

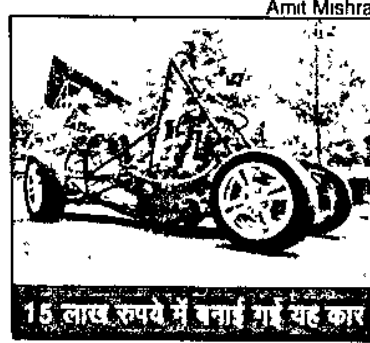
IIT की एफ1 कार लंदन के ट्रैक पर

अमित मिश्रा ॥ नई दिल्ली

आईआईटी दिल्ली की एफ1 कार लंदन के ट्रैक पर धूम मचाने को तैयार है। इस कार को बनाने की कहानी किसी फिल्म से कम नहीं है। इसे बनाने का सफर 2009 में शुरू हुआ, लेकिन राह में कई रोड़े आए। कभी कोई टीम मेंबर साथ छोड़ गया तो कभी रिसोर्स की प्रॉब्लम आ गई। सबसे बड़ी परेशानी फंड की थी, इंस्ट्रुक्ट के पास सीमित फंड था, जिसमें कार बनाना मुमकिन नहीं था। स्टूडेंट्स ने मार्केटिंग टीम बना कर स्पॉन्सर जुटाने की कोशिश की, लेकिन यह भी कामयाब नहीं हो सकी।

अब एक ही तरकीब थी कि टीम मेंबर खुद कुछ इंतजाम करें। सभी टीम मेंबरों ने अपनी जेब से 7 लाख रुपये की रकम इकट्ठा कर इस सपने को साकार करने में लगा दी। इसे बनाने में लगभग 15 लाख रुपये का खर्च आया है और 45 स्टूडेंट्स ने अलग-अलग तरीके से मदद की तब कहीं टीम एक्सलरेटर (AXLR8R) की यह फॉर्म्युला वन कार तैयार हो सकी। आईआईटी दिल्ली के मैकेनिकल स्टूडेंट्स की टीम की तीन साल की लगन और मेहनत का नतीजा है एक्सलरेटर कार, जो अगले हफ्ते इंटरनेशनल रेसिंग ट्रैक पर धूम मचाएगी।

इस एफ1 कार का डिजाइन और फैब्रिकेट आईआईटी के स्टूडेंट्स ने ही



किया है। टीम के मेंबर नलिन का कहना है कि इसकी स्टियरिंग और सस्पेंशन से लेकर ब्रेक तक हमने खुद डिजाइन किए हैं। चूंकि हमारे पास इंजन बनाने की सहूलियतें नहीं हैं इसलिए हमें इसे इंपोर्ट करना पड़ा है, लेकिन यह पूरी तरह मेड इन आईआईटी कार कही जा सकती है। नलिन इसे लेकर काफी उत्साहित हैं। उनका कहना है कि टीम का हर मेंबर इस कार को 11 जुलाई से होने वाले कॉम्पिटिशन में उतारने से पहले कोई कमी नहीं छोड़ना चाहते थे।

प्रोजेक्ट मैनेजर निशांत जायसवाल ने बताया कि सबसे बड़ी बात कॉम्पिटिशन के मापदंड के अनुसार कार को डिजाइन करना है। कार के इंजन और पावर से लेकर डिजाइन तक सबकी लिमिट तय होती है। इस सीमा में बेहतर परफॉर्मेंस निकालना है सबसे बड़ा चैलेंज है। उन्होंने बताया कि कार 600 सीसी के इंजन से चलती है और ट्रायल में यह 100 किमी से ज्यादा की स्पीड को पार कर चुकी है।

IIT Delhi student held for harassing IIT Kanpur student online

Staff Reporter

HYDERABAD: A final-year B. Tech student from Indian Institute of Technology in Delhi, Surrender, who allegedly had been harassing a woman and her family by posting visuals of her private moments online, landed behind bars here.

The Cyber Crime unit of the Crime Investigation Department picked him up three days ago from his home town of Mahboobabad in Warangal district, brought him to Hyderabad for questioning, and arrested him after gathering evidence.

The victim, who joined the engineering programme in IIT, Kanpur, a year ago, too, hails from Mahboobabad.

The woman's father, a doctor, contacted Surrender for guidance, when his daughter got admission in IIT. "Surrender used to come to Kanpur to help her purchase books, prepare notes, and thus became close to her. But he had a grudge against the woman as she turned down his marriage proposal," CID Additional SP, U. Rammohan, said.

A few months ago, he allegedly took her to the office of Arya Samaaj in Kanpur without disclosing his clandestine plan to marry her. When the woman refused in the last minute, the Arya Sa-

maaj personnel called in the police. He was then arrested.

Later, he began sending threatening emails and text messages on the phone to her. A case in this regard was registered by the Mahboobabad police. He was arrested in this case, too. After coming out on bail, Surrender allegedly continued to make threatening calls to her.

"He had uploaded visuals of the private moments of the student, which he had earlier recorded secretly, onto the Internet, and circulated the details among her friends," Mr. Rammohan said. Surrender also created a fake account of her elder sister in a social website.

Describing her as a call girl, he gave the mobile phone number of her mother in the profile, subjecting the family to trauma, the Additional SP said. Based on a complaint lodged by the family head, the CID sleuths traced the Internet Protocol address, and found that the visuals were uploaded by Surrender.

A case under the provisions of the Information Technology Act and Sections 507 (criminal intimidation by anonymous communication) and 509 (word, gesture, or act intended to insult the modesty of a woman) of the Indian Penal Code was registered against him.

Hindustan ND
08/07/2012 p-9

सीनेट के फैसले के बिना एडवांस टेस्ट स्वीकार नहीं

कानपुर। आईआईटी, कानपुर ने स्वयं प्रवेश परीक्षा का ख्याल नहीं छोड़ा है। निदेशक आईआईटी से विशेष सीनेट की बैठक बुलाने के लिए कहा गया है। फिलहाल 23 जुलाई को होने वाली सीनेट की बैठक में इस एजेण्डे को शामिल नहीं किया गया है।

‘वन नेशन, वन टेस्ट’ का विरोध कर रहे आईआईटी, कानपुर ने अपनी प्रवेश परीक्षा स्वयं कराने का निर्णय लिया था। इसके बाद दिल्ली आईआईटी की सीनेट ने भी इस पर मोहर लगा दी।

आईआईटी, कानपुर की इस मुहिम ने जोर पकड़ा तो निदेशक और सीनेट के कुछ सदस्यों के साथ मानव संसाधन मंत्री कपिल सिब्बल ने लखनऊ में बैठक कर आम सहमति वाले फार्मूले पर चर्चा की। आईआईटी काउंसिल का फार्मूले से आईआईटी सहमत नहीं था।

BOND WITH A BOOK

17 IIT admission comes with a bestseller 9.

ht SPECIAL

Vanita Srivastava

■ Vanita.srivastava@hindustantimes.com

NEW DELHI: The 117 students, who have been given an admission offer in IIT-Gandhinagar this year have got a special gift from the institute — Paulo Coelho's bestseller, *The Alchemist*. And the students will have to read the book before they come for their Foundation Day programme, which begins on July 19.

"We will have a special session to review and discuss the book," says

Associate Dean (academics) Amit Prashant.

This unique way of bonding with the newcomers began last year when the institute sent Khushwant Singh's *Train to Pakistan* to students.

"Those who prepare for IIT-JEE don't study anything apart from their books on physics, chemistry and mathematics. We wanted to revive their reading habits. This idea

came to us after several rounds of brainstorming sessions. We have noticed that there is a change in students who read books beyond their school curriculum," says Prashant.

The books generally reach 2-3 days after the offer letter he said, adding: "This helps build a slow attachment of the students with the institute."

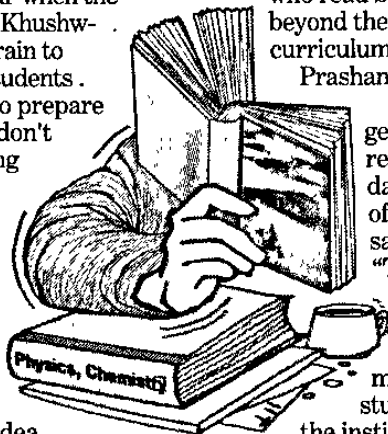


ILLUSTRATION: ABHIMANYU

On the selection of the books, he said: "We choose books that are easy to read."

"While copies of the book have already been sent to those who have opted for IIT-Gandhinagar, we will not ask those who decide to switch to any other IIT, after the third round of seat allotment, to return these books," Prashant said. "In fact, anyone who joins us after the third round will also be sent this book."

Maintaining that his institute was taking several steps to inculcate reading habit, he said: "Even our meritorious students are felicitated with books every semester."



Indrajit Hazra

RED HERRING

It's understandable

I'm going to stick my neck out and guess that most of you don't understand what a Higg's boson is. I'll also guess that you realised the immense importance of its discovery only because you read about it being immensely important. If the media had informed you of the existence of a gigantic panda in the Cygnus constellation, your reaction would have been more emphatic though — because unlike the Higg's boson, you know what a panda looks like.

For those of us who have registered the fact that 'The God Particle' is a masterful branding gesture in the same league as 'God's own country', we have learnt over the last few days that the Higg's boson is a sub-atomic by-product of a mechanism by which elementary particles get their mass, or why 'stuff' weigh anything. As a scientist once told Ian Sample, the author of *Massive: The Hunt for the God Particle*: "Imagine a snowfield that goes on forever in all directions. Beams of light move through it as though they have skis on: they zip through the field as if it weren't there. Some particles have snowshoes and make less swift progress. Others go

barefoot and are destined to trudge around at a snail's pace. A particle's mass is simply a measure of how much it gets bogged down in the field."

But hang on. What I'm doing now is telling you what I've been reading about the hunt for the Higg's boson that started in earnest and was being reported in the news since 2008. My understanding of and belief in the Higg's boson — and, while I'm at it, in sub-atomic particles, the workings of the human brain, how a credit card works, or the Earth circling the Sun — is based on faith. I don't actually make the effort of checking whether what the scientists tell us is the truth. Even if I wasn't so lazy, I'm not equipped with the requisite skills.

When scientists tell us that nothing can move faster than light, we tend to believe them without demanding data to double-check Einstein's mass-energy equivalence equation, regardless of how cool that sounds. (When scientists last year announced that they had spotted sub-atomic neutrinos that broke the speed of light, we believed them. By March this year, the same lot said that there had been a glitch and neutrinos don't actually move faster than light.



■ **Scientific:** A 19th century engraving of 'a medieval missionary who has found the point where Heaven and Earth meet'

We believed them again.)

So what exactly does *understanding* mean, even when we say we have understood something? I posed this question to Shobhit Mahajan, professor of physics and astrophysics, University of Delhi. Forget about us chatting about the Higg's boson at dinner parties trying to show that we could have got into IIT were it not for being pushed into the family business. How does the scientist — as opposed to the layabout layman as well as the religious geek whose notions of knowledge is based on the same tenets as those by which a kid believes in Santa — define understanding?

"Till the coming of quantum mechanics [the physics that governs nature that lies at the sub-atomic level] in the last century, whatever phenomenon one encountered could be, in principle at least, sensed by our senses: apples falling, the sun being eclipsed, water

becoming steam. There it was possible to have mental images of the phenomena [which could be made understandable through metaphors to the receptive layperson], in addition to mathematics as a tool for understanding it," says Mahajan.

The 'problem' started with the advent of quantum mechanics which dealt with things that could not be *directly* sensed by our senses. There, the only tool to understanding was mathematics. So the colourful 'acid trip' images that have been accompanying all those news stories on the Higg's boson all this while have as little to do with the much-feted particle as the film set on which the pivotal dance scene in *Disco Dancer* was shot has to do with Mithun Chakraborty.

"So, the answer to the question, 'What does one mean when one says that he understands the falling of an apple from a tree?' is," says Mahajan, "that I can write down the equation that governs the apple falling and this equation will be true for all apples and trees and then, with appropriate generalisations, also hold true for the Earth orbiting the Sun."

Mathematics is the language used for constructing 'metaphors' to explain physical phenomena — except that maths does it more accurately and closer to reality than, say, 'snowfield' and 'ski marks'. So till I brush up my maths and figure out what I need to confirm about the Higg's boson — and about the Earth orbiting the Sun — I'll outsource my understanding to smarter folks and just trust them.

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Manas Chakravarty

LOOSE CANON

Spreading confusion

Confusion helps people learn better
— ANI, June 21

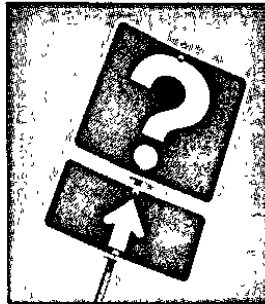
Have you been dazed and bewildered by the recent attempt to get the IITs to change a perfectly good admission system? Are you baffled by the education ministry's decision to do away with school exams and pass every child till class 8, thus exponentially increasing the number of illiterates? Have you often wondered what on earth the government is up to, allowing the nation's economy to sink like a stone? Do their policy flip-flops confuse you? If so, you can stop worrying. The government is not, as you thought, completely clueless. It's all part of a cunning well-thought-out master plan. Sidney D'Mello, psychologist and computer scientist at the University of Notre Dame in the US, has found in a recent study that "by strategically inducing confusion in a learning session on difficult conceptual topics, people actually learned more effectively."

"We've all along known instinctively that we had to spread confusion if we wanted students to start learning," said a guy in a polka-dotted lungi smoking a bidi who claimed to be an official at the education department. "That is why," added a primary teacher, "while I ordinarily teach that two plus two equals four, sometimes I tell my students that it could, under special circumstances, add up to 1,76,000 crore." "Which, as you know, equals zero," explained the guy in the lungi.

It's not only in education that they've been trying to sow confusion. "Consider the telecom department," said a guy who looked like a depraved government spokesman, "notice how expertly we have managed to kick all decisions from the ministry to the department of telecommunications to the Telecom Regulatory Authority to the Group of Ministers to the Telecom Disputes Settlement and Appellate Tribunal,

weaving circles back and forth, leaving folks dumbstruck." "In fact, this government probably has the best record of sowing confusion among the populace," said the spokesman smugly.

But the Opposition was quick to rubbish the idea. "Just look at the utter confusion we have created in Karnataka," said a BJP supporter. Smaller parties admit though that they are flummoxed. "We have been trying our best to confuse the public but have ended up being confused ourselves," said a Trinamool leader.



■ The road to learning

Others claim we are amateurs at creating confusion. "What we have done in Pakistan," said a Pakistani ace confuser, "is mash up the State and the military and the ISI thoroughly, add a dash of non-State actors to the mix, dunk the lot in religion and simmer with US arms until our people can't tell their elbows from their behinds." But governments in Europe say they are the best. "The eurozone is tailor-made for confusion," said a spokesperson. "Have you any idea of the hopeless muddle that happens when 17 heads of State have to agree for every decision?" she asked. "By the way," she added, "Where am I? Who am I?"

Other professions say they can do better. "It is we who are responsible for the global financial crisis and the enormous confusion it has caused," boasted a free-market economist. The philosopher merely queried, "Don't you think Zizek finds the place for Lacan in Hegel by seeing the Real as the correlate of the self-division and self-doubling within phenomena?" and smirked.

I find all this very comforting. Earlier, I used to think it was my feeble brain that produced the fog of confusion that enveloped me. I now know it's all part of the learning process and go around compassionately confusing others.

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Views expressed by the author are personal

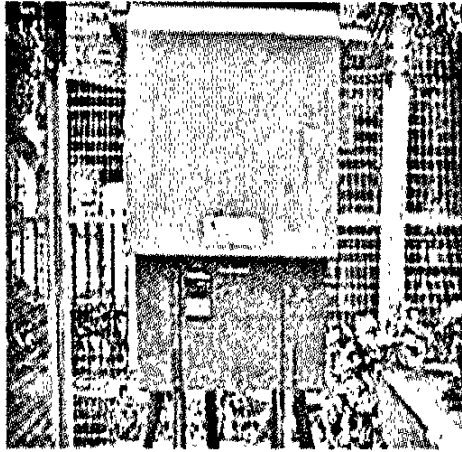
ट्रांसफार्मर कहेगा 'आई एम नॉट फीलिंग वेल'

अनोखा खोज आईआईटी दिल्ली और बीएसईएस के इंजीनियरों ने दो साल में तैयार किया अनोखा हाइटेक सॉफ्टवेयर

प्रणति तिवारी। नई दिल्ली

दो सालों की मेहनत के बाद राजधानी में एक स्मार्ट बिजली सब स्टेशन विकसित करने की कवायद पूरी होने वाली है। आईआईटी दिल्ली और बिजली कंपनी बीएसईएस के इंजीनियरों ने पायलट प्रोजेक्ट के तहत एक ऐसा सॉफ्टवेयर विकसित किया है जो बिजली के ट्रांसफार्मरों में होने वाली किसी भी खराबी की जानकारी संबंधित अधिकारी को कुछ क्षणों में एसएमएस के जरिए उपलब्ध करा देगा।

इस मैसेज की भाषा भी बड़ी खास है। खराबी आने से पहले ट्रांसफार्मर खुद ही लाइनमैन के मोबाइल पर संपर्क करेगा और 'आई एम नॉट फीलिंग वेल' की जानकारी देगा। ट्रांसफार्मर ठीक होते ही लाइनमैन के मोबाइल पर 'आई एम ओके नाऊ थैंक्यू' का मैसेज भी फ्लैश होगा। बीएसईएस के अधिकारी चंद्रप्रकाश कामथ के अनुसार, फिलहाल इस सॉफ्टवेयर को मध्य और पूर्वी दिल्ली में दो जगहों पर ट्रायल के लिए लगाया गया है, जहां उसके परफॉरमेंस पर निगरानी रखी जा रही है। जैसे ही इसकी व्यावहारिक जांच की अवधि पूरी होगी, इसे लोकल ट्रांसफार्मरों में प्रयोग की हरी झंडी दे दी जाएगी।



आईआईटी दिल्ली और बीएसईएस द्वारा तैयार ट्रांसफार्मर।

कैसे खास है यह सॉफ्टवेयर

बिजली शुल होते ही शिकायती कॉल का इंतजार किए बिना ट्रांसफार्मर खुद ही एसएमएस की मदद से लाइनमैन से संपर्क करेगा। चिप में फ्रीड किए गए मैसेज तत्कालीन स्थिति की जानकारी देगा और यदि इस पर तुरंत कार्रवाई नहीं की गई तो अगला मैसेज संबंधित व्यक्ति के अधिकारी को जाएगा। यदि इस पर भी समस्या का समाधान नहीं किया गया तो वह एसएमएस कंपनी के मुख्य कार्यकारी अधिकारी के मोबाइल पर भी संपर्क करेगा।

क्या होंगे मैसेज

आई एम गेटिंग हॉट, बिकरिंग रेड, ऑयल इज अबाउट फिनिश इन द ट्रांसफार्मर, प्लीज टेक नेसेसरी एक्शन...अदरवाइज आई स्टॉप फंक्शनिंग। यदि समस्या का समाधान हो गया तो उसे थैंक्यू का भी एसएमएस जाएगा।

Separate all-India merit lists for IITs

Format will not affect reservation policy

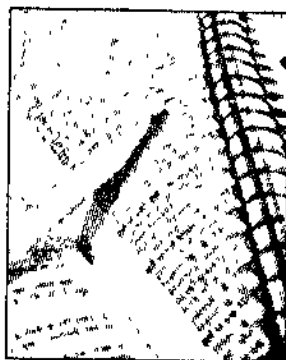
Prakash Kumar

NEW DELHI: Separate all-India merit list of general, scheduled caste, scheduled tribe and other backward class category students will be prepared for admission to the IITs under the proposed joint entrance test to be held from 2013.

Ending the logjam over the government's 'one nation, one examination' proposal, the IIT council recently decided that only top 20 percentile holders in their respective school boards will be entitled for admissions to the premier technical institutions on the basis of their performance in the JEE-Advance.

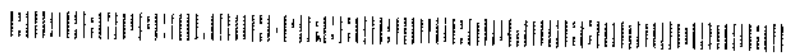
"The new format will not affect the reservation policy in admissions. The all-India merit list will have category wise list of top 20 percentile holders of the respective school boards, not a general list," a Human Resource Development Ministry official told Deccan Herald.

For instance, if the joint admission board (JAB) of IITs is looking into the percentile of a candidate who belongs to



RTI Act in school books

School children may now get exposure to the basics of the Right to Information Act with the National Council for Educational Research Training examining a suggestion for inclusion of the landmark law in the school curriculum, *DHNS* reports. **Details on Page 9**



scheduled caste, it will only compare his school board marks with the marks of candidates belonging to his category.

"Percentile of candidate belonging to general or reserved category will only be determined comparing his school board marks with other candidates of his or her category, not with those belonging to other category," the official clarified.

The screening of 1.50 lakh students after their performance in JEE-Main will also be done keeping the percentage of reserved seats in mind, he added.

For the SC and ST category students, 15 per cent and 7.5 per cent seats respectively are

reserved in every programme in all IITs. For candidates belonging to OBC (non creamy layer), 27 per cent seats are reserved in all IITs.

Percentile score of a student is obtained by dividing the number of students below him or her with the total number of students appeared in the examination.

The equivalent percentage of marks for top 20 percentile holders of different school boards and categories is being worked out by the respective state secondary school boards. "They are expected to make top 20 percentile holders public very soon," the official said. **DH News Service**

A NEW TUNE

*IIT-B students launch music station***HT Correspondent**■ letters@hindustantimes.com

MUMBAI: A group of IIT-Bombay students has launched an Internet-based radio station.

Be The Change Radio aims to be a platform to showcase new sounds and unknown bands.

The four musician friends, including two ex-students, came up with the idea in January and launched the online channel in June. The station has seen 700 visitors every day since.

The channel has a database of songs from 250 Indian bands straddling multiple genres: from fusion to rock to blues.

"People may visit to hear

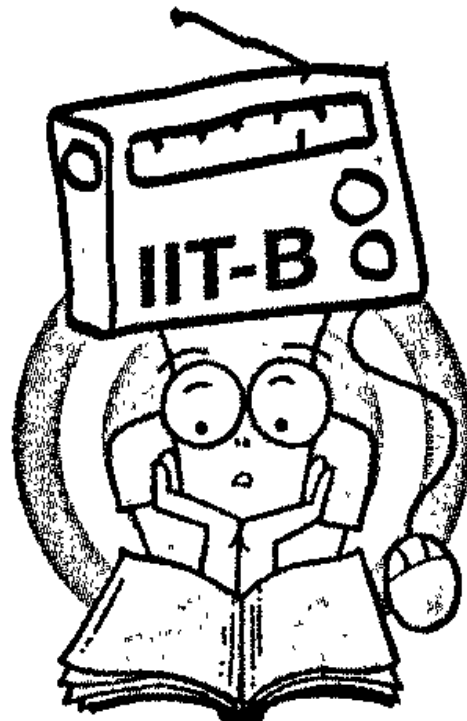


Illustration: ABHIMANYU SINHA

a band they are familiar with, but may stumble on a lesser known band and discover something they like," said Kaustub Pandey, 20, a fourth-year engineering stu-

dent and a co-founder of the channel.

Accessing music on the channel is free of charge. "I didn't realise there was so much different music being made across the country," said Pratibha Pathania, 19, a fourth-year engineering student.

So far, the group has been paying the cost of hosting the website on the server, but is now hoping to evolve a business model in coming days.

For bands, the more avenues for making their music available, the better. "More exposure means more awareness, which means more people coming to concerts," said Stuart Dacosta, member of the band, Something Relevant.

आईआईटी में 30 फीसदी बढ़ी लड़कियां

नई दिल्ली | अनुराग मिश्र

प्रबंधन और इंजीनियरिंग में लड़कियों की संख्या में रिकॉर्ड बढ़ोतरी हो रही है। आईआईटी में पिछले साल के मुकाबले इस बार करीब तीस फीसदी ज्यादा लड़कियों ने दाखिला लिया है।

वहीं, आईआईएम बंगलुरु में लड़कियों की संख्या सौ तक पहुंच गई है, जबकि आईआईएम रांची में यह आंकड़ा 42 हो गया है। पिछले वर्ष रांची में एक भी लड़की ने दाखिला नहीं लिया था। इंजीनियरिंग काउंसिल ऑफ इंडिया

के चेयरमैन पी.एन.शाली कहते हैं कि लड़कियों के इंजीनियरिंग और प्रबंधन में आने की बड़ी वजह इन सेक्टरों के काम करने का पेशेवर तरीका और उम्दा पैकेज है। डीयू के वाइस चांसलर दिनेश सिंह के मुताबिक, इंजीनियरिंग व मैनेजमेंट क्षेत्रों में लड़कियों की संख्या में इजाफे की वजह मध्यम वर्ग में उन्हें व्यावसायिक शिक्षा दिलाने की प्रवृत्ति बढ़ना है।

इन क्षेत्रों में नौकरी के व्यापक अवसरों की वजह से भी लड़कियों की इस ओर रुचि बढ़ रही है।

● डीयू में लड़कियों का इका : पेज-5

प्रबंधन कोर्स में बढ़ती रुचि

संस्थान	लड़कियों का प्रतिशत
आईआईएम बंगलुरु	26%
आईआईएम रांची	39%
आईआईएम कोलकाता	09%
आईआईएम अहमदाबाद	12%
आईआईएम कोजीकोड	36%

आईआईटी में दोगुनी हुई संख्या

2006 में लड़कियों का प्रतिशत 6.21%
2012 में 12.57% हो गया



122 फीसदी की बढ़ोतरी यूजीसी के अनुसार दस वर्षों में इंजीनियरिंग में 122 प्रतिशत, मेडिसिन में 89 प्रतिशत, कॉमर्स में 68 प्रतिशत लड़कियों ने नामांकन कराया है।

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Education is not a commodity

Increasing pressures on universities in a globalised world is changing the role assigned to them

TUSHAR K MISHRA

Since a decade or so our universities, business and technical schools have come under enormous pressure. They are increasingly forced to renovate and perform educational roles efficiently. The transfer of their results should generate economic as well as societal benefits. They should provide education for students that generates not only globally exploitable knowledge, but also social benefits by way of reservations.

The tension between the two tasks or roles is increasing due to the introductive way of renovation, which undermines the role of academicians and researchers. This kind of output-oriented view also shapes the discussion about knowledge bases and the purpose of knowledge transfer. We need to discuss whether we keep up with the disciplinary perspective on transfer of knowledge or take up the economic [commercial or global] perspective as an entrepreneur. Every discipline practices transfer of knowledge, but each discipline uses transfer forms, which suits its socio-cultural needs.

When the problems of minorities and backward classes became critical, the educational system once more is being relied upon as a primary instrument of social justice. The colleges and universities have become secular temples of socio-economic reconstruction, opening their portals to extend succour to the socially backward, and economically displaced, including the weaker sex in society.

Global competition, complex social problems, the policy of privatisation and commercialisation have

contributed to alterations in the socio-educational roles and responsibilities in universities. Along with the modernity-led renovation role, social accountability pressures to address governance, moral degeneration and corruption issues have mounted over time.

In policy terms, higher education is being regarded as every opportunity made available for, and every process by which an individual can acquire skills, attitudes, values, beliefs and senses within a global society. The way regulations in the education sector work is now deeply influenced by external forces as well as by domestic political-business interests. This globalised educational culture can be seen as being provided by rationality, science and conception of human rights, which are created through processes of cultural diffusion and installed in individuals by formal education.

The college and university system, which was initially established to provide sustainable life style for the masses and supply skilled personnel for the businesses, finds its objectives expanding now. The elite wants to employ education as a device for its own self-enhancement while the middle class wants to employ it as an instrument of upward social mobility. The masses are using education as a means to abridge gap between themselves and the privileged in the global society.

A disturbing feature of global society is that in spite of vast advances in material earth and the establishment of a number of institutions for welfare mankind has neither developed morals nor found peace and happiness. The once slow, now increasingly fast moving economic disaster unfolding



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across the globe is best understood as the result of really degenerating moral principles that culminate into dysfunctional relationships. Sure enough, while future of the societal relationships is shaping up in an utterly unpredictable

manner, the most rational actor in this situation may be the teachers, who have a respectable legacy and a knowledge basis. Inaugurating a global project of Brahma Kumaris, Chief Minister Sheila Dixit said that excessive material, scientific and technological growth without proportionate ethical, moral and spiritual development has resulted in several social problems, which are driving the entire human race towards a frightening future. She attributed 'human avarice, fear, insecurity, ills and ailments' to 'people's increasing subservience to materialistic, consumerist and physical sense-centric lifestyle and culture'. Following can be held as the major causalities of universities renovation

programme:

Holistic Education – one inevitable casualty of the continuous adding of additional roles and activities into the university system is the conventional 'holistic education'. The clue to this role assigned by the state to universities, including its inevitable casualty, the 'holistic education' emerged in a focussed way in a recently held international conference on this topic organised by a Delhi university college. As director of the conference: I was given to understand that, with the deterioration in the general human interest, under the influence of scientific or materialistic preoccupations and result of globalisation, the demands of educa-

tion are often directly contrary to those of 'holistic or humanistic education'.

Quality learning – judgements of the quality of education and learning have become virtually meaningless under the circumstances. The concept of what every college graduate should learn has grown increasingly ambiguous and excellence in teaching become harder to determine but contribution to knowledge is presumably easier to ascertain – at least if it results in enhancing employability and in printed material, which is acknowledged to be important by professionals of the given field.

In a global society, we both learn in order to be workers so that we can produce and then we learn that we have needs to consume so that we devour the commodities that we have produced, whereas others take the profits.

Educational accountability – system of educational accountability has been in existence for centuries, but the mode in which they are currently being used is distinctive from the past. Early accountability system held principally the students accountable for their learning through the use of examination. The exams were high-stakes in that they had significant consequences for the students who took them, but rarely did they call into question the viability and efficacy of institutions of education. Under the impact of globalisation, accountability has shifted to the institutions and education is being transformed into a commodity available to those with the resources.

To be continued...
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The new brain drain

Higher education's crisis is due to widening gap between demand and supply

THIS YEAR, Delhi University has pointed to the shape of things to come in higher education. While primary and secondary education remain essentially broken, having failed to adequately serve the majority of the population, they are yet producing enough aspirants to cause a demand crisis in higher education. With cutoff marks at Delhi University slowly tending towards 100 per cent, the system that has served students and institutions for three decades is failing.

It is encouraging students to try their luck overseas, reinvigorating the brain drain precisely when it is being reversed by uncertainties and visa restrictions abroad. It is also urging students to fall back on quotas for extra-curricular activities, though the university system in India does not prioritise them. A promising basketball player in the US will be sought out by leading universities, but this does not happen in India. However, cutoffs are not the problem because the extraordinary pressure on seats would persist even if they were re-

duced to zero per cent. Cutoffs simply reduce the number of candidates that universities and colleges have to process. The real problem is the widening gap between the demand and supply of higher education.

This gap can be narrowed only by the rapid deployment of hundreds, if not thousands, of new institutions. Teaching shops should be discouraged and standardisation promoted, so they should be rooted in existing educational canons. The government has tried to get up to speed by pushing the Foreign Educational Institutions Bill of 2010. Despite a cabinet nod, it languishes. To bypass the need for legislation, it has also called upon the UGC to formulate guidelines for twinning Indian universities with their peers overseas, a policy that is followed in technical education. However, fresh legislation is necessary for a sweeping change, for which the government must convince Parliament that the now-visible crisis in Delhi University is only a forerunner of a general disaster in higher education.

UK visa curbs may drive Indian pupils to German univs

Ashis Ray | TNN

London: The British PM David Cameron seems set to lift visa restrictions imposed on foreign students. The British secretary of state for business, innovation & skills, Vince Cable, a Liberal Democrat, and the Conservative party universities minister under him, David Willets, have argued that including foreign students in immigration figures is an error, especially since majority of them sooner or later leave UK after completing their courses.

The Conservatives, now in office with the Liberal Democrats, made a manifesto promise before the 2010 general election of reducing net migration to below 100,000 per year. One in 10 undergraduate or postgraduate students in the UK comes from outside the country, with China followed by India providing the main inflow.

With Britain scrapping post-study visas, those outside the EU who can afford to pay full fee for university education in the UK have been deterred from doing so. Germany, a low-cost, high-quality higher studies desti-

1 in 10 undergraduate or postgraduate students in the UK comes from outside the country, with China followed by India providing the main inflow

nation is also opening up for Indians, thereby threatening to pose serious competition to British institutions.

Interestingly, in an example of cross party unity, Nadhim Zahawi, a Conservative MP, and Paul Blomfield, a Labour MP, warned of a "growing perception abroad that in terms of higher education Britain is not open for business". Cameron's likely volte face comes at a time when his authority as leader of the Conservatives is being challenged by some of his party's grandees and 50 to 100 odd MPs over his plans to reform the second chamber of parliament, the House of Lords.

Nine former Tory cabinet ministers have written to their party MPs urging them to revolt against Cameron on the proposed change.