Newspaper Clips

September 5, 2011

Times of India ND 5/09/2011 p-3(Campus)

IIT-Delhi gets new campus

The Haryana government has offered 100 acres of land to IIT-Delhi, reports **Vishakha Sharma**

The Indian Institute of Technology-Delhi will soon start its extended branch at Haryana. This development is being planned after the Haryana government offered 100 acres of land to the institute.

According to M Balakrishnan, deputy director, IIT-D, before deciding on how to make the best possible use of the land, permission from the Ministry of Human Resource Development (MHRD) has to be obtained on the same.

"We have already written to MHRD about the land offered to IIT-D and after we hear from them we will use the land as an extension to our current campus," he informed.

As per Rakesh Kumar, registrar, IIT-D, the institute will not conduct BTech programmes at the new campus. It will rather use that land for research related activities and entrepreneurship development programmes. The new campus, when ready, will ease out space-related problems that the IIT is facing now. IIT-D is spread across 300 acres of land out of which 50 acres is forest area.

With the available spread of land already in use, there is no space left to construct facilities like more research labs. Also, the student strength of IIT-D at present is approximately 8000, for which the current campus is not adequate.

The other problem faced by the institute is the shortage of faculty. IIT-D is short of almost 200 faculty — as against the sanction.

Financial Express ND 5/09/2011

P-3

Haryana may have to wait longer for its IIT

Kirtika Suneja

New Delhi, Sept 4: The Haryana government, which is keen to get Delhi's Indian Institute of Technology's (IIT) second campus in the state, may have to wait for some time before the Centre gives its nod to the project.

The idea of the country's premier IIT having a satellite campus has been floated for some time and Haryana has been zeroed in because of its proximity to Delhi.

"IIT Delhi's satellite campus is to be set up in Haryana and we hope to bring it at Rohtak," Deepender Hooda, MP from Rohtak told *FE*.

A senior official from the premier institute said though a satellite campus is being considered, but Rohtak might be a little far. "Our's is a small campus and our activities are growing. The blueprint is on paper and no allocation has been made as yet. This is work in progress," the official said.

The IIT has requested the ministry of human resource development (MHRD) for its consent and has received "positive response".

However, the ministry is not so enthusiastic about the expansion of IIT Delhi. According to a senior MHRD official, there is no formal proposal about the project and land is also not being offered free of cost.

"The state government is not welcoming the IIT with open arms. Moreover, if a financial element is involved, then we will have to take up the matter with the finance ministry also," the official added. Incidentally, the IIT at Delhi is not the only one to spread its wings. In addition to its main campus, IIT Kharagpur has two extension campuses — one in Kolkata and another in Bhubaneswar. The extension campuses provide venue for continuing education programmes and distance learning courses.

An IIT-Delhi student displays his Head Load Transmitter at an exhibition in New Delhi

IIT Roorkee inaugurated its Greater Noida Campus in April this year and it also has another extension center in Saharanpur. In fact, IIT Kanpur is all set to join the big brigade of top educational institutions at Noida which will provide students with short-term management courses and refresher courses meant for distance learning.

Hindustan Times ND 05/09/2011
P-7

IIT-D's course for professionals

SKILL UPGRADATION Under it they can study any topic taught in the 450 regular programmes

Mallica Joshi
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NEW DELHI: Missed out on a seat at the Indian Institute of Technology (IIT)? Don't fret, because you still have a chance to study at the renowned institute for a semester.

IIT Delhi's programme for working professionals allows them to study any topic taught in any of the 450 regular courses. There is just one eligibility criteria though.

"Any professional can apply provided s/he has an educational background in the field," said Surendra Prasad, director, IIT Delhi.

"This provision has been around for a long time. We took in students only if they approached us and that too after reviewing whether they really needed to study the course. Now, we are inviting applications from students as it is a great way for professionals to upgrade their knowledge base," added Prasad.

So what does a professional need to do during the course?

Three hours per week is what one is required to give to classes and the course lasts one semester — usually 14 weeks. The candidate does not require a no objection certificate from his/her organisation.

The response to the course has been lukewarm in the last few years and the institute gets around 50 candidates per semester. Professionals usually don't come for basic courses. Advanced courses or new courses are more popular.

"This is mainly because we never told professionals about this option. It was only on the basis of need and request but looking at the number of innovations that have happened in the field of technology and management we decided that it should be available to all eligible professionals," Prasad said.

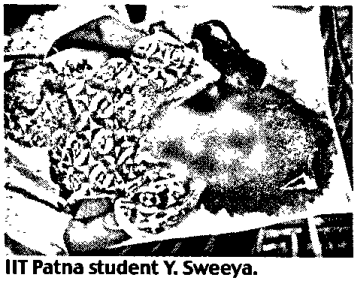
Candidates will have to appear for exams and submit assignments like regular students.

"It may seem fun but courses are tough and the standard is as high," added Prasad.

Mail Today ND 05/09/2011P-4

Suicide spate spurs brainstorm of IITs

IIT council meet to discuss system overhaul plan



IIT Patna student Y. Sweeya.

By **Ritika Chopra**
In New Delhi

THE unsettling trend of suicides at the IITs seems to have turned even bigger in 2011.

This year, to date, the IITs have already witnessed seven suicides, with two taking place just last week. This is the highest figure reported in the past four years.

The numbers, according to the IIT fraternity, cannot be dismissed as an aberration and could now figure on the agenda of the upcoming IIT council meeting scheduled in the Capital on September 14.

SUICIDES AT IITS

YEAR	CASES REPORTED
2008	5
2009	4
2010	2
2011 (to date)	7

"An IIT director has requested the human resource development ministry to put the issue of increasing suicides on the agenda of the council meeting. I think this will be taken up (during the meeting)," an IIT director, who did not wish to be identified, said.

The council is the highest decision making body of the IITs and is headed by HRD minister Kapil Sibal.

According to the data provided by the HRD ministry in the ongoing session of the Lok Sabha, IITs reported two suicide cases in 2010, four in 2009 and five in 2008. But this year, the figure has touched a new high and already stands at seven.

Internal inquiry committees set up by various IITs have found depression, academic load, peer pressure, including pressure from family to perform, as primary reasons that compel some of the IIT students to take the extreme step.

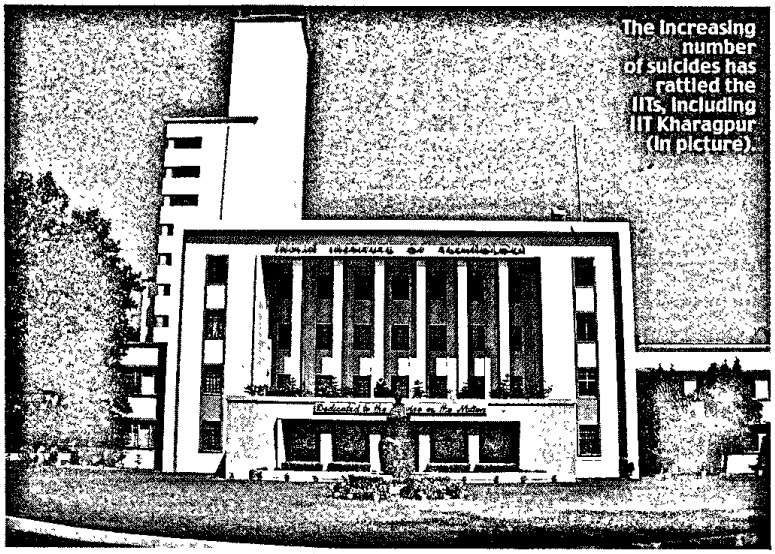
"We are all very concerned about what is happening. Though there are number of factors that are responsible for academically linked suicides at IITs, these can be curbed by systemic reforms. The council is not an insensitive body and I am sure some of these reforms will come up for discussion at the meeting," IIT Kanpur director Sanjay Dhande said.

Reducing pressure associated with the entrance examination, providing students with a wider variety of papers and courses to choose from and allowing them to complete the engineering programme at a more relaxed pace are some of the reforms that Dhande thinks could help lessen the academic load on IIT students.

"The IITs can no longer remain technical shops. It's time that they are turned into universities that teach all subjects. This will enable students to study a unique combination of subjects and they won't feel as constrained and pressured as they do. This was a recommendation made by our committee as well," former UGC chairman Professor Yash Pal said.

Though suicides at IITs is not a new phenomenon, the increasing number of extremely bright students resorting to such a step has left the fraternity and directors quite baffled. Leading researcher and former IIT faculty member Goverdhan Mehta attributes this to a change in the mindset of the new generation.

"Youngsters these days have grown very ambitious. While this quality has its advantages, it also makes it more difficult for students to accept any kind of disappointment," he said.



The increasing number of suicides has rattled the IITs, including IIT Kharagpur (in picture).

THE SEVEN WHO WROTE: 'I QUIT'

■ Y SWEEYA (20)

September 1, 2011 **(IIT Patna)**

She jumped to death from the fifth floor of her hostel last week. A school topper from Hyderabad, Sweeya was a third year student of BTech in computer science and reportedly unhappy with her performance in the fifth semester.

■ B. GOWRISHANKAR (36)

August 31, 2011 **(IIT Madras)**

A final year MTech student, Gowrishankar was found dead in his hostel room after he allegedly consumed poison. His reason for taking this extreme step has not been identified.

■ DINESH AHLAWAT (19)

August 4, 2011 **(IIT Delhi)**

A first-year student of chemical engineering, Ahlawat was found hanging in his hostel room. Sources claim he was afraid of not performing well in the CBSE compartment exam.

■ PANKAJ CHOWDHURY (25)

July 20, 2011 **(IIT Kharagpur)**

A final-year student of metallurgy, Chowdhury was reportedly depressed after he failed to finish his course. He hanged himself to death in his hostel room.

■ NITIN KUMAR REDDY (22)

May 4, 2011 **(IIT Madras)**

A final-year student of mechanical engineering, Reddy could not handle the fact that he had failed a semester. Scared that this would affect the job he was offered recently, he hanged himself in his hostel room.

■ MANISH KUMAR (20)

Feb 6, 2011 **(IIT Roorkee)**

Kumar, a second-year student from Muzaffarnagar, killed himself by jumping from the fifth floor of his hostel. His family alleged that he took this step after a few students made "castelst" remarks about him.

■ V ANOOP (26)

Feb 23, 2011 **(IIT Madras)**

Pursuing a dual degree MTech programme, Anoop should have finished his course in 2009. But he couldn't complete his arrears and projects even with a two-year extension. This allegedly drove him to suicide.

Times of India ND 5/09/2011 p-14

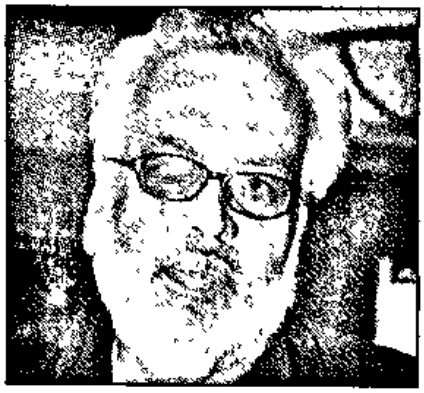
IIT grad-turned-filmmaker Jagmohan Mundhra dead

Bharti Dubey and Pratibha Masand | TNN

Mumbai: Sixty-four-year-old filmmaker Jagmohan Mundhra passed away in Bombay Hospital on Sunday morning after suffering a gastrointestinal hemorrhage for about two days before he had a multiple organ failure.

Mundhra was brought to Bombay Hospital early on Friday morning with chest pain, sweating and a blood pressure as low as 50. His symptoms were that of a cardiac attack and he was admitted in the critical care unit immediately. The doctors soon realized that the director was not suffering from a heart attack.

"His ECG showed everything in his heart was normal. He had a history of angioplasty four months ago in Los Angeles, which gave us a greater reason to suspect it was a heart problem," said Dr B K Goyal, cardiologist from Bombay Hospital, who was called as soon as the film-maker was brought to the hospital. "But it turned out that there was heavy



bleeding in his gastrointestinal tract," Dr Goyal said.

The hemorrhage caused pneumonia and multiple organ failure, which ultimately was the cause of death.

Mundhra was born in a conservative Marwari family, which did not allow children to watch too many films. Mundhra continued to dream of becoming a filmmaker and at the same time finished his graduation in electrical engineering from IIT Bombay. After graduation, Jag Mundhra went to the United States in 1968 for the MBA programme at Michigan State University. He stayed on to do his MA in advertising and a Ph.D in marketing from the same university. In 1973, he wrote his doctoral thesis on "Marketing of Motion Pictures."

He even taught at several universities in California before he decided to take a plunge into filmmaking. He got noticed with his film Kamala, a socially-relevant film. He then went on to make horror and erotic thrillers. Some of his films are *The Jigsaw Murders* (1988), *Halloween Night* (1988), *Night Eyes* (1990), *L.A. Goddess* (1993), *Sexual Malice* (1994) and *Monsoon* (1998).

He became more of an NRI director, who worked with international stars and made films in English. Director Shekhar Kapur tweeted 'Jagmohan Mundhra and his wife Chandra selflessly looked after people from Indian films in LA. Looked after me for months when I first landed.'

Beginning with Bawandar (2000), Mundhra was back to issue-oriented films. He also directed Aishwarya Rai in *Provoked*, a film based on the real life story of Kiranjit Alhuwalia, a victim of domestic violence. His last film, Naughty at 40, was with Govinda.

Mint ND 05-Sep-11 P4

Removal of parallel imports clause may stir up debate

Provision would have helped students gain access to the latest versions of text books from across the world

By C.H. Unnikrishnan
ch.unni@livemint.com

MUMBAI

The latest copyrights amendments Bill, to be tabled in Parliament this week, will upset book lovers and academicians over the decision of the ministry of human resources development (HRD) to drop a key proposal that allows import of books and other published materials from anywhere in the world if they are not available in India or available at a higher price.

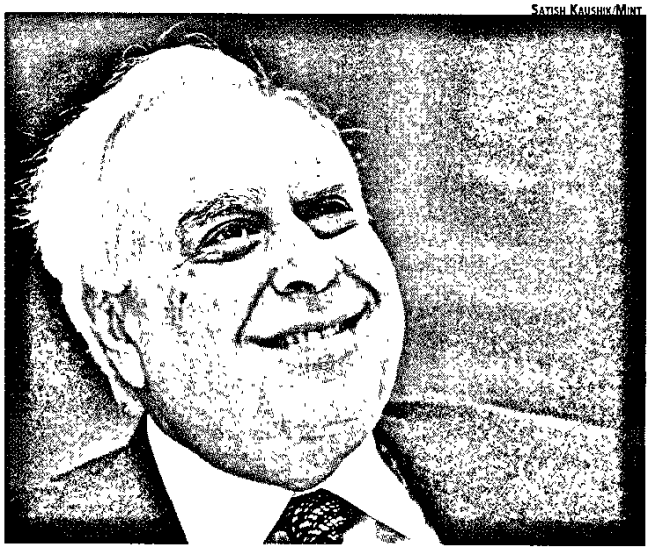
The removal of the parallel imports clause in the final draft of the Bill surprised many in the academia as a Parliament committee appointed to review the proposed amendments in the copyrights law had strongly recommended this clause, proposed by the ministry itself when it was drafted initially.

The provision for importing books without infringing copyrights would have also helped students gain access to the latest affordable versions of text books from across the world.

Union HRD minister Kapil Sibal said on Friday the Opposition didn't allow to discuss the Bill in the Rajya Sabha and declined comments on details of the Bill.

G.R. Raghavendra, registrar of copy rights and deputy secretary, HRD ministry, said the minister will discuss it in detail in the House on Monday.

While finalizing the new amendments in the copyright law after the standing committee review, the ministry has dropped the proposed amendment to section 2(m) of the Copyright Act, 1957, that deals with the imports of copyright protected materials to India.



Satish Kaushik/Mint

Surprise omission: *Union HRD minister Kapil Sibal.*

"By deleting this clause (section 2 m), the government has unfortunately ignored the recommendations of the standing committee on interests of students and consumers of books," said Sunil Abraham, executive director at Centre for Internet and Society, a public and consumer interest research organization focusing on Internet policy.

"It (the ministry's decision to remove this clause) is putting the profits of publishers before the right to education and entertainment, and places state-sanctioned monopolies and enforcement before the diversity of choice and temporal advantages enabled by free market competition in the Internet age," Abraham added.

Prashant Reddy, an intellectual property lawyer and a researcher at the National University of Juridical Sciences in Kolkata, wrote in his blog, "The earlier proposed amendment would have allowed parallel imports of books into India and significantly dropped the prices of books, especially educational books."

This is a victory for the publishing industry, which until now had strongly opposed the amendments. Sibal will, however, have to answer to Parliament on why exactly he is disagreeing with the recommendations of the standing committee, which in its report had strongly supported parallel imports of books, wrote Reddy.

The initial draft of the copyrights amendments had suggested that a copy of a work published in any country outside India with the permission of the author of the work and imported from that country into India shall not be deemed to be an infringing copy.

When the Bill was referred to the review committee in 2010, it supported the introduction of the same, saying, "the availability of low-priced books under the present regime is invariably confined to old editions. Nobody can deny the fact that the interests of students will be best protected if they have access to latest editions of the books."

Stressing the need for allowing parallel imports of books, experts in this field had earlier said in a study that the foreign publishers often introduce only old versions of books in India. The latest versions have to be imported directly from the publisher, and they are very expensive, often costing more than what they cost in the US and EU. A parallel imports provision would permit one to buy the cheapest editions available anywhere in the world, without necessarily going through the publisher, they said.

The final draft of the Copyrights Act Amendments, reviewed by *Mint*, has included most of the key changes recommended by the review committee such as the amendments re-defining the rights of the lyricists and composers as well as the producer of movies and music series with mandatory provision to share all royalties equally among them.

The changes in the law will also meet another important demand of the group of persons lobbying for wider and fair dealing for disabled persons. This amendment allows conversion of any copyright-protected materials into other formats such as braille, visual and audio for the specific use of disabled without the permission of the author.

"This is a major victory for the disabled as the earlier provision relating to disability access was severely flawed and restricted the copyright exemption only to special formats such as braille," said Shamnad Basheer, a professor in IP law at National University of Juridical Sciences of Kolkata, and a key proponent of the new changes in the copyright law.

"The government has now widened the scope of the exemption and removed the special format limitation," he said.

The new amendments to the copyright law have also suggested sweeping changes to the provisions governing the creation of copyright societies and granting licence in respect of literary, dramatic, musical and artistic works incorporated in a cinematograph films or sound recordings. This will be carried out through a copyright society duly registered under this Act.

Business Line ND 05/09/2011
P-6

What drives managers at work

SOSIE, a tool from Pearson being piloted in the Indian market, suggests that Indian managers are far from independent; they like to conform.

Gokul Krishnamurthy

Most Indian managers prefer to conform to the set agenda and also like to be given clear goals; they are also less inclined than their counterparts in countries such as France to exercise 'independence' at work, according to Pearson, which is introducing its personality test SOSIE in the Indian market. The test, based on the work of psychologist Leonard Gordon, maps personality traits and values, and by linking the two arrives at factors affecting motivation in the workplace.

SOSIE tracks eight traits and 12 values, and is customised for each country, and for each level of employee. It comprises a set of 98 customised questions with choices. The personality traits mapped are: Ascendancy, Responsibility, Stress Tolerance, Sociability, Cautiousness, Original Thinking, Personal Relations and Vigour. Values are split as — Interpersonal: Support, Conformity, Recognition, Independence, Benevolence and Leadership; and Personal: Practical, Achievement, Variety, Decisiveness, Orderliness and Goal Orientation.

Pearson, which is into developing and distributing assessment tools for recruitment, selection and development of the workforce, commenced a pilot for SOSIE in India over two months ago, and the 'norming' process has been completed for 'managerial' employees. The exercise is on for 'supervisory' and 'leadership' cadres, says Saurabh Singh, Head of Talent Assessment at Pearson.

Speaking to *The New Manager*, he said, "The test has been implemented in its origin market of France and other markets such as the US for decades now. The findings in India show that even though people say they like to work in entrepreneurial environments, they score very high on parameters such as conformity and goal orientation; and very low on traits like independence."

This contrasts with findings in markets such as France, where managers are found to be more 'independent'. For the study (in India) managers are defined as those with four to six years of experience in a managerial function, with at least a two-person team reporting to them.

"In France, managers score high on traits such as ascendancy (verbal dominance) and sociability, something that we don't see in India. These trends can be attributed to the cultural differences between countries. In India, managers tend to be process-oriented and relatively risk averse, while in some other markets independence is a big motivator," explained Singh. The findings of the India norming study of SOSIE — across managerial, supervisory and leadership staff — will be published in November. Pearson is in talks with companies for implementing the tool. SOSIE is administered online, and is likely to be priced in India at Rs 1,500 per employee (for around 100 employees), with the cost reducing with scale.

DIFFERENT STROKES FOR DIFFERENT FOLKS

HR practitioners are alive to the idea, though many have their own methods to map factors affecting motivation. At Hindustan Unilever Ltd (HUL), employee motivation is measured through a bi-annual Global People Survey (GPS). GPS is based on the premise that 'engagement is a combination of perceptions that have a positive impact on behaviour'. The results from a GPS feed into the development of employee engagement action plans.

(From left) **Saurabh Singh,** Head of Talent Assessment, Pearson; **Roy de Souza,** co-founder and CEO of Zedo; and **Leena Nair,** Executive Director, HR, HUL.

"There is a policy impact on a case-to-case basis. For example, if we get a relatively low score on a dimension that measures recognition, this would lead to a review of our existing recognition mechanisms and modification where required," explains Leena Nair, Executive Director, HR, HUL.

An HR official with a tech company, who is acquainted with SOSIE, notes that findings from tools such as this can help identify the right candidates for certain well-defined positions, and also help push up candidates with leadership qualities.

Singh says the tool can help organisations understand how each employee reacts to certain work factors on an ongoing basis.

"While the personality traits are unlikely to change in the short term, there will be variance in the long term, aided by changes in job profile and responsibilities. The sources of motivation, based on learnings from SOSIE in other markets and our pilot here, are likely to change more frequently given the dynamic work conditions," he adds.

Product development on SOSIE is a continuous process at Pearson's facility in Bangalore, where country norms for India are being established. Learnings from a global sample size of over 22,000 guides the modulation, and the initial managerial sample in India has touched 600, and is growing.

Differences in factors affecting/ motivating employees and their personality traits does vary by geography, as companies such as Silicon Valley firm Zedo have learnt. According to Roy de Souza, co-founder and CEO of Zedo, his team in Russia, which questions 'almost everything that is given to them', plays a key role in projects where alternative thinking is the need of the hour, like new product development.

"There are teams which execute things as instructed, on time, and projects suited for them are routed to those facilities. Some of our India teams fall under this category. In Russia, if we ask them to make X, they will ask us why," says de Souza.

Within India too, companies are likely to insist on company-specific norms for implementing SOSIE, notes Singh, given the diverse nature of businesses and profiles.

"The tool itself is only 20 per cent of the exercise. Over 70 per cent of the time is spent on training HR managers to interpret accurately the take-outs from the test," surmises Singh, underlining the need for education of HR professionals on motivational tools.

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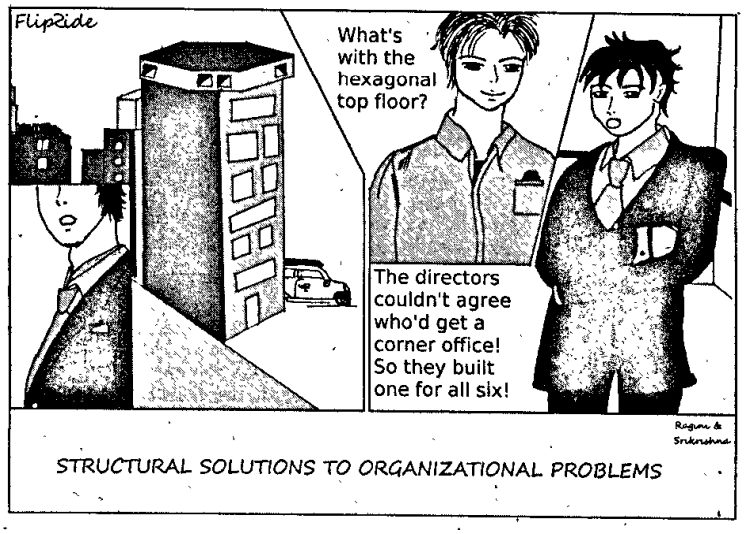

Publication: The Times Of India Delhi;Date: Sep 5, 2011;Section: Times City;Page: 2;

Teachers run extra mile to keep up with tech-savvy Ge

Learning has become two-way process

Neha Pushkarna | TNN

New Delhi: Eight-year-old Sarthak often forgets completing his homework. Sometimes, he doesn't take down instructions in the classroom properly. In such a situation, his mother simply calls up his class teacher on her cellphone. It may be late in the evening but the teacher obliges and Sarthak's nonchalance is taken care of. Teachers were never so approachable before. But they seem to have changed the rules of the game only to keep pace with the changing generation.

TOI spoke to a cross-section of teachers on the eve of Teachers' Day only to find that learning in the classroom has become a two-way process now. Finishing lessons is not enough. They have to build an emotional connect with students. They also counsel them on matters like career, alcoholism and sexuality, though the biggest challenge lies in handling technology aptly, teachers say. "Today there is a complete 360-degree change in the student-teacher relationship. Everything is IT-driven and the generational divide is huge. So teachers have to put in a lot of effort in relationship-building and upgrading their skills," said Ameeta Mulla Wattal, Springdales School, Pusa Road.

Books were the only source of information for students before technology came along. Internet soon became a second-learning ground for students. Although most new teachers are quite tech-savvy, senior teachers, too, are embracing information and communication technology to stay a step ahead. Meeta Adhikari, who has been teaching physics to senior classes for last 15 years, is one of them. She spent her Sunday looking up videos and animations that could explain the concept of internal total reflection in a more colourful and effective way.

TEACHERS' DAY

"I have found some really beautiful videos to explain students the process responsible for rainbow and mirage formation. I am now thinking how I can show it in the classroom. As students have an access to technology, they expect something as interesting in the classroom, too. You can no longer teach them forcefully. We teachers need training in teaching using ICT," said Adhikari, who teaches at Kendriya Vidyalaya in Delhi Cantonment.

Many schools organize workshops and orientation programmes for teachers to help them upgrade their knowledge. With the advent of continuous and comprehensive evaluation, teachers have to take care of every student's behaviour towards peers, environment, school property and also their everyday conduct.

The new system has made teachers more responsible for the child as well as accountable. Feroze Ahmed Bakht, a senior teacher at Modern School, Barakhamaba Road, also said: "If teachers are knowledgeable and affectionate, students will always respect them whatever time period we live in." However, another teacher who did not wish to be named, added: "There is so much pressure on us at times. Sometimes, students, too, are irreverent. We can't be strict with students and we can't always be too accommodating either. There should be a fine balance between the proverbial carrot and stick though the second option is no longer there with us."

Publication: The Times Of India Delhi;Date: Sep 5, 2011;Section: Spl Report;Page: 13;

Giving teachers their due

C.R. Rathee

The great philosopher, Dr S. Radhakrishnan said that a university is what its teachers make it. In the ancient universities in India, the teachers or professors as they are called today were treated with great respect though, unlike at present, they did not get good pay and perks.

The HRD and the Education Departments of states confer awards on meritorious teachers. And the awardees get advance increments as well as extension in service.

Keeping in view the changed socio-economic canvas, the government has made it mandatory for the managements (government / privately managed universities to pay to the teachers grades notified from time to time "because", as Prof Ms Indu Dahiya, a former principal of government post-graduate college, would say, "The salaries and service conditions have a direct bearing on the quality of teaching, the status and prospects of the teaching profession and the teacher's position in society."

It was not without reason that the framers of the Indian Constitution provided for 4 per cent reservation in the membership of the legislative councils in states. And teachers of quite some standing such as Uday Singh Maan of Bahadurgarh (Haryana) was elected to the legislative council of composite Punjab. Rightly or otherwise, the university and college teachers have these days grouped themselves into fraternal federations to safeguard their professional interests.

These federations have been agitating against the cult of sifarish in the matter of selection and promotion, ignoring merit.

Prof C.B. Tanwar is for the setting up of overarching bodies, comprising eminent educationists, in the states on the pattern of the University Grants Commission and adds that the selection of vice chancellor and professors in the universities be made in consultation of this body.

In a related development, the Haryana government has notified guidelines for the selection of teachers for the state awards to be conferred on the Teachers Day (September 5). According to the Education Minister Geeta Bhukal, "In the case of primary teacher category, only those teaching up to Class V and in the case of the secondary school teachers those teaching Classes VI to XII would be considered.

Says. Dr S.R. Deswal, associate professor of Hindi: In any educational system from the nursery to the university, it is the teachers who make it. That was why, the first education commission (known as Kothari Commission) said that the salaries and conditions of service of the teachers should be 'ideal' so that they do not have to look for other avenues of income, such giving of tuitions.

Adds Geeta Chaudhary, a post-graduate teacher in Economics: Teacher should emulate the great educators who were really role models for the Gen-X. He/she would be well advised to inculcate among the students the spirit of investigation, truth and non-violence. The education should be such as would promote high sense of duty towards the society.

Says G.S. Ruhil, a social science teacher: There should be a thorough review of the antiquated syllabi and courses of reading with a view to correlate education with the changing ground realities. The prevailing examination system too needs to be reviewed.

Pushpa Khera, a trained graduate teacher adds: "The curriculum should be tampered with by the value system meant to promote harmony not needless rivalry. The education related infrastructure should be modernised and the administration should be liberated from the stranglehold of bureaucracy.

Dr Raj Kala, associate professor, wants the teachers to take a pledge this day to serve the society with missionary zeal and must not degenerate them to the level of mercenaries.

Publication: The Times Of India Delhi;Date: Sep 5, 2011;Section: Education Times;Page: 50;

2011 RANK	2010 RANK	Institution Name	Country/ Territory	Academic Reputation	Employer Reputation	Faculty Student	Citations/ Faculty	International Faculty	International Students	Overall
				SCORE	SCORE	SCORE	SCORE	SCORE	SCORE	SCORE
1	1	University of Cambridge	UK	100.0	100.0	98.9	92.7	98.4	96.6	100.0
2	2	Harvard University	USA	100.0	100.0	96.4	100.0	76.9	86.0	99.3
3	5	Massachusetts Institute of Technology (MIT)	USA	100.0	100.0	99.9	99.6	50.0	97.9	99.2
4	3	Yale University	USA	100.0	100.0	100.0	97.2	84.3	65.6	98.8
5	6	University of Oxford	UK	100.0	100.0	100.0	82.0	98.2	95.9	98.0
6	7	Imperial College London	UK	99.8	100.0	99.7	79.6	99.7	99.9	97.6
7	4	UCL (University College London)	UK	99.4	82.0	99.0	89.5	96.2	99.7	97.3
8	8	University of Chicago	USA	99.9	90.0	95.8	92.3	71.5	81.4	96.1
9	12	University of Pennsylvania	USA	98.7	90.0	99.5	94.9	64.1	66.3	95.7
10	11	Columbia University	USA	99.9	100.0	95.8	95.8	17.1	86.2	95.3
11	13	Stanford University	USA	100.0	100.0	74.9	100.0	36.6	96.5	93.4
12	9	California Institute of Technology (Caltech)	USA	99.0	25.8	97.0	100.0	99.0	93.9	93.0
13	10	Princeton University	USA	100.0	67.9	75.3	100.0	96.5	69.3	91.9
14	15	University of Michigan	USA	99.8	90.0	91.5	85.3	53.6	51.2	91.3
15	16	Cornell University	USA	99.8	90.0	74.7	96.8	44.7	70.2	90.7
16	17	Johns Hopkins University	USA	95.9	55.9	99.3	99.8	18.2	70.9	90.0
17	19	McGill University	Canada	98.8	90.0	89.9	62.6	82.0	94.2	89.6
18	18	ETH Zurich (Swiss Federal Institute of Technology)	Switzerland	99.2	74.6	54.4	99.0	100.0	99.1	89.5
19	14	Duke University	USA	95.4	65.0	99.8	96.3	17.5	55.5	89.3
20	22	University of Edinburgh	UK	98.9	90.0	73.7	68.8	88.8	92.7	87.8
21	28	University of California, Berkeley (UCB)	USA	100.0	100.0	44.7	95.7	95.2	62.2	87.6
22	23	University of Hong Kong (HKU)	Hong Kong	98.9	59.4	95.1	54.5	100.0	98.9	87.0
23	29	University of Toronto	Canada	99.9	90.0	65.3	77.3	91.3	49.0	86.2
24	26	Northwestern University	USA	91.5	77.1	82.8	93.6	12.4	80.9	85.9
25	24	The University of Tokyo	Japan	100.0	90.0	92.2	74.0	10.8	29.2	85.9
26	20	Australian National University (ANU)	Australia	99.8	59.4	71.7	70.0	100.0	96.8	85.7
27	21	King's College London (KCL)	UK	92.0	59.4	87.5	68.5	95.3	92.4	85.0
28	31	National University of Singapore (NUS)	Singapore	100.0	92.6	72.2	43.9	100.0	99.4	84.1
29	30	The University of Manchester	UK	98.4	100.0	66.0	54.1	89.2	90.1	84.0
30	27	University of Bristol	UK	89.3	90.0	77.1	69.3	87.7	73.0	83.7
31	38	The University of Melbourne	Australia	99.8	100.0	38.1	78.4	80.7	95.2	83.6
32	25	Kyoto University	Japan	99.8	59.4	96.5	70.9	14.5	24.0	82.9
33	33	Ecole Normale Supérieure, Paris (ENS Paris)	France	93.5	59.4	94.3	67.8	29.5	72.3	82.4
34	35	University of California, Los Angeles (UCLA)	USA	100.0	90.0	48.7	99.9	4.1	27.1	81.9
35	32	Ecole Polytechnique Fédérale de Lausanne (EPFL)	Switzerland	78.6	52.1	97.7	69.9	100.0	100.0	81.8
36	36	Ecole Polytechnique ParisTech	France	75.5	90.0	100.0	56.9	73.4	94.8	80.5
37	42	The Chinese University of Hong Kong (CUHK)	Hong Kong	92.0	55.9	80.8	53.8	98.2	75.0	79.5
38	37	The University of Sydney	Australia	99.5	74.7	53.4	50.6	99.7	94.3	79.3
39	39	Brown University	USA	85.0	55.9	68.5	98.8	44.0	49.1	79.2
40	40	The Hong Kong University of Science and Technology (HKUST)	Hong Kong	91.7	47.5	83.5	47.5	100.0	98.6	79.1
41	48	University of Wisconsin-Madison	USA	96.4	55.9	78.4	67.6	46.2	36.0	79.0
42	50	Seoul National University (SNU)	South Korea	98.3	55.9	93.0	42.2	43.1	60.5	78.7
43	34	Carnegie Mellon University	USA	88.0	59.4	71.4	74.5	38.1	94.4	78.5
44	41	New York University (NYU)	USA	97.0	63.5	91.7	43.0	23.8	58.6	77.7
45	49	Osaka University	Japan	89.7	55.9	91.9	70.1	15.1	28.6	77.6
46	47	Peking University	China	99.8	82.6	90.4	29.7	35.5	39.4	77.4
47	54	Tsinghua University	China	98.7	86.5	86.1	26.4	52.8	30.1	76.3
48	43	The University of Queensland (UQ)	Australia	94.4	59.4	38.6	67.6	97.5	92.0	75.9
49	46	The University of New South Wales (UNSW)	Australia	96.1	78.6	36.2	56.3	92.4	95.7	75.7
50	53	The University of Warwick	UK	89.9	100.0	59.4	30.7	90.0	98.7	74.9
51	44	University of British Columbia	Canada	99.6	59.4	32.6	85.6	26.7	51.1	74.8
52	45	University of Copenhagen	Denmark	82.8	55.9	99.8	43.6	71.1	45.8	74.7
53	51	Ruprecht-Karls-Universität Heidelberg	Germany	92.7	15.3	86.7	53.7	54.9	73.5	74.6
54	58	Technische Universität München	Germany	82.3	73.1	97.7	34.1	57.5	68.1	74.3
55	57	University of North Carolina, Chapel Hill	USA	83.0	55.9	74.1	86.5	9.8	15.9	73.6
56	55	University of Washington	USA	93.5	29.6	47.8	99.8	9.2	23.8	72.9
57	60	Tokyo Institute of Technology	Japan	78.3	59.4	88.3	65.5	22.6	43.2	72.7
58	74	Nanyang Technological University (NTU)	Singapore	88.0	59.4	77.7	22.6	100.0	98.2	72.5
59	77	University of Glasgow	UK	81.2	55.9	53.8	72.3	79.6	69.1	72.1
60	61	Monash University	Australia	96.5	90.0	41.6	34.9	58.6	96.7	72.1
61	63	University of Illinois at Urbana-Champaign	USA	97.4	45.0	25.8	87.3	32.5	55.9	71.9
62	66	Ludwig-Maximilians-Universität München	Germany	95.2	45.4	34.4	80.1	37.1	57.6	71.6
63	56	University of Amsterdam	Netherlands	91.4	55.9	53.7	64.2	56.3	32.1	71.5
64	80	London School of Economics and Political Science (LSE)	UK	88.1	100.0	54.4	15.2	100.0	100.0	70.5
65	52	Trinity College Dublin (TCD)	Ireland	81.0	59.4	58.0	47.7	99.1	84.9	70.0
66	70	Freie Universität Berlin	Germany	89.9	23.0	30.5	95.8	45.0	57.6	70.0
67	59	University of Birmingham	UK	78.4	61.4	60.3	55.3	83.4	75.1	69.9
68	86	Katholieke Universiteit Leuven	Belgium	88.4	55.9	22.6	85.1	64.2	56.7	69.9
69	71	University of Geneva	Switzerland	65.4	4.4	66.4	93.3	100.0	99.2	69.9
70=	64	Boston University	USA	74.0	59.4	63.7	75.2	14.3	85.9	69.7
70=	102	Tohoku University	Japan	73.3	55.9	96.7	57.3	23.4	29.0	69.7
72	69	The University of Sheffield	UK	76.5	59.4	61.3	56.3	83.0	80.9	69.6
73	89	The University of Western Australia (UWA)	Australia	79.5	55.9	40.5	64.9	99.9	87.0	69.2
74	73	The University of Nottingham	UK	75.4	90.0	53.8	44.2	88.4	85.6	68.8
75	81	University of Southampton	UK	72.1	59.4	62.3	58.4	90.1	80.0	68.8
76	67	University of Texas at Austin	USA	97.2	62.5	22.1	66.2	60.1	32.2	68.7

77	65	University of California, San Diego (UCSD)	USA	97.6	18.1	26.5	99.9	3.1	17.6	68.5
78	75=	Washington University in St. Louis	USA	58.9	6.0	99.8	98.3	13.7	53.6	68.5
79	84	Aarhus University	Dermark	69.1	24.6	85.8	64.4	64.6	65.9	68.0
80=	91	Nagoya University	Japan	64.9	55.9	80.5	79.6	35.1	26.6	68.0
80=	83	Utrecht University	Netherlands	81.7	23.1	49.5	89.8	58.6	17.6	68.0
82	68	The University of Auckland	New Zealand	94.0	59.4	25.1	39.5	94.3	96.0	67.3
83	62	Uppsala University	Sweden	82.5	19.2	38.8	90.9	79.3	22.2	67.2
84	106	Georgia Institute of Technology (Georgia Tech)	USA	73.3	59.4	20.3	98.0	51.1	87.3	67.1
85	87	Purdue University	USA	81.5	67.5	36.4	55.7	96.2	63.8	67.1
86	72	Lund University	Sweden	82.9	55.9	34.6	81.9	31.7	34.9	66.7
87	94	National Taiwan University (NTU)	Taiwan	96.5	55.9	36.2	60.7	18.0	17.2	66.6
88	82	Leiden University	Netherlands	84.4	15.2	27.2	99.0	73.5	21.9	66.6
89	75=	University of Helsinki	Finland	80.6	20.9	72.9	69.6	31.9	12.9	66.4
90	79	KAIST - Korea Advanced Institute of Science and Technology	South Korea	79.9	23.8	89.9	45.3	41.0	25.2	66.0
91	105	Fudan University	China	91.5	59.4	49.7	41.2	18.2	56.9	65.7
92	103	The University of Adelaide	Australia	75.1	59.4	35.2	59.8	94.6	94.0	65.7

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2011 RANK	2010 RANK	Institution Name	Country/ Territory	Academic Reputation	Employer Reputation	Faculty Student	Citations/ Faculty	International Faculty	International Students	Overall
93	85	University of Leeds	UK	81.1	59.4	51.8	40.2	77.0	75.1	65.7
94	98	Pennsylvania State University	USA	76.3	66.2	39.2	80.6	23.5	37.3	65.4
95	92	Durham University	UK	66.2	90.0	46.3	54.7	92.4	73.0	65.2
96	88	University of York	UK	67.4	59.4	59.5	52.4	87.4	85.5	65.2
97	95	University of St Andrews	UK	59.7	59.4	68.0	53.2	96.2	99.9	65.1
98	112	Pohang University of Science and Technology (POSTECH)	South Korea	55.8	17.3	97.7	80.9	69.9	11.5	65.1
99	90	Dartmouth College	USA	44.6	59.4	86.9	97.9	10.4	48.2	64.9
100	78	University of Alberta	Canada	75.2	27.8	61.2	49.8	92.6	71.2	64.5
101	110	University of California, Davis (UCD)	USA	77.3	17.1	36.7	94.4	40.1	45.2	64.4
102	96	University of Minnesota	USA	82.8	24.8	25.0	98.9	26.9	27.1	64.3
103	99	Erasmus University Rotterdam	Netherlands	54.6	59.4	46.6	96.9	51.8	74.4	64.0
104	108	Delft University of Technology	Netherlands	76.4	59.4	46.3	43.8	91.4	72.3	63.9
105	97	Universität Freiburg	Germany	69.3	2.4	90.0	52.8	62.4	56.5	63.7
106	101	University of Zurich	Switzerland	74.6	20.7	39.5	69.8	99.6	66.6	63.3
107	113	University of Southern California	USA	61.7	25.0	73.6	66.3	49.6	87.6	63.2
108	100	University of Oslo	Norway	70.3	10.8	91.2	44.0	41.7	66.3	62.9
109	111	Maastricht University	Netherlands	37.5	55.9	72.4	85.5	82.3	99.9	62.5
110	129	City University of Hong Kong	Hong Kong	72.2	18.7	67.7	38.6	100.0	76.6	62.0
111	125	Ohio State University	USA	73.9	55.9	35.9	65.9	65.2	31.4	61.5
112	93	Lomonosov Moscow State University	Russia	77.3	59.4	100.0	5.5	5.4	37.4	61.3
113	104	University of Maryland, College Park	USA	67.3	20.3	60.2	76.8	38.2	30.6	61.0
114	107	Emory University	USA	37.3	37.9	88.6	96.5	27.4	43.5	60.4
115	120	University of Groningen	Netherlands	60.4	25.1	66.9	61.7	80.7	55.4	60.4
116	119	University of Pittsburgh	USA	49.6	8.2	90.7	80.5	59.0	24.8	60.3
117	115	Rice University	USA	47.1	12.9	80.2	91.3	25.5	66.7	60.2
118	116	University of California, Santa Barbara (UCSB)	USA	79.7	3.2	15.4	98.8	42.6	30.8	59.9
119	118	Université Pierre et Marie Curie (UPMC)	France	67.7	7.9	76.4	49.5	31.4	80.3	59.8
120	109	Hebrew University of Jerusalem	Israel	65.0	7.2	62.9	78.1	45.1	20.8	59.4
121	133	University of Bergen	Norway	47.0	12.4	77.1	73.8	91.3	66.8	59.3
122	153	Kyushu University	Japan	56.4	55.9	95.7	41.9	15.3	25.6	58.9
123	121	University of Liverpool	UK	54.0	55.9	61.9	49.3	92.4	72.6	58.8
124	151	Shanghai Jiao Tong University	China	80.4	55.9	52.4	34.4	20.7	20.9	58.3
125	124	Université Catholique de Louvain (UCL)	Belgium	72.2	23.0	16.2	80.1	58.3	67.1	57.8
126	130	University of Virginia	USA	54.2	59.4	54.5	80.6	8.9	27.8	57.6
127	140	Newcastle University	UK	45.1	59.4	64.6	57.2	83.2	79.2	57.6
128	127=	University of Rochester	USA	42.1		99.9	66.1	63.5	62.1	57.4
129	142	Yonsei University	South Korea	72.4	37.5	83.6	21.0	14.0	36.9	57.3
130	135	University of Otago	New Zealand	63.2	55.9	30.8	50.0	100.0	82.1	57.2
131	134	Vanderbilt University	USA	41.8	55.9	100.0	57.9	12.1	32.7	57.2
132	123	Humboldt-Universität zu Berlin	Germany	93.2	11.5	27.1	35.9	46.3	53.6	57.1
133	139	Ecole Normale Supérieure de Lyon	France	54.6	2.4	100.0	40.5	48.0	67.1	57.0
134	114	University College Dublin (UCD)	Ireland	58.8	59.4	52.7	31.8	95.7	93.2	56.9
135	122	Cardiff University	UK	56.9	55.9	55.6	45.4	76.5	68.0	56.9
136	152	University of Lausanne	Switzerland	46.1	9.2	60.6	78.2	92.9	76.8	56.7
137	136	Université de Montréal	Canada	64.6	9.7	35.3	67.0	73.8	87.4	56.4
138	149	Radboud University Nijmegen	Netherlands	37.4	25.5	84.2	79.4	58.7	37.4	56.1
139	175	Hokkaido University	Japan	52.4	55.9	70.0	65.5	6.4	17.2	55.9
140	158	Rheinisch-Westfälische Technische Hochschule Aachen	Germany	63.6	68.5	64.2	23.6	37.8	61.4	55.9
141	117	University of Aberdeen	UK	48.4	37.9	62.7	49.5	90.8	90.1	55.7
142	170	University of Colorado at Boulder	USA	49.5	34.1	57.0	90.0	22.4	10.8	55.3
143	162=	University of Bern	Switzerland	38.3	12.4	61.2	87.0	97.5	56.8	55.0
144	132	Queen's University	Canada	52.5	59.4	40.9	64.2	77.7	39.3	54.9
145	127=	Case Western Reserve University	USA	31.1	2.5	92.7	90.8	25.1	61.8	54.8
146	126	Eindhoven University of Technology	Netherlands	46.2	18.2	99.6	33.5	98.9	37.0	54.8
147	166=	KIT, Karlsruher Institut für Technologie (formerly: Universität Karlsruhe)	Germany	59.1	55.9	65.1	28.7	43.9	67.7	54.6
148	146	University of California, Irvine (UCI)	USA	65.6	6.9	26.6	98.9	8.4	20.5	54.5
149	174	Georg-August-Universität Göttingen	Germany	63.8		73.0	42.8	40.5	41.4	53.8
150	141	Technical University of Denmark	Denmark	34.4	11.9	98.6	53.6	88.8	58.3	53.8
151	137	University of Basel	Switzerland	54.4	8.7	66.1	38.1	100.0	85.0	53.8
152	131	Eberhard Karls Universität Tübingen	Germany	55.5	15.8	58.7	58.0	60.9	50.0	53.7
153	181	Lancaster University	UK	52.9	55.9	48.8	37.8	79.6	87.0	53.4
154	200	Rheinische Friedrich-Wilhelms-Universität Bonn	Germany	66.5	10.3	71.5	34.7	16.8	52.5	53.4
155	143	Universität Wien	Austria	81.0	26.5	9.3	43.0	46.2	88.6	53.3
156	161	University of Cape Town	South Africa	56.7	55.9	34.2	48.5	72.2	68.6	52.9
157	164	The University of Western Ontario	Canada	50.0	55.9	22.1	88.4	59.0	19.3	52.6
158	198	Texas A&M University	USA	65.8	36.9	23.7	71.2	19.1	30.3	52.5
159	162=	McMaster University	Canada	57.8	15.5	19.1	90.3	42.6	49.8	52.2
160	145	University of Waterloo	Canada	62.0	55.9	18.1	53.3	80.0	45.8	52.0
161	193	University of Florida	USA	60.0	23.2	35.0	73.4	19.3	32.5	51.6
162	252	University of Illinois, Chicago (UIC)	USA	46.3	15.0	50.9	92.3	6.0	30.9	51.5
163	160	University of Arizona	USA	60.2	4.6	36.1	81.0	27.4	23.2	51.5
164	208	Michigan State University	USA	62.0	44.7	29.4	53.5	41.2	49.9	51.4
165	192	University of Ghent	Belgium	58.4	24.9	62.6	47.7	21.3	26.5	51.3
166	155	Georgetown University	USA	51.6	59.4	58.1	43.1	28.0	36.4	51.0
167	207	Universiti Malaya (UM)	Malaysia	56.3	37.9	76.4	4.6	76.8	71.3	50.9
168	144	University of Bath	UK	48.6	59.4	37.0	39.5	87.5	94.8	50.8
169=	222	Universidad Nacional Autónoma de México (UNAM)	Mexico	79.4	55.9	52.6	4.5	16.1	3.8	50.7
169=	253	Universidade de São Paulo (USP)	Brazil	75.1	52.8	39.0	28.8	11.6	6.1	50.7

171	180	Chulalongkorn University	Thailand	82.2	55.9	43.8	7.4	17.2	3.4	50.7
172	147	Queen Mary, University of London (QMUL)	UK	56.4	14.9	66.5	15.0	96.6	91.0	50.7
173	138	Tel Aviv University	Israel	59.0	8.2	17.0	99.3	30.1	9.4	50.6
174	157	Tufts University	USA	29.1	5.5	60.0	92.6	100.0	37.7	50.6
175	178	Wageningen University	Netherlands	43.0	6.7	99.8	30.9	9.5	97.4	50.3
176	148	Universitat de Barcelona (UB)	Finland	77.9	12.7	27.2	44.3	5.8	46.0	50.3
177	166=	The Hong Kong Polytechnic University	Hong Kong	58.4	13.3	40.3	36.5	100.0	82.2	50.1
178	168	Stockholm University	Sweden	71.9	16.3	28.8	40.5	75.4	16.0	49.8
179	171	Vrije Universiteit Amsterdam	Netherlands	62.5	25.0	53.8	36.9	43.2	17.5	49.6
180	150	KTH, Royal Institute of Technology	Sweden	51.7	26.9	56.3	32.1	66.5	84.5	49.6
181	184	University College Cork (UCC)	Ireland	49.0	55.9	49.5	31.0	94.5	51.5	49.6
182	195	Universität Frankfurt am Main	Germany	58.2	22.2	38.6	53.7	26.5	64.8	49.5
183	176	Università di Bologna (UNIBO)	Italy	81.9	37.9	26.6	24.2	13.7	20.1	49.4
184	183	University of Gothenburg	Sweden	46.9	13.9	41.2	62.3	72.7	77.5	49.3
185	182	Waseda University	Japan	76.3	59.4	35.5	7.8	35.2	26.7	49.2
186=	177	Nanjing University	China	70.6	16.9	43.2	34.3	47.2	6.2	49.1
186=	172	University of Tsukuba	Japan	53.8	3.9	82.8	36.7	15.5	30.4	49.1
188=	206	Keio University	Japan	64.5	59.4	59.9	15.8	15.0	9.0	49.0
188=	154	University of Science and Technology of China	China	62.4	11.0	56.6	51.9	5.0	1.5	49.0
190	191	Korea University	South Korea	70.8	27.4	58.4	18.5	15.3	17.3	49.0
191	218	Zhejiang University	China	66.6	35.1	36.7	45.4	17.1	7.8	48.8
192	188	University of Iowa	USA	42.6	7.0	52.3	82.6	32.5	22.3	48.4
193	197	Queen's University of Belfast	UK	40.4	55.9	57.9	34.8	98.6	43.3	48.3
194	173	Universitat Autónoma de Barcelona	Spain	71.2	13.2	34.9	39.4	17.8	33.9	48.2
195	169	University of Leicester	UK	34.3	10.9	51.5	68.4	84.6	80.4	48.0
196	209	Université Libre de Bruxelles (ULB)	Belgium	53.0	18.7	39.5	33.8	88.4	96.5	47.9
197=	179	University of Antwerp	Belgium	36.5	11.8	98.6	26.9	64.6	48.8	47.5
197=	156	University of Sussex	UK	48.8	7.3	38.1	49.6	92.7	82.6	47.5
199	201	University of Dundee	UK	32.7	4.0	67.2	59.4	84.4	66.4	47.3
200	221	King Saud University (KSU)	Saudi Arabia	56.6	6.7	83.1	2.2	94.5	22.7	47.1

Economic Times ND 05-Sep-11 P15

India's Business Schools Need Better Teachers

Removing barriers to hiring foreign nationals, raising salaries, increasing incentives for research and developing quality doctoral programmes will attract world-class faculty

NIRMALYA KUMAR

ARINDAM

In the 20 years since economic liberalisation, the growth of Indian business has been impressive. With the exception of China's 40 years of sustained growth, historical economic growth data suggests that the two-decade annual GDP growth experienced by India is exceptional. Even during the industrial revolution, historians do not estimate Great Britain's growth rate to have approached the levels seen by China and India in recent decades.

The excitement that economic growth has created for all things business-related is obvious. Indian bookstores dedicate disproportionate space to business books relative to world standards, Chinese and Indian students are now the largest applicant pools at most leading MBA programmes, and new business schools are mushrooming in India. As the country needs large numbers of managers and many young people aspire to management, the need for business education in the country has never been greater. But where are the quality business schools and management faculty in the large numbers needed?

With 2,000 business schools estimated in India, the faculty crunch is severe but not unexpected. If each business school has even a laughably-low number of 10 full-time faculty members—leading MBA schools average more than 100 — 20,000 B-school faculty are required. Not surprisingly, even IIMs report vacant faculty positions of 25% or more. Globally too there is a shortage of management faculty. Every institution I have been to, including Harvard, IMD, Kellogg, and now, London Business School, struggles to attract suitable faculty. After fundraising, it is the most important priority for all deans. Still, the vacancy rates in India are abnormally high.

An obvious solution is to recruit retired or current business practitioners who are eager to teach on a full- or part-time basis. After all, who better to teach than those who struggled with real-world business problems? Yet, there are three reasons why leading business schools do not employ practitioners in a significant number.

First, teaching requires knowledge of a broad body of management literature within a subject that helps articulate what works, what does not work, and under what conditions. Unless truly exceptional in conceptual ability, a manager who has worked in a single industry or company is usually unable to tell more than his or her 'war stories'. When pushed by students, they tend to fall back on the familiar examples of their own experience within a limited number of companies.

Second, teaching requires designing a course that is unique among the offerings available at the school, putting together a syllabus, and having the pedagogical ability to deliver it satisfactorily to demanding students. It is much more than simply delivering a guest lecture. It is not a question of intelligence, or even knowledge, but about developing specific skills that take training and time to master. An excellent manager has no need to acquire these competences and, therefore, they usually do not. Having said this, I have seen a few practitioners overcome the previous two obstacles and become successful teachers at business schools.

The third challenge is the real deal breaker when it comes to hiring practitioners. As I have argued with my colleague Phanish Puranam in previous columns, an integral part of a being a faculty member at a top MBA school is generating knowledge, not simply disseminating it. One is expected to engage in research that is ultimately published in leading peer-reviewed international management journals. If one examines faculty who are successful at this, a sobering reality emerges. Most publications in what are considered 'A' management journals are by faculty members who have a PhD, almost certainly having acquired it at a top research school, most often in the US. As a result, at leading business schools outside the US, such as IMD, Insead or London Business School, the vast majority of the faculty has done doctoral studies in the US. No other country has managed to set up an infrastructure that trains business school faculty for research in quality and quantity as the US. Thus, to hire business-school faculty capable of engaging in research, regardless of where the school is located, one is forced to go to US doctoral programmes. Realising this, Chinese, Taiwanese and South Korean business schools have focused on attracting back their own nationals who have pursued doctoral studies at US business schools.

The problem for Indian business schools is that successfully hiring from the US doctoral programmes, except by ISB that offers competitive salaries, is almost impossible. As a result, the faculty recruitment is focused on hiring non-PhDs or PhDs from Indian institutions where the research is typically not oriented to publication in leading international journals. A quick sampling of faculty (A to M) listed on the IIM-A website indicated that 15% of them provided no information or did not have a PhD, about 20% had a PhD from a US research university, and the rest having pursued doctoral studies at Indian institutions. More surprisingly, or shockingly, about 20% of the faculty had their doctorate from IIM-A. Hiring from one's own doctoral programme is actively discouraged at leading international business schools, both for reasons of nepotism and because the area of expertise by the doctoral student is already well represented at the institution by his or her adviser.

No other country has an infrastructure that trains B-school faculty for research in quality and quantity as the US

Today, few Indian students aspire to pursue doctoral studies in India, and more generally, even in the US. Pre-liberalisation, US doctoral management programmes were filled with students from India, now it is mostly Chinese and east Europeans. As attractive economic opportunities are available to Indian MBA and engineering graduates, they see no reason to pursue another four years of doctoral education. The starting faculty salaries at the IIMs are ₹6-7 lakh per annum while their MBA starting salary expectations are double this amount.

With all due respect to the Indian faculty, Indian doctoral programmes are not competing for the best talent. And, while the regular course load at IIMs is reasonable, the low salary forces junior faculty to engage in executive education or training programmes in order to supplement their incomes. This has a further negative impact on research productivity.

To address faculty shortage, India needs to remove the barriers to hiring foreign nationals as permanent staff, increase salaries and incentives for research active faculty, while in the long term developing quality doctoral programmes. Starting salaries should be doubled, but I do not advocate doing this without a proper incentive structure in place. Otherwise, the current suboptimal allocation of effort to research would continue. Instead, increase the regular teaching load by 50% (from 4-6 courses per year) and double the salaries. More importantly, combine this with an offer to reduce the course load back to four courses for those faculty who demonstrate research productivity in international 'A' journals over the last three years. The details can be worked upon, but the need to reform business education is real and the cost to the country is substantial. Students are voting with their feet. After China, India is the largest exporter of university students in the world, or should we say importer of education. But while China is increasingly demonstrating an ability to attract foreign students, India has yet to do so.

(The author is professor of marketing and co-director of Aditya Birla India Centre at the London Business School)

Mint ND 05-Sep-11 P12

LiFE

TILTING THE SCALES

With some of the Indian Institutes of Management attempting to rebalance gender roles in classrooms and workplaces, we take a look at women in corporate India, and why a lot more needs to be done

By Shreya Ray
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Eight Indian Institutes of Management (IIMs) decided late last month to try and rebalance the gender scales in their classrooms—and subsequently, workplaces. The six new IIMs—at Rohtak, Ranchi, Tiruchirapalli, Raipur, Udaipur and Kashipur—and the older ones in Lucknow and Kozhikode are aiming for a more eclectic, "diverse" class environment, and plan to introduce grace marks for women candidates, as well as students from non-engineering backgrounds.

Corporate India—which has seen an increase in the female workforce in the two decades since the liberalization process began—claims a commitment towards gender diversity. But how does gender diversity truly happen—and why should we strive towards it?

Progress with problems

The Indian workplace has undergone significant changes in the last two decades with the opening up of the economy and its spin-off effects on the country's social landscape. Women can be seen in greater numbers in engineering, management and other "male-dominated" professions. "From a 1:10 ratio in engineering colleges in the 1980s, now four out of every 10 students are women in India," says Kameshwari Rao, director, people strategy, Sapient Corp., Bangalore.

Their roles are changing too—from being typically stuck in "data entry and clerical jobs" and having their professional lives interrupted or cut short by marriage and motherhood, there are more women in management roles in post-liberalization India, says Rajesh Jumani, executive vice-president and chief marketing officer, Tata Interactive Systems, Mumbai. Companies have also started providing additional facilities for women, such as work-from-home and in-office creche options.

Given the changed social dynamics and the acquisition of specialized skills, it's only natural that companies began to hire more women. "There are skills sitting in both genders, and numerically speaking, it made sense for organizations to get women employees," says David Lobo, director, human resources, General Electric, Gurgaon.

However, the nature of this "evolution" is still tricky in the Indian context. Poonam Barua, founder-chairperson of the New Delhi-headquartered "Forum for Women in Leadership" WILL Forum India, says they have found that though 40% women now occupy the workspace, only 10% occupy leadership roles; the rest are stuck in mid-level jobs.

"The corresponding figure globally is 30-40%. Even worse, of the 10%, only 3% occupy boards. And of the 3%, 1.5% are owner-promoters like Swati Piramal or Rajashree Birla. This means only 1.5% women leaders, from a population of 500 million women, are in company boards on merit," she says.

According to statistics prepared by Barua's WILL Forum, almost 90% of women are stuck in mid-level jobs. "From this one would deduce that women are not talented—and that's not acceptable," she says.

The case for hiring more women in management

While some of the more "typical male qualities", such as the tendency to be "more competitive and ambitious" and take "hard calls", are, according to Lobo, essential qualities in a work environment, there's another set of qualities that is critical to a workplace— those typically possessed by women. It is this balance that the IIMs now seem to be seeking.

IIM Lucknow director Devi Singh believes the decision to tweak the classroom balance and go from a ratio of 12-15% girls to 15-20% will enrich classroom discussions. "Management today is about day-to-day decisions and having women and students from diverse backgrounds will bring new perspectives into the classroom," he says.

A study published in June in the *Harvard Business Review* seems to corroborate this point of "gender diversity" enriching the workplace environment. Authored by Anita Woolley, assistant professor of organizational behaviour and theory, Carnegie Mellon University, US, the study, *What Makes a Team Smarter? More Women*, finds that having women in teams makes the teams more "intelligent". Woolley, who studies the collective intelligence of groups, says, "The more women in a team, the smarter the team." Giving the term intelligence a more holistic definition to include factors like social sensitivity, the study finds that women are crucial in such cases. "What do you hear about great groups? That they listen to each other. They share criticism constructively. They have open minds. They're not autocratic," says Woolley.

Women have the ability to read situations critically, says Rao. This is why women are likely to be more successful project managers. A man may make a better architect because it is a job that requires a more linear focus and less people management, she adds. "A project manager, on the other hand, needs multiple focus, like manage the people in the team, see if they have enough time, check resources, budget, people's leaves, everyone's career aspirations, and so on," says Rao. "Women can think not just from their own but the point of view of the receiver. Whether it's the client or their colleague, women put themselves in the other's place much better than men. That translates to the element social sensitivity," Rao adds.

This is also why women make good managers, says Bangalore-based Anupama Ambe, head, India Diversity Council, IBM. "Women always are better bosses to people transitioning from college life to their first jobs," she says. Their high levels of emotional intelligence "make them able to deal with people of different temperaments", says Jumani.

Women leaders foster a better environment and bring in a strong team orientation into the culture. "There have also been studies to show that women leaders are more stable and loyal to the organization. They bring in greater stability, and are less prone to attrition," says Lobo. Ambe says an internal study at IBM in 2009 showed that women leaders scored better than their male counterparts in the following categories: customer insights, team leadership, teamwork, building organizational capability, personal dedication and commitment and innovation. All of this adds up to economic value, as the study at IBM shows. "Having more women profits the organization," says Ambe.

And it is this language of "economic profit" that organizations seeking gender diversity need to embrace, according to Barua. "Companies need to go beyond talking about gender diversity in HR terms—and start talking about it in economic terms. Women bring decision making and risk-taking to boards. More rational decision, and better enterprise risk management. This is about the economic value they can bring," says Barua.

Uphill battle: *Even women managers who have better track records than men tend to get stuck in mid-level jobs.*

Times of India ND 5/09/2011
p-1(EducationTimes)

India Invisible

University of Cambridge retains its number one spot ahead of Harvard, according to the QS World University Rankings 2011, released today. Meanwhile, MIT jumps to the third position, ahead of Yale and Oxford.

While the US continues to dominate the world ranking scenario, taking 13 of top 20 and 70 of top 300 places, 14 of 19 Canadian universities have ranked lower than 2010. As far as Europe is concerned, Germany, one of the emerging European destinations in recent times, has no university making it to the top 50 despite its Excellence Initiative.

Asian institutions — particularly those from Japan, Korea, Singapore, Hong Kong and China — have fared well at a discipline level in subject rankings produced by QS this year — this is particularly true in technical and hard science fields.

Despite the Indian government's efforts to bring about a radical change in the Indian higher education sector, no Indian university has made it to the top 200 this year. However, China has made it to the top 50 and Middle East in the top 200 for the first time.

According to Ben Sowter, QS head of research, "There has been no (relative) improvement from any Indian institution this year. The international higher education scene is alive with innovation and change, institutions are reforming, adapting and revolutionising. Migration amongst international students and faculty continues to grow with little sign of slowing. Universities can no longer do the same things they have always done and expect to maintain their position in a ranking or relative performance."

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>
> - BEN SOWTER, QS HEAD OF RESEARCH

As to the participation of Indian universities, Sowter points out that India remains one of the most difficult places to glean good data from. He adds that greater openness and responsiveness from Indian institutions would better reflect their strengths.

Further, as he explains, there is more to why India is lagging behind. The average top 200 universities in the world have the following characteristics — about 26,000 students, 187 years old, teach both undergraduates and postgraduates, qualify as either 'very high' or 'high research intensity.'

In India, Sowter adds, the majority of institutions are 'highly specialised' or on an entirely different scale — University of Delhi has over 145,000 students. "Also, in these changing times, when we have a great exposure to university websites, we see little or no improvement in the international projection of institutions in India online. To an untrained eye, one could be forgiven for concluding that Indian institutions are not especially interested in competing internationally," he says.

However, the IITs could be one consolation. Throughout the summer, QS has published rankings in 26 specific subject disciplines for the first time, and the IITs have fared well in the technical disciplines ranking of relative performance.

>> *For more on rankings, see special report inside*

Times of India ND 5/09/2011

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Manipulating bio-clock of plants can up food output

Washington: Scientists have identified a key genetic gear in plants which help keep their circadian clock ticking, a finding they say could lead to modifying plants that can grow in different seasons and places, boosting global food output.

The circadian clock is the internal timekeeper found in almost all organisms that helps synchronize biological processes with day and night. In plants, this clock is crucial for adjusting growth to both time and day and to the seasons.

The clock operates through the cooperative relationship between "morning" genes and "evening" genes. Proteins encoded by the morning genes suppress evening genes at daybreak, but by nightfall levels of these proteins drop and evening genes are activated.

Intriguingly, these evening genes are necessary to turn on morning genes completing the 24-hour cycle. Now, researchers identified a gene, called DET1, which plays a crucial role in suppressing expression of the evening genes. "Plants that make less DET1 have a faster clock and they take less time to flower," said lead author On Sun Lau. PTI

Financial Chronicle ND 05-Sep-11 P11

Teachers need to be academic and wise

Purnendu Ghosh

A WISE teacher understands the needs of her students. She prepares her students not only to pass the exam, but also to lead an honest, successful and productive life. A wise teacher understands the mind of the young, their confusions and ethical challenges. A wise teacher tries to inculcate in her students beliefs and practices that are required to live a virtuous life.

Quantity and quality of classroom instruction and relationships between teachers and students are the two most important aspects of classroom teaching. Can we squeeze in teaching wisdom in our syllabus-heavy class rooms? A wise teacher does not want to preach but practice virtue. She believes virtuous life has many practical benefits, and can be self-taught through practice. Equanimity is an essential virtue and self-control is a habit that can be learned. She tells her pupils to be moderate in their actions and reactions. Humility and a limited narcissism are critical elements of her repertoire. She tries to imbibe in her students the ability to distinguish between material (perishable) and sublime (imperishable) things.

Knowledge is changing with time and so are the concepts of wisdom

Can wisdom be taught? It depends upon what we want to teach. There are matters that need knowledge to judge well. If wisdom is knowledge, it is teachable. On some issues, one need not hide behind the opinion of others. A fellow could be wise without knowledge in the traditional sense. Some think wisdom can't really be taught. They think no amount of knowledge is enough to teach wisdom.

Supposing wisdom can be learned and, thus, taught, what is the way to go about it? Formalised methods of teaching wisdom are not available. People seek wisdom through sage advice. Stories and fables convey wisdom. Wisdom involves the interaction of cognitive and emotional processes with social values. Wisdom is not necessarily conveyed through the content of a statement but through the way the statement is delivered. As one wisdom researcher said, "One can have theoretical knowledge without any corresponding transformation of one's personal being. But one cannot have wisdom without being wise." Teaching wisdom may require more than conveying ideas that can be understood. It requires experiential demonstration. Gandhiji's favourite wisdom text was *Bhagavad Gita*. He writes, "I find a verse here and a verse there, and I immediately begin to smile in the midst of overwhelming tragedies — and my life has been full of external tragedies and if they have left no visible or indelible scar on me, I owe it all to the teaching of Bhagavad *Gita*." Gandhiji was a great teacher. He was an ardent practitioner of the concepts of *Gita*. Besides books, it is possible to acquire wisdom by interacting with the wise. Though wisdom is learned more easily than it is taught, but unless taught, it is learned the hard way.

Knowledge is changing with time and so are the concepts of wisdom. The great challenge for the teacher is to be knowledgeable as well as wise. A truly wise man can comprehend the inherent limits of knowledge as well as wisdom. Lao Tzu said that "the wise are not academic. The academic are not wise". More than 2,500 years ago when he said this, the expectations from an academic and a wise were quite different from what they are now. The challenge of the present day teacher is to be both academic as well as wise.

(The writer is a biotechnologist and ED, Birla Institute of Scientific Research, Jaipur)

Dainik Bhaskar ND 05-Sep-11 P2

डीयू में देश का सबसे सस्ता इंजीनियरिंग कोर्स

बीटेक-बीएस इनोवेशन विथ मैथमेटिक्स एंड आईटी की शुरुआत, चार साल के इस पाठ्यक्रम के लिए डीयू को 40 हजार रुपये का भुगतान करना होगा

भास्कर न्यूज | नई दिल्ली

फैकल्टी ऑफ मैनेजमेंट स्टडीज के जरिये देशभर में सबसे कम शुल्क पर एमबीए की पढ़ाई कराने

वाले डीयू ने अब इंजीनियरिंग के लिए भी ऐसी ही शुरुआत की है। आज जबकि राजधानी में ही चल रहे विश्वविद्यालयों में बी.टेक पाठ्यक्रमों के लिए छात्रों से करीब दो लाख रुपये तक फीस वसूली जा रही है, डीयू महज 40 हजार रुपये में छात्रों को बी.टेक-बीएस इनोवेशन विद मैथमेटिक्स एंड आई पाठ्यक्रम मुहैया कराएगा। कुलपति प्रो. दिनेश सिंह ने बताया कि यह पाठ्यक्रम न सिर्फ सस्ता है बल्कि क्वालिटी एजुकेशन के मोर्चे पर अन्य पाठ्यक्रमों से दो कदम आगे है। कुलपति ने बताया कि इस पाठ्यक्रम के तहत सप्ताह में 20 कक्षाओं का आयोजन होगा। इन कक्षाओं के बाद छह स्पेशल कक्षाएं आयोजित होंगी, ताकि छात्र जो बीती कक्षाओं में न समझ पाए हों, उसे इन कक्षाओं में समझ लें और फिर आगे बढ़ें।

कुलपति बताते हैं कि इस पाठ्यक्रम में प्रैक्टिकल ग्रुप में आयोजित किए जाएंगे, जिसका सबसे बड़ा फायदा होगा कि छात्र मिल-जुल कर गलती करने के बजाय सबक लेकर आगे बढ़ेंगे। चार साल के इस पाठ्यक्रम के लिए डीयू को 40 हजार रुपये का भुगतान करना होगा जबकि देश में चल रहे इंजीनियरिंग संस्थानों में एक ही साल की फीस इस राशि से ज्यादा बैठती है। इस पाठ्यक्रम के आठ सेमेस्टर में प्रत्येक सेमेस्टर की फीस केवल 5 हजार रुपये रखी गई है। जबकि गुरु गोबिंद सिंह इंद्रप्रस्थ विश्वविद्यालय में 4 साल के बी.टेक पाठ्यक्रम की फीस करीब 1.8 लाख रुपये और दिल्ली प्रौद्योगिकी विवि में यह 1 लाख 92 हजार रुपये है।

पहले साल सिर्फ डीयू के छात्रों को मौका

विश्वविद्यालय की ओर से शुरू किए जा रहे इस पाठ्यक्रम में दाखिला प्रवेश परीक्षा के जरिये होगा। दाखिला प्रक्रिया आगामी 15 सितंबर से शुरू की जाएगी। यहां खास बात यह है कि शुरू में इस कोर्स में दाखिला केवल डीयू के प्रथम वर्ष के विद्यार्थियों को मिलेगा। एकेडमिक व एग्जीक्यूटिव के सदस्यों के भारी विरोध के बाद शनिवार को विश्वविद्यालय ने बीटेक कोर्स इन मैथमेटिक्स एंड आईटी को पास कर दिया। एकेडमिक काउंसिल की बैठक में 26 सदस्यों ने कोर्स को जल्दबाजी से लागू किए जाने की प्रक्रिया पर सवाल उठाए और अपना विरोध जताया। इसी प्रकार एग्जीक्यूटिव परिषद की बैठक में भी दो सदस्यों ने विरोध जताया।

सभी स्ट्रीम के छात्र कर सकते हैं आवेदन

डीयू द्वारा शुरू किये जा रहे बीटेक/बीएस इनोवेशन इन मैथमेटिक्स एंड आईटी कोर्स में कुल 40 सीटें रखी गई हैं। डीयू अधिकारियों के अनुसार कोर्स में दाखिला लेने के लिए विद्यार्थियों का 12वीं में गणित होने के साथ 60 फीसदी अंक जरूरी हैं। इस कोर्स में दाखिला कला, कॉमर्स या विज्ञान का विद्यार्थी ले सकेगा। डीयू द्वारा सभी कॉलेजों के प्राचार्यों को इस संबंध में जल्द ही पत्र लिखा जा रहा है। अधिकारियों के अनुसार इस कोर्स में पहले दो साल में गणित, फिजिक्स, बायोलॉजी, इंफॉर्मेशन टेक्नोलॉजी, कम्प्यूटर्स, क्रिएटिव राइटिंग, कम्यूनिकेशन स्किल्स पढ़ाए जाएंगे। बाकी के दो साल तीन क्षेत्रों में बंट जाएंगे। क्लस्टर इनोवेशन सेंटर के माध्यम से यह पाठ्यक्रम इंस्टीट्यूट ऑफ लाइफ लांग लर्निंग के माध्यम से चलाया जाएगा।

Hari Bhumi ND 5/09/2011 P-4

एक दिन सम्मान, साल भर अपमान

पुरस्कार पाने के लिए शिक्षकों को खुद गिनवानी पड़ती हैं अपनी उपलब्धियां

शिक्षक दिवस-1

राजेन्द्र राठौर

भारत देश में शिक्षक दिवस के मौके पर केन्द्र व राज्य सरकारें बेहतर अध्यापन के लिए कई शिक्षकों का सम्मान करती हैं ताकि शिक्षक और भी अच्छे ढंग से बच्चों को ज्ञान प्रदान कर सकें लेकिन दुर्भाग्य है कि उस सम्मान को पाने के लिए शिक्षकों को खुद ही अपना आवेदन देना पड़ता है। शिक्षक दिवस पर मिलने वाले राष्ट्रपति और राज्यपाल सम्मान के लिए उच्चाधिकारियों के समक्ष अपनी उपलब्धियां गिनवाना शिक्षकों की मजबूरी बन गई है। अच्छे शिक्षक होने के बावजूद सोर्स के बिना सम्मानित हो पाना मुश्किल ही नहीं असंभव है। शिक्षक पूरी ईमानदारी और निष्ठा से बच्चों को पढ़ाते हैं, लेकिन महज एक दिन ही उनका सम्मान होता है, जबकि साल भर उन्हें कई अपमान सहने पड़ते हैं।

गुरु, शिक्षक, आचार्य, अध्यापक या टीचर ये सभी शब्द एक ऐसे व्यक्ति को व्याख्यातित करते हैं, जो हमें ज्ञान प्रदान कर एक काबिल इंसान बनाते हैं। इन्हीं शिक्षकों को धन्यवाद देने के लिए एक दिन है, जो 5 सितंबर को शिक्षक दिवस के रूप में जाना जाता है। दरअसल, शिक्षक दिवस भारत के प्रथम उपराष्ट्रपति 1952-1962 तथा द्वितीय राष्ट्रपति 13 मई 1962 से 13 मई 1967 तक रहे डॉ. सर्वपल्ली राधाकृष्णन के जन्मदिन के अवसर पर मनाया जाता है क्योंकि देश के उच्च पद पर रहते हुए भी भारतीय सभ्यता तथा संस्कृति को अंगीकार किए दार्शनिक स्वभाव के आस्थावान हिन्दू विचारक डॉ. सर्वपल्ली राधाकृष्णन ने 40 वर्ष तक शिक्षण कार्य किया, इसीलिए 5 सितम्बर को उनके जन्मदिवस पर भारत देश में शिक्षक दिवस मनाया जाता है जबकि अंतरराष्ट्रीय शिक्षक दिवस का आयोजन 5 अक्तूबर को होता है। रोचक बात यह है कि शिक्षक दिवस दुनिया भर में एक ही दिन नहीं मनाया जाता। अलग-अलग देशों में गुरुओं के सम्मान के लिए अलग-अलग दिन निर्धारित हैं। विश्वभर में मनाए जाने वाले शिक्षक दिवस पर नजर डालें तो कुछ देशों में इस दिन अवकाश रहता है, तो कहीं-कहीं यह अन्य दिनों की तरह ही एक कामकाजी दिन रहता है। यूनेस्को ने पांच अक्तूबर को अंतर्राष्ट्रीय शिक्षक दिवस घोषित किया था, जहां वर्ष 1994 से इसे मनाया जा रहा है। चीन में 1931 में नेशनल सेंट्रल यूनिवर्सिटी में शिक्षक दिवस की शुरुआत की गई थी। चीन सरकार ने 1932 में इसे स्वीकृति दी। बाद में 1939 में कन्फ्यूशियस के जन्मदिवस, 27 अगस्त को शिक्षक दिवस घोषित किया गया, लेकिन फिर 1951 में इस घोषणा को वापस ले लिया गया। इसके बाद वर्ष 1985 में 10 सितम्बर को शिक्षक दिवस घोषित किया गया। वहीं रूस में 1965 से 1994 तक अक्तूबर महीने के पहले रविवार के दिन शिक्षक दिवस मनाया जाता रहा, लेकिन वर्ष 1994 से विश्व शिक्षक दिवस पांच अक्तूबर को ही मनाया जाने लगा है। अमेरिका में मई के पहले पूर्ण सप्ताह के मंगलवार को शिक्षक दिवस घोषित किया गया है और वहां सप्ताहभर इसके आयोजन होते हैं। थाइलैंड में हर साल 16 जनवरी को राष्ट्रीय शिक्षक दिवस मनाया जाता है। यहां 21 नवंबर, 1956 को एक प्रस्ताव लाकर शिक्षक दिवस को स्वीकृति दी गई थी। यहां पहला शिक्षक दिवस 1957 में मनाया गया था। ईरान में वहां के प्रोफेसर अयातुल्लाह मोतेर्जा मोतेहारी की हत्या के बाद उनकी याद में दो मई को शिक्षक दिवस मनाया जाता है। मोतेहारी की दो मई, 1980 को हत्या कर दी गई थी। तुर्की में 24 नवंबर को शिक्षक दिवस मनाया जाता है। वहां के पहले राष्ट्रपति कमाल अतातुर्क ने यह घोषणा की थी। मलेशिया में इसे 16 मई को मनाया जाता है, वहां इस खास दिन को हरि गुरु कहते हैं। इसी तरह संयुक्त राज्य अमेरिका में 6 मई, वियतनाम में 20 नवंबर, फिलीपींस में 5 अक्टूबर, चिली में 16 अक्टूबर, इंडोनेशिया में 25 नवंबर, ईरान में 2 मई, हंगरी में जून के पहले शनिवार को, मेक्सिको में 15 मई, थाइलैंड में 16 जनवरी एवं दुनिया के अधिकांश देशों में 5 अक्टूबर को शिक्षक दिवस मनाने की परंपरा है। शिक्षक दिवस का मतलब साल में एक दिन बच्चों के द्वारा अपने शिक्षक को भेंट में दिया गया एक गुलाब का फूल या कोई भी उपहार नहीं है और यह शिक्षक दिवस मनाने का सही तरीका भी नहीं है। वास्तव में शिक्षक दिवस मनाने का मूल मकसद शिक्षकों के प्रति सहयोग को बढ़ावा देने और भविष्य की पीढ़ियों की आवश्यकताओं को पूरा करने के लिए शिक्षकों के महत्व के प्रति जागरुकता लाना है। इस कार्य को बेहतर ढंग से निष्पादित करने वाले शिक्षकों को भारत देश में हर वर्ष शिक्षक दिवस के मौके पर राष्ट्रपति व राज्यपाल सहित विभिन्न पुरस्कारों से सम्मान किया जाता है। ऐसे में हर साल शिक्षक दिवस आते ही सम्मान पाने के लिए शिक्षकों में उम्मीदें जाग जाती हैं। खासकर, भारत देश में सम्मान के लिए शिक्षकों को खुद ही अपनी उपलब्धियों की कुंडली बनाकर विभागीय अधिकारियों को सौंपनी पड़ती है। शासन अपने अधिकारियों की नजरों को योग्य-अयोग्य शिक्षक का चयन करने के काबिल नहीं मानता, शायद इसीलिए शिक्षकों को उपलब्धियां गिनवाकर सम्मान की दौड़ में शामिल होना पड़ता है, जिससे वह सम्मान किसी अपमान से कम नहीं लगता।

कई बार शिक्षक की छोटी-मोटी गलती होने पर अधिकारी उन पर तुरंत कार्रवाई कर देते हैं, इसके अलावा, घर-घर जाकर जनगणना, मलेरिया, कुष्ट और अन्य बीमारियों के रोगियों को खोजने की जिम्मेदारी भी शिक्षकों के कंधे डाल दी जाती है। क्या वास्तव में शिक्षकों की नियुक्ति इन्ही कार्यों के लिए हुई है या सरकार ने उन्हें स्कूल में पढ़ाने के लिए नौकरी दी है। वर्तमान में सरकार ने कई श्रेणियां बनाकर भी शिक्षकों के सम्मान के साथ कुठाराघात किया है। शिक्षाकर्मी, सहायक शिक्षक, संविदा शिक्षक, प्रेरक सहित और भी कई श्रेणियां है, जिसके कारण शिक्षा का स्तर दिनों दिन गिरता जा रहा है, इस बात की चिंता सरकार को तनिक भी नहीं है। इसके बावजूद कई शिक्षक ईमानदारी से काम कर रहे हैं, लेकिन अच्छे काम करने वाले शिक्षक को प्रोत्साहन के नाम पर कुछ नहीं मिलता है। शिक्षक दिवस के मौके पर मिलने वाले राष्ट्रपति व राज्यपाल पुरस्कार के लिए जिला शिक्षा अधिकारी अपनी ओर से भी कोई प्रयास नहीं करते, जबकि वे अच्छे और ईमानदार शिक्षक को भली भांति जानते हैं और उनकी काबिलियत को अच्छी तरह से आंक सकते हैं। यही वजह है कि राष्ट्रपति और राज्यपाल पुरस्कार के लिए अपात्र शिक्षक की दावेदारी करने से पीछे नहीं हटते। ऐसे में देश के भविष्य कहलाने वाले बच्चों का आखिर भविष्य क्या होगा, इसके बारे में सरकार के साथ ही आम लोगों को गहराई से विचार करना चाहिए, तभी डॉ. सर्वपल्ली राधाकृष्णन के जन्मदिन को शिक्षक दिवस के रूप में मनाने का औचित्य होगा।

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शिक्षा व्यवस्था में बढ़ती खामियां

बेहतर भविष्य की चाह में विदेशों में पलायन कर रही भारतीय प्रतिभाएं

शिक्षा दिवस-2

राजकुमार साहू

भारत में न पहले प्रतिभाओं की कमी रही और न ही अब है। पुरातन समय से ही यहां की शिक्षा व्यवस्था की अपनी एक साख रही है। कहा भी जाता है, जब शून्य की खोज नहीं हुई रहती तो फिर हम आज जो वैज्ञानिक युग का आगाज देख रहे हैं, वह कहीं नजर नहीं आता। भारत में विदेशों से भी प्रतिभाएं अध्ययन के लिए आया करते थे, मगर आज हालात बदले हुए हैं। स्थिति उलट हो गई है। भारत से प्रतिभाएं पलायन कर रही हैं, उन्हें नस्लभेद का जख्म भी मिल रहा है, लेकिन यह सिलसिला थमने का नाम नहीं ले रहा है। यहां कहना है कि आखिर आज परिस्थिति इतनी विकट क्यों हो गई? कभी जहां की शिक्षा का दुनिया भर लोहा माना जाता था। वैदिक युग से लेकर अब तक भारत ने इस बात को सिद्ध कर दिखाया है कि यहां प्रतिभाओं में दुनिया से अलग कुछ कर-गुजरने का पूरा दमखम है। समय-समय पर इस बात को सिद्ध भी कर दिखाया है। इसे हम इस बात से जान सकते हैं कि अमेरिका जैसे विकसित देशों में भी भारत की प्रतिभाएं छाई हुई हैं और सबसे अधिक वैज्ञानिक भारत से ही हैं। ऐसे बहुत से उदाहरण हैं, जिनसे समझ में आता है कि भारत में शिक्षा की नींव काफी मजबूत रही है, मगर अभी ऐसा कुछ भी नहीं है। प्रतिभाएं, शिक्षा व्यवस्था की बदहाली के कारण पूरी तरह दम तोड़ रही हैं और वे विदेशों में बेहतर भविष्य की चाह लिए पलायन करने मजबूर हैं। इसके लिए निश्चित ही हमारी शिक्षा नीति ही जिम्मेदार है। इस बात पर गहन विचार करने की जरूरत है।

भारतीय शिक्षा में तमाम तरह की खामियां हैं, जिसकी खाई में देश की प्रतिभाएं समाती जा रही हैं। स्कूली शिक्षा में जहां-तहां देश में आंकड़ों के लिहाज से बेहतर स्थिति के लिए सरकार अपनी पीठ थपथपा सकती है, लेकिन उच्च शिक्षा व तकनीकी शिक्षा में उनके सभी दावों की पोल खुलती नजर आती है। एक आंकड़े के अनुसार देश में हर बरस 22 करोड़ छात्र स्कूली शिक्षा ग्रहण करते हैं, या कहें कि बारहवीं की शिक्षा प्राप्त करते हैं। दूसरी ओर देश की उच्च शिक्षा में व्याप्त भर्राशाही व खामियों का इस बात से पता चलता है कि यही आंकड़े यहां 12 से 15 फीसदी के रह जाते हैं। कहने का मतलब मुट्ठी भर छात्र ही उच्च शिक्षा की दहलीज पर चढ़ पाते हैं। ऐसी स्थिति में विदेशों में पढ़ने की चाहत छात्रों में बढ़ जाती है, क्योंकि वहां करियर निर्माण की व्यापक संभावनाएं नजर आती हैं।

देश में कुछ प्रतिभाएं ऐसी भी रहती हैं, जो चाहती हैं कि वो पढ़ाई पूरी करने के बाद भारत में ही अपनी उर्जा लगाए, लेकिन यहां हालात उलटे पड़ जाते हैं। उन्हें पर्याप्त संसाधन मुहैया नहीं होता, लिहाजा वे मन मसोसकर यहां पलायन करने में ही समझदारी दिखाते हैं। भारत से हर साल लाखों छात्र पढ़ाई के लिए विदेशी धरती पर जाते हैं, उनमें से अधिकतर वहीं अपना करियर बना लेते हैं। देखा जाए तो अमेरिका, आस्ट्रेलिया, इंग्लैण्ड समेत कुछ और देश हैं, जहां भारतीय छात्र शिक्षा प्राप्त करने के लिए जाते हैं। वैसे दर्जन भर देश हैं, जो भारतीय छात्र दिलचस्पी दिखाते हैं, मगर अमेरिका व आस्ट्रेलिया, इंग्लैण्ड जैसे देश मुख्य खैरख्वाह बने हुए हैं। बीते साल आस्ट्रेलिया में नस्लभेद के नाम पर भारतीय छात्रों पर कई हमले हुए। इन घटनाओं के बाद आस्ट्रेलिया जाने वाले छात्रों की संख्या में बेतहाशा कमी आई है, लेकिन अंततः प्रतिभा पलायन के आंकड़ों पर गौर फरमाए तो स्थिति कुछ बदली हुई नजर नहीं आती है, क्योंकि इतने छात्र दुनिया के अन्य देशों की ओर उन्मुख हो गए। भारतीय शिक्षा में व्याप्त खामियों एक बात से और उजागर होती है कि देश में करीब छह सौ विश्वविद्यालय हैं। यहां पर जैसा शैक्षणिक माहौल निर्मित होना चाहिए या कहें कि व्यवस्था में सुधार होना चाहिए, वह नहीं होने से प्रतिभाओं को उस तरीके से विकास नहीं हो पाता और न ही वे पढ़ाई में अपनी प्रतिभा का जौहर दिखा पाते हैं, जिस तरह विदेशी विश्वविद्यालयों की शिक्षा व्यवस्था में देखी जाती है।

हमारा दुर्भाग्य देखिए कि दुनिया में गुणवत्ता व मापदंड वाले 200 विश्वविद्यालयों में भारत का एक भी विश्वविद्यालय नहीं है। अमेरिका व इंग्लैण्ड ही इस सूची में छाए हुए हैं। भारत के लिए विचार करने की जरूरत है कि पहले 20 विश्वविद्यालयों में अधिकांशतः अमेरिका के ही हैं। हम अपनी पुरातन शिक्षा व्यवस्था पर जितना भी गर्व कर लें, इठला लें, मगर आज हमें इत बात का स्वीकारना पड़ेगा कि कहीं न कहीं हमारी शिक्षा व्यवस्था में खामियां हैं, जहां व्यापक स्तर पर सुधार किए जाने की जरूरत है।