

## Newspaper Clips

August 29, 2011

Indian Express ND 29/08/2011 P-7

# Pune University V-C to take charge as IIT-Delhi director

**SAMARPITA BANERJEE**

PUNE, AUGUST 28

ENDING speculation of over a month, Pune University Vice-Chancellor RK Shevgaonkar on Saturday confirmed that he will be taking charge as the director of IIT-Delhi. Shevgaonkar will stay in the University for another month and then leave for Delhi. He confirmed the news while addressing reporters after attending a function organised by the Sadhu Vaswani

Mission.

Speaking about his new role and his experience at the University of Pune, he said, "In one-and-a-half years that I have been here, I think my biggest achievements is that of starting of the human rights course and the new integrated Mtech- PhD course."

Shevgaonkar had been denying the news of new job since he had not received any confirmation letter from the institute. When asked if he will make some recommen-



**R K SHEVGAONKAR**

dations for the selection of the next V-C, he said, "That power lies with the chancellor and I do not have anything to do with it."

Financial Express ND 29/08/2011

P8

## IITs bow out

Not even one IIT is in the world's top 500 universities

**A**s it turns out, Jairam Ramesh's remarks that the IIT's faculties were not world class wasn't far off the mark. The 2011 edition of the *Academic Ranking of World Universities* shows that India has just one university that made it to the top 500 in the world, and no, it wasn't an IIT despite the fact that these institutions admit the top 0.1% of India's eligible population. It was the Indian Institute of Science (IISc). The IITs had one entry in the top 500 last year—IIT Kharagpur—but even that college didn't make the cut this time around, since it had been sliding anyway from being between 303-401 in 2008 to 401-500 in 2010. IIT Delhi last figured on the list, at between 401 and 500, way back in 2003.

China, on the other hand, has been steadily increasing its share in the top 500 universities—from just 8 in 2005, to 22 in 2010 and 23 in 2011. Little surprise then that China has managed to maintain a scorching pace of economic growth for so many years while India is spluttering after less than a decade of high growth. China has 19.6% of the world's population, but with 7% of the world's top 500 universities, it has 9.9% of global GDP—India has 17.1% of population and just 2.8% of GDP since it has just 0.2% of the top 500 universities. The equation is a simple one: as GDP grows, so do wages and this makes industries/economies uncompetitive; the only way to fix the balance is through hikes in productivity and that comes from not just education, but from top class education, the type that results in more patents, for instance—India's patents record is improving but is a small fraction of China's.

So why doesn't India have better universities? Well, a recent report by the University Grants Commission found that the 15 IITs were short of 1,693 teachers. Then there's the reservations and the bureaucratic obscurantism that ensures there's no punishment for poor performers or rewards for high performers, how can they, if you have reservations as an instrument of state policy—under the new Right to Education Act, state governments are to prescribe even the size of classrooms and salaries for primary school teachers. What bets even the IISc falls off the list next year?

Business Line ND 29-Aug-11 P13

# Panel moots regulatory body for Maharashtra varsities

**Press Trust of India**

*Mumbai, Aug. 28*

A panel on higher education has suggested steps for improving the sector in Maharashtra like setting up an independent regulatory body for all public universities in the State.

The committee headed by Dr Anil Kakodkar, former chairman of Atomic Energy Commission, in its report to the State government last week, recommended setting up of Maharashtra State Council for Higher Education and Development (MAHED).

It has also suggested that MAHED be made a standalone independent statutory body with appropriate and adequate autonomy to help develop higher education right from funding to appointing vice-chancellors.

## **ADVISORY BODIES**

The panel has also recommended that MAHED be guided by an apex advisory and super-advisory council (AASC), chaired by the Governor on one side and the Academic and Development Council on the other.

One of the other major rec-

ommendations of the panel includes empowering vice-chancellor as the sole academic and administrative head of a university.

The committee, which had eminent educationists in the panel, has recommended several steps for the improvement of higher education in the State on a long-term basis, Dr Kakodkar said.

## **OTHER RECOMMENDATIONS**

It also recommends to replace the Senate with a Society Partnership Council and develop an effective student learning centric academic structure, strong research, academia and industry linkages and a three-component curriculum - core competence in a certain discipline, inter-disciplinary approach and a vocational component.

The committee has also recommended the creation of Maharashtra State Higher Information and Communication Network (MS-EDUNET), with a comprehensive ICT infrastructure in all universities, in order to make maximum use of the National Knowledge Network.

MAHED will become the conduit for funding of public universities by the State government, the report says, adding that the body will act as an interface between the government and varsities and would oversee, guide and facilitate them for regional development.

"MAHED should also play a central role in the appointment of vice-chancellors as well as heads of other bodies to be set up to support higher education framework of the State," it said.

## **FUNDING**

The committee feels that though the universities will depend primarily upon government funding, they will progressively try to raise resources on their own.

Eminent personalities such as former director general of Council of Scientific & Industrial Research (CSIR), Dr R.A. Mashelkar, former UGC chairman, Dr Arun Nigavekar, founder director of CDAC, Dr Vijay Bhatkar, former V-C of IGNOU, Prof Ram Takawale, and former education secretary Kumud Bansal are a part of the committee.

## Higher education, not a distant dream

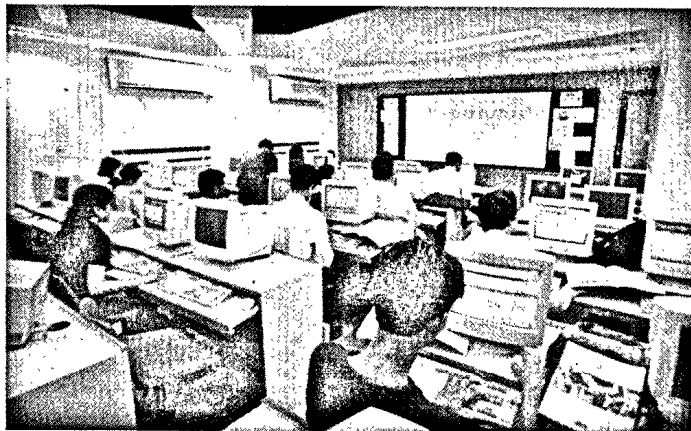
*With the continuing developments in technology, distance learning has become a lot less distant*

**Ashok Mittal**

**E**VEN in this advanced era of great awakening of science and technology, a large section of India's population still gropes in illiteracy. Millions have no access to higher education: one-third of the adult population is illiterate, only 12% of the school eligible age group children complete 10th standard, and only 10% of the university eligible age group gets enrolled in 18,600 colleges and 360 universities. It is in distinct comparison to the 60% in developed nations.

Also, there is a yawning gender gap in the educational status of boys and girls, and more so amongst the disadvantaged castes and tribes. Cultural, social economic and distance factors still prevent youth, particularly girls, from getting educational opportunities. The net enrolment ratio of the rural youth stands at a mere 7.48% for boys and 4.5% for girls, remarkably lower than 17.84% and 16.9% for urban boys and girls, respectively.

Under this, a strong question arises: can conventional methods cope up this disproportional scale of educational imparting? The answer is no. The education gap cannot be bridged by merely building more universities, as it would mean acquiring land and putting together the necessary infrastructure for thousands and thousands of new universities. As social and economic transformation is sweeping the rural hinterlands and the nation is moving towards a



major expansion of its higher education system, the development of an all-inclusive policy for higher education becomes a complex phenomenon. However, distance learning is a great and easy mode for continuing education to all those who had to take up jobs early. By making learning materials available at yearning students' door-steps, distance-learning courses in India are actually playing a very important role

of democratising education in the country. Another factor that has made the distance learning courses popular is that the course fee of these courses is much lesser than the regular courses.

In this context, the distance learning courses have come as a boon for not only the urban youth of the country but also for large number of bright young people of the rural areas. No wonder then that some two million students are en-

rolled under the different distance education programmes in the country and the numbers are expected to go up by 50% over the next three years. This development undoubtedly has widened access to higher education and at the same time reduced inequity concerns. In this regard, anyone fulfilling the minimum eligibility requirements can avail of higher education opportunities with more flexibility and minimum possible and affordable fee-structure.

Programmes such as bachelor in computer application, bachelor in business management, etc, are very popular among such students. PG diplomas in travel and tourism, human resource management, human development, guidance and counselling, childcare and development, etc, have emerged as popular choices in the distance mode.

Moreover, the Internet boom and the increasing communication means have brought education closer—with a 'degree' being just a click away. With the continuing developments in technology, distance learning has become a lot less distant. Traditionally, students pursued correspondence courses, where in their contact with the teaching institution was very remote and conducted through the post. Now, with the growth of communication technology, students can feel much more involved, no matter where they live.

*The author is chancellor,  
Lovely Professional University*

## Amazon spends millions to fight internet law

**Aug 28:** When it comes to avoiding the requirement of collecting sales tax from its consumers, Amazon is not afraid to open its wallet.

More than nine months before a proposed June 2012 referendum asking that California's new Internet sales tax law be overturned, Amazon, the Seattle-based online retailer, has already spent \$5.25 million, state records show, more than any company has

spent in California this far from a vote in at least a decade.

"The initiative and referendum process have been hijacked," said Loni Hancock, a state senator from Berkeley, who is now pushing legislation that could block Amazon's referendum effort.

Even by California's expensive campaign standards, the company's early contributions are causing observers to take note. For ex-

ample, the company's \$5.25 million investment dwarfs the \$1.5 million that Pacific Gas and Electric spent nine months ahead of the vote on Proposition 16, a June 2010 initiative that would have made it more difficult for local governments to get into the electricity business.

PG&E ultimately spent \$46 million on that campaign. Political observers say that by spending more, earlier, Ama-

zon is showing potential opponents that its ultimate campaign spending could soar even higher.

While Walmart and other deep-pocketed retailers have lined up in favor of the tax law, they may decide to forgo financing the opposition to Amazon's referendum if they feel it faces long odds, Schnur said. Early polling has suggested that a vote would be close. **NYT**

Mint, ND 29/08/2011 P-1

## Plan panel backs for-profit institutes of higher learning

By PRASHANT K. NANDA & SANGEETA SINGH  
NEW DELHI

In a potential game-changer for India's education sector, the Planning Commission has suggested that the country allow establishing institutes of higher learning that could be run for profit.

"The not-for-profit tag in higher education sector should perhaps be re-examined in a more pragmatic manner so as to ensure quality without losing focus on expansion and equity," said an approach paper prepared by the apex planning body. *Mint* has reviewed a copy of the document.

To be sure, the approach paper is not a final policy document as it requires formal approval by the Union cabinet of ministers. However, it does signify the government's willingness to allow for-profit institutes of higher education to be set up.

India should facilitate private sector growth in higher education, particularly in technical subjects, and should explore and develop innovative public-private partnerships (PPP) in the 12th Five-year Plan period that begins on 1 April 2012, the Planning Commission said in the approach paper.

The move comes at a time when the government has publicly accepted that India needs to scale up the education sector to reap demographic dividends, but the state alone will not be able to help fund all initiatives.

The suggestion to permit for-profit institutes has come out of a public debate on the quality of higher education in the country, according to a Planning Commission official.

"There were a large number of suggestions made on allowing for-profit higher education from different stakeholders," he said, requesting anonymity. "In a presentation made to the Prime Minister in April to discuss the approach paper, it was suggested that there should be development and operationalization of PPP models in higher education looking at the grow-

## Plan panel suggests for-profit institutes

► FROM PAGE 1

ing needs of the economy."

"PPP will not come at not-for-profit," said the official, who is closely associated with the drafting of the approach paper.

For the country to achieve scale with quality in higher education, public money is not enough, said Pramath Sinha, who was founding dean of Indian School of Business (ISB), Hyderabad.

"You have to invite private investment," he said. "Of course, some will be philanthropic, and the others will come to have some returns."

Promoting PPP and allowing profit with conditions are interesting ideas and will be beneficial if implemented, he said.

"Already people are doing it under the carpet. By not making it transparent, you (government) have created a system of bootleg model," said Sinha, who is now working on setting up a multidisciplinary higher educational institution.

"But yes, you have to put curbs so that anybody should not enter to make profit while offering poor quality education," he cautioned.

But the proposal may not be well-received in the political

sphere. "I am surprised that this is coming from the Planning Commission," said K. Kesava Rao, a Congress parliamentarian and member of a parliamentary standing committee on human resource development. "Commercialization of education has never been accepted in India and should never be."

"Foreign universities waiting to enter India will jump into the fray once this is finalized," he said.

T.V. Mohandas Pai, former human resources director at Infosys Ltd, said: "The central government has too much restriction. Government restriction has only created a class of people but we have to go for the masses. I think there should be no debate on for-profit or not-for-profit as long as access and quality is taken care of."

"Only 13% of those eligible are pursuing higher education (in India) and this has to increase. For this we have to give access and quality and here inviting private sector would be a good move. I welcome this, if the Planning Commission has suggested it," Pai said.

"We have to look at outcome. You will see more people coming and joining the sector," said

Pai, who is associated with educational institutes, including the Bangalore University.

India has nearly 26,000 institutes of higher learning and over 530 universities catering to 16 million students. The country needs some 30,000 additional colleges to increase its gross enrolment ratio to 30% from 13% in a decade, according to official estimates.

Pai said there is a huge problem of quality faculty, who are often not well-paid. "We have to address this also," he said, indicating that for-profit organizations will pay more to teachers and attract better talent.

All central government institutes, including the premier Indian Institutes of Technology, face a faculty shortfall of up to 33%, according to data available with the human resource development ministry.

Some corporate houses are opening higher educational institutes under state laws because some of the states are doing a good job by allowing it, Pai said. These include Azim Premji University in Karnataka, Shiv Nadar University in Uttar Pradesh and NIIT University in Rajasthan. These institutions are not-for-profit.

Foreign universities will show

interest in setting up campuses if the government re-looks the not-for-profit tag in higher education, a human resource development ministry official said, requesting anonymity.

"This is the most contentious part (of the foreign university Bill) that you allow them to set up campus but not earn any return," he said. "They cannot even expatriate the income. This part needs some relaxation."

Once the government allows for-profit educational institutes, there will be three benefits—the practice of giving free land or land at concessional prices will stop, the institutes can be asked to give audit reports of income and expenditure, and there could be some guidelines on the selection of executive boards of the institutions, according to another government official, who too declined to be named.

ISB's Sinha agreed and added that if the proposal is unpalatable for political reasons, there could be a rider that "profit is allowed, but only 15% per annum". "They can also asked to audit their book by the leading audit firms of the country to avoid malpractice," Sinha said.

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# 'India requires much larger investment in education'

## S P KOTHARI

Deputy Dean, Sloan School of Management, MIT

**S P KOTHARI, deputy dean of the MIT Sloan School of Management of one of the America's top universities, the Massachusetts Institute of Technology (MIT), was in India last week to discuss launch of the India Trust, a partnership with key corporates here at the Indian School of Business, Hyderabad, to promote further education and research for India-centric activities. In an interview with Jyoti Malhotra, he says MIT has similar partnerships in China (with three universities), Russia, Turkey, Brazil and Korea. Edited excerpts:**

### Tell me a bit more about the India Trust.

It is still in the making, but we have people like Adi Godrej, Baba Kalyani, Vikram Kirloskar and Damodar Ratha, all of whom are MIT alumni and who wanted to do something to make a difference in India, for the benefit of India and Indians.

### What is the outcome of your partnerships in other countries?

We send faculty to universities with which we have partnerships, to help develop faculty in their countries and at MIT for a semester or so. We have been doing this for the past 15-18 years.

### How do you look at education in India?

India represents a huge growth market in education. It has a vast population which is not as educated as in the West. MIT would like to further this education process, perhaps by transferring curriculum and helping Indian faculty become better educators. In return, we expand our exposure to a culture very different from ours.

### Would MIT be interested in setting up shop in India?

There is some hesitation. MIT has a 1,000-faculty and our hallmark is they're all producers of knowledge.

The question is, can this be scaled up? Can we think of a model where we can have satellite campuses and maintain the quality created at MIT? Can the MIT model be replicated? We are grappling with this question, as are Harvard and Yale and Stanford.

### Is this about money?

To a certain extent. MIT, like other top US educational institutions, has a huge budget which allows us to maintain top standards. The question is if similar financial amounts be raised in countries like India to sustain the high quality of teaching. MIT's operating budget is upwards of \$2 billion (₹9,000 crore) per year and we take only 10,000 students.

Harvard is similar. It would be foolish for MIT to think we can replicate this model without paying attention to the socio-economic level of the country in question. These countries may not have an economic capacity to sustain an educational institution like MIT or Harvard or Yale.

### But is it only about money or also about skills?

The two are related. To have that 1,000-faculty, you have to have a much larger pool. One top quality institution cannot exist in India in isolation; there has to be much larger investment in education. As a percentage of total GDP, expenditure on education is much lower in India, it has to go up (in the US, it's about five per cent).

Also, India will have to make concentrated bets in creating pockets of excellence. If you spread resources equally across all fields, unless they are huge resources, they will not make the kind of difference you're hoping for.

### How do you compare education in China?

In China, planners have



attracted far greater FDI, which allows them to divert the money they would have spent on infrastructure, for example, into education.

### As an economist, how do you compare the crisis today to the recession in 2008?

The situations are different. In 2008, the financial sector imploded, which forced the government to intervene; otherwise, there would have been chaos. Today, the major problem is one of adjustment. In 2008, we offered a lot of entitlement benefits which people got addicted to and we are now trying to wean them off, which is difficult. The deficit has become very large, so we're trying to rein that in.

On outsourcing, as an economist, I would say if someone else can produce at a cheaper cost, then so be it. We cannot be protectionist; that will only come back to bite you in a worse fashion. But retraining the workforce takes time and is also gut-wrenching.

### In a presumed double-dip, emerging markets like India

### and Russia will also be impacted?

Yes, we are all in this together. The blowback may not be as bad because the benefits of outsourcing will still continue in India and China for some time.

### So, the moral of the story is that India should not be integrated with the West?

India is at a very different stage of development, still \$1,200; in the US we're still \$45,000 per capita. Even if the recession brings it down by five per cent, which would be a severe recession — in 2008, the contraction was only four per cent and look at the impact it had — we would still be over \$40,000 per capita. What India has to focus on is how to go from \$1,200 to \$3,000 per capita. That in itself is a huge leap and it will take a couple of decades, if you maintain eight-10 per cent (annual) growth.

The challenges in India are very different. What you need, first and foremost, is a huge amount of investment. Only the West still has money, but you have to attract it if you want to grow rapidly. There

are 500 million people in India who don't have a toilet. No matter how much outsourcing you do, if you need the 500 million to get toilets, you need investment.

### What is the perception about India?

The perception is challenging, which is why foreign direct investment is not nearly as high as what you would like to see. The system has to be much more decentralised. The reason you can't absorb these opportunities is that you haven't made the environment more conducive. Mexico and Bulgaria get much FDI on a per capita basis than India.

### Does the centre of gravity move to Asia?

The centre of gravity will surely move to Asia as India and China grow, but smaller populations like Canada or New Zealand/Australia will still continue to do their own thing. You can have the centre of gravity on Mars, it doesn't matter. What matters is how you spend the money on improving living standards for your population.

Hindustan Times ND  
29/08/2011 P-11

## IITs TO USE CAT FOR MANAGEMENT ADMISSION

**HT Correspondent**

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**KOLKATA:** Students will now have to pass the Common Admission Test (CAT) to get admission into the management programmes of the Indian Institute of Technology (IIT) and the Indian Institute of Science (IISc).

Instead of the Joint Management Entrance Test (JMET), the IITs Bombay, Delhi, Kanpur, Kharagpur, Madras and Roorkee, and IISc Bangalore have decided to use CAT to select students for their MBA and Master of Management programmes. Admissions for 2012-13 will be made on basis of CAT 2011.

The announcement was made on Sunday through a press release by the IIMs and Prometric, the company that partnered with IIMs to computerise CAT.

"CAT is ideal for IITs as it is a well evolved, established and widely accepted exam," said Professor L S Ganesh, former Head of the Department, Management, IIT Madras. Also, since most students prepare both for CAT and JMET, the decision will minimise the burden on students, he added.

ASIAN AGE ND  
29/08/2011 P4

## HRD EDUCATION PLAN HITS A ROADBLOCK

**NITIN MAHAJAN**  
NEW DELHI, AUG. 28

The Centre's plan to improve gross enrolment ratio (GER) in higher education has hit a roadblock. The HRD ministry's proposal to establish 374 degree colleges in districts having low GER has failed to take off as only 23 such colleges have been set up so far.

Sources said the future prospects of the scheme are also bleak as the establishment of only 26 more such colleges is in the offing in the near future. "The delay in the scheme has been largely due to the fact that several state governments have been unable to submit proposals for the establishment of these degree colleges in the districts having low GER in their respective regions," official sources stated.

The Union Cabinet had approved the scheme in January 2010 with an objective to enhance the access to degree courses in educationally backward districts of the country. However, sources said the delay in submission of proposals by state governments mean that the establishment of these colleges will be delayed by at least a couple of years. As a part of the scheme, the government had proposed to set up 374 degree colleges in the districts having GER lower than the national average identified by the UGC,

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# Tablet Wars

*Spurring innovation, and that's a good thing*

With the announcement of Steve Jobs stepping down as Apple CEO, there's gloom about Apple's uncertain prospects without him at the helm. But doomsayers miss the point. The issue isn't about which of the two heavyweights currently slugging it out in the mobile computing segment – Apple or Google with its Android platform – will come out on top. It's about how competition is spurring innovation at a breakneck pace. That's not going to change. Even if the former does lose some of its edge temporarily, it's unlikely to slip too far. And Android, which has grown blazingly fast to become the dominant smartphone platform, isn't going away anytime soon.

While fears about the death of the personal computer are exaggerated, these technology wars are pushing up the timeframe for evolution and innovation. New versions of both platforms, due this year, are shaping up to be the most significant ones to date. They're likely to provide some clarity on how the industry will shape up in the short-to-medium term. The two represent drastically different views of what post-PC devices might look like: Apple with its walled garden approach, limiting what a user can do with his device in order to give him a cohesive experience, and Android devices with the reverse trade-off – more customisation, less slickness. The latter appears well suited to evolve a device with the flexibility necessary to replace the traditional computer. The free, open nature of this platform makes it possible for innovators in developing markets like India's to utilise their tech expertise. But in the end, whichever wins out – or, as is more likely, however both learn to coexist given the market's sheer size – the end-user is the winner.



Times of India ND 29/08/2011 P-15

# How to fight warming? Just lock CO<sub>2</sub> in rocks

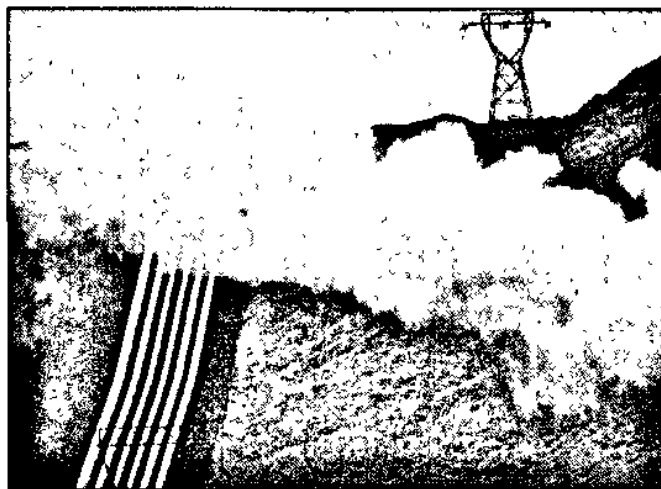
## Basalt Rock To Combine With CO<sub>2</sub> To Form Limestone

**Hellisheidi, Iceland:** Sometime next month, on the steaming fringes of an Icelandic volcano, an international team of scientists will begin pumping "seltzer water" into a deep hole, producing a brew that will lock away carbon dioxide forever. Chemically disposing of CO<sub>2</sub>, the chief greenhouse gas blamed for global warming, is a kind of 21st-century alchemy that researchers and governments have hoped for to slow or halt climate change.

The American and Icelandic designers of the "CarbFix" experiment will be capitalizing on a feature of the basalt rock underpinning 90% of Iceland: It is a highly reactive material that will combine its calcium with a CO<sub>2</sub> solution to form limestone — permanent, harmless limestone. Researchers caution that their upcoming 6-to-12-month test could fall short of expectations, and warn against looking for a climate "fix" from CarbFix any year soon.

In fact, one of the objectives of the project, whose main sponsors are Reykjavik's city-owned utility and US and Icelandic universities, is to train young scientists for years of work to come. A scientific overseer of CarbFix — the man, as it happens, who also is credited with coining the term "global warming" four decades ago — says the world's failure to heed those early warnings, to rein in greenhouse-gas emissions from coal, gasoline and other fossil fuels, is driving scientists to drastic approaches.

"Whether we do it in the next 50 years, or the 50 years after that, we're going to have to store CO<sub>2</sub>," Columbia University's Wallace S Broecker said in an interview in New York. The world is already storing some CO<sub>2</sub>. As a byproduct of Norway's natural gas production, for example, it is being pumped into a sandstone reservoir beneath the North Sea. But people worry such stowed-away gas could someday escape, while CO<sub>2</sub> transformed into stone would not. The experiment will take place below the landscape of this place 29 kilometers southeast of Reykjavik. AP



**CARBON FIXER:** A scientist holds examples of basalt rock (left) & limestone. (Top) Giant ducts carry superheated steam from a volcanic field to a geothermal plant in Iceland. In the plant, scientists will separate carbon dioxide from the steam and pump it underground to react with basalt

Amar Ujala ND 29-Aug-11 P7

# 102 कॉलेजों को नहीं मिले छात्र

नोएडा। यूपी राज्य प्रवेश परीक्षा (एसईई) के आधार पर हुई काउंसिलिंग में सीट प्राप्त करने वाले छात्रों की दाखिले समाप्त हो गए हैं। काउंसिलिंग के बाद हुए अलॉटमेंट में प्रदेश के 306 इंजीनियरिंग कॉलेजों में से एक तिहाई यानि 102 कॉलेजों को भी छात्र नहीं मिला है। प्रदेश के इंजीनियरिंग कॉलेजों में लगभग 25 हजार सीटें ही भरी हैं। अब खाली सीटों पर दाखिले की प्रक्रिया चल रही है, जिस पर निर्धारित अर्हता के आधार पर पांच सितंबर तक प्रवेश मिल सकता है।

'अमर उजाला' ने 18 जुलाई के अंक में यह खबर प्रकाशित की थी कि काउंसिलिंग में सैकड़ों कॉलेज शून्य पर आउट हो जाएंगे। एसईई की काउंसिलिंग में शामिल कॉलेजों की सूची में से अलॉटमेंट के आधार पर 91 कॉलेज ऐसे हैं जिन्हें एक से लेकर कुल नौ छात्र ही मिले हैं। इन कॉलेजों में अलॉटमेंट दहाई के आंकड़े तक भी नहीं पहुंचा है।



प्रदेश के 306 कॉलेजों में से बीटेक के 33 कॉलेजों को कुल एक अलॉटमेंट ही मिला है। इसके अतिरिक्त 43 कॉलेज ऐसे हैं जिनमें सिर्फ दस से 50 तक अलॉटमेंट हुए हैं।

सरकारी संस्थानों को हटा दें तो निजी कॉलेजों में होने वाले अलॉट का लगभग 55 फीसदी हिस्सा

गौतमबुद्ध नगर और गाजियाबाद के कॉलेजों को मिला है। इसे अंदाजा लगाया जा सकता है कि प्रदेश के अन्य जिलों के संस्थानों की स्थिति क्या होगी। विश्वविद्यालय की ओर से शासन को काउंसिलिंग के बाद के आंकड़े उपलब्ध करा दिए गए हैं। अब खाली सीटों पर दाखिले की प्रक्रिया पांच सितंबर तक पूरी करनी है और छह सितंबर को दाखिले का ब्योरा विवि को देना है।

## कोर्ट से राहत नहीं

उत्तर प्रदेश के निजी कॉलेजों को हाई कोर्ट से राहत नहीं मिली है। प्राइवेट इंस्टीट्यूशन्स फाउंडेशन ने कोर्ट से गुहार लगाई थी कि प्रदेश के कॉलेजों में एआईसीटीई के नियमों के आधार पर बीटेक में 45 फीसदी पर दाखिले किए जाएं लेकिन इस पर कोर्ट ने राहत नहीं दी है। शासन पहले ही विश्वविद्यालय के माध्यम से 50 फीसदी अंकों की योग्यता निर्धारित कर चुका है।

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## रेलनगरी का 'अन्ना' बन गया आइआइटी छात्र रितेश

खड़गपुर, जागरण संवाददाता : भ्रष्टाचार उन्मूलन व जनलोकपाल बिल के मसौदे पर लोगों को एकजुट करने में भारतीय प्रौद्योगिकी संस्थान (आइआइटी), खड़गपुर के छात्र रितेश सिंह का अहम योगदान रहा। इस संघर्ष को देखते हुए लोग रितेश को रेलनगरी खड़गपुर का 'अन्ना' कहने लगे हैं।

रितेश ने पश्चिम मेदिनीपुर जिला स्थित खड़गपुर के लोगों को आंदोलन में शामिल होने के लिए प्रेरित किया। आइआइटी परिसर में विद्यार्थियों के साथ बैठकें कीं, जनमत संग्रह अभियान की अगुवाई भी। आंदोलन के दौरान ही संस्थान में हुए दीक्षांत समारोह में पहुंचे प्रधानमंत्री डॉ. मनमोहन सिंह का भ्रष्टाचार के मसले पर विरोध-प्रदर्शन किया।

गौरतलब है कि आमरण अनशन पर रहते हुए संगणक विज्ञान व अभियांत्रिकी विभाग के छात्र रितेश ने अपनी कक्षाएं जारी रखीं। भारत बनाम भ्रष्टाचार की खड़गपुर शाखा के संयोजक रितेश ने भी अन्ना का अनशन समाप्त होने के बाद रविवार को पूर्वाह्न 11 बजे अपना अनशन व धरना समाप्त किया। मौके पर लोगों से भ्रष्टाचार के खिलाफ लड़ाई जारी रखने की अपील की।

◆ आंदोलन के दौरान आइआइटी पहुंचे प्रधानमंत्री मनमोहन सिंह का किया विरोध

◆ परिसर में आइआइटी छात्रों को एकजुट कर जनमत संग्रह अभियान चलाया था

◆ अन्ना के साथ रितेश ने भी तोड़ा अनशन

# सिविल सर्विस, इंजीनियरिंग कोचिंग का हब बनी राजधानी

दिल्ली के अलग-अलग इलाके विभिन्न तरह की प्रतियोगी परीक्षाओं की तैयारी के लिए उत्तर भारत के छात्रों की परसंदीदा जगह है, बता रहे हैं संजीव कुमार

**ए**जुकेशन सेक्टर में बदलाव के साथ ही प्रतियोगी परीक्षाओं और सीए, आईआईटी जैसे संस्थानों की कोचिंग की तस्वीर भी बदली है। दिल्ली की

कोचिंग संस्थानों का हब माना जाता है और यहां अन्य राज्यों के हजारों छात्र अपना भविष्य संवारने के लिए आते हैं।

हाल ही में सिविल सर्विसेज के परीक्षा पैटर्न में हुए बदलाव में प्रीलिमनरी टेस्ट के जगह पर सिविल सर्विसेज एग्जिट्युड टेस्ट (सीईट) को शामिल किया गया है।

इसका असर यह हुआ है कि बैंकिंग परीक्षाओं की तैयारी कराने वाले संस्थान भी इस नए पैपर में अपने लिए बिजनेस की संभावनाएं तलाशने लगे हैं। इसके अलावा बैंकिंग से जुड़ी परीक्षाएं भी अब प्रत्येक बैंक के लिए अलग-अलग न होकर कॉमन रिटर्न एजाम के जरिए होंगी। यही नहीं मेडिकल कॉलेजों में दाखिले के लिए परीक्षा भी अब पूरे देश में एक साथ ही हुआ करेगी। इसके अलावा इंजीनियरिंग संस्थानों में प्रवेश के लिए राष्ट्रीय स्तर पर आयोजित होने वाला ऑल इंडिया इंजीनियरिंग ग्रैंटेड एक्जाम (एआईईईई) की भी अब ऑनलाइन होगा। इन तमाम बदलाव के बीच पिछले कुछ सालों में दिल्ली में कुछ ऐसे क्षेत्र विकसित हुए हैं जिन्हें उनके नाम से कम

बल्कि उस इलाके में किसी खास परीक्षा की तैयारियों से जुड़े संस्थानों के नाम से जाना जाने लगा है। सिविल सर्विसेज की तैयारी के लिए दिल्ली विश्वविद्यालय से सदा मुखौती नगर काफी लोकप्रिय है। इसके अलावा दक्षिण दिल्ली दिल्ली में बर सराय और राजेंद्र नगर में भी इस परीक्षा की तैयारी कराई जाती है। मुखौती नगर इलाके में सिविल सर्विसेज की तैयारी करने वाले कोचिंग संस्थान मुख्य रूप से अंग्रेजी माध्यम के हैं जिनमें इनसेबल, स्टेस आईएएस, एएलएस (इंटरएक्शन) और सिनर्जी प्रमुख हैं। स्टेस आईएएस के निदेशक

शौचिक सेन हाल ही में हुए पाठ्यक्रम में बदलाव के महंजर प्रवेश लेने से पहले छात्रों को संस्थान के बारे में विस्तृत करने की सलाह देते हैं। इस साल से सिविल की परीक्षा में अंग्रेजी माध्यम वाले छात्रों को ज्यादा फायदा होगा।

इनसेबल के चीफ मैटर के सिद्धार्थ ने कहा, 'सिविल सर्विसेज का कोर्स अब पहले से काफी बढ़ गया है। एक विषय ऑप्शनल होने की जगह अब सीट आ गया है। दिल्ली में आईएएस की तैयारी करने वाले छात्रों के लिए सारी सुविधाएं एक साथ उपलब्ध हैं। इसके अलावा

यहां कोचिंग के लिए एक समग्र सेंटर के अलावा अल ग - अल ग विषय की पढ़ाई के लिए कुशल शिक्षक भी उपलब्ध हैं जिसकी वजह से छात्रों को मनमार्मिक विकल्प चुनने में आसानी होती है।' इसके साथ ही उन्हीने कहा कि दिल्ली में कोचिंग कराने वाले शिक्षकों के लिए काफी सुविधाएं हैं जिसकी वजह से दिल्ली कोचिंग हब के रूप में विकसित हो गई है।

दक्षिण दिल्ली का बर सराय इलाका जवाहर लाल नेहरू विश्वविद्यालय की वजह से यहाँ सिविल सर्विसेज की तैयारी करने वाले छात्रों की संख्या काफी है। यहाँ पर एएलएस (इंटरएक्शन) और आईईएस मेड ईजी मुख्य रूप से इन परीक्षाओं की तैयारी कराते हैं। इसके नजदीक भारतीय प्रौद्योगिकी संस्थान (आईआईटी), दिल्ली होने की वजह से इंडियन इंजीनियरिंग सर्विसेज की तैयार करवाने वाले भी यहाँ काफी संस्थान हैं।

आस्क आईआईटीएस नाम से इंजीनियरिंग की ऑनलाइन कोचिंग सुविधा देने वाले ट्रांसवेब एजुकेशनल सर्विसेज के सह संस्थापक और निदेशक आदित्य सिंगल ने कहा, 'देश के महानगरों में प्रॉपर्टी की कीमत बढ़ने और आने-जाने में होने वाली परेशानी के चलते ई ज्यूरस का कारोबार काफी बढ़ा है। पहले बच्चे टिचर टू और टिचर थ्री शहरों से महानगर आकर कोचिंग लेते थे, इसकी जगह कोचिंग देने वाली कंपनियों ने अब उन्हीं इलाकों में इसका विस्तार करने की योजना बनाई है।' आईआईएम और अन्य संस्थानों से संबद्ध संस्थानों से एजीक्यूटिव प्रोग्राम कराने वाली कंपनियां प्रोजेक्टर, माइक और बोर्ड की मदद से दूर बैठे शिक्षकों की मदद से कोर्स कराती हैं। इसके अलावा यहाँ पर बैंकिंग, एएसएससी, रेलवे और बलक की परीक्षाओं की तैयारी के लिए भी कोचिंग संस्थान मौजूद हैं। अनुमान के मुताबिक इस इलाके में ऐसे छोटे बड़े करीब 200 से 300 संस्थान हैं। इन परीक्षाओं की तैयारी करने वाले संस्थान मुनीरका और सफदरजंग एनक्वीव में भी हैं। इससे सदा कालू सराय के इलाका मेडिकल और इंजीनियरिंग की कोचिंग के लिए जाना जाता है। यहाँ पर ब्रिजवैट और फिट जी जैसे बड़े संस्थान मौजूद हैं। इन परीक्षाओं की तैयारी करने वाले संस्थान दक्षिण दिल्ली के साउथ एक्स और जनकपुरी में भी हैं। इंजीनियरिंग की तैयारी कराने वाले नारायणा, पाई, फिट जेई जैसे संस्थान पंजाबी बाग में भी बड़ी संख्या में हैं। जहाँ तक चार्टर्ड एकाउंटेंट (सीए) और कंपनी सेक्रेटरी (सीएस) की परीक्षाओं की तैयारी का सवाल है तो इसके लिए पूर्वी दिल्ली का लक्ष्मी नगर और शंकरपुर इलाका प्रसिद्ध है। इस इलाके में सले किराण और आईसीएआई का मुख्यालय आईटीओ के पास होने की वजह से बहुत से छात्रों का यह ठिकाना है। यहाँ पर रहने वाले छात्रों को पुस्तकालय की सुविधा आसानी से उपलब्ध हो जाती है। साथ ही क्लास के लिए भी दूर जाने की जरूरत नहीं होती।

