

# Newspaper Clips

## September 10, 2013

Pioneer ND 10-Sep-13 P-5

# IIT council to take up conversion of Indian School of Mines

DEEPAK KUMAR JHA ■  
NEW DELHI

The Council of IITs is expected to take up the matter of conversion of the prestigious Indian School of Mines (ISM), Dhanbad into an IIT following sustained demand and raging protests by the students of the institute.

The students have been up in arms seeking expeditious conversion of ISM to IIT as suggested by the Planning Commission. Last year, the plan panel said the ISM would be upgraded to IIT level following which the HRD Ministry forwarded the matter to the Council of IITs.

But the inaction of the authorities prompted about 1,500 students of the institute to demonstrate at Jantar Mantar for three days last week. Several dignitaries — including Members of Parliament — took part in the protest. The students have also been protesting on the institute's premises as well as in Ranchi.

The January 2013 Council meeting had put a spanner in the conversion issue. The

Last year, the plan panel said the ISM would be upgraded to IIT level following which the HRD Ministry forwarded the matter to the Council of IITs

Council wanted an increase in funding to the institution and its inclusion in the group of IITs to benefit from the brand name. The Council constituted a committee headed by former IIT Bombay Director Ashok Mishra to examine afresh the proposal of conversion. Mishra is believed to have given a "favourable" report.

The matter will again be placed before the Council in its September 16 meeting. However, sources feared that the conversion decision might be put off again since no members have sent in their comment so far.

"The moment the Council approves without dissent, HRD Ministry will go ahead with the

Gazette notification on the conversion of ISM to IIT," said a HRD Ministry official. While the Finance Ministry has reportedly told the Council that the financial implications of conversion will have to be weighed in, the students do not agree.

"This requires very little economic support compared to the construction of a new IIT. We also have the required level of faculty and we have already been in taking students through IIT-JEE since 1998 (now JEE advanced). So, our primary concern is the delay regarding this matter, which we feel is completely unnecessary. So, the basic purpose of our peaceful demonstration is to convey a message to the Government to expedite this process," said a statement on behalf of demonstrating students.

The Jharkhand Assembly had passed a resolution in 2011 requesting the Centre for the conversion of old ISM into IIT. ISM was established in 1926 as a specialised institute in the field of Earth Sciences and is now a full-fledged engineering college with 17 departments.

Dainik Bhaskar ND 10 Sept. 2013 P-9

## जोधपुर आईआईटी के निदेशक होंगे मूर्ति

जोधपुर। जोधपुर आईआईटी के नए निदेशक प्रोफेसर डॉ. सीवीआर मूर्ति होंगे। वे बुधवार को पद ग्रहण करेंगे। आईआईटी के मौजूदा निदेशक प्रो. पीके कालरा के इस्तीफे के बाद मानव संसाधन मंत्रालय ने उनकी नियुक्ति की है। प्रो. मूर्ति का जन्म मध्यप्रदेश के शहडोल में पांच सितंबर 1963 को हुआ। उन्होंने अपनी प्राथमिक शिक्षा छत्तीसगढ़ के बिलासपुर में तथा हायर एजुकेशन कोलकाता में पूरी की। प्रो. मूर्ति वर्तमान में आईआईटी मद्रास के स्ट्रक्चरल इंजीनियरिंग के प्रोफेसर हैं। 1984 में आईआईटी मद्रास से ही सिविल इंजीनियरिंग और 1986 में एमटेक की। 1992 में कैलिफोर्निया इंस्टीट्यूट ऑफ टेक्नोलॉजी से डॉक्टर ऑफ फिलोसॉफी (सिविल इंजीनियरिंग) की डिग्री हासिल की। 1986 में आईआईटी मद्रास में सीनियर प्रोजेक्ट ऑफिसर और एक वर्ष तक आईआईटी दिल्ली में लेक्चरर रहे। वर्ष 2010 से अब तक वे मद्रास आईआईटी में प्रोफेसर हैं।

Economic Times ND 10 Sep-2013 P-6

# One too Many: IIMs are Still Made for Engineering Students

Class of 2015 had 83% to 95% students from engineering backgrounds across the premier institutes despite diversity initiatives

SREERADHA D BASU &  
DEVINA SENGUPTA  
MUMBAI

Amidst all the hype about diversity in the classroom, the country's premier Indian Institutes of Management (IIMs) still have a student ratio heavily skewed in favour of engineers.

This year, the IIMs at Ahmedabad, Bangalore, Calcutta, Lucknow, Indore and Kozhikode had 83% to 95% engineers in the Class of 2015. At their top-ranked global counterparts like Harvard and Wharton, engineers comprise, at most, 36% of the class.

Of all the students admitted in the 2013-15 batch at IIMs Bangalore and Ahmedabad, engineers make up 91.09%, 91% and 95% plus respectively. The IIMs at Calcutta, Lucknow, Indore, and Kozhikode have done slightly better with 89%, 83.19%, 89% and 85% engineers respectively.

The reason stems from a core issue: in India, those with strong academic records tend to opt for engineering; they in turn stand a better chance of clearing the Common Admission Test, given their strong quantitative skills. The growth of job opportunities has also been relatively better for those from these backgrounds.

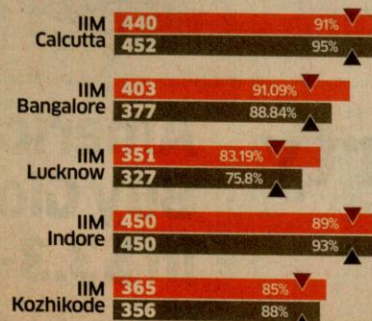
"The expansion of engineering colleges in India is far more and therefore, the talent pool is much larger. We do not have a similar strength among non-engineering students," says IIM Lucknow director Devi Singh.

The best global B-schools have a far more diverse mix. According to the IESE Business School website, just 36% of the batch has engineering as an undergraduate major. At Wharton Business School, 25% of the Class of 2015 has a STEM (science, technology, engineering, math) edu-

## State of Imbalance

Percentage of engineering graduates who made it to the IIMs over past 2 years

INSTITUTE PERCENTAGE OF STUDENTS WITH ENGINEERING BACKGROUNDS ▼ 2013-15  
TOTAL BATCH ■ 2013-15 ■ 2012-14



cational background, and at the Harvard Business School, the corresponding percentage is 39% of the 366-strong batch.

"We are intentional and deliberate in the composition of a diverse student body as this helps our students gain real-world perspectives and experience. This diversity of thinking and ideas enriches the learning in the classroom," says a Harvard Business School spokesperson.

Diversity, as is commonly acknowledged, creates a much more robust, or a well-rounded academic experience. A mixed student body helps bring in new perspectives; provides a close comparison to real-world business teams and enriches the overall learning experience.

Despite that, IIMs have long been facing the heat for becoming strongholds of engineering talent, particularly that from the IITs. And it's not necessarily for lack of trying.

Earlier this month, IIM Ahmedabad changed its selection criteria for admissions to the PGP batch of 2014-16 in a bid to get fewer engineers and more freshers on board. Harvard law professor Ashish Nanda who has just been appointed IIM-A director, recently emphasised the need for diversity and how engineers would henceforth face a tougher challenge to get through to the institute.

Meanwhile, IIM Calcutta awarded points for academic diversity at the bachelor's degree and post-graduate level at the final selection stage for

## THE GLOBAL SCENE

Institute: Harvard Business School

UG Majors: STEM (Science, Technology, Engineering, Math)

Percentage: 39%

Wharton Business School  
STEM | 25%

IESE Business School  
Engineering | 36%

Stanford Graduate School of Business\*\*  
Engineering/Maths/Natural Sciences | 37%

Yale School of Management\*\*  
Engineering | 12%

\* Global Figures From B-School Sites For Class Of 2014  
\*\* Incoming Batch Numbers Not Available For Stanford And Yale

schools enroll students with several years of work experience. That, he says, brings in more diversity as globally, the job market is not oriented towards engineering backgrounds.

The ground reality in India is different. There has been a steady and rapid growth in technology-based industries and jobs available for students from technology backgrounds. "The fastest growth is seen in engineering industries," says Raju. That is why, he explains, even if Indian B-schools concentrate on enrollment based on work experience, the percentage of candidates opting for such management education is mostly from engineering backgrounds.

Not everyone is worried, though. Like Anindya Sen, dean (academic) of IIM Calcutta who says that gender diversity is a bigger concern and the institute has already made significant progress towards that goal. According to him, there should be greater academic diversity, but not necessarily to the extent you find in B-schools abroad.

"Given the fact that most of the students with good academic records opt for engineering, our numbers reflect the fact that we are drawing on the best talent pool in India. We should sell it as our USP, rather than always trying to be in line with what is happening elsewhere," says Sen.

He agrees that engineering students come with a certain mindset—that all problems in life have unique technical solutions. "The task for us is to break that mindset and make them understand that human beings are unpredictable, life is complex and sometimes there is no way to know what is the best solution to a problem," he adds.

its 2013-15 batch. IIM Lucknow too listed out academic disciplines that would merit diversity points in this year's incoming batch.

But all this has done precious little to change the overall scheme of things. In fact, at IIM Lucknow, the number of non-engineers has gone down from around 79 for the 2012-14 batch to 59-odd this time around. In Bangalore, it went from 42 in a batch of 377 last year to 36 out of 403 this time.

IIM Calcutta, IIM Indore and IIM Kozhikode registered increases in non-engineers, but their overall numbers as compared to batch sizes was insignificant.

According to IIM Kozhikode PGP chairman C Raju, top global B-

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# Medical malpractices

## Common test a goal worth pursuing

**T**HE issue of capitation fee and other malpractices in technical and medical colleges has yet again caught the attention of the Supreme Court, which has called upon the Centre to take corrective action. The problem is more serious in medical colleges, where the seats are far fewer than required. The country also has a dire shortage of doctors. Any situation of shortages is exploited by opportunists. There is little the government can do, as often the capitation fee is paid under the table. As a consequence many such students after graduation - even from colleges of suspect quality - would aim to use their degree to recover the money. And cheating the patient is the only quick way.

Between the Centre and the Medical Council of India (MCI) there was a move to put a check on the admission process by introducing a National Eligibility Entrance Test. Admissions to all medical colleges were to be done on the basis of the score in this test. That, however, was challenged by a lobby of private colleges. The Supreme Court in a split 2:1 ruling upheld the petition. It observed that submitting all colleges to one test would be in violation of the Constitution. The MCI has filed a review petition. Irrespective of the outcome, the government can consider a legislative remedy in case the MCI is not found competent to enforce such a test, a concept worth pursuing.

The situation in technical, or engineering, colleges is the reverse. There is a surfeit of seats, and many colleges find it difficult to fill those, or even keep their head above water. To survive, most employ poor quality of faculty, or accept students incapable of even completing the course. The fee, however, remains high. The result is a large number of graduates at the end of the course find their degrees are worth no more than the paper. This problem, though, is likely to be corrected by market forces over a period. Shortage or oversupply, India cannot afford to let its degrees be trashed if it is looking for a global HR presence.

Tribune ND 10-Sep-13 P-12

# Make classroom teaching more lucrative

If we want our graduates employable, we should raise an army of highly effective teachers who take classroom teaching seriously, irrespective of whether they are good researchers or not

JAYANTI ROY

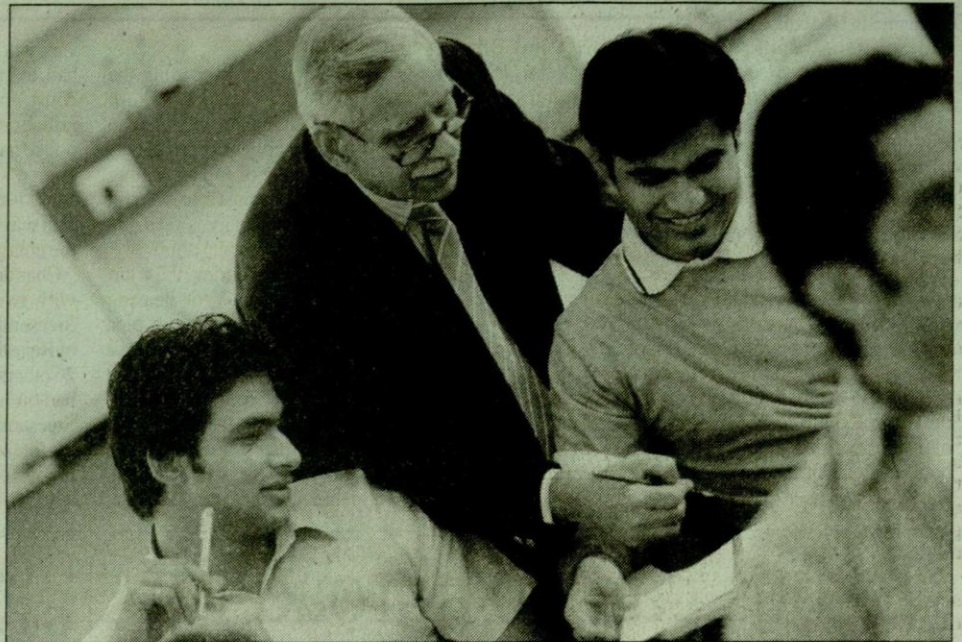
**O**UR country churns out tens of thousands of graduates every year but less than half of them are employable or possess the basic skills necessary for any productive role. According to a recently published report, claimed to be the first-ever national audit of employability of three-year bachelor's degree graduates, by Aspiring Minds, an employability solutions company, around 47 per cent graduates in India are unemployable for any job. The report is based on data of over 60,000 graduates pan-India.

We need no fancy reports to tell the quality of academic and technical skills of degree holders around us who can hardly draft a simple leave application correctly, what to say of performing jobs needing higher cognitive skills. We frequently hear the lament of the older golden days when even a matriculate had greater academic skills compared to today's graduates. The phrase 'unemployable graduates' has been repeated so often that it has lost all meaning, and nobody is ready to look into the pit.

Interventions are needed at the higher education level. This is obvious. Graduates do not learn anything because they are not taught. Now, why are they not taught? The simple reason is that it is not mandatory for the teachers to teach. Seems confusing? Let me explain.

I have employed a carpenter to make chairs at my factory. He makes beautiful chairs, and I have to pay him handsomely for that. It pinches me and I think it is not enough for him only to make chairs, so I put a condition that he must do research on how to make good chairs, types of wood, polish and tools, history and aesthetics of chairs, and also attend conferences. His salary is now linked to how many conferences he attended and how many papers he published. Obviously, it leaves him with no time and energy to work on making beautiful chairs. Though he still makes them, they are no longer beautiful but defective, ugly and non-usable.

Quality classroom teaching is a strong antidote to unemployability. Only rigorous teaching can provide theoretical and practical inputs and equip students with adequate academic, technical and intellectual skills for problem solving in the real world. Interaction in the classroom can never be compensated by heavy individualistic research done or



Quality classroom teaching is a strong antidote to unemployability. — Thinkstockphotos

workshops attended by the teacher. This should not be interpreted to mean that research is bad for teaching but only that effective teaching is a full-time activity and has to be invested heavily with time, energy, intellectual inputs. One can munch popcorn and watch TV at the same time but assuming that teachers do dedicated research, attend conferences and in whatever little time is left they teach is dangerous and is leading us to a fatal skew in higher education. Doing quality research with full dedication and effective classroom teaching are two full-time activities, and when you juggle both of them you compromise on the quality of one or the other.

It is highly surprising that classroom teaching is not incentivised at any level. The promotion of teachers is linked with how many papers/books they have published and number of conferences attended. Their academic performance is gauged with everything else under the sun save teaching effectively in the class. There are no awards for dedicated teaching. All these policies send a clear message — teaching is not important. Since we do not want

our teachers to teach sincerely, they do not; therefore, our graduates remain untaught, though not without a degree. It is as simple as that.

We need, on an urgent basis, to find out ways on how to make classroom teaching lucrative. The interventions may range from defining good teaching, framing parameters of good teaching, making physical teaching spaces attractive, providing support for developing and sustaining good teaching skills, awarding good teachers, creating platforms for discussing teaching challenges and focusing our full attention on teaching. We need to raise an army of highly effective teachers who take classroom teaching seriously, irrespective of whether they are good researchers or not.

If we really want our graduates employable, we have to make teaching the central, most significant and indispensable aspect of higher education and not treat it like a half-hearted attempt in a part-time job.

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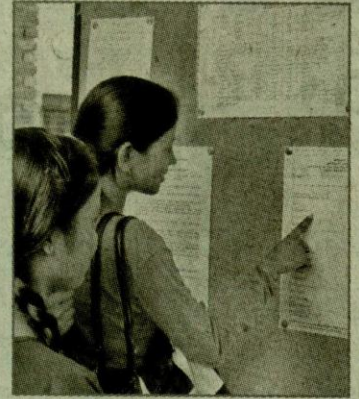
**नियामक संस्थाओं की ढील का फायदा उठाकर निजी संस्थानों ने मनमाने तरीके से टेक्निकल और मेडिकल कॉलेज खोले हैं, जहां मोटी फीस वसूल कर दाखिले दिए जाते हैं।**

## शिक्षा का कारोबार

**हा**ल के वर्षों में टेक्निकल और मेडिकल शिक्षा के क्षेत्र में खासी वृद्धि हुई है, लेकिन इस पर बहुत गर्व करने की जरूरत नहीं है, क्योंकि इसका उच्च शिक्षा की गुणवत्ता से कोई खास लेना-देना नहीं है। बल्कि यह शिक्षा को कारोबार में बदलने का खेल है, जिसका सर्वोच्च अदालत ने एक बार फिर संज्ञान लिया है और निजी व स्व वित्तपोषित संस्थाओं द्वारा संचालित टेक्निकल और मेडिकल कॉलेजों में कैपिटेशन फीस वसूलने को अनैतिक और अवैध करार दिया है। इसके बावजूद अभी यह कहना मुश्किल है कि उसका यह फैसला व्यावहारिक स्तर पर

कितना अमल में आ पाएगा। आखिर अतीत में कम से कम दो बार संविधान पीठ ने भी कैपिटेशन फीस पर रोक लगाने संबंधी फैसले दिए हैं, मगर यह मर्ज बढ़ता ही जा रहा है। दरअसल सरकारी नीतियों की खामियों और नियामक संस्थाओं की ढील का फायदा उठाकर निजी संस्थानों ने मनमाने तरीके से टेक्निकल और मेडिकल कॉलेज खोले हैं, जहां मोटी फीस वसूल कर दाखिले दिए जाते हैं। यह इसलिए चिंता की बात है, क्योंकि ऐसे संस्थानों के पास न तो ढंग की फैकल्टी होती हैं और न ही आधारभूत ढांचा। बरेली के जिस मेडिकल कॉलेज से संबंधित मामले में यह आदेश आया है, वहां भी यही

स्थिति थी। जांच में पता चला है कि इस कॉलेज ने मान्यता हासिल करने के लिए फर्जीवाड़ा किया था। खुद सर्वोच्च अदालत की बेंच ने माना है कि एमबीबीएस और स्नातकोत्तर सीटों में दाखिले के लिए ऐसे संस्थान करोड़ों रुपये वसूल रहे हैं। असल में यह शिक्षा के समान अधिकार की संविधान की मूल भावना के भी खिलाफ है, क्योंकि ऐसी व्यवस्था प्रतिभाशाली गरीब बच्चों को उच्च शिक्षा से वंचित कर देती है। हैरत है कि उच्च शिक्षा के क्षेत्र में कैपिटेशन फीस पर रोक लगाने से संबंधित एक विधेयक कैबिनेट की मंजूरी के बाद भी कई वर्षों से लटका हुआ है। सुप्रीम कोर्ट ने भी कहा है



कि टेक्निकल और मेडिकल कॉलेजों में दाखिले की अनैतिक गतिविधियों पर अंकुश लगाने के लिए संसद को जल्द ही कानून बनाना चाहिए। सवाल है कि जो राजनीतिक वर्ग खुद के चुनावी मंसूबों पर अंकुश लगाने वाले अदालती फैसलों को पलटने के लिए नया कानून लाने को तत्पर हो जाता है, क्या वह इस दिशा में भी कोई कदम उठाएगा?