

## Newspaper Clips

March 9-10, 2014

March 9

Times of India ND 09/03/2014 P-19

### **HRD calls UGC meet over appointment of secretary 'in haste'**

Akshaya Mukul | TNN

**New Delhi:** The HRD ministry has reacted to the 'illegal' appointment of secretary by the University Grants Commission and asked it to seek endorsement of the full commission. An 'emergent meeting' of the full commission has been called on March 13.

However, UGC member M M Ansari has protested against holding the meeting. "I fail to appreciate the manner in which agenda items are taken up before the commission. I don't like this kind of fickle minded approach to UGC meetings," Ansari said.

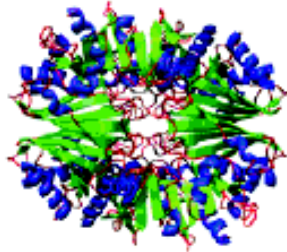
He said the 'emergent meeting' has been convened to ratify/approve allegedly wrongdoings in the recent appointments. "As you know, I have always stood for fair and transparent appointments, and therefore I cannot be party to this questionable decision. On earlier occasions, my contrary views have also not been reflected in the relevant minutes," he said, adding that he will not attend the meeting.

HRD minister MM Pallam Raju held a meeting on Thursday with senior ministry officials to discuss the appointment which was made bypassing rules. Newly-appointed secretary Jaspal Singh Sandhu has been asked to go on leave and hand over charge to another official. Sources said HRD ministry's action has created a peculiar situation and it would not be easy for UGC to merely regularize the appointment of Sandhu by taking the matter to the full commission. Since Sandhu has already joined, it would be difficult for the commission to approve his appointment on retrospective basis.

A UGC member said, "Commission cannot be given a fait accompli. Its job is to make appointment not merely approve what the chairperson has already done. Many of us are going to demand initiation of a fresh process of appointment."

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# Teaching in Nalanda to begin by September, says Amartya Sen

**Vanita Srivastava**

■ [Vanita.shrivastava@hindustantimes.com](mailto:Vanita.shrivastava@hindustantimes.com)

**NEW DELHI:** Teaching in two schools of Nalanda University will begin by September this year and the student application process should begin by April, university chancellor Amartya Sen has said.

“We expect that teaching will begin by the beginning of September this year, with the students coming in by the end of August. Nalanda will offer post-graduate education of the highest international quality. In the first year there will be teaching in two schools:

the school for historical studies and the school for ecology and environment studies,” Sen told Hindustan Times in an interview.

“The student application process should go live most probably by April. The initial batch of students will be treated as ‘Nalanda pioneers’ and they will not have to pay the full fees as set out by the university. They will pay a reduced amount which will be announced when the forms for admissions go live. We are right now sorting out financial possibilities that are open to us,” he added.

We will offer more subjects and we plan to have four schools functioning by the beginning of the third year, that is August-September 2016, he said.

Sen said the university had received around 500 applications from prospective candidates. “Some of the applicants are excellent. Over 70 of them are from abroad, in fact around 15% of total applications. We will recruit the best possible faculty: the selection process will be guided by the academic qualifications of the candidates as well as the fit between their expertise and the focus areas of our two schools.”

## IIT-BHU's techno-management fest — Technex'14 commences

TNN | Mar 8, 2014, 12.23PM IST

VARANASI: The three-day 75th edition of Technex'14, the techno-management gala of the Indian Institute of Technology, [Banaras Hindu University](#) (IIT-BHU), began at Swatantrata Bhawan on Friday.

About 1,700 students from more than 135 colleges of different parts of the country are participating in the festival. Various activities like Android-based Robotics competition, model-exhibition, and guest lectures of leading experts would be held during the three-day event.

Besides, programmes related to social issues like child labour, mock parliament, short-movie making competition would also be held during the fest.

## Country has to create opportunity for young minds: Pallam Raju

Special Correspondent



Union Minister for Human Resource Development M.M. Pallam Raju being felicitated by the management of Andhra Loyola College during the Diamond Jubilee celebrations in Vijayawada on Saturday. Former Vijayawada MP Lagadapati Rajagopal is also seen. The Hindu

*'Private sector firms and other institutions should work in this direction'*

By 2025, India would have the largest and youngest working population and it is time to create the right opportunity for them. And apart from the government, private sector firms and other institutions should work in this direction by providing the right facility for the development of the skill sets, said the Minister for Human Resources and Development M.M. Pallam Raju. He was delivering the chief guest's message at the diamond jubilee celebration of Andhra Loyola College here on Saturday.

According to Mr. Pallam Raju, the Right to Education Act that was implemented in 2010 has placed over 25 crore children in schools. "In the last 10 years the government has launched various programmes for development of primary school and high school level of education and it has embarked on an ambitious project called RUSA (Rashtriya Uchchatar Shiksha Abhiyan) for giving fillip to the higher education system," he said.

He also pointed out that in the last 10 years, the government had initiated 152 new institutions and had increased the expenditure budget for education many folds. "But along with the numbers, quality should play a key role and for which both the State government and the institutions have to chip in a big way. It is the responsibility of the State Higher Education Councils to not only increase the numbers but also enforce quality. As a step towards that direction we have made accreditation now mandatory," he said. Appreciating the efforts taken by Andhra Loyola College, he said that colleges such as ALC should take the lead in setting the barometer for quality.

Earlier, talking about the journey taken by the college, the correspondent of the college Fr. S. Raju said that the college was initiated in 1954 by its founding principal Fr. Devaiah and has grown to include PG courses over the years, with 'A' grade NAAC accreditation.

The former MP of Vijayawada Lagadapati Rajagopal, Krishna University Vice-Chancellor V. Venkaiah, Principal of the college Fr. G.A.P. Kishore, Andhra Jesuit Province Provincial Fr. P. Anthony and others present spoke.

A huge contingent of alumni from the ALC Alumni Association, former teachers, present staff members and students were present. The four wings of the Nation Cadet Corps conducted an impressive march past and the students enthralled the gathering with a number of traditional, folk and fusion dance performances.

# GIRLS SHY AWAY FROM IIT?

**PREFERENCE** IITs fail to attract girls at undergraduate level; research scholars on a rise

Vanita Srivastava

The number of girls in the IITs continues to be far less than boys as girls constitute only 8% to 15% of the total undergraduates in IIT campuses.

While the percentage of girls at Postgraduate and Research level in IIT campuses has gone up, the proportion of girls at the undergraduate level continues to be very low.

While in IIT Bombay the percentage of girls at the undergraduate level was 8%, the total proportion in the campus was 23%. In IIT Delhi, of the 3674 students at the undergraduate level only 437 were girls — a little over 11%. In IIT Madras, around 12% of undergraduate students are girls.

“Although the proportion of girls at undergraduate level is low, it’s good and constantly increasing in M.Tech, MSc and Phd. We are responding to the increased women intake by nearly doubling hostel capacity. Our new hostel for women, named Sabarmati, with a capacity of approximately 550, will be inaugurated on March 21. This hostel will also have very good sports facilities exclusively for women,” IIT Madras director Bhaskar Ramamurthi said.

“We have also started a secure pickup and drop service in the night upto 2 am from the labs. Research Scholars, in particular, work late into the night, and it is important for women students to be able to do so safely and without hindrance,” he said.

Girls are doing better in the boards



■ In IIT Delhi, of the 3674 students at the undergraduate level only 437 were girls – a little over 11%

FILE PHOTO

## GRIM PICTURE

Across the country, number of girls in IIT at UG level have dropped

### IIT DELHI

11% of undergraduate students are girls

### IIT MADRAS

12% of undergraduate students are girls

### IIT BOMBAY

8% girls at undergraduate level  
23% are girls of total students in the campus

**25% of the total candidates who have registered for the JEE (mains) this year are girls**

and their number is high in other engineering colleges. It was only at the IITs that the percentage is low,” says a former IIT director.

Citing the reasons for low percentage of

girls in IITs he said the most parents preferred that their daughters were admitted to local institutes.”

“Gradually the resistance of families is melting away and IIT system is trying

to help what it can in this direction. More number of girls hostels have come up,” he added.

“To open more opportunities for young aspiring female we recommend that IIT’s and other premier institutions expand their selection criteria to include other parameters besides test scores alone. More steps like a larger test selection pool followed by interviews may enable candidates to show other skills besides the rote learning that is required in preparation for the JEE,” a research study done by Aspiring Minds had said.

This year nearly 25% of the total candidates who have registered for the JEE (mains) are girls.

# Proud that India provides global tech talent: Nadella

Sudipta Sengupta | TNN

**Hyderabad:** It's been barely a month since he took over as only the third CEO of tech giant Microsoft since it was set up 39 years ago, but Satya Nadella already has Microsoft's five-year plan chalked out: use software as a driving force to advance the company's devices and services.

In an exclusive interview with TOI—his first with any Indian newspaper or TV channel since his ascension to CEO in February—Nadella insisted that software is “one of the most valuable, malleable resources” of the organization. He said his primary objective as Microsoft chief would be to deliver software-driven advanced innovations that would help enrich customer experience. “I want to see us remain convinced that software matters in the future,” the Hyderabad-born 46-year-old said.

Nadella hailed Indian talent, saying, “...India is a tremendous source of technology talent, both at home and around the world, and that is something we can all take pride in.” He also confessed to being moved by the flurry of congratulatory messages that have flooded his inbox, including mails from Shantanu Narayan (CEO, Adobe), T

**“I went through a phase of reading lots of Urdu poetry, thanks to the great transliterated versions that have become available. Now I am into (Walt) Whitman and W H Auden. My all-time favorite is Keats’ Ode on a Grecian Urn. Who is not haunted by those final lines: ‘Beauty is truth, truth beauty – that is all ye know on earth, and all ye need to know’**

**SATYA NADELLA**  
CEO, MICROSOFT



**EXCLUSIVE TOI INTERVIEW | P 17**

K Kurien (CEO, Wipro) and Ajay Banga (CEO, Mastercard)—all alumni of Hyderabad Public School, like him.

“I deeply appreciate all the support and encouragement I have received from people all across India,” said Nadella. Though he spent only a few years in Hyderabad, he asserted, “I will always be a Hyderabadi.”

Nadella, a poetry fanatic, is currently hooked to the

works of American poets Walt Whitman and W H Auden. “I went through a phase of reading lots of Urdu poetry, thanks to the great transliterated versions that have become available,” he said. But what can't stop haunting him are the final lines from John Keats' Ode On A Grecian Urn: ‘Beauty is truth, truth beauty — that is all ye know on earth, and all ye need to know’.

# 'Quality of teaching is a major concern'

Press Trust of India

Indian higher education has many challenges of expansion, excellence, equity, empowerment and evolution, Union Public Service Commission Chairman Dr D P Agrawal said.

Delivering the convocation address of Rani Channamma University here, Agrawal also said the biggest challenge to be faced by educationists in the coming years would be the availability of quality faculty at all levels and more so at senior levels.

Agarwal was conferred honorary doctorate of science on the occasion.

Speaking on the teaching profession, he said quality teachers cannot be created

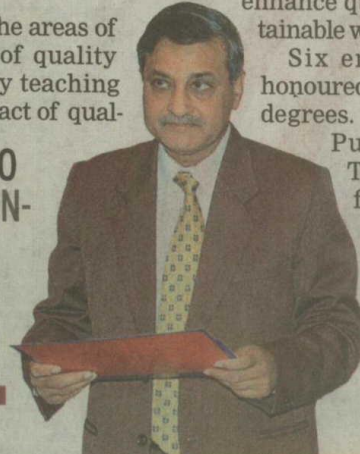
in a day but it takes more than a decade of work to put into mould someone into a quality teacher.

He cited three reasons on the areas of primary concern in respect of quality teaching: attention to quality teaching as an institutional policy, impact of qual-

ity teaching on research and institutional culture and combination of approaches to enhance quality teaching in a sustainable way within the institution.

Six eminent persons were honoured with honorary doctoral degrees. Veteran journalist Patil Puttappa, social worker Tejaswini Ananthkumar, freedom fighter Mahadevappa Pattan, V.T. Patil and S.M. Jamdar were honoured with the doctorate.

**BIGGEST CHALLENGE TO BE FACED BY EDUCATIONISTS IN THE COMING YEARS WOULD BE THE AVAILABILITY OF QUALITY FACULTY**



■ DR. DP Agrawal, UPSC Chairman

Financial Express ND 10-Mar-14 P-12

## MBA CAREERS

# London sucks

In higher education, as in so much else, London is a magnet for money and talent

THESE has been much talk in Britain in recent years of the growing economic divide between London and the rest of the country. A current series on the BBC, "Mind the Gap", which explores the issue, points to some of the reasons. Fully 60% of working-age people in London are graduates, compared with 38% in Britain as a whole. Productivity is far higher in the capital than the rest of the country. And, of course, a virtuous circle exists, in which the more well-qualified workers live in the capital, the more firms want to locate there, which in turn sucks in the clever people from the rest of Britain.

Something similar seems to be happening with universities. Times Higher Education has just released its latest reputational ranking. This is based on a poll of academics, who nominate the best institutions in their narrow field of expertise, so measuring universities' prestige. The current list includes ten British institutions in its global top 100. Six of those are in London. In recent years, excellent provincial universities such as Leeds and Bristol have dropped out.

It seems that the best faculty and students are being drawn to where the economic and cultural action is. One of the reasons that Google is building its British headquarters in King's Cross, a once-dodgy area next to a big London railway terminus, is apparently because it will be on the doorstep of a new fashion college and the relocated campus of Central St Martin's, a famous art school, making the area feel cool and

cutting-edge. And it goes without saying a city which houses the firm regularly voted the world's most attractive employer will also be attractive to the brightest people.

This is not to say that it is impossible for other towns to compete with Lon-

don. "A sound way to make a serious impact globally is to have a clear niche and a very strong focus to ensure you remain at the absolute cutting edge," says Phil Baty, editor of the THE rankings. Cambridge has its cluster of tech firms. Manchester University is hoping to

build on the invention of graphene by its scientists. But both of those institutions have a considerable history behind them. Replicating the virtuous circle elsewhere will be much harder.

One of the new entrants in the top 100 is London Business School (LBS). It

is the only business school to appear in the ranking, although this is mainly a product of the methodology: University of London colleges are considered separate entities of a federal institution, whereas business schools such as Harvard, say, are lumped in with their parents. Still, LBS's ranking brought to mind an interesting comment on "Mind the Gap". A foreign businessman said that when it comes to attracting the world's brightest and best, London isn't competing with Manchester, Leeds and Edinburgh, but with New York, Tokyo and Paris. Much the same could be said about LBS. *The Economist* ranks its full-time MBA the 11th best in the world, sandwiched between those of Columbia and MIT. Its competitors are the handful of elite schools in America and the European continent. Over a quarter of its students come from North or South America; another quarter come from Asia. This makes it one of the most geographically diverse schools in our ranking. Its students tend to work in the city once they graduate, at global firms with London headquarters, such as McKinsey, Boston Consulting Group and Citi, earning an average basic salary of \$115,000.

These students may have chosen LBS because of its global reputation, or because of the career opportunities it offers. Or they may have chosen the city first and then found the best business school in its environs. Either way, it will become increasingly difficult for the rest of the country to hold on to the capital's shirt-tails.

The Economist

### GOWN RENOWN

Higher education, world ranking (2013 in brackets)

Rank	Institution	Country
1 (1)	Harvard University	US
2 (2)	Massachusetts Institute of Technology	US
3 (6)	Stanford University	US
4 (3)	University of Cambridge	Britain
5 (4)	University of Oxford	Britain
6 (5)	University of California, Berkeley	US
7 (7)	Princeton University	US
8 (10)	Yale University	US
9 (11)	California Institute of Technology	US
10 (8)	University of California, Los Angeles	US

Top 10 institutions in Britain (2013 in brackets)

World rank	Institution
4 (3)	University of Cambridge
5 (4)	University of Oxford
13 (14)	Imperial College London
24 (25)	London School of Economics and Political Science
25 (20)	University College London
43 (61-70)	King's College London
46 (46)	University of Edinburgh
51-60 (47)	University of Manchester
91-100 (n/a)	London Business School
91-100 (n/a)	London School of Hygiene & Tropical Medicine

Source: The Times Higher Education World Reputation Ranking

## BIG STORY

■ Lack of employable engineers haunts India, says experts

# Employability key for growth

DIVYA SRIDHARAN  
HYDERABAD, MARCH 9

One of the parameters to judge the growth of an economy is by the number of jobs created every year. The Indian IT industry is one of the fastest growing sectors of the economy and is slowly becoming the benchmark for measuring growth. In a country with one million engineering graduates passing out every year, an unemployment rate of 75% is alarming.

In 2013, IT sector commanded 43% of job creation, the highest among other sectors in India. In spite of the jobs, the number of employable students is very low and the Indian education system is one of the prime reasons for this, says Professor Sanjay G Dhande, founder and director of Mahindra Ecole Centrale. "India's education planning is not in sync with the population and economy. There are hardly any quality institutes' barring the IIT's and NIT's which only cater to the cream of students. We need to invest more into quality education, for which the government has limited resources."

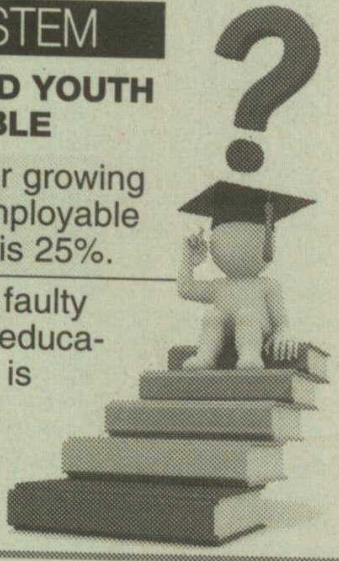
## FAULTY SYSTEM

### 75% OF EDUCATED YOUTH ARE UNEMPLOYABLE

- In spite of IT sector growing 43% the rate of employable engineers in India is 25%.
- Experts blame the faulty planning of Indian education system, which is more about exams and less about practical education.

An educated and thinking middle class helps in the growth of a country. But, the middle class in India, in spite of trying hard, have a tough time educating their children. "We have to educate our 300 million middle class members and for this we need to introduce a concept of student loan for under graduates to facilitate in the completion of their graduation. Something like that will make students responsible and allow parents to be more accommodating of the child's education," Mr Dhande said.

In a bid to bridge the gap of quality education



and employability, Mahindra and Ecole Centrale Paris have started a new college, Mahindra Ecole Centrale, which offers a five-year integrated engineering course along with 32-week internship in the chosen field of specialisation. The college in a bid to up the education standard is trying to arrange for student loans with moratorium period, which allows the student to pay back after graduation.

Our education sector also produces if not equal, a higher number of dropouts every year. According to an UNICEF report, about 80 million students drop

out without completing basic schooling. While some students blame it on lack of learning other blame the minimal basic amenities in schools. Though the rate has gone down after implementation of Right To Education act, the situation is not comforting.

Realising the need to tap on the unskilled manpower territory, few organisations have made efforts to bridge the gap by training young, employable drop outs and placing them on job. "Students drop out of schools and colleges due to multitude reasons. But, most of them are skilled and have to channelize their talent to earn a decent living, said Ananth Rao, chairman, Focus Skillpro.

"We train these children for three months at no cost and place them on jobs depending on their interest and our assesment. The industry as such is in dire need of manpower," Mr.Rao added.

At a time when the economy is pegged to grow at 5.6% in 2014-15, the need for employable graduates would be high on the charts of various IT firms.



## MANAGEMENT EDUCATION

## BRIDGING THE GAP

There is a crucial need to shape management education curriculum in accordance with global changes so as to improve the competitiveness and employability of the Indian workforce

RAJESH PURI



American academic administrator Henry S Bielen once said, "The world keeps changing, so what becomes important is to provide people with continuous learning, and in a heterogeneous country like India, a lot of different institutional forms need to be developed to meet the needs of a highly differentiated population."

Today, management education in India stands at crossroads. The traditional university structure of educating and training tomorrow's business leaders has become redundant and other means of providing meaningful, relevant, industry-oriented education will supplement the current processes in the increasingly diverse and technological global economy. The process of globalisation not only demands drastic changes in the traditional educational approach but also stresses a need for introduction of new-age employability skills that have more economic value in today's time. Thus, there is a crucial requirement to shape the management education in accordance with the global changes to improve competitiveness and employability of the Indian workforce.

We all know that competitive advantage can be sus-

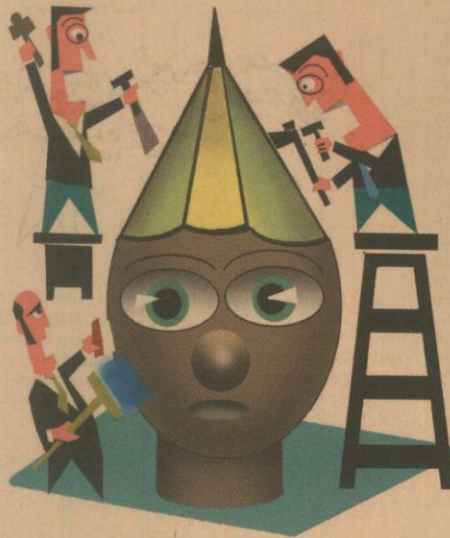
tained only through continuous improvement. Organisations also prefer to identify people from within the existing employee pool who have the potential to take on higher responsibilities and develop their capabilities. It is generally seen as a better technique from both an employee retention point of view and makes better economic sense.

Till now, the accepted method of developing these skills and capabilities has been to use short-term training programmes to add new skills, using management development programmes or distance learning programmes to build capabilities.

Unfortunately, short-term programmes tend to disrupt business momentum and are generally available as one-size-fits-all approach that offers no customisation and has limited industry relevance. There is no other alternative either that can deliver the requirements of organisations, has complete relevance for specific industry verticals and delivers all this without affecting everyday business.

When we look at business management education formats in India, we realise that while business needs have changed, most business management education formats and curricula have not kept pace. There may have been progress made by some fine institutions scattered here and there, and online options, but the change is only incremental and still not completely appropriate.

There's a learning to be shared: Management education formats that are relevant



ASIT BAGCHI

**THE DESIGN OF ANY MANAGEMENT EDUCATION PROGRAMME SHOULD BE SUCH THAT IT NOT ONLY MEETS THE NEEDS OF THE STUDENTS BUT ALSO MATCHES THE OUTLOOK OF THE CORPORATE WORLD ... BUT THE INVOLVEMENT OF CORPORATE INDIA IN THE INDIAN HIGHER EDUCATION SPACE IS STILL AT A NASCENT STAGE**

during economic upswing cycle are not relevant during the turf. It's not just post-recession sentiments but both business schools and corporates need to take a close and hard look at their offerings.

Managing multiple aspects of a job requires different sets of skills, which were not avail-

able in traditional technical education. Management education bridged this much-felt gap; it highlighted that business decisions are essentially inter-disciplinary and there is no unique solution to business problems. One can only identify several options to tackle a business problem and

choose the best alternative according to the available information at that point of time.

Today, young professionals are taking leave to study, to 'invest' in their careers. All too often they find that they are joining the industry back at not very different salary brackets—growing cases like these have punctured the value in management education, around which still there is a lot of hype.

Globally, the involvement of corporates and leading management institutions in supporting skill and competence building that is industry-relevant has become an accepted practice. Various institutes such as the University of Pennsylvania, the Carnegie Mellon University and the Apollo Global have taken up this cause and are providing education customised to the needs of working professionals.

Some recently set up management schools, for instance, have a completely new model of delivering industry-relevant, high quality corporate education designed to meet the needs of organisations who are trying to develop capabilities in their employees to enhance business outcomes. The model helps individuals reach the next level in their careers through capability building. They also provide flexibility to working professionals in terms of weekend curricula, online exams and central locations (in major corporate hubs).

In these changed, and changing, times, young professionals will need to study while working. The study-work balance will create a

new sense of confidence and develop a risk-taking attitude which is the hallmark of entrepreneurs. Management educational institutions will have to offer short duration courses for this audience; it would be most desirable to complete a two-year course in just 11 months—the quicker it is, the better for most working students.

There can be greater use of technology to deliver education, not just online content but allow technology to do things like 'telepresence classes' with the best global professors. Universities and institutes in India and South-east Asia have already begun harnessing IT for the benefit of their tech-savvy students and professors. Implications of change are always profound: there are many who will question and debate about how it is affecting higher education. To successfully ride the waves of the future, we have to be bold, innovative and enterprising. Or as Peter Drucker, the guru of management doyens, had remarked, "If you want something new, you have to stop doing something old."

The design of any management education programme should be such that it not only meets the needs of the students but also matches the outlook of the corporate world. While such programmes are set to change paradigms in learning-while-working, the involvement of corporate India in the Indian higher education space is still at a nascent stage.

*The author is CEO, India Education Services*