Budding techies from across the country display aeromodelling skills at contest finale

New Delhi: Giving wings to their ideas, 12 teams, comprising young engineers from across the country, showcased their aeromodelling skills—expertise in building an aircraft and an array of manoeuvres, including airdropping—on Saturday at the Indian Institute of Technology, Delhi. And as the real machines flew past to land at the Delhi airport, the mini-versions, made right from plywood to fibre, displayed the passion of these budding engineers to make it big in the aviation sector.

The competition was organized by a global major in aircraft manufacturing with the five IITs—Delhi, Bombay, Kanpur, Kharagpur and Madras. On Saturday, the finalists reached Delhi with their machines after winning the competitions at the zonal level held in the other IITs.

For these participants, their sleek machines on flight at the IIT-Delhi hockey ground were a result of hours of hard work. “Sleepless nights, reworking of formulae, fine tuning every aspect to meet various challenges and endless flying hours were key to our success,” said Arijit Mukherji of Sagar Institute of Research and Technology, Sagar, Madhya Pradesh. He, along with his partners Deepansh Malviya of Oriental Institute of
एयरो मॉडलिंग कॉम्पटिशन फाइनल में 12 टीमों ने दिखाई प्रतिभा

नई दिल्ली, 11 अप्रेल (ब्लूजॉयर) : बोइंग (एयरवाइज़र; बीएपी) की तरफ से बोइंग एयरआईटी नेशनल एयरो मॉडलिंग कॉम्पटिशन के फाइनल राउंड का आयोजन इंडिया इंस्ट्र्यूट ऑफ टैक्नोलॉजी (आईआईटी-दिल्ली) में शानदार को किया गया।

फाइनल राउंड में देश भर से चुनी गई 12 टीमों ने प्रदर्शन किया। कॉम्पटिशन का उद्देश्य छात्रों में एयरोस्पेस में कैरियर बनाने के लिए जागरूक करना उनका मनोबल बढाना है।

बोइंग इंडिया के आह्वान प्रधान कुमार ने बताया कि देश भर से कॉम्पटिशन में हिस्सा लेने के लिए चुने छात्रों के रिसर्च के लिए खुश हैं। इसके लिए हम रिसर्च से आईआईटी दिल्ली सहित मुम्बई, कानपुर, मद्रास, और खड़गपुर को धन्यवाद देते हैं। देशभर के तमाम इंजीनियरिंग इंस्ट्र्यूट को ओ एस टीमों ने कॉम्पटिशन में हिस्सा लिया।

आईआईटी परिसर में एयरो मॉडल प्रदर्शित करता प्रतिभागी।

आईआईटी में जहाज उड़ाकर छात्रों ने दिखाई करतब

अमर उजाला झूली

पहले दिन की सभी हार्मोनियों को खोजने के लिए कई छात्रों के लिए प्रशिक्षण दिन का अर्थ है। इसके साथ ही विभिन्न जानकारी दिखाने के लिए कई छात्रों ने पहले दिन की सभी हार्मोनियों को खोजने के लिए कई छात्रों ने पहले दिन की सभी हार्मोनियों को खोजने के लिए कई छात्रों ने पहले दिन की सभी हार्मोनियों को खोजने के लिए कई छात्रों ने पहले दिन की सभी हार्मोनियों को खोजने के लिए कई छात्रों ने पहले दिन की सभी हार्मोनियों को खोजने के लिए कई छात्रों ने पहले दिन की सभी हार्मोनियों को खोजने के लिए कई छात्रों ने पहले दिन की सभी हार्मोनियों को खोजने के लिए कई छात्रों ने पहले दिन की सभी हार्मोनियों को खोजने के लिए कई छात्रों ने पहले दिन की सभी हार्मोनियों को खोजने के लिए कई छात्रों ने पहले दिन की सभी हार्मोनियों को खोजने के लिए कई छात्रों ने पहले दिन की सभी हार्मोनियों को खोजने के लिए कई छात्रों ने पहले दिन की सभी हार्मोनियों को खोजने के लिए कई छात्रों ने पहले दिन की स�
आईआईटी छात्रों की प्रतिभा ने भरी उड़ान

अर्जित-दीपांश ने किया नाम रोशन

प्रतियोगिता में एसआईआईटी के अर्जित मुखर्जी, ओरिंन्टल इंस्टीट्यूट ऑफ साइंस एंड टेक्नोलॉजी, भोपाल के दीपांश मालवीय व एमएनआई, जयपुर के रामप्रसाद की टीम पहले स्थान पर रही इसके बाद दूसरा नंबर रहा राजीव गांधी कॉलेज ऑफ इंजीनियरिंग एंड रिसर्च की टीम का। जबकि बंगालूर के एसएस कॉलेज ऑफ इंजीनियरिंग की टीम को तीसरा स्थान मिला।

इंडिया के अध्यक्ष प्रलयपुर कुमार ने कहा कि प्रतियोगिता में हिस्सा लेने वाली टीमों को देखकर लगता है कि भारतीय एरोस्पेस उद्योग का भविष्य उज्जवल है।

प्रतियोगिता में जोनल स्टेट पर देशभर के विभिन्न संस्थाओं से 200 टीमों ने हिस्सा लिया, जिसमें से 12 टीमों ने फाइनल रूट में पहुँची। उन्होंने बताया कि इस पूरी प्रतियोगिता का मकसद विभिन्न संकायों के छात्रों को एक भाग पर लाकर एरो स्पेस के प्रति उनके क्रेज को बढ़ाना है। आईआईटी के डीन एकेंडमिक्स डॉ. अनुराग शर्मा ने कहा कि इस तरह की गतिविधियों को आयोजित करने के बीच डिजाइन व इनोवेशन को प्रोमोट किया जा रहा है। इस तरह के आयोजन से छात्रों को अपने हृदय को दिखाने का अवसर भी मिलता है।
Heritage saviour rue's fading interest

How an IIT professor and Beatles fan embarked on a mission to introduce classical music to the country’s youth and is persisting against all odds

Shivakumar Sharma

Once back in India, as a faculty member at IIT-Delhi, he set up Spic Macay. The first program was held on the IIT campus which featured the Dagar brothers. “We did a lot of publicity for the programme, initially there were five people in the hall, it rose to 10 in the middle and then dropped to fire again by the end,” he says.

Seth approached Bhimlal Khan, who initially turned down his request due to low fee. “We pay the artists who perform at our shows,” explains Seth. “If the act has to survive, the artists should survive. Now, 90% don’t even ask how much we can pay.” He spent long trying to convince Khan who finally, “Chai kha ke loh leh (Okay I’ll do it).” Seth was then able to rally in support from many artists who came together to meet more than 20 events in a year for Spic Macay and their vision is my vision.

Shivakumar Sharma

By 2020, we hope to reach every child in the country: Seth

Kiran Seth, an operations research professor at IIT-Delhi, set up Spic Macay in 1977. He has been classified as an 'Artist of the Year' by the Sahitya Akademi, the highest award given by the Indian government for literary achievement. Seth was awarded the Padma Shri by the government of India in 2007.

Spic Macay has been around for nearly four decades. It has interest in the classical art forms increased significantly. Interest in classical art forms had gone up but now it’s decreasing, according to Seth. Appreciation of the arts takes a certain degree of patience and of faith—you should be willing to give the same a fair chance, a proper shot. But there are many things claiming the attention of youth these days. There are Internet, smart phones, cyber games, e-shopping apps, online options. Compared to 10-15 years ago, it is very tough to get volunteers and to get people to come now. If you hold Spic Macay in a remote area, or if people can spend a month with a master. Despite his unquenchable contribution and wide reach, Seth calls Spic Macay “a banjara” organisation. It has a single office—a flat at Modern School, Barakhamba Road—where he and volunteers meet every Sunday. The venue changes to IIT Delhi on Wednesdays. There are senior volunteers who help the “movement” as Seth likes to call what Spic Macay does that as well junior cross at school and college level. Neeraj Bhat, a senior volunteer, says, “We handle the folk arts and crafts section and that includes craftsmen, exhibitions and workshops and have an appeal to participate that this isn’t a hobby. It’s a way of life.”

Your primary focus is on children and youth. Yes, By 2020, we hope to reach every child in the country. Seth: “The children are the future, the next generation. We are holding programmes in government schools in rural areas. This is the first time I am running a programme at a Delhi play school.”

How did the classical music really work you started on Doordarshan? There is a network of children and youth centres. In 2013, the Doordarshan began to pursue the idea of a classical music programme. Seth was then called upon to produce a programme and he proposed the idea of Spic Macay, which was taken up by Doordarshan.

Delhi’s air is being polluted by three perverse subsidies

Times Of India ND 12/04/2015  P-12

Swaminomics: L’emprise anglaise

Delhi’s air pollution is terrible. The Indian capital has over 1 million cars on the road. Motor vehicles, coal power plants and burning waste all contribute to Delhi’s smog problem, which is ranked as the highest in the world. The Indian government has taken several measures to combat air pollution, including implementing odd-even schemes and increasing penalties for violation of environmental regulations. However, the pollution levels remain high, prompting many to call for more stringent measures to be taken.

Delhi has fewer cars per thousand people than London, Paris or Tokyo, but much dirtier air than anywhere else in the world. The city has several major smog problems: pollution from coal power plants, burning waste, and motor vehicles.

Delhi’s air pollution is terrible. The Indian capital has over 1 million cars on the road. Motor vehicles, coal power plants and burning waste all contribute to Delhi’s smog problem, which is ranked as the highest in the world. The Indian government has taken several measures to combat air pollution, including implementing odd-even schemes and increasing penalties for violation of environmental regulations. However, the pollution levels remain high, prompting many to call for more stringent measures to be taken.
अपार्टमेंट की तर्ज पर बनेंगे आईआईटी, आईआईएम

नई दिल्ली (ब्वूरो)। दिल्ली और रुडकी आईआईटी जैसे विशाल कैंपस अब आपको शायद दूसरी जगह नहीं दिख पाएंगे। देशभर में जमीन की किल्लत को देखते हुए सरकार आईआईटी और आईआईएम के कैंपस निजी अपार्टमेंटों की तर्ज पर बनाने की चंजी देने की तैयारी कर रही है। भविष्य में ये संस्थान ऊंची-ऊंची इमारतों और छोटे कैंपस के रूप में देखने को मिलेंगे।

सरकार की विशेषता समिति ने मानव संसाधन मंत्रालय से सिफारिश की है कि उच्च शिक्षण संस्थानों के लिए छोटे परिसर और ऊंची इमारतों का निर्माण किया जाए। सरकार इन सिफारिशों को मानने का मन बना रही है। अगर इन सिफारिशों को मूर्त रूप दिया जाता है तो अब आईआईएम सिफारिश पंच से दस एकड़ के परिसर में बनने जबकि मौजूदा मानदंडों के मुताबिक, एक आईआईएम के लिए करीब 200 एकड़ का कैंपस होना जरूरी है। उच्च शिक्षा सचिव सत्य नारायण मोहती की अध्यक्षता में गठित कमेटी ने केंद्र सरकार के फंड वाले सभी शिक्षण संस्थानों के कैंपस और इमारतों के लिए ये सिफारिशें की हैं। समिति ने कहा है कि अभी आईआईटी और केंद्रीय विश्वविद्यालयों के लिए 500 एकड़ की जमीन होना जरूरी है। मगर समिति ने कहा है कि आईआईटी के लिए 260 तो केंद्रीय विश्वविद्यालय के लिए 250 एकड़ जमीन होना पर्याप्त है जबकि एनआईआईटी के लिए 150 एकड़ जमीन की काफी बजाया गया है। अभी एनआईआईटी के लिए 300 एकड़ जमीन होना जरूरी है। समिति का मानना है कि जिस तरह के घरों का निर्माण बढ़े-बढ़े बिल्डर कर रहे हैं, उसी तरह पर उच्च शिक्षण संस्थानों को तैयार किया जाना चाहिए। मद्री सरकार ने अपने पिछले बजट में जितने भी आईआईटी और आईआईएम जैसे उच्च शिक्षण संस्थानों को खोलने का ऐलान किया है। ये सब इसी मॉडल पर बनेंगे।
IIT women game for Make in India plan

Vanita Srivastava
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KANPUR: The first All Woman Alumni meet at the Indian Institute of Technology, Kanpur on Saturday deliberated on how to take forward one of Prime Minister Narendra Modi’s pet projects – Make In India. It was decided that IITs should collaborate with other colleges in terms of knowledge sharing and resource participation.

The nearly hour long session on the scheme, dealt with the role of IITs in industrial growth and how women could play a greater role in this programme. “We want to take forward this initiative on a broader scale... We have a lot of talent and IITs have a pool of knowledge. We need to diversify ourselves a little from our academics and see how our work can be translated for societal needs,” said Tripta Thakur, an alumnus.

Another alumnus, Rupa Mukhopadhyaya, said developing a network with rural women and tapping their skills to create small scale industries with locally found raw material would help village economies. “With some high-end technology support from the relevant members of the alumni and association, these goods may be of export-quality,” she added.

The meet also discussed ways to make women more visible on campus. Traditionally, IIT campuses have very low numbers of women. Studies conducted on this subject reveal that in India there is one female candidate selected for every 8 to 14 men at IIT and other top engineering colleges.
NCTE’s virtual call centre to address queries on institutes

PNS • NEW DELHI

In order to address grievances, queries and authenticity of an institute, the National Council for Teacher Education (NCTE) has launched a Virtual Call Centre. The call centre of NCTE was launched by the J Alam, Joint Secretary, HRD Ministry, in the presence of NCTE Chairperson Santosh Panda on last Wednesday. NCTE is an autonomous organisation under HRD Ministry.

HRD Ministry officials said that launch of Virtual Call Centre is another step on the part of Centre’s aim to provide transparency in the governance and also speedy redressal of grievances. The NCTE is a regulatory body mandated to achieve planned and coordinated development of teacher education in the country and is duty bound for speedy redressal of grievances if any, arising out of its bona fide action. The toll free helpline will immensely help in achievement of these goals.

The Virtual Call Centre is aimed to provide a platform to all the stakeholders ie students, teachers and the general public to seek any clarification regarding working of the NCTE, application for the recognition of teacher education institutions, teacher education courses and any other issues including any complaints/grievances pertaining to NCTE.

The caller can contact through a toll-free number 1800110039 and will be provided the available information with the Centre and if any information which is not available with them the caller will be connected to the four Regional Offices of the NCTE functioning at Jaipur, Bengaluru, Bhopal, and Bhubaneswar.

‘Make in India’ gets a boost from IITians

Shubhomoy Sikdar

MUMBAI: Alumni from the Indian Institute of Technology, Bombay, have come together to launch Global Business Forum (GBF) where they, current students and the faculty will form special interest groups to study and identify solutions to many challenges across key sectors, including for Prime Minister Narendra Modi’s pet “Make In India” initiative.

During the launch on Friday, alumni representing business houses as well as academia explained that they would collaborate to come up with business models which, besides yielding profits, would provide cost-effective solutions in eight areas: energy, education and skill development, health care, environment (water), infrastructure, smart cities, information and communication technology and Make-in-India (manufacturing).

Special interest groups, one each in the energy and education sectors, have been functioning since 2012 and some of the solutions have bagged clients such as the National Skill Development Corporation. “Our aim was to combine the wealth of experience of the IIT-B alumni, many of whom already have a proven track record, with the best innovative minds in the institute or those who have recently finished college,” said Damayanti Bhattacharya, chief operating officer, IIT-B Alumni Association.
Poor representation of women a matter of concern: IIT-K director

Hindustan Times (Lucknow)

KANPUR: The daylong all-women alumni meet held at the Indian Institute of Technology, Kanpur (IIT-K) was marked by the director expressing concern over poor number of girl students at the institute and elucidating steps taken by the administration to make the campus more women-friendly.

Delivering the inaugural address, IIT-K director Dr Indranil Manna on Saturday said it was surprising that in undergraduate engineering programmes, the number of girls was less than 10% even as the figure went up to 20% at the postgraduate level.

“In terms of teaching too, women comprise just 5% of the total number of faculty members. However, the problem is not restricted to just IIT-K but is faced by all IITs of the country,” he added. Dwelling upon causes of indifference among girls towards engineering education, he said there was a need to change the attitude of the girls’ families as well as the society. “A broad-minded and dynamic education approach could enhance the number of girls opting for engineering education,” Dr Manna said.

Referring to the IIT-K’s effort to make the campus women-friendly, he said, “A separate Women’s Cell has been created for both girl students and women faculty members. The cell ensures action against those found guilty of causing embarrassment to them.”
Elaborating on other measures, he said, “We are encouraging appointments of couples. This will not just attract good faculty members but also help retain them as when both husband and wife are employed at one place, neither will want to change the institute.”

Dr Manna said a childcare centre has been introduced on the campus to facilitate teachers and other staff members. Besides, adequate avenues were opened for developing their respective skills. IIT-K director urged the women alumni to suggest ways through which participation of girls and women faculty members could be enhanced without compromising with existing norms of the institute.

Meanwhile, district magistrate Dr Roshan Jacob, in her keynote address, said it was encouraging that women have registered their presence in almost every walk of life, be it service sectors to adventurous missions like mountaineering. Highlighting the inherent qualities of women, she advised them to set new examples in their respective fields. “Women have already established their efficacy by being dedicated towards their job, maintaining work-life balance and promoting social values,” she added.

**Faculty crunch: NIT Jalandhar to discontinue 3 courses**


The Dr BR Ambedkar National Institute of Technology (NIT), Jalandhar, has decided to discontinue three courses — mining, electrical engineering and information technology (IT) — from the upcoming academic session due to non-availability of faculty.

The decision was taken during the recent meeting of the board of governors and decided to discontinue the three courses that were started in the 2013-14 session.

A Agnihotri, acting director, NIT Jalandhar, said, “The board has taken the decision as they do not want students to suffer due to non-availability of faculty in these courses. So we will not accept new admissions for the 2015-16 session.”

He said students already enrolled will continue with the courses started during the tenure of the then director SK Das in 2013-14. The student intake for these four-year courses is 40 each and around 10 teachers are required for every stream. Agnihotri said teachers for the first year are common due to similar syllabus.

Sources said IT and computer science departments have three contractual teachers; electrical has only one teacher who has been given additional charge though he is faculty for instrumentation and control engineering while mining has been handled by contractual teachers.

The board of governors has sent the minutes of the meeting for approval to the Union ministry of human resource development.

**IIT Bhubaneswar shifting to Argul Campus by July 2015**


IIT Bhubaneswar is getting ready to shift to its new campus at Argul during July 2015. This has been decided in a high level meeting held under the chairmanship of Chief Secretary Sri Gokul Chandra Pati in secretariat
conference hall recently wherein Director IIT Sri Madhusudan Chakrabarti presented the progress of various infrastructural projects required for shifting of the campus. Reviewing the progress, Chief Secretary has directed concerned departments to complete the projects by April, 2015.

It has been decided in the meeting that an interim water supply arrangement will be done for IIT campus. Public Health Department has been asked to complete the project by 30th April. It may be pertinent to mention here that a mega water supply project to IIT, NISER and other leading institutions in the area is under implementation. This is scheduled to be completed during 2018-19.

The interim water supply project has been taken up to facilitate the shifting of IIT to its new campus. Chief Secretary Sri Pati has advised Director IIT to construct roof top rain water harvesting structures in the campus to reduce dependence on ground water. It has been targeted to complete the structures before coming rainy season. Roads & Buildings department has been directed to expedite the construction of approach road and complete it well before scheduled time. It has also been decided that a police out post will be set up at Argul near IIT.

Chief Secretary has advised to locate the Outpost in a strategic place for catering to the need of various institutions coming up in the area. Lighting of the road from NISER Jn to IIT campus has also been put on the table. CESU has been asked to take necessary steps for the purpose.

Additional Chief Secretary Revenue & Disaster Management Dr Taradatt, Principal Secretary Home Sri C.J. Venugopal along with Collector Khordha and senior officers from departments of PHD, Energy and Works and Police Commissionerate participated in discussions.

Central team submits report on IIT-Jodhpur to MHRD on ‘terminator’ chief


JODHPUR: The committee sent to IIT-Jodhpur by the MHRD to break the deadlock and ensure normalcy, left on Saturday with an assurance given to the students and faculty to table their grievances in the upcoming board meeting.

Having failed to appease the agitating students, the committee has however, prepared a detailed reported followed by a discussion in various rounds on Friday and Saturday with all the stake holders on the demands of the students and submitted the same to the MHRD.

"We held a detailed discussion in a series of rounds with the students and the faculties in these two days and prepared a detailed report, which we submitted to the MHRD on Saturday," said D R Mehta, head of the committee and member of the board of governors (BoG).

Besides this Mehta also assured them to put their grievances, whatsoever, before the meeting of the BOG for their solution, which is expected in next two weeks.

He, however, admitted that the rules of the IIT-Jodhpur are stricter in comparison with other IITs.

"I have advised to align these rules with those of other institutions besides putting up an effective grievance redressal mechanism here, so that the contentious issues could be resolved in time," said Mehta.
On the other hand, appearing appeased after the first round of talks with the committee sent on Friday, the students again changed their stand and have decided to continue their 12-day long agitation demanding the ouster of the director C V R Murti, rolling back the termination order of a faculty and inquiry into all the past faculty terminations.

Terming the agitation by the students in an institution unfortunate, Mehta said that this student agitation has dealt a massive blow to the reputation of the institution and will have far-reaching impact on the prospects of the institution.

Referring to the issue of faculty crunch in the IIT, which has only 44 teachers currently against the total proposed capacity of 90, he assured that the figure will touch the mark of 55 in next 3 months and 65 by the end of the year.
Harvard B-school makes nearly $200 mn a year selling case studies

BY FRANCESCA LEVY
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Business schools like to say they’re at the leading edge of corporate innovation, boasting on-campus incubators and electives on design thinking. But almost all rely on a teaching tool that’s barely changed in more than a century.

To learn how to lead companies, MBA students read hundreds of case studies—stripped-down narratives about a strategy problem at a real company—and discuss how they would tackle the challenge.

For Harvard Business School, which created and popularized the method—the school taught its first case in 1912—case studies are a cottage industry as well as a bedrock of the curriculum. Harvard Business Publishing says it sells to about 4,000 schools globally; its cases account for 80% of the case studies used.

HBP, which also publishes other business materials, had revenue of $194 million in 2014, said the business school’s annual report, a 44% rise from 2010. The publisher, which doesn’t break out revenue from case studies, says it sold 12 million cases last year, to schools, companies, and others. Retail prices run from $9 to $15 for a basic case study; schools get discounts. Case sales far outpace sales of HBP’s other books and subscriptions to the Harvard Business Review, which it also publishes.

“The case method takes the learner through a reflective and analytic process that is very powerful,” says Robert Bruner, dean of the University of Virginia’s Darden School of Business. Some of Harvard’s case studies seem hardly more sophisticated than Wikipedia entries, and that’s deliberate, says Willis Emmons, director of Harvard’s C. Roland Christensen Center for Teaching and Learning.

“Our cases are intentionally very limited in the amount of analysis they include,” he says. “The challenge for the student is to take both qualitative and quantitative information and make sense of that.”

HBP also sells teaching notes for business professors to facilitate class discussion of the cases. These include suggestions for specific words instructors should write on blackboards. At Harvard Business School, professors are given detailed profiles of their students, called class cards, that dictate the order and timing of whom they call on in a typical 80-minute class. “The stronger and more experienced a faculty member is, the less visible it is how much work has gone into a session,” says Emmons.

The sheer scale of Harvard’s publishing machine helps it maintain dominance in the case market. Darden Business Publishing calls itself the second-biggest publisher of cases in the US, but it sold fewer than 700,000 cases in 2014, according to Steve Momper, DBP’s executive director. HBP produces and distributes co-branded case studies for about 40 business schools. These include the University of California at Berkeley’s Haas School of Business, which launched a case series last year. Haas has no designs on challenging Harvard’s market share; the school publishes cases to strengthen its brand and showcase the technology industry expertise of its Bay Area-based staff, says Richard Lyons, the dean.

Case publishers often try to add variety to material that, well into the 1970s, featured subjects that were “virtually always male and in settings that were quite prominently in the US,” says Darden’s Bruner, who received an MBA from Harvard Business School in 1974.

HBS is trying to reflect a more modern business landscape. In 2014, Nitin Nohria, dean of the business school, pledged to raise the share of women protagonists in Harvard cases to 20%.

Cases increasingly incorporate video and Web-based elements, and a few find business lessons in unconventional sources, such as the case HBP published last year by Harvard professor Anita Elberse devoted to Beyoncé’s surprise 2013 album release.

Of the 25 top business schools ranked by Bloomberg Businessweek last year, 19 reported that they use case studies as one of their main teaching tools. At HBS, 80% of class time is spent on case studies; at Darden, the figure is 75%.
Indian case-studies missing in B-schools

Harvard Business Publishing working with top institutions to provide content

NS VAGHEES
Mumbai, April 12

B-Schools are often criticised by their alumni for teaching management cases that have no direct relevance or belong to a different milieu (on American companies, for instance).

When we asked Vinay Hebbar, MD of Harvard Business Publishing, about whether this had forced them to change their content, he had some interesting insights to offer.

HBP is a wholly-owned subsidiary of the Harvard University, engaged in bringing out books, magazines and content as well as leadership development solutions for companies.

Surprisingly, the highest numbers of cases taught in Indian B-schools are not Indian case studies.

HBP works with over a hundred top B-schools in India to provide content, pedagogical practices and therefore has a good understanding of what is happening there.

This is not to say that Indian cases are not used and Vinay quickly points out that the Harvard Business School itself has more than 150 case studies on Indian companies.

Defending the case study methodology, he said the important thing in a case discussion is the learning objectives that have to be brought out clearly.

He said, “You are not reading about the cola wars to understand about the colas themselves but become an expert on cola wars. You are learning some concepts that you should be able to take across markets and across industries. In a sense, it teaches you how to think, how to break down a problem, define alternatives, select one based on a framework or the thinking you have and see how you can apply it.”

Asked about changes in the higher education space in the past decade, Vinay said all good schools understand and welcome participant-centred case method of study instead of the lecture method that was dominant earlier.

Even recruiters want students to learn with the case method.

Case studies help under real world situations when you don’t have complete information and you put yourself in the shoes of a decision maker. Our education system does not traditionally develop these skills and faculty and students see this as very important, he said.

Secondly, B-schools use more online learning; given the pressure to deliver more within a given time as some of them reduce their program duration from 2 years to 18 months or 16 months apart from part-time and weekend MBA programs.

There is also more diversity in the classroom. So, schools are using online portals to deliver more, Vinay said, giving the example of schools asking students to study material online before they come to class and then reinforce the concepts and learn to apply them in class.

Thirdly, B-Schools are using more simulations/gaming videos to increase engagement and make learning more interactive, referring to the core curriculum developed by HBP for various MBA programmes.

Endorsement comes from users such as Professor Jose from IIM-Bangalore and Professor Nirmal Gupta, visiting faculty of Indian School of Business, who say that attention level among students is very high when using simulations and learning is more fun.
National Centre for Mathematics to come up on IIT Bombay campus

Having trained around 180 teachers and 600 students each year since the inception of a virtual maths centre in 2010, the National Centre for Mathematics (NCM) — a joint initiative of IIT Bombay and Tata Institute of Fundamental Research (TIFR) — will now be built at IIT Bombay’s Powai campus. The aim is to enable teachers to experience on-campus learning and demystify maths for students.

“According to a survey, one-third of engineers do not possess mathematical skills needed in day-to-day life for doing simple transactions, counting and arranging. They have a weak understanding of concepts as elementary as decimals, powers, operations, ratio, fractions and the ability to apply these concepts to real-world problems. Similarly, doctoral students in most universities in India are not provided basic education in fundamental areas of mathematics. The NCM is an attempt to bridge these glaring gaps,” said an IIT Bombay official.

The Centre will also enable leading mathematicians from India and abroad to get together, stay on campus and undertake joint research activities. While Rs 32 crore have been approved for constructing the building, actual construction will start from the middle of this year. “Currently, the Centre is virtual and the programmes are being run in collaboration with different institutes across the country, but for things to run smoothly and under one roof, IIT Bombay and TIFR have proposed constructing a building for NCM,” said the official.

While annual foundation schools will be targeted at first year PhD students, advanced instructional schools will be for second to fifth year PhD students. Besides, there will be workshops for researchers, instructional schools for college and university teachers, and teacher’s enrichment workshops for college teachers. “Teachers’s enrichment workshops have been started in few metro cities. It is meant to introduce college mathematics teachers to interesting topics in the basic subjects they teach,” said another official.

Mysuru and Raichur in race for IIT

The government has decided to recommend Raichur, Hubballi-Dharwad, and Mysuru for establishing an Indian Institute of Technology (IIT).

“These names will be forwarded to the Union government,” Chief Minister Siddaramaiah said at a public function here on Saturday.

He was responding to demands by speakers, including Jagadish Shettar, former Chief Minister; Pralhad Joshi, MP; Prasad Abbayya, MLA, and Basavaraj Horatti, MLC, for recommending Hubballi-Dharwad as the location for the proposed IIT.

“Ever since the Union government sanctioned the IIT, there have been demands from various districts, including my home district Mysuru, that it be located there.

“During the Cabinet meeting in Gulbarga when Jagadish Shettar was Chief Minister, a decision was taken to recommend Raichur.
“We can’t overrule the previous government’s decision. In the light of these demands, we will recommend Raichur, Hubballi-Dharwad, and Mysuru,” Mr. Siddaramaiah said.

He said as per the norms, the Centre would send a study team and then take a decision.

He clarified that as Chief Minister, he wanted uniform development of the State and would be happy with any district being chosen for setting up the premier institute.

**Decision**

Earlier, referring to the Cabinet decision on recommending Raichur for establishing the IIT, Mr. Shettar clarified that the people of north Karnataka would not quarrel over the issue of location, whether it is Raichur or Hubballi-Dharwad.

“We want the IIT in north Karnataka,” he said.

*Chief Minister Siddaramaiah says he wants uniform development of the State and would be happy with any district being chosen for setting up the premier institute*
HRD ministry’s global education conference to focus on skill development

Brajesh Kumar
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NEW DELHI: The human resource development ministry (HRD) ministry is planning to hold an international conference on education in November this year with a view to raise India’s profile globally in the field. The event will be on the lines of London/Chicago international education conferences.

The HRD ministry will hold first event at Mahatma Mandir, Gandhinagar, the venue of Gujarat’s annual investor’s summit.

The agenda for the two day conference, which is at its conceptual stage, will include education empowering the economy, education and innovation, technical expertise and improving skills, vocational education, language and path for foreign collaboration in primary education among others.

Sources in the ministry said different sub groups for identifying specific topics and speakers both national and international will be formed soon.

To rope in sponsors the ministry will reach out to the UN bodies and World Bank.

The conference the ministry believes will show to the world that India is not lagging behind in both primary and higher education.

The latest United Nations Educational, Scientific and Cultural Organization (UNESCO) report on education said India has made striking progress towards reaching its ‘Education for All’ goals reducing its ‘out of school children by over 90% since 2000 and achieving “universal primary education.”

The report however slammed the country for tardy progress on adult literacy and quality of learning outcomes.

“While India’s education system succeeded in enrolling many more children, there were wide disparities in students’ achievement of basic skills across the states,” the report said.

International conferences are a regular feature abroad with London holding it annually.
No choice in ‘cafeteria system’

Syllabi Will Be Static Under UGC’s Choice-Based Credit System: Academics

New Delhi: In less than 15 days, all “stakeholders” at central and state universities across India are expected to review the new course structure under the choice-based credit system and the draft syllabi of 18 subjects, and get back to the University Grants Commission with comments.

The UGC posted these documents on its website on April 10. Academics who have seen them—dropped inconveniently in the middle of evaluation and end-semester pressure—have found so much wrong with it, they don’t even know where to begin.

The UGC document explains that the implementation of CBCS is predicated upon the acceptance of a “minimum course curriculum” and an individual university’s “allowed deviation” from this is just 20%. All public universities will teach very much the same thing.

One outcome, feels Sunaina Kunojia, member of Delhi University’s commerce department and Academic Council, will be “a static syllabus and little scope to incorporate the department’s own research into the curriculum.”

Another casualty will be a university’s unique “character”, “We have foundation courses that help students place an individual’s distress in a larger social context. We also review our syllabus every year. Our programme has a certain flavour that’ll be lost,” observes Anup Dhar, psychology department, Ambedkar University. “No matter where they enrol, they’ll wear the same uniform. In the US, universities may be special in quantitative and statistical, or qualitative or clinical psychology. That’s a strength.” While CBCS promotes the “cafeteria system”, choice is precisely what is being denied.

The UGC document acknowledges that lack of infrastructure may be a problem but doesn’t go into detail. “You can’t just have a wish list. You need to figure out if you have people to teach these courses, if libraries are stocked,” argues Saumya Jit Bhattacharya who teaches economics at Kirori Mal College, DU. There are still universities that yet to introduce semesters.

Course Shift

Bhattacharya has found that “90% of the draft economics syllabus is from the current DU undergraduate one.” “This was put together in a hurry at the time of semesterisation.” He also points out that while course headings may remain the same, the standard of the readings – ultimately that’s what decides the level of a course – varies very widely across universities. “Some may be completely out-of-sync and finally, it’ll mean reducing everyone to the lowest common denominator.”

“The commerce syllabus is from before 2000,” says Kunojia enumerating the problems with the draft. “Case studies and practical implications have been ignored; it includes repealed acts but ones such as the IT Act; the paper on e-commerce is only conceptual covering plastic money and credit cards.”

Even the reading list is out-dated. “The authors have passed away and the publishers are constantly re-printing the books,” she says. The head of the department J P Sharma simply states, “Neither ours not any other department of commerce was consulted on the syllabus.”

Consequently, questions being raised about the authors of the drafts. The commerce one was authored by two academics (on retired) and it’s not clear who they consulted; most others don’t offer even that information. The 20% elbow-room won’t help, argues Dhar, because the remaining 80% “is the fantasy of the particular group of scholars who designed it.” “It’s to reductionist. Too simple.”

“We have been giving feedback and have written to UGC but is anyone listening?” asks executive council-member Abha Dev Habib. “We send new courses to UGC for approval anyway and entrance tests like the UGC-NET have set a minimum bench-mark. Is the UGC ready to review reforms like semesterisation first? It’s not even willing to learn from its mistakes!”
Kanpur: Massachusetts Institute of Technology (MIT) is the dream destination of budding engineers from across the globe. In September next, the premier US institute will open its doors to an unlikely candidate — son of a mechanic from Kanpur — with full scholarship to the tune of Rs 1 crore. When he passes out from MIT two years from now, Ayush Sharma will become the first graduate from his family.

Nobody at his school, Kendriya Vidyalaya on IIT-Kanpur campus from where he has appeared in class XII board this year, had any doubt about 17-year-old Ayush being a brilliant student. But, MIT was something of a dream even for Ayush. “I had heard a lot about MIT in my school. I came across many path-breaking research its students and professors were doing. As I am one of the three people selected from across the country, I am feeling elated,” an enthusiastic Ayush told TOI on Sunday.

A resident of Panki area of the industrial city, Ayush’s father Rakesh Sharma is a mechanic with Public Works department and his mother Manju Lata Sharma retired as a constable with the Central Reserve Police Force.

A jubilant Rakesh Sharma said, “We never had to force him to study. I always used to say to him don’t study so much.”

“We never bothered about his studies, what we always bothered about his health as he would not eat and sleep properly,” said his mother. “But I am feeling elated now that he has been selected for MIT,” she said with pride.

Studying on the IIT campus has come as a blessing for Ayush. At his school, he came across Avanti, a coaching programme run by IIT students and alumnus for children from lower income group. He joined Avanti two years ago and through its efforts got selected for Yale University’s prestigious Global Scholars Program last year.

Ayush Sharma does not want to gain knowledge just for himself, but wants to transform the whole education system and make a real impact on the society.

The competitive summer programme targets outstanding high school students globally, giving them the opportunity to meet a talented community of fellow students, engage with world-renowned professors and interact with extraordinary visiting experts. While Ayush secured a full tuition waiver from Yale, he needed to raise funds for his travel to the US. He accomplished this through a crowd-funding campaign that raised $1,500 (90,000 INR) in just six hours. Ayush plans to do the same for raising money for his September trip.

At MIT, Ayush does not want to gain knowledge just for himself, but wants to transform the whole education system and make a real impact on the society. For the full report, log on to www.timesofindia.com
‘Six-hour’ deadline for AICTE nod leaves DU colleges stumped

V-C has stood his ground over validity of FYUP to a showcase issued by HRD Ministry

OUR CORRESPONDENT

NEW DELHI: In a fresh twist to the stand-off between DU V-C and the HRD Ministry over the FYUP, many colleges were left dumbfounded over an order of AICTE asking them to submit an affidavit within "six hours" to get approval for its B Tech courses.

The deadline has been termed as "impractical" by many college principals, who could not manage to meet it.

B.Tech programmes in Computer Science, Electronics, Food Technology, Instrumentation Electronics and Polymer Science were launched as part of the Four-Year Undergraduate Programme (FYUP), which was last year scrapped following UGC intervention.

UGC had, however, directed DU to continue with these five B.Tech programmes but only for benefit of over 6,000 students admitted in the academic year 2013-2014.

The colleges were asked to seek approval from the All India Council for Technical Education (AICTE), the apex advisory body regulating technical education in the country.

With several deadlines passing over months, students had raised concerns over non-approval of the courses with HRD Minister Smriti Irani in February this year who, in turn, had directed the VC to do the needful.

Delhi University Vice-Chancellor Dinesh Singh has stood his ground over the validity of FYUP to a showcase issued on him last month by the HRD Ministry.

A decision on Singh's continuation as the V-C is likely soon.

Last week, about 27 colleges stuck in midst of this stand-off were taken for a “surprise” when they received a communication from AICTE to submit an affidavit promising to address the shortcomings of faculty and infrastructure within the next six months.

The affidavit came after review of these colleges to offer the B.Tech courses.

“The mail from AICTE was received after 9 PM on last Thursday and the deadline was given for six hours, which meant even before the opening time of the colleges next day.

“Non-submission of affidavit by the stipulated time will be considered that your college is not interested and approval will not be granted to your institute,” the communication sent to the colleges by AICTE said.

“It requires an affidavit. We could not have submitted a wrong affidavit just for the sake of meeting the deadline. “How did they expect us to meet it?” said another Principal.

The development came against the backdrop of standoff between DU V-C Dinesh Singh and the HRD ministry over the FYUP.

The ministry had issued a showcase notice to Singh on March 17, seeking his reply on the FYUP issue, opening of B Tech courses without clearance from AICTE and allegations of diversion of funds to the tune of Rs 172 crore meant for OBC students to buy laptops.
India shines in Unesco’s education for all report

Globally 47% countries have achieved Universal primary education.

HT Correspondent

In April 2000, the governments of 164 countries adopted the Dakar Framework to deliver Education For All commitments by 2015. On Thursday Unesco published a report evaluating the progress. India has made striking progress towards reaching the goals reducing its “out of school” children by over 90% since 2000 and achieving “universal primary education”, a UNESCO report said.

“Globally, 47% of countries achieved universal pre-primary enrolment and another 8% were close, including India. 20% of countries were very far from the goal,” Education for All 2000-2015 report said.

Releasing the report, Human Resource Development Minister Smriti Irani said that “the number of out-of-school children in the age-group from six to 13 years had declined from 13.45 million in 2005 to 6.06 million in 2014”.

Noting India’s achievement on gender parity the report said, “In fact, India is predicted to be the only country in South and West Asia to have an equal ratio of girls to boys in both primary and secondary education.”

The report however criticised India on its tardy progress on adult literacy saying 32% of the countries including India are still “very far” from achieving it. As against the target of reducing adult illiteracy by 50%, India since 2000 has reduced it by 26%, the report said.

“Globally, the percentage of adults with minimal literacy skills fell from 18% in 2000 to 14% in 2015, but this is almost entirely attributed to more educated young people reaching adulthood.”

It said women continued to make up almost two-thirds of the adult population denied the right to literacy. “In India the percentage is 68%,” the report said.

The report said globally, just one-third of countries have achieved all of the measurable Education for All (EFA) goals set in 2000.

“Only half of all countries have achieved the most prominent goal of universal primary education,” it said.

The report called upon all the countries to ensure that children and adolescents complete pre-primary, primary and lower secondary education by 2030.