

# Newspaper Clips

December 28, 2011]

Navbharat Times, Dec. 28, 2011

## TION

### ‘क्वालिटी एजुकेशन का अहम रोल है’

देश की प्रोग्रेस में एजुकेशन के रोल पर डिस्कस करने के लिए हाल ही में एजुकेशन इंडस्ट्री के एक्सपर्ट्स का जमावड़ा लगा। मौका था ‘दा टाइम्स ऑफ इंडिया स्कूलोर्नॉमिक्स 2011’ का। इसे द मिलेनियम स्कूल ने ऑरिस के साथ मिलकर ऑर्गनाइज किया गया था। पिछले दिनों आयोजित हुए इस सेमिनार में जहां प्राइवेट स्कूलों और क्वालिटी एजुकेशन पर खुलकर चर्चा हुई, वहीं यह भी डिस्कस किया गया कि स्टूडेंट्स को सही तरीके से पढ़ाने के लिए टीचर्स का ट्रेन्ड होना कितना जरूरी है।

इस मौके पर एजुकेशनस्टि डॉ. श्यामा चोना, पूर्व राष्ट्रपति डॉ. ए. पी. जे. अब्दुल कलाम, आईआईटी दिल्ली के द बोर्ड ऑफ गवर्नर्स के चेयरमैन आर. पी. अग्रवाल सहित दूसरी शख्सियतें मौजूद थीं। इस मौके पर डॉ. श्यामा चोना सवाल उठाया, ‘ऐसी क्या वजह है कि हमारी इंडियन एजुकेशन का सिस्टम ग्लोबल एजुकेशन स्टैंडर्ड के मुकाबले उतना उम्दा नहीं है। क्या हमारे यहां सरकार द्वारा इस मामले में सही पहल नहीं की गई है या हमारे पास उतने क्वालिफाइड टीचर्स नहीं हैं?’ जबकि सेमिनार को आगे बढ़ाते



हुए डॉ. आर. पी. अग्रवाल ने कहा कि कोई भी देश अगर अपने नागरिकों को एक अच्छा तोहफा दे सकता है, तो वह है एक बेहतरीन एजुकेशन सिस्टम।

वहीं डॉ. ए. पी. जे. अब्दुल कलाम ने कहा, ‘किसी भी स्कूल के लिए क्वालिटी कंटेंट के साथ ही अच्छे टीचर्स बहुत मायने रखते हैं।’ इन सबके अलावा, इस सेमिनार में द वर्ल्ड बैंक की सीनियर एजुकेशन स्पेशलिस्ट डॉ. शबनम सिन्हा, केपीएमजी के एजुकेशन सेक्टर के पार्टनर एंड हेड नारायणन रामास्वामी, इडोकॉम्प स्कूल्स के प्रेजिडेंट पार्थो दासगुप्ता समेत कई एक्सपर्ट्स ने अपने विचार रखे।

Navbharat Times, Dec. 28, 2011



क्या आपको पता है कि कौन से एनआईटी में कौन-कौन से कोर्स हैं? कहां से बीटेक के बाद पीजी और पीएचडी की डिग्रियां ली जा सकती हैं? नहीं, तो इस अंक में हम आपके लिए देश के प्रमुख एनआईटीज और उनमें उपलब्ध कोर्सेज की संक्षिप्त जानकारी दे रहे हैं:

# इंजीनियरिंग: एनआईटी भी कम नहीं



निर्भय कुमार II

आज हम जिन्हें एनआईटी यानी नेशनल टेक्नोलॉजी इंस्टीट्यूट के रूप में जानते हैं, उनमें से ज्यादातर की स्थापना रिजनल कॉलेजों के रूप में की गई थी। रिजनल कॉलेजों की शुरुआत साठ के दशक में की गई थी। चारों क्षेत्रों (उत्तर, दक्षिण, पूर्व और पश्चिम) में आठ रिजनल इंजीनियरिंग कॉलेज (आरईसी) खोले गए थे। बाद में इनकी संख्या 17 तक बढ़ा दी गई। इन संस्थाओं में 15 प्रतिशत दाखिले जहां वे कॉलेज थे, उनसे अलग राश्यों के लिए रिजर्वर्ड थे। इन्होंने 17 रिजनल इंजीनियरिंग कॉलेजों को 2003 में एनआईटी (राष्ट्रीय प्रौद्योगिकी संस्थान) के रूप में खड़ा किया गया।

लिस्ट में तीन अन्य संस्थानों, बिहार इंजीनियरिंग कॉलेज (पटना), राजकीय इंजीनियरिंग कालेज (रायपुर) और त्रिपुरा इंजीनियरी कालेज (अगरतला) को भी शामिल किया गया। एनआईटी (राष्ट्रीय प्रौद्योगिकी संस्थान) में सीबीएसई द्वारा देश स्तर पर आयोजित होने वाली इंजीनियरिंग प्रवेश परीक्षा के माध्यम से दाखिला दिया जाता है। प्रमुख एनआईटी और उनमें उपलब्ध कोर्स आदि का संक्षिप्त ब्यौर इस प्रकार है:

## एनआईटी, अगरतला

त्रिपुरा इंजीनियरिंग कालेज, अगरतला की स्थापना वर्ष 1955 में की गई थी और 1 अप्रैल, 2006 को केन्द्र सरकार ने इसे एनआईटी (राष्ट्रीय प्रौद्योगिकी संस्थान)

प्रत्येक साल करीब पौने तीन सौ विद्यार्थियों को भर्ती करता है। यहां सात कोर्स संचालित होते हैं।

वेबसाइट: [www.tec.nic.in](http://www.tec.nic.in)

## एनआईटी, इलाहाबाद

मोतीलाल नेहरू राष्ट्रीय प्रौद्योगिकी संस्थान, इलाहाबाद की स्थापना 1961 में की गई थी। 26 जून, 2002 को इसे एनआईटी का दर्जा दिया गया। इस संस्थान में आठ विभाग हैं। यह इंस्टीट्यूट सिविल इंजीनियरिंग, इलेक्ट्रिकल इंजीनियरिंग, मैकेनिकल इंजीनियरिंग, कंप्यूटर इंजीनियरिंग, इलेक्ट्रॉनिक्स, प्रोडक्शन और इंडस्ट्रियल इंजीनियरिंग, केमिकल इंजीनियरिंग, बायोटेक्नोलॉजी और आईटी जैसे विषयों में चार वर्षीय

इंस्टीट्यूट 13 एमटेक प्रोग्राम और मास्टर ऑफ कंप्यूटर एप्लीकेशन (एमसीए), मास्टर ऑफ मैनेजमेंट स्टडीज (एमएमएस) का भी कोर्स उपलब्ध करा रहा है।

वेबसाइट: [www.mnit.ac.in](http://www.mnit.ac.in)

## एनआईटी, भोपाल

मोलाना आजाद राष्ट्रीय प्रौद्योगिकी संस्थान, भोपाल की स्थापना 1960 में की गई थी। 26 जून, 2002 को इसे एनआईटी का दर्जा दिया गया। इस एनआईटी में 8 विभाग हैं। इंस्टीट्यूट सिविल, मैकेनिकल, इलेक्ट्रिकल, इलेक्ट्रॉनिक्स और कम्युनिकेशन, कंप्यूटर साइंस और आईटी में चार वर्षीय बीटेक कार्यक्रम और एक पांच वर्षीय बी.आर्क. कोर्स चलाता है। अंडर ग्रेजुएशन कोर्सेज में कुल दाखिला क्षमता करीब 450 है। यह इंस्टीट्यूट 24 विभिन्न विशेषज्ञताओं में रेग्युलर और पार्टटाइम एमटेक पाठ्यक्रमों के साथ-साथ

एमसीए और एमबीए पाठ्यक्रम भी चलाता है। यहां पांच हॉस्टल लड़कों के लिए और हॉस्टल लड़कियों के लिए उपलब्ध हैं।

वेबसाइट: [www.manit.ac.in](http://www.manit.ac.in)

## एनआईटी, कालीकट

रिजनल इंजीनियरिंग कॉलेज, कालीकट की स्थापना 1961 में की गई थी। 26 जून, 2002 को इसे एनआईटी संस्थान का दर्जा दिया गया। इस इंस्टीट्यूट में प्रमुख कोर्स हैं- सिविल, केमिकल, इलेक्ट्रिकल, इलेक्ट्रॉनिक्स, इलेक्ट्रॉनिक्स एंड कम्युनिकेशन, मैकेनिकल, प्रोडक्शन इलेक्ट्रॉनिक्स और कम्युनिकेशन, कंप्यूटर, आईटी। यहां बी.आर्क. में पांच वर्षीय कोर्स भी है। इंस्टीट्यूट 11 विभिन्न विशेषज्ञताओं में एमटेक डिग्री व तीन वर्षीय (छह सेमेस्टर) एमसीए कोर्स भी चलाया जा रहा है। इंस्टीट्यूट सभी विषयों में पीएच-डी. कार्यक्रम भी चलाता है।

वेबसाइट: [www.nitc.ac.in](http://www.nitc.ac.in)

Hindustan Times ND 28/12/2011

p-1(htEducation)

# Resistance to CMAT

## A few B-schools are reluctant to accept the new test scores

**Gauri Kohli**

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The Common Management Admission Test (CMAT) process is already underway, but few B-schools are reluctant to accept the CMAT scores for admission to their management programmes, at least for the 2012-2013 academic year.

“We are accepting Common Admission Test (CAT), Management Aptitude Test (MAT) and Xavier Aptitude Test (XAT) scores and not CMAT scores as our admission deadlines are stiff. We have no problems with CMAT but are only objecting to CMAT becoming a mandatory test. An interim Supreme Court order earlier this year had stated that B-schools could opt for one of the all-India entrance tests other than CMAT but according to a recent All India Council for Technical Education (AICTE) advertisement, scores of CMAT will be used for allotment of candidates for all management programmes approved by the AICTE. They are also allowing the use of Graduate Management Admission Test (GMAT) scores which is again a violation of the Supreme Court order,” says H Chaturvedi, director, Birla Institute of Management Technology, Greater Noida, and alternate president of the Education Promotion Society of India (EPSI).

Chaturvedi, however, says there's nothing wrong in having a single national-level entrance test for



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admission to all B-schools across the country and the best idea would be to use CAT as a national test as it is one of the oldest entrance tests.

Other B-schools have also made their stand clear on CMAT. SP Jain Institute of Management and Research (SPJIMR), Mumbai, will not consider CMAT scores. “Our admission process has started and we will be accepting CAT, XAT and GMAT scores. We may consider CMAT as an option for subsequent academic sessions, depending on its validity and our admission deadlines, but we have not made it mandatory,” says R Sessa Iyer, director, SPJIMR.

So is the case with Management Development Institute (MDI), Gurgaon. “We have already started our admission process and we would be accepting CAT scores only. It would not be possible for us to go for CMAT,” says Chandra P Shrimali, officiating director, MDI.

Hindustan Times ND 28/12/2011 p-1(htEducation)

# Here's the lowdown on CSAT

Is the aptitude test meant to level the field for all candidates and is there no difference between the aptitude test and the former preliminary exam?

Showick Thorpe

Entry into the Indian civil services, considered the 'steel frame of the Indian administration', is through an extremely challenging test. Over the years, it has undergone many changes, the most recent being the alteration in the format of the preliminary examination (notified

in 2010) and its emergence as the Civil Services Aptitude Test (CSAT) held in June 2011. Before CSAT 2011, there was one paper of general studies which carried 150 marks and a second paper where the candidate had the option to choose from 23 optional papers, carrying 300 marks.

Under the revised pattern, there are now two

papers, each worth 200 marks. Henceforth, there would be two common papers in the preliminary examination which would provide a level playing field for all candidates.

Now, there are two questions every reader would want to discuss:

What exactly is the CSAT? Is it just paper 2 of the prelim exam or is the

entire test (paper 1 and paper 2) the CSAT?

Is there a 'point and purpose' of the new format of the prelim exam, and will understanding it help chalk out preparation strategies?

Well, before I answer the first question, allow me to present some facts which create some confusion. And then we may try to join the dots and try and find a rea-



sonable answer.

■ The notification and further revelation to the notification never mentioned the term CSAT. Since the notification, the Union Public Service Commission, or UPSC,

*Continued from page 1*

## Here's the lowdown on CSAT

The CSAT, it was said, would come into effect from the Civil Services Examination, 2011. This would enable screening of candidates having a right aptitude for the civil services.

■ The coaching fraternity devised their coaching modules as GS+CSAT, thereby terming paper 1 as general studies and paper 2 as CSAT.

Starting with the third point first, which claims that paper 2 is CSAT of CSP, we can say that this is the least logical of all. How can one part of the CSP be called general studies and the other,

CSAT? It would have made sense if paper 1 was called Civil Services General Studies Test and paper 2 CSAT. So, in my opinion, paper 2 alone is not CSAT, and it could be market-lingo.

Now, point 2 clearly mentions that the changed preliminary exam was to be called CSAT, but the first point suggests that the UPSC never used the term CSAT when they notified the 2011 exam. It just stuck to CSP or Civil Services Preliminary Examination. So, what can we infer from this? I think CSP and CSAT are one and

the same thing. I suggest that we can appropriately call paper 1 general studies and paper 2 general aptitude.

Now, let's go to the second question, on the 'point and purpose' of this change. The 'point and purpose' of the change is to provide a greater degree of level-playing field to candidates of different backgrounds. Looking at the CSAT 2011 paper, some changes ensured that the test was as clear and effective as possible, while others were made to make sure that students coming from particular backgrounds would not have unfair advantages.

The writer is a CSAT expert and author of The Pearson CSAT Manual 2012

INDIAN EXPRESS ND  
28/12/2011 P-8

# AICTE sees slowdown in applications for new institutes

Gets only 400 new applications,  
down from 1,067 in 2011

MIHIKA BASU

MUMBAI, DECEMBER 27

CALL it the “problem of plenty” or the economic slowdown, the number of applications received by the All India Council for Technical Education (AICTE) to start new institutes in 2012-13 is significantly lower than in previous years.

The AICTE has received 400 applications nationwide for new institutes in 2012 in disciplines like engineering, technology, management, applied art, architecture, hotel management and computer application. The same number stood at 1,067 in 2011, and was 2,176 the year before.

“Over the last few years, the number of applications to start new technical institutes across various disciplines has dropped considerably. A few had requested that we extend the deadline for submitting proposals to start new institutes for the coming academic year, so we have extended the deadline till January 15. Even then, we do not expect the final number to go up much. There may be a minor increase of 20-30,” said S S Mantha, acting chairman of AICTE. The original deadline was December 31.

The current global slowdown, according to Mantha, is one major reason for so few applying to set up new institutes in the coming academic year. “The mar-

ket is uncertain at the moment. People are playing it safe and adopting a wait-and-watch policy. In fact, barring the top few, most management institutes in the US have vacancies and some even to the tune of 50 per cent,” he said.

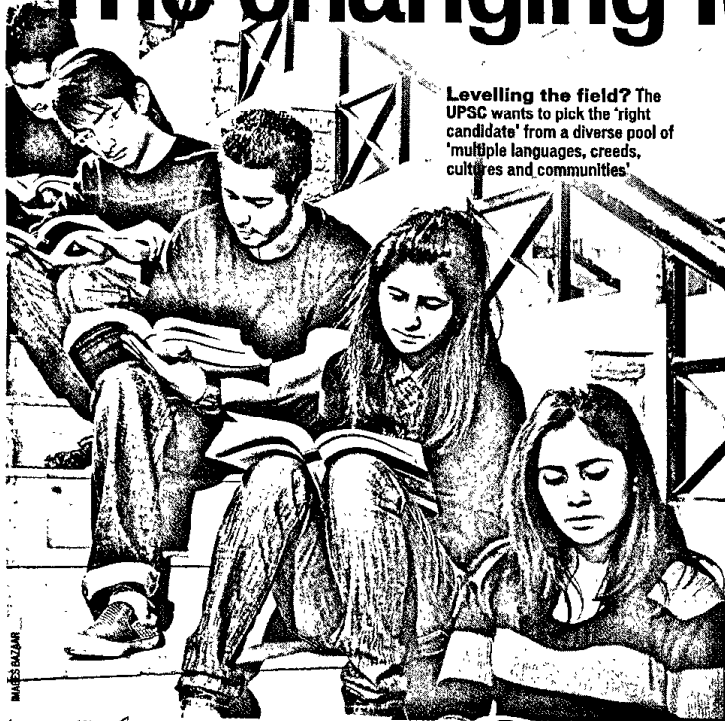
Mantha said another reason behind this dip is that the demand may have come down in specific areas. “Several new institutes which are offering technical education have not been able to fill up all their seats. Among new engineering institutes, most of the vacancies are in rural areas and many are in specific branches which are not perceived to be as lucrative in terms of employment opportunities as others. Another reason could be poor quality of education offered by a particular institute,” said Mantha.

Citing large-scale vacancies in several engineering institutes, particularly the newly-established ones, several states, including Andhra Pradesh, Rajasthan, Maharashtra, Tamil Nadu, Orissa and Karnataka, among others, had, in fact, written to the AICTE this year requesting it to not permit new engineering institutes for 2012-13.

With many engineering seats going vacant each year, particularly in the new institutes, the AICTE had lowered the entry bar this year, but in spite of this, all of the seats could not be filled.

Hindustan Times ND 28/12/2011 P-1(htEducation)

# The changing face of the civils



**Levelling the field? The UPSC wants to pick the 'right candidate' from a diverse pool of 'multiple languages, creeds, cultures and communities'**

## After the preliminary part, the Civil Services (Main) Exam is likely to be revised

Rahat Bano  
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After the first stage of the Civil Services Examination, aspiring bureaucrats may expect changes in the main part of the competition. The Union Public Service Commission (UPSC) has set up a committee to recommend changes in the main exam.

UPSC chairman DP Agrawal has said that preliminary exam "changes have been well received as they provide the candidates a level playing field leading to improved quality of selection. To maintain consistency in the selection process and choose the right candidate from the huge pool consisting of multiple languages, creeds, cultures and communities, the commission has now constituted a high-power committee to suggest possible

changes in the pattern of Civil Services (Main) Examination."

Before going ahead, first look at the CS examination:

**Preliminary exam** — two compulsory, objective-type papers of 200 marks each

**Main exam** — written test and interview. The written part has nine papers. Paper I — An Indian language selected from the languages in the eighth schedule to the constitution, 300 marks; Paper II — English, 300; Paper III — essay, 200; Papers IV and V — general studies (GS), 300 for each paper; Papers VI, VII, VIII and IX — any two subjects selected from the list of optional subjects. Every subject has two papers, each carrying 300 marks

The list of optional papers has about 25 subjects from science to arts.

Shuchita Kishore, AIR 39,

2010, is satisfied with the main exam. She points to the notion some have that there is a pattern skewed towards students of certain 'scoring' subjects. "So, there's a view that there should be four or five general papers and the optional papers should be done away with. However, I believe two general studies papers are enough to judge a person's general capability. During training, you realise that all fields have their importance. Specialised knowledge too is required in a bureaucrat's job." Another budding diplomat, though against changing the exam, adds that there "could probably" be common papers for all to counter the view that some papers fetch more marks. "Maybe" have "five-six common papers so that the same yardstick is applied to everybody," says Kumar Gaurav, an IFS probationer.