

# Newspaper Clips

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## Which are the best universities?

According to a new survey, only IIT Mumbai has made it to the Top 100 universities, worldwide

**B**ecoming the first Indian entity to rank global universities, "Youth Incorporated Magazine" in association with the Education Times has ranked the top 100 Global undergraduate universities. This intensive research exercise was carried out by the magazine, based on polling done by thousands of people, including students, recruiters and faculty, in over 30 countries, based on which top universities were ranked. The factors used for the rankings ranged from financial aid to campus facilities and diversity on campus to career prospects after graduation. What makes these rankings truly different is that they have placed equal weight on responses given by recruiters as by students and institutes together.

The ranks of certain universities come as no surprise since they are that good; but the exciting news pertains to the others, the gate-crashers and hidden gems, which are now part of the creme-de-la-creme of educational institutions that every student worth his salt wants to be a part of. The toppers belong to an elite club - from Harvard that towers high above the rest to Stanford and MIT, which come a close second and third, to Oxford thereafter; these are the institutes that prompt others to rise to the challenge and to compete in such rankings.

Though catching up with the best is not an easy task, there are universities which have met the mark and done a great job. There are a few not-so-famous names among the top 100, who are doing a fantastic job with their curriculum and faculty, organising and building facilities for social activities and introducing innovative methods of teaching. They are on their way to becoming well-known brands. Such universities include Ecole Normale Supérieure in France, Ecole Polytechnique Federale in

Switzerland, IE University in Spain and Munich Business School in Germany.

On the flip side, even though you know it is going to be a foregone conclusion, there is only one institute from India that makes it to the top 100 - the Indian Institute of Technology, Mumbai. Reason being that Indian institutes don't groom students to be world leaders and most of them use outdated teaching methodologies or don't have the necessary infrastructure and diversity of students and hence are ranked low or don't make it in the rankings at all.

The diverse range of factors that have been considered in this survey have given rise to separate rankings that are more specialised, ranging from best campus facilities to value for money. Separate rankings according to the field of study are also available for students who have already chosen their professional specialisations.

*For more information and to see the complete rankings and methodology visit [www.youthincmag.com](http://www.youthincmag.com)*

Mint ND 17/12/2011

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## CMAT trial runs into glitches

BY PRASHANT K. NANDA  
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NEW DELHI

An ambitious government-mandated plan aimed at holding a common admission test for all the business schools in the country, except the Indian Institutes of Management (IIMs), seems to have run into glitches at the test stage itself.

The government wants to reduce the number of entrance exams that students have to appear for in order to reduce stress among candidates and the duplication of effort, thereby reducing costs.

The online trial for the first common management admission test (CMAT) has been suspended, leaving B-School aspirants confused. CMAT is to debut in this academic session and will be one of six national-level tests, such as the common admission test (CAT) and management aptitude test, based on which students will gain admission to management courses across India. CMAT is to be conducted by the All India Council for Technical Education (AICTE) in 61 cities from 20 February to 28 February in technical partnership with education technology company Aptech Ltd.

"The trial test was suspend-

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# CMAT trial runs into technical glitches

▶ FROM PAGE 1

ed because of some link issue on 12 December. It was supposed to go live on 14 December but could not," said an executive with the CMAT helpline in Mumbai without giving details. The helpline is being managed by AICTE, the regulator.

The person said authorities expect the trial to be back online on Saturday and run until February.

The details of CMAT were

announced by the human resource development (HRD) ministry in the first week of December.

"This initiative has been taken to address the issue of physical, mental and financial stress being imposed on the students through the number of entrance examinations conducted by the institutions for admission to management programmes in AICTE-approved institutions..." said the 5 December HRD ministry notification.

AICTE had announced a trial on its website as a model for the real test to help students become familiar with the computer-based test.

"A trial test will be available from 12 December onwards for the candidates to have a feel of the online test and navigational functionality," an AICTE notification said. "Candidates are advised to go through (the test) carefully to familiarize themselves with the screens, layout and navigation."

The halt of the trial is worry-

ing students as it brings to mind the disruptions that plagued CAT, based on which IIM admissions are decided, the first time it was conducted online in 2009. The glitches were ironed out the following year.

"It seems they are under-prepared. The kind of due diligence and cross-checking required is missing. It looks like a typical government agency kind of approach," said Ulhas Vairagkar, director at the Triumphant Institute of Management Education Pvt. Ltd

(TIME) chain of coaching centres in Delhi. "We have told our students not to panic and treat this as another entrance exam."

There may not be too many takers for the exam among the business schools as it hasn't been marketed well, he said. "It's a typical government-type action—we want it, so you do it."

In an announcement, the ministry said, "CMAT scores will help students get admissions in AICTE-approved institutes/university departments in all management programmes catering to more than 400,000 sanctioned seats of AICTE-approved management institutions."

## IIT council on lines of IITs & IIMs on the cards

**Kirtika Suneja**

**New Delhi, Dec 16:** The four Indian Institutes of Information Technology will soon have a governing council on the lines of the IITs and IIMs, making the IIITs subject to reviews just like the premier institutes for the first time since their inception. It comes after the government decided to position the IIITs differently in the area of IT education to facilitate interdisciplinary research.

"These institutes were set up in 1999 and haven't been reviewed till now. Moreover, their curriculum needs to be changed according to modern requirements," said an official from the ministry of human resource development.

Apart from that, the ministry also plans to reposition the IIITs differently from the other institutes of information technology (IT) enabling them to focus on interdisciplinary research.

At present, the four IIITs in the country are in Gwalior, Jabalpur, Allahabad and Kancheepuram.

The official added that there is no formal mechanism for the IIITs to interact with the ministry. The present governing councils of the institutes do not have representatives from the HRD ministry but only from the respective state governments, companies and other public institutes of technology.

In fact, the formation of a council is important because the ministry plans to engage all good quality engineering and science education institutions like IITs, NITs, IIITs and IISERs that had an annual intake of about 25,000 students in 2010, which is less than 1-2% of the capacity of the total system.

The government's plan to set up 20 new IIITs in the public-private-partnership model is taking longer than expected as private parties are not showing enough interest and are seeking greater functional autonomy. Nasscom, the apex body for the country's information technology industry, too had suggested private organisations should play an equal or slightly greater role in bringing investment for the new IIITs.

## Hindustan Times, ND 17/12/2011 P-11

# SC SLAMS GOVT FOR ITS PLEA TO DEFER MBBS CEE EXAMS

**HT Correspondent**

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**NEW DELHI:** The Supreme Court on Friday refused to entertain the Centre's plea to defer the first common National Eligibility-cum-Entrance Test (NEET) for all the MBBS courses across the country and paved the way for its implementation in 2012.

Responding to an application, requesting the court to defer the exam from 2012 to 2013, the bench headed by Justice HL Dattu said: "Either we will reject your application or you withdraw your application. Whatever you want to do you can do but we are not going to be party to your decision."

The court said the order directing for a single entrance test was passed after hearing the Centre. "You said draft rules and regulations were in place for implementing it in the academic year 2012-13," the bench said. It pulled up the Centre for filing the application, forcing the government to withdraw it.

It told the Centre's counsel that the court would not be party to the decision. "Why will we be party to it (for deferring the CEE)? Why are you bringing this court in this matter? You better start and withdraw this application," the bench said.

The health ministry had moved an application seeking to defer the exam in wake of objections raised by several states. The ministry further claimed that students wanted time to get acquainted with the syllabus prescribed by the Medical Council of India (MCI).

In March, the SC had cleared the deck for the Centre and MCI to hold a common entrance test for the MBBS and PG courses despite objections raised by some state governments such as Tamil Nadu.

As per an affidavit filed by CBSE, online submissions for NEET-UG (for undergraduate courses) were to be from December 1 to 16. The test was to be held on May 13, 2012 with results in the last week of June.

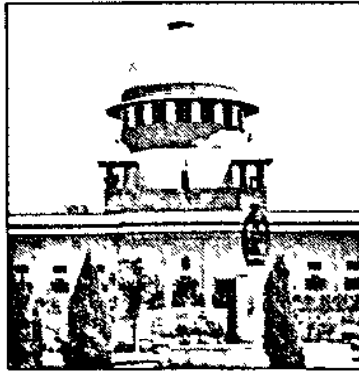
Times of India ND 17-Dec-11 P19

# SC raps govt, MCI on entrance test

Dhananjay Mahapatra | TNN

**New Delhi:** The Supreme Court on Friday embarrassed the government and Medical Council of India (MCI) by forcing them to withdraw their pleas for one-year deferment of the first-ever National Eligibility-cum-Entrance Test (NEET) 2012, a single examination for MBBS and dental undergraduate seats in all medical colleges across the country.

While MCI's counsel Amarendra Saran was quick to sense the mood of the court to immediately agree for an unconditional withdrawal of the regulatory body's application, additional solicitor general Harin Raval, while agreeing to withdraw the plea by the ministry of health and family welfare, wanted recording of his statement that the government would take appropriate



**NO MINCING WORDS**

steps in this regard.

This made a bench of Justices H L Dattu and C K Prasad recall that the common entrance test was formulated on the joint request of the MCI and the health ministry.

"All these orders were passed after hearing you and you alone. The regulations have been framed by the MCI stipulating that NEET would be held from the academic year 2012-13 onwards. We will not be a party to the post-

ponement of these regulations. If the government and the regulator want to withdraw the regulations, let them do that," the bench said. Raval persisted with his request, "I want to withdraw the application but please record my statement that the government will take appropriate steps."

The bench shot back, "We will not record a word of it. Either you withdraw the plea or we reject it. If you have other methods open to you for postponement of NEET, you are free to do that." It went on to order dismissal of the ministry's application but on Raval's request, changed the order and recorded the permission to withdraw it.

The government had moved the application for deferment of NEET 2012 by one year following objections by West Bengal chief minister Mamata Banerjee and other

states. The test is scheduled to be held on May 13, 2012.

One of the major reasons for the Centre moving the application was the Trinamool government's insistence on Bengal students being given the option of answering the test in Bengali and some other states either seeking exemption or deferment.

It had said, "The Bengal CM has expressed preference to continue with the Joint Entrance Examination Board for all colleges in West Bengal. However, the state would be ready to join NEET for undergraduate courses only if it is assured that Bengali would be one of the medium for the said examination." The chief ministers of Maharashtra, Assam and Karnataka had also requested the ministry for exemption from NEET 2012 arguing that students would require more time to switch over to the new system.

# Bureaucratisation comes to JNU

Arun Kumar

**J**awaharlal Nehru University (JNU), one of the few Indian institutions of higher education that have been resisting bureaucratisation, is about to give up. Its Academic Council recently approved the implementation of the University Grants Commission-dictated points-based system of evaluation for faculty recruitment and promotions. Why is the UGC imposing such a system on universities?

There is talk of reaping the demographic dividend of India's young population, given that the developed world has a rapidly aging population. Trade in Education under the World Trade Organisation is seen to give a natural advantage to India with its young English-speaking population. The Ministry of Human Resource Development (MHRD) and the UGC obviously believe that in order to realise the goals, the changes they are imposing on universities are necessary.

Another strand of this strategy is to encourage foreign institutions and the Indian private sector to set up educational institutions to improve educational standards. It is argued that the prevailing standards in most institutions (largely in the public sector) are poor and that they lack the resources to rectify the problem. In this context, financing of higher education is crucial.

Globalisation today involves a race for knowledge-generation. Whether it is software, nano-technology, manufacturing technologies, climate change, trade negotiations or financial institutions, the one who generates better ideas will dominate. Higher education, which is expected to generate ideas, then becomes crucial. Perhaps this is more important than reaping the demographic dividend.

While enrolment in higher education has increased, quality is a concern. Only a handful of institutions produce world-class talent. At the cutting edge, we have a shortage of manpower because we produce little of it, and most of it is lost through brain drain. Many bright students leave the country, unable to get admission to good institutions.

The need for high-quality institutions is obvious. The MHRD is trying to replicate the

JNU is set to introduce the points-based system of evaluation for faculty recruitment and promotions dictated by the University Grants Commission. This will mean confusing standardisation with standards.

success of elite institutions such as the Central universities, the All India Institute of Medical Sciences, the Indian Institutes of Technology and the Indian Institutes of Management, by setting up more of them. In addition, new private institutions in the professional disciplines have emerged in medicine, engineering, management and so on. But can buildings turn into institutions of excellence so mechanically?

Premier institutions face a 30 per cent shortage of faculty. With more of them coming up, the shortage has only spread, threatening standards in the existing institutions. In many private institutions and open universities, the quality of the faculty recruited is indifferent, resulting in poor-quality teaching. Institutions that would hardly be accepted as universities in any country have come up as deemed universities.

There are reports of corruption in setting up private institutions. They not only charge high fees but also extort capitation fees. At times these are set up to buy real estate at concessional prices and make a quick buck. To get recognition, apparently officials from the regulatory authorities (the UGC or the All India Council for Technical Education) are bribed. Some of the heads of these bodies have been accused of corruption.

Higher education passes knowledge from one generation to the next, and can help society advance by generating new knowledge. The former enables routine tasks to be carried out, while the latter equips society to move beyond its present stage and meet emerging challenges. Copying ideas from the developed world is often inappropriate since they may not be relevant to this country's stage of development. The two roles require imparting high-quality training to students, which in turn necessitates high-quality fac-

ulty. Union Minister Jairam Ramesh suggested that the IITs, India's most elite institutions, lack world-class faculty — and he was attacked. Not that he was wrong, but he hurt the sense of false national pride of many people.

Quantity is important, but by itself it cannot ensure quality: that requires special efforts. A hundred indifferent lectures can only kill a student's interest, while one inspired lecture can ignite a spark, make learning fun. It is that, and not bureaucratic fiat, which motivates academics to become good teachers and researchers.

Unfortunately, many of the academics produced by the present system have hardly understood their subjects. They dictate notes in class, killing the student's interest. Often, education is less about learning and more a burden that has to be endured to obtain a degree to get a job. Examinations largely test a student's capacity to reproduce mugged-up notes and not the knowledge acquired. The emergence of 'Kota schools' and coaching institutes that train students mechanically, is a natural corollary. No wonder, book shops around the universities largely stock 'mug books' for competitive examinations.

The authorities are aware of these deficiencies, but lack an understanding of what higher education needs. The UGC has introduced one scheme after another, often at the instance of the Pay Commissions. The Mehrotra Committee in 1986 suggested the creation of Academic Staff Colleges to train teachers and upgrade skills. Since then, promotion of Assistant Professors under the Career Advancement Scheme has been contingent on their attending these colleges. In order to promote research, academics with M.Phil. and Ph.D. degrees are given incre-

ments in pay. To make faculty-members work harder, the hierarchy levels in academia have been increased, so that academics would face a selection committee more often. The NET examination was introduced to ensure minimum standards among teachers in higher education.

These schemes involving huge expenditure have hardly helped improve quality. Rather than understand that failure is in-built in these schemes since they are divorced from the needs of higher education, the bureaucrats governing higher education have gone for more of the same. Disinterested 'academics' have found ways to beat the system. Today there is a flood of M.Phil. and Ph.D. and NET-qualified students without significant improvement in quality. Academics go through Academic Staff Colleges but with little impact on skills. The reason is that none of these measures ignite the desire to learn.

Now, the UGC, in an attempt to improve the quality of faculty, is enforcing a bureaucratised system of evaluation of faculty under the 'UGC 2010 Regulations,' based on a numerical system of indexing merit, called API. It would lead to 'paper chase.' How many papers or books written, conferences attended, projects completed, and so on. All these can be churned out in large numbers with little original thinking, to help indifferent academics accumulate points. Already there is a mushrooming of 'refereed journals,' national seminars and publishers who charge to print books. High-quality research requires years to produce, and in the new system this would get few points. Producing critiques that challenge authority and open new vistas are not easy to publish, and hence would be considered worthless under the new rules. The quantum of work done by an academic is important only to the extent of its quality.

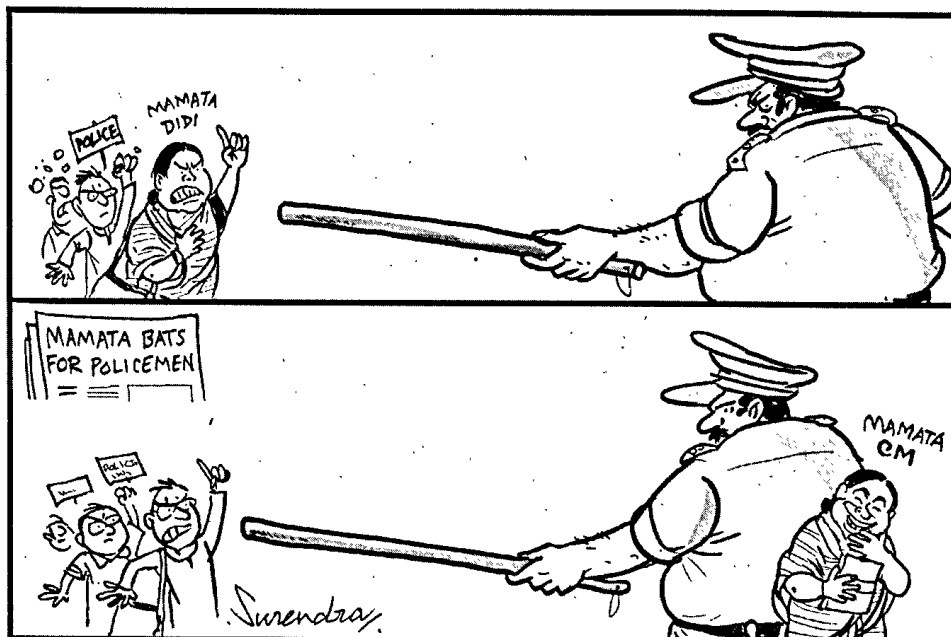
Education is not like any normal homogenised product, such as soaps or uniform-size shiny red tomatoes. An institution of higher education is not like a factory or an office where time and motion study can be used to measure productivity. In fact, there is a need to let a hundred flowers bloom and celebrate dissent as the essence of higher education. Unfortunately, to the education bureaucracy (often including academics), this is anathema.

The short-sightedness that the UGC is displaying, and to which the academic leadership is succumbing, is the result of poverty of thought and insecurity. Army generals, civil servants and clever networkers are often appointed to top positions in educational institutions, not because of their academic quality but due to their closeness either to those in power or to the moneyed. Their objective function is to serve the interest of their benefactors rather than that of the academic body, or society in general. Hence their focus becomes smooth management rather than cultivation of an environment to encourage knowledge-generation. With the decision of the Academic Council, JNU is sliding down this path and caving in to adopt bureaucratised standards of performance. Its academics are failing to stand up to the bureaucratisation that is being imposed by the UGC. A university, expected to give the lead to other institutions, is letting down both itself and the nation.

The bureaucratised UGC, while ostensibly promoting excellence, has been systematically undermining it for long. It thinks standards can be achieved through standardisation — little realising that often the latter is the antithesis of the former.

(The author is with the Centre for Economic Studies and Planning, School of Social Sciences, Jawaharlal Nehru University. This article is based on arguments presented in a section of his forthcoming book, Indian Economy since Independence: Tracing the Impact of Colonial Disruption in Society. He could be reached at arunkumar1000@hotmail.com)

## CARTOONSCAPE



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# From 2012, study at JNU, IIT or DU, Jamia at same time

**Shaswati Das**

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**NEW DELHI:** Cross-university education will no more remain a dream for students in Delhi.

Pursuing two courses simultaneously at Delhi University (DU) and Jamia Millia Islamia (JMI) or graduate students of Jawaharlal Nehru University (JNU) trying their hands at technical courses offered at the Indian Institute of Technology (IIT) may soon become a reality.

To make this possible, four city-based institutes — DU, JMI, IIT and JNU — will join hands to tap their best faculties and make cross-discipline education available to students.

“We are looking at making courses like environment sciences, biotechnology, disaster management and mass communication available to students. We also have a good social sciences faculty, especially in social work, which can prove to be useful for the students,” said Najeeb Jung, vice-chancellor, JMI.

The university is also aiming at making the flow of education smoother for students so as to enable them to transfer their credits from one system to another.

“We want to make it easier for students to transfer their credits from one university to another. So, if a student is pursuing economics (hons) in DU, he can take up mass communication in JMI or some technical course in IIT at the same time. The idea is to make the system of education smoother

**The idea is to make the system of education smoother for students.**

**NAJEEB JUNG**  
vice-chancellor, JMI

for students,” said Jung.

DU, too, has given its go-ahead for the project and has already started identifying students from various streams to be part of this pilot programme.

“We are trying to create a programme that complements the strength of each university. For instance, Jamia has a strong faculty in media and IIT has a similar technical backing. Similarly, both JNU and DU are strong in several fields. By July 2012, we would have launched this as a full-time programme. Students from streams like economics, physics and mathematics have expressed a keen interest in joining the programme,” said Dinesh Singh, vice-chancellor, DU, at a ‘Learn Today’ meeting.

Meanwhile, the institutes are awaiting further clarity on the matter to decide the future course of action.

“Two weeks ago, we had our last meeting with representatives of the other three universities. Our next meeting will take place on January 7, which will give us greater clarity on the matter,” said Najeeb Jung.

Jung added that there would be no central campus to carry out the programme, as it would be based on an exchange model of education.

# IIM-Rohtak acquires 200 acres

**Divya Trivedi**

*New Delhi, Dec. 16*

Haryana is hardly known as a management hub, but that could change soon. The Indian Institute of Management-Rohtak (IIM-R), one of the newest IIMs on the block, has managed to acquire 200 acres of land for its new campus and is in the process of taking possession.

Situated in village Sunaria in the National Capital Region, the campus will be virtually in the backyard of Delhi.

"We hope to commence operations within the next two to three years," says Prof P. Rameshan, Director of the year-old institute.

That will be in record time.

The first of the new batch of IIMs to come up, IIM-Kozhikode took six to seven years before moving to its permanent campus, says Prof Rameshan, who was once a part of IIM-K.

## **BUDGET**

The allocated budget for new IIMs proposed in 2008 was Rs 400- 500 crore but may shoot up to Rs 600 -700 crore as the years go by.

To distinguish itself from the crowd of IIMs, IIM-R plans to promote itself as a socially committed, globally oriented and entrepreneurial institute.

"We were the first to have a tie-up with Kelley School of Business and will contin-

ue to ink associations with international schools. It is too early for us to talk about an international campus, but it is definitely on our agenda," says Prof Rameshan.

The Director is of the opinion that qualified faculty is the biggest asset of an institute. "When faculty members get recognition for good research papers, their institute also gets acclamation."

## **FOCUS**

IIM-R will focus on entrepreneurship development with an emphasis on generating awareness in areas of agriculture, rural areas and value addition to the lives of people. It intends to train

and support entrepreneurs who can bring about a socio-economic transformation through social activities. Though most of these plans are still on the drawing board, Prof Rameshan insists they would be differentiating factors for the institute.

In order to promote gender equality, the institute gives more weightage to female students.

"At present, less than 10 per cent of students are women here but we want to push that up to 30 per cent going forward," he says.

Finally, the institute wants to be known as a professional, value-based and ethical one.

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# उच्च शिक्षा की दुर्दशा

सुभाष शर्मा

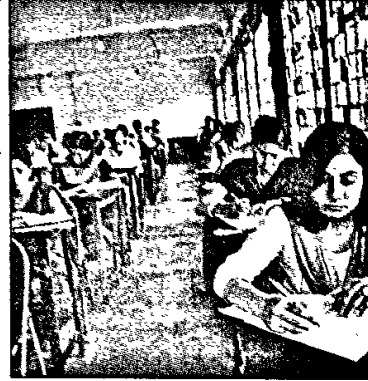
शिक्षा एक ओर व्यक्ति का सामाजिककरण करती है तो दूसरी ओर उसमें सवाल करने तथा परिवर्तन लाने की क्षमता भी विकसित करती है। किसी भी समाज की सर्वांगीण प्रगति के लिए उसका मानव संसाधन का सृजनशील, उत्पादशील एवं उपयुक्त होना जरूरी है अर्थात् भविष्य में हम कितना ज्ञान सृजित कर पाएंगे, कितने ज्ञान को आत्मसात् कर पाएंगे और कितने ज्ञान को ज्यादा समृद्ध कर सकेंगे, इन तीन चीजों पर हमारी प्रगति निर्भर करेगी। किसी आर्थिक उत्पादन के चार प्रमुख कारक होते हैं: भूमि भवन सहित, पूंजी, मानव संसाधन एवं उद्यमशीलता। इनमें मानव संसाधन और पूंजी सर्वाधिक महत्वपूर्ण कारक हैं। यदि मानव संसाधन में उपयुक्त कौशल है तथा बाजार की मांग को पूरी करता है तो नियोजन की समस्या नहीं होगी। मगर अफसोस है कि भारत में तमाम डिग्रीधारी उपयुक्त कौशल के प्रभाव में बेरोजगार हैं। उच्च शिक्षा की दशा और दिशा जानने के लिए चार चीजें जानना जरूरी हैं: सुलभता, समानता, समावेशन एवं गुणवत्ता। जहां तक सुलभता का सवाल है, आजादी के बाद से उच्च शिक्षा संस्थानों का विस्तार काफी हुआ है। विश्वविद्यालयों, महाविद्यालयों में पढ़ने वाले विद्यार्थियों की संख्या एक करोड़ छत्तीस लाख है जो भारत की जनसंख्या के आलोक में उपयुक्त उम्र समूह का महज तेरह प्रतिशत है जबकि विकसित देशों में सकल भर्ती दर अठ्ठावन प्रतिशत है। चीन में सकल भर्ती दर भारत से काफी बेहतर है। लैंगिक समानता भी उच्च शिक्षा में नहीं है। मात्र 56.5 लाख भारतीय महिलाओं (41.4 प्रतिशत) ने ही उच्च शिक्षा में प्रवेश लिया जिनमें से आधी महिलाएं कला संकाय में पढ़ती हैं और मात्र 14.7 प्रतिशत महिलाएं व्यावसायिक पाठ्यक्रमों में भर्ती हैं। विश्वविद्यालयों में करीब नब्बे हजार नियमित शिक्षक हैं जबकि महाविद्यालयों में करीब पांच लाख नियमित शिक्षक हैं। इस प्रकार करीब चालीस फीसदी शिक्षकों की कमी है। देश में चालीस केंद्रीय विश्वविद्यालयों की अपेक्षा राज्य के विश्वविद्यालयों में शिक्षकों की संख्या काफी कम है तथा वहां आधारभूत संरचनाओं का महती अभाव है। कुल 296 राज्य विश्वविद्यालयों में से सिर्फ 130 को ही

पिछले वर्ष की तुलना में भारतीय प्रौद्योगिकी संस्थानों की स्थिति बदतर हुई है। इसे कुछ भारतीय प्रोफेसर दोषपूर्ण मूल्यांकन पद्धति कहकर अपने दायित्व से पल्ला झाड़ने की कोशिश करते हैं। मगर असली सवाल यह है कि जब उसी मापदंड पर कई एशियाई विश्वविद्यालय उत्कृष्ट 100 विश्व-विद्यालयों में अपना स्थान बना रहे हैं तो भारतीय विश्वविद्यालय क्यों नहीं?

विश्वविद्यालय अनुदान आयोग ने वित्तीय सहायता दी क्योंकि शेष राज्य विश्वविद्यालय न्यूनतम शतों और प्रक्रियाओं पर खरे नहीं उतरे। यद्यपि सुलभता बढ़ाने के लिए तीन-चौथाई से अधिक का बजटीय प्रावधान किया गया, मगर विकसित देशों के बराबर सकल भर्ती दर तक पहुंचने में भारत को करीब पांच दशक लग जाएंगे क्योंकि एक अनुमान के मुताबिक सन् 2020 तक सकल भर्ती दर बीस फीसदी प्राप्त करने के लिए मौजूदा उच्च शिक्षण संस्थाओं की क्षमता दोगुनी करनी होगी।

भारत में कुल 130 मान्य (डोक्ट) विश्वविद्यालय हैं अर्थात् वे विधायिका द्वारा सृजित नहीं हैं बल्कि विश्वविद्यालय अनुदान आयोग द्वारा विश्वविद्यालय का दर्जा दिए गए हैं। मगर भारत सरकार के मानव संसाधन विकास मंत्रालय की टंडन समिति की जांच के अनुसार चवालीस मान्य विश्वविद्यालय आवश्यक न्यूनतम अर्हताएं, शर्तें पूरी नहीं करते। विश्वविद्यालय अनुदान आयोग उन संस्थाओं को स्वयत् महाविद्यालय का दर्जा देता है जो गुणवत्ता शिक्षा प्रदान करते हैं।

नौवीं पंचवर्षीय योजना (1997-2002) के दौरान भारत के मात्र पांच विश्वविद्यालयों (जेएनयू, हैदराबाद, मद्रास, पुणे तथा जादवपुर विश्वविद्यालय) को उत्कृष्टता की संभावनाओं वाला पाया गया। दसवीं पंचवर्षीय योजना (2002-2007)



के दौरान अन्य पांच विश्वविद्यालयों (नेहु, मद्रै, कामराज, मुंबई एवं कलकत्ता) को उत्कृष्टता की संभावनाओं वाला पाया गया। जाहिर है कि ये विश्वविद्यालय भी पूर्णतः उत्कृष्ट नहीं हैं, यदि भारतीय उच्च शिक्षण संस्थाओं की गुणवत्ता को विश्व स्तर पर आंका जाए तो स्थिति और भी भयानक है। टाइम्स उच्चतर शिक्षा विश्वविद्यालय स्थान क्रम (2010-11) के अनुसार हार्वर्ड विश्वविद्यालय (अमेरिका) का स्थान सर्वोपरि है, दूसरे स्थान पर कैलिफोर्निया इंस्टीट्यूट ऑफ टेक्नोलॉजी, तीसरे स्थान पर मेसाचुसेट्स इंस्टीट्यूट ऑफ टेक्नोलॉजी, चौथे स्थान पर स्टैनफोर्ड यूनिवर्सिटी और पांचवें स्थान पर प्रिंस्टन यूनिवर्सिटी है। इसके अनुसार विश्व के सौ उत्कृष्ट विश्वविद्यालयों में एक भी भारत का नहीं है। आईआईटी, दिल्ली 202वें स्थान पर, आईआईटी, कानपुर 249वें स्थान पर, आईआईटी, मद्रास 262वें स्थान पर, आईआईटी, खड़गपुर 311वें स्थान पर, दिल्ली विश्वविद्यालय 371वें स्थान पर और आईआईटी, रुड़की 401वें स्थान पर है।

भारतीय प्रौद्योगिकी संस्थानों का स्थान पायदान पर न केवल काफी नीचे है बल्कि पिछले वर्ष की तुलना में इन संस्थानों की स्थिति बदतर हो गई। इस बदतर स्थिति को कुछ भारतीय प्रोफेसर कॉफी मेज की गप्पराप, दोषपूर्ण मूल्यांकन पद्धति आदि

कहकर अपने दायित्व से पल्ला झाड़ने की कोशिश करते हैं। मगर असली सवाल यह है कि जब उसी मापदंड पर कई एशियाई विश्वविद्यालय उत्कृष्ट 100 विश्वविद्यालयों में अपना स्थान बना रहे हैं तो भारतीय विश्वविद्यालय क्यों नहीं? इसके अलावा यह भी उल्लेखनीय है कि अंतरराष्ट्रीय स्तर की पत्रिकाओं— साइंस, नेचर, लांसेट, फॉरेन अफेयर्स में छपने वाले शोधपत्रों में भारतीयों की संख्या नगण्य होती है। पिछले कुछ वर्षों से 'नैक' जैसी राष्ट्रीय संस्था विश्वविद्यालयों और महाविद्यालयों की गुणवत्ता का मूल्यांकन कर रही है मगर अफसोस है कि विश्वविद्यालय अनुदान आयोग इसके मूल्यांकन में घटिया स्तर पाए जाने पर भी उन संस्थाओं को वित्तीय सहायता से वंचित नहीं करता है।

हिंदी साहित्य भाषा में शोध की स्थिति सबसे दयनीय है। प्रेमचंद, तुलसीदास, सुरदास, निराला, कबीर आदि शोधार्थियों के प्रिय विषय हैं और सैकड़ों शोध प्रबंध बिना किसी नई सोच, पद्धति, सैद्धांतिकी, व्याख्या आदि के थोक के भाव लिखे जा रहे हैं। जब से मशीनी छायाप्रति और कंप्यूटर छपाई की सुविधा उपलब्ध हुई, तब से हाथ से लिखने की भी जहमत नहीं उठानी पड़ती। फिर कुछ स्वनामधन्य हिंदी शिक्षक पच्चीस-तीस हजार रूपए पर शोध प्रबंध तैयार करने, परीक्षक से पास कराने और पीएच.डी. डिग्री दिलाने का ठेका लेते हैं।

फिर एक समस्या भारत से 'प्रतिभा पलायन' की भी है। प्रति वर्ष हजारों इंजीनियर और प्रबंधन डिग्रीधारी विदेशों की ओर रुख करते हैं। मगर ये भूल जाते हैं कि उन्होंने अनुदानित दर पर उच्च शिक्षा ग्रहण की है। फिर कई इंजीनियर, प्रबंधन डिग्रीधारी असेैनिक सेवाओं में भी चले जाते हैं जहां उनके कौशल का पूरा उपयोग नहीं होता। यह 'आंतरिक प्रतिभा पलायन' है।

इसलिए जरूरी है कि उच्च शिक्षा को उत्पादकता से जोड़ा जाए। भौतिक एवं जीव विज्ञानों के साथ कला, मानविकी एवं समाज विज्ञान संकायों में भी व्यावहारिक पाठ्यक्रम अधिक से अधिक शामिल किए जाएं तथा उन्हें समाज के लिए उपयोगी पाठ्यक्रमों को भी बढ़ाया जाए। क्या आशा की जाए कि प्रस्तावित नए पंद्रह विश्वविद्यालय सचमुच विश्व स्तर के उत्कृष्ट विश्वविद्यालय होंगे?

(लेख भारतीय प्रशासनिक सेवा के अधिकारी हैं।)



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## आईआईटीएन को 73 लाख का पैकेज

भारतीय प्रौद्योगिकी सं.  
स्थान (आईआईटी) कानपुर  
में कम्प्यूटर विज्ञान में  
स्नातकोत्तर पाठ्यक्रम  
(एमएससी) के अंतिम वर्ष के  
छत्र आगरा के करन नारायण  
ने कैंपस प्लेसमेंट के मामले  
में नया इतिहास रच दिया है।  
करन को अमेरिकी कम्पनी  
पॉकेट जेम्स ने 137,000  
डॉलर (लगभग 73 लाख  
रुपये) वार्षिक वेतन का  
प्रस्ताव दिया है। आईआईटी  
कानपुर में किसी भी छात्र  
को मिलने वाला यह अब  
तक का सबसे बड़ा प्रस्ताव  
है। पॉकेट जेम्स एंड्रॉयड एवं  
आईओएस आधारित मोबाइल  
के लिए सॉफ्टवेर बनाने वाली  
कम्पनी है।