्थानों और कॉलेजों के छात्रों को भी आमंत्रित किया गया है। वे अपना रजिस्ट्रेशन वेबसाइट [www.ktj.in](http://www.ktj.in) पर करा सकते हैं। इस प्रतियोगिता को नौ वर्गों में बांटा गया है।

पिछले साल तकनीकी मेले में नसीरुद्दीन शाह, यूएसबी के अविष्कारक अजय भट्ट, स्ट्रिंग सिद्धांत के जन्मदाता डॉ. हौलगर नेलसन, परमाणु कण विभाग सन के निदेशक डॉ. एन्टोनियो एरिंडेटो और अर्थशास्त्र के नोबल पुरस्कार विजेता सर जेम्स गिरलीस आए थे। इस साल रोबोट और अचरज में डालने वाली मशीनें मुख्य आकर्षण होंगी।

# IIT, Mandi, students get anticipatory bail

Press Trust of India

■ letterschs@hindustantimes.com

**MANDI (HP):** A local court here on Wednesday granted interim bail till October 20 to 12 IIT students allegedly involved in staging a play that purportedly hurt religious sentiments of the people.

The play, 'Draupadi Cheer Haran', was staged by first-year students of the Indian Institute of Technology, Mandi, in a hotel during a freshers' party.

The play was subsequently loaded on YouTube, which was viewed by many persons. The viewers alleged that the script and dialogues of the play had hurt religious sentiments and demanded action against the students and the Mandi IIT administration.

Sessions Judge Virender Singh granted interim bail to 12 first-year IIT students, who apologised before the court. They also gave an undertaking to the court that they would not repeat such an act in future.

**FIRST-YEAR STUDENTS STAGE A PLAY, WHICH HAS HURT RELIGIOUS SENTIMENTS; COURT GRANTS BAIL TILL OCTOBER 20**

The IIT administration had imposed a token fine of Rs 2,500 on each of them. Local advocate Sanjay Mandyal filed a criminal complaint before the Mandi SP and the police registered a case under various sections of the IPC and the Information Technology Act.

As the police launched the investigation, 12 first-year students of the IIT filed anticipatory bail applications in the court.

The court allowed anticipatory bail to students till October 20 on furnishing bail bonds of Rs 20,000 each and directed the applicants to join the probe and be present on the next date of hearing.

# A rank shame

**A**FTER *QS* and *Times Higher Education* published their rankings of universities across the world, higher education has become the subject of fierce debate in India. The highest ranking institutions from India are the IITs, but even these do not figure in the top 200. The general refrain — why does no Indian university find a place among the top global universities?

Unfortunately, given our present policies on higher education and our institutional dispositions, high rankings for Indian universities is a distant dream. To begin with, only take a look at the key features of the top global universities. Highly ranked universities are research intensive; some have a long and distinguished history of research, others, mostly in Asia, have raised their research standards in the last 20-30 years. Almost all the top universities are comprehensive. Not only do they teach and research the humanities, social sciences and natural sciences, they also have very strong programmes in engineering, medicine, law and management. These universities admit students at the undergraduate and the postgraduate levels and are committed to excellence in undergraduate education.

None of the Indian universities fulfil these criteria. We either have institutions with hundreds of affiliated/ attached undergraduate colleges, like the Universities of Delhi, Calcutta, Bombay, Pune, or institutions like the Jawaharlal Nehru University, which only teaches postgraduate courses, or stand-alone institutes like the IIMs, which specialise in teaching management courses, and the national law schools, which only teach law. Then there are a large number of research-only institutes, which contribute almost nothing to teaching.

Compared to global trends, our record in developing comprehensive universities is abysmal. For the 11th five-year plan, the government announced new initiatives in higher education, which included setting up 16 new central universities and 14 world class universities (these are still on paper only), 8 IITs, 20 IIITs, 7 IIMs, and so on. Why did we shy away from seeding comprehensive universities with both undergraduate and postgraduate



## Why Indian universities find no place in the world's top 200

DEEPAK PENTAL

degree courses, and both liberal and professional courses? The stark reality is, in contrast to the global model, the dominant model of education in India separates liberal and professional, undergraduate and postgraduate, research and teaching.

The fragmentation of education into specialised institutes is justified by some as they feel universities are too unwieldy. However, this fragmentary approach is inimical to the idea of generating new knowledge by creating interfaces between traditional boundaries. If we want to improve our higher education system, we need to put our faith in comprehensive universities, mount a major effort in the improvement of undergraduate education, develop competent faculty at all levels of education and

growth. To meet the demand for quality faculty, every year we need to pick the best 200-300 engineering graduates and sponsor them for doctoral work in the best technology schools around the globe. This approach has been used by Japan, Korea and China with great success.

Faculty development needs to be extended to the traditional universities. Around 200-300 students need to be sent abroad every year for doctoral work in areas like computer science, IT, bioinformatics, quantitative genetics, applied mathematics, econometrics, nuclear physics, education and other areas that are of contemporary importance and suffer from a faculty shortage.

All developed countries with a strong university culture have a well-established competitive grant

tutes under their tutelage rather than working on an effective and rapidly moving competitive grant system for the universities and institutions of higher education.

Reforms are urgently required at the university level to encourage research. Faculty with research projects should be given full charge of managing their projects, including the finances of the project. Universities should only develop general guidelines for purchases. Vice-chancellors and directors should spend their time raising funding for the universities and implementing reforms rather than signing files related to the research projects.

Strengthening undergraduate education is vital. All the undergraduate degree courses in natural sciences, humanities and social sciences need to be of four-year duration — bringing them on par with the so-called professional degrees. Poor mathematical and computational skills and low language proficiency are major weaknesses in our undergraduate degrees.

All the new Central universities, if they desire to make a mark at the global level in future, should teach undergraduate courses and have four-year honours degrees. Integrated four-year BSc-B.Ed and BA-B.Ed degrees will be most useful in producing teachers for schools. With the right to education being implemented, lakhs of competent teachers will be required in schools. The three-year BA/ BSc degrees can be retained, but with equal emphasis on knowledge and skills to make students ready for jobs in the manufacturing and services sectors. The number of exams for admission into universities and institutes needs to be reduced drastically. In the last eight years, a host of committees have given many pertinent recommendations on academic reform; these need to be implemented without further delay.

Education and research will receive much higher allocations in the 12th plan. That is the good news. It is time we develop policies and the institutional will to compete with the best.

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**The dominant model of education in India separates liberal and professional, undergraduate and postgraduate, research and teaching. This fragmentary approach is inimical to the idea of generating new knowledge by creating interfaces between traditional boundaries.**

create the right ambience for research in at least some of the existing universities, the IITs and the newly set up IISERs.

We should make it national policy to stop opening new research-only institutes, except in technology intensive areas like space and nuclear energy. The mandate for institutes of higher learning should be both teaching and research. The IITs have the best chance of making the top grade at the global level as science and technology are the key areas in which nations will compete. A recently released report by the department of science and technology shows that India contributes only 4.25 per cent to global research in engineering, compared to 16.4 per cent by China. The government therefore needs to support industry-IIT research in areas that will be key to India's future economic

system for funding research. The National Science Foundation in the US and research councils in the UK are good examples. These agencies fund projects comprehensively, that is, all the expenditure on administration and utilities is taken care of. In India, we have a reasonably competitive funding system. Funding for R&D has been raised by the government, scholarships for PhD students have increased, there are new schemes like INSPIRE to attract young students to science. However, all the government departments providing grants through a competitive system are over-bureaucratised, multiple schemes are floated and no effective proposal tracking systems exist. The concept of comprehensive funding has not been implemented. But worst of all, different ministries keep adding new research insti-

# Indian institutes rush for global accreditation

M SARASWATHY  
Mumbai, 17 October

Indian institutes are increasingly applying for international accreditation, including from bodies like the Association to Advance Collegiate Schools of Business (AACSB), Association of MBAs (AMBA) and EQUIS, for getting into the list of global schools having coveted accreditation.

International Management Institute, Delhi, recently got the AMBA accreditation and is planning to apply for AACSB. Pritam Singh, director-general, IMI, said they were one of the few institutes to get AMBA. "It is prestigious

to have an international accreditation, as it proves you have standards matching the global level," he said.

While applications for AACSB have increased, getting an accreditation may not be easy. According to Gurumurthy Kalyanaram, dean, university

research at Narsee Monjee Institute of Management Studies (NMIMS), and professor and management consultant, very few Indian Institute of Managements (IIMs) have applied for AACSB and even if they do, it might be challenging to get the accreditation.

**EQUIS accreditation has been granted to only IIM Bangalore and IIM Ahmedabad**

AMBA has also seen a rise in applications. Carol Turner, spokesperson for AMBA, said five business schools in India have received accreditation — IIM-Kozhikode, IIM-Lucknow, IMI, Delhi, Management Development Institute,

Gurgaon, and SP Jain Institute of Management and Research.

Turner said there were more business schools in India looking to gain global accreditation, and the number of business schools applying for Association of MBAs had increased in the last two years.

EQUIS accreditation is giv-

en by the European Foundation for Management Development, and this has been granted to only IIM Bangalore and IIM Ahmedabad.

While AMBA and AACSB have gained relevance, others like ABET haven't seen many Indian applications. ABET is a nonprofit, non-governmental organisation that accredits college and university programmes in the disciplines of applied science, computing, engineering, and engineering technology. From India, only VIT University and SRM University (Kattankulathur campus) in Tamil Nadu have ABET accreditation.

# DU says no to second chances

## Students now have to complete their studies within time allowed

Sugandha Pathak

**NEW DELHI:** Delhi University's academic council, which included a standing committee and used to give special chances to students who could not complete their degree, has been abolished recently.

The academic council is a highest statutory body of DU, comprising the vice chancellor, deans, head of the departments and teachers. Any academic reform to be implemented has to pass through this body.

Former committee head Barkatullah Khan said the decision is "betrayal to the humanity of the university."

"A large number of students used to apply for a second chance. We used to have 10 to 12 meetings in a year, and would look into over 600 applications in each meeting," he said.

"Back then applications



**Applications already received by the varsity will not be processed further for consideration**

from MPhil and PhD students used to come throughout the year, while BA and MA students had a set duration for applying," he said.

Khan cited a case of a female student who could not complete her degree as she got married and shifted abroad. "A few years later her husband passed away and she came back. She had to fend for her children and family. She was given the special chance," he

said.

The registrar in her October 10 notification had stated: "It is hereby notified that applications for grant of special chance beyond the stipulated span periods shall not be considered by the university. Consequently, students will have to complete their courses of study within the span periods prescribed for the courses concerned. The applications already received by the university

**BARKATULLAH KHAN:**  
A large number of students used to apply for a second chance. We would look into over 600 applications in each meeting

shall not be processed further for consideration."

According to former committee members, around 5,000 applications used to come annually from students studying in the School of Open Learning (SOL) and Delhi College of Engineering.

"A majority of SOL students come from financially weaker sections. They have to take care of their families, get jobs and study without much assistance. They may be unwell or there is some mishap in the family. There are plenty of pressures,"

said another former member.

A protest was held on Wednesday by SOL students demanding to revoke the decision. "Students have come back after 15 to 20 years in rare cases," added Khan.

According to DU registrar Alka Sharma, a stipulated time period of six years to finish the degree is given to students.

"We need to look at the huge volume of students in DU and proper delivery. One student will apply for the special chance, that too for old courses that have been discontinued. In such a case, the university cannot ensure deliverance of academic standards. If they have not been able to finish their degree, perhaps they are not meant to do that," she said.

"Which universities have such provisions anyway?" she said. A senior DU official said the move was to lower the evaluation burden on the examination department.

**DH News Service**



## FIRST COLUMN

MEETA W SENGUPTA

# Universities are not sausage factories

Higher educational institutes have to serve various diverse interests. These organisations cannot, therefore, adopt just one approach to learning

**T**he focus has moved from lofty Ivory towers to pragmatic jobs and skills. While universities are still tasked with research and glory for the future, their role to train their students for jobs has been made very clear all over the world. While universities try to retain their past freedoms, neither their Governments, nor their students will be able to bear that burden for the next few years, maybe decades. Universities will now have to be accountable for their results in more ways than one.

The quest for world class universities has at least led to a global vision for what a great university can deliver to its students and its professors. Some universities look outwards and seek to learn from the greatest in the world. Others try to be rated amongst the best in the world. University League tables are berated by many, yet perform a useful guiding function for many. For example, most global ratings give a high weightage to internationalisation via students, collaboration and citations. Those who have sought to climb the league ladder rapidly have invested in their international programs. Few Indian universities have aimed at being rated highly on the scales of the world, and it is a sad fact that no Indian university features in the top ranks of the world league tables.

One wonders if many Indian universities have a clear goal at all — some have a very clear ethos and they try to remain true to that. Even if it is more traditional than aspirational, even if it maps historical achievements rather than future growth, some universities achieve consistency. Others are led by local movements or are buffeted by political trends and often lose sight of their goals.



The emphasis in policy for the next five years is clearly going to be on the quality of education delivered, though it is impossible to have consensus on the key question: What is quality? Yes, it certainly includes elements of teaching, learning, research, consulting, advising and thought leadership. Another way of looking at quality is to see what the stake-holders seek — students, professors, administrators, proctors, vice chancellors etc all seek to give and receive different things from the university.

The people who really care for quality are the employers who seek to recruit from amongst graduates of an institution. They pay a salary based on the validity of that promise, and if the university does not deliver to it, then the students prospects suffer — if not as an investment into their future, students should care about quality too. There is a dichotomy here: Universities speak to potential, employers to tasks. Universities invest in the future, employers seek present results. Universities are supposed to seek to grow students for the future, employers seek proof of competence. Universities are tools of social engineering for equity, employers are creators of value.

As are the goals of students and academics. Students seek understanding, skills and confidence, while pure academics are in it for enhancing the body of knowledge via their personal contributions. Students seek marks, academics seek citations. Divergent goals.

While the alumni do not play a key role in Indian universities, they have a greater stake than any other because the value of their degree depends upon the reputation of their university and college. They probably have the greatest interest in the quality of education at their university but the least investment in the improvement of said quality.

In a marketplace each of these would have a price and we could try to see if a fair market mechanism would balance their interests out. But here the interests of all would have been balanced and prioritised by the vice chancellor — if the highly regulated system allowed for it. The lack of autonomy at many universities clearly hampers their growth and ability to serve its many constituents. At the same time, autonomy can only be given to self regulating mechanisms and very few universities have given evidence of that.

We work towards what is measured, and we measure to our goals. Our universities need to move beyond being average sausage factories to figure out where they are headed, and what standards they should be measured against. Divergent interests need to be served and it is only self-delusional to believe that each university can serve them all given current resources and regulations.