Newspaper Clips
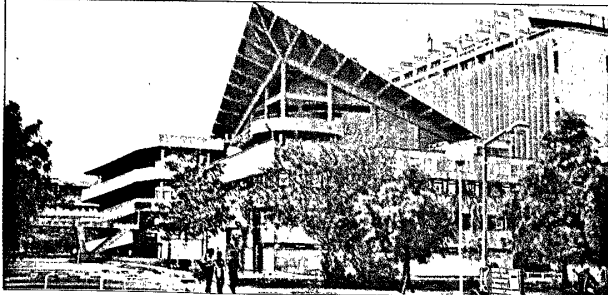## March 19, 2013

INDIAN EXPRESS ND 19/03/2013   P-2(IEN)

Haryana grants IIT-Delhi 50 acres for extension of research campus

NAVEED IQBAL
NEW DELHI, MARCH 18

AFTER a year of correspondence between the government of Haryana and the Indian Institute of Technology, Delhi (IIT-D), the latter has finally been given possession of a 50-acre plot in Sonepat's Rajiv Gandhi Educational City.

A team of eight officials from IIT-Delhi, including the director of the institute R K Shevgaonkar, deputy director S N Singh and other deans, visited the plot offered by the Haryana government on Monday and have approved it.

The site will be developed as an extension of the IIT-Delhi campus and will include a science and technology park, a faculty development centre and a "high performance" computing centre.

Although the campus is an infrastructural expansion of the Delhi-based institute, its development is expected to be funded by the Ministry of Human Resource Development and IIT. "It is also likely that the Haryana government will fund this project," institute officials said.

IIT-Delhi has also been pushing for another extension campus in the Jhajjar area where they had asked for about 100 acres of land. This second extension is being envisaged as IIT's research campus while the Sonepat campus will be developed used for academic expansion.

A six-member team of faculty members and officials from IIT-Delhi had visited some plots in and around Jhajjar, near Gurgaon, in April last year to identify a site for the proposed expansion plans of the institute.

The team, comprising Shevgaonkar, professor M Balakrishnan and former director Surendra Prasad, has zeroed in on a site "relatively close to Gurgaon".

According to officials, the plot in Jhajjar is likely to be used as a research facility as the current campus, which has about 250 acres of functional area, "is not enough for the research needs of the institute".

IIT spokesperson Rakesh Kumar said that the case of the second campus is being "actively pursued" and is at a very advanced stage. Although the Haryana government is still considering the request for a second campus, "the signs are very positive," Kumar said.

Deputy director of IIT-Delhi, S N Singh, said, "IIT-Delhi is keen on bringing about a revolution in the technical education in Haryana." He emphasised that the training of IIT's technical faculty and the high level of computation facility to be made available at the extension campuses would help the Haryana economy in a big way.

Eight officials from IIT-Delhi visited the plot in Jhajjar, Haryana, on Monday.   EXPRESS ARCHIVE

Rashtriya Sahara ND 19/03/2013   P5

आईआईटी, दिल्ली को सोनीपत में एक्सटेंशन सेंटर के लिए मिली 50 एकड़ जमीन

नई दिल्ली (एसएनबी)। आखिरकार भारतीय प्रौद्योगिकी संस्थान (आईआईटी) दिल्ली को हरियाणा के सोनीपत में एक्सटेंशन सेंटर की स्थापना के लिए 50 एकड़ जमीन मिल ही गई। सोमवार को आईआईटी, दिल्ली ने हरियाणा जाकर इस जमीन को अपने अधिकार में ले लिया। यह जमीन हरियाणा सरकार ने निशुल्क प्रदान की है। इसमें साइंस एंड टेक्नोलॉजी पार्क, फैकल्टी डेवलपमेंट सेंटर और हाई परफॉर्मेंस कम्प्यूटिंग सेंटर बनेगा। आईआईटी दिल्ली को यह जमीन सोनीपत में 2 हजार एकड़ में बन रही राजीव गांधी एजुकेशन सिटी में दी गई है।

आईआईटी, दिल्ली के रजिस्ट्रार, राकेश कुमार के मुताबिक यहां दो फेज में आईआईटी का

▶ करीब 500 करोड़ रुपए की लागत से बनेगा सेंटर

एक्सटेंशन सेंटर स्थापित किया जाएगा। इस पर करीब 500 करोड़ रुपए की लागत आएगी। रजिस्ट्रार के मुताबिक, फैकल्टी डेवलपमेंट सेंटर में हरियाणा के तकनीकी संस्थानों के टीचर्स को प्रशिक्षण दिया जाएगा। ताकि यहां के टीचर्स भी उच्च गुणवत्ता आधारित तकनीकी शिक्षा हासिल कर सकें। साइंस एंड टेक्नोलॉजी पार्क में तरह-तरह के इनोवेशन व शोध होंगे। हाई परफॉर्मेंस कम्प्यूटिंग सेंटर में शोध का एनालिसिस काफी तेजी से हो सकेगा। रजिस्ट्रार के अनुसार सोनीपत में एक्सटेंशन सेंटर खोलने के लिए आईआईटी दिल्ली तो इच्छुक था ही, हरियाणा सरकार भी यह चाहती थी।

हरियाणा पहुंची आईआईटी दिल्ली

नई दिल्ली (ब्यूरो)। तकनीक के क्षेत्र में हरियाणा को और अधिक कुशल बनाने के लिए आईआईटी दिल्ली वहां के इंजीनियरिंग कॉलेजों की फैकल्टी को ट्रेनिंग देगी। इस काम के लिए हरियाणा सरकार ने आईआईटी दिल्ली को सोनीपत स्थित राजीव गांधी एजुकेशन सिटी में 50 एकड़ जमीन मुफ्त में दी है। आईआईटी ने सोमवार को इस जमीन का कब्जा भी ले लिया।

सोनीपत के राजीव गांधी एजुकेशन सिटी में आईआईटी दिल्ली का एक एक्सटेंशन सेंटर खोला जाएगा। इसमें फैकल्टी डेवलपमेंट सेंटर, साइंस एंड टेक्नोलॉजी पार्क और हाई परफॉर्मेंस कंप्यूटिंग सेंटर स्थापित किया जाएगा। यहां सबसे पहले फैकल्टी डेवलपमेंट सेंटर तैयार होगा, जिसमें क्वालिटी एजुकेशन को बढ़ाने के लिए आईआईटी की फैकल्टी हरियाणा की फैकल्टी को ट्रेनिंग देगी। वहीं साइंस एंड टेक्नोलॉजी पार्क में ऐसी रिसर्च पर जोर रहेगा। इसके जरिए एक तरह से स्थानीय इंडस्ट्री के लिए रिसर्च का दायरा बढ़ाया जाएगा। इंडस्ट्री प्रोग्राम से संबंधित कार्यक्रमों की गतिविधियों को अंजाम दिया जाएगा।

JEE candidates get wrong admit cards

Hemali Chhapla | TNN

Mumbai: Several candidates due to take the Joint Entrance Examination (JEE-Main) on April 7 have received admission cards containing wrong information. In some cases, they have even received them with wrong photos that could prevent them from taking the entrance test to the premier engineering institutes.

An official at the Central Board of Secondary Education's (CBSE) JEE exam office, who refused to be identified, said at least a lakh candidates, or one in 13 applicants, are affected. But CBSE chairman Vineet Joshi told the TOI: "There are a couple of cases with erroneous admit cards. But we will fix them."

About 12.8 lakh students have applied this year for the engineering JEE, which determines admission to the prestigious Indian Institutes of Technology, National Institutes of Technology, Indian Institutes of Information Technology and Management, and several other engineering colleges.

This is the first time a combined engineering entrance exam for the institutes will be held.

COALNETSCAM

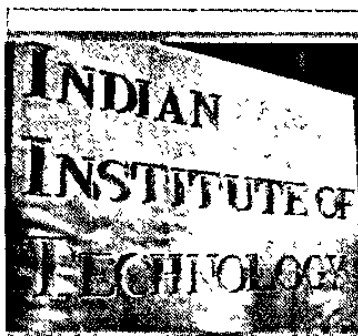# IIT-KGP promoted tainted dons violating CCS Rule

DEEPAK KUMAR JHA ■
NEW DELHI

IIT Kharagpur not only shielded three of its top professors, who were indicted by the CBI in the CoalNet scam way back in 2007, but also promoted them and gave them higher income grades in clear defiance of the norms laid by the Central Civil Services Rule. According to Department of Personnel and Training (DoPT) guidelines, when there are charges of misappropriation of funds and misrepresentation of facts, the accused (in this case the professors) cannot continue at their respective positions. They have to be directed by the concerned authorities to either resign from their position, or be suspended and least be proceeded on leave.

The CBI had submitted its report on CoalNet scam in September 2007 to the then IIT Kharagpur Director Prof Damodar Acharya indicting three top professors of the institute in the scandal that surfaced in 2004.

While the report was submitted almost six years ago implicating the professors, in due course — IIT Patna Director Prof A K Bhowmick, IIT-KGP Dean and Director-select Prof PP Chakraborty and Prof RN Banerjee, who superannuated but was on extension at the institute, got promotions and higher income grade against the norms laid by the Central Services Rule.

The DoPT Guidelines for Expeditious Disposal of Disciplinary Proceedings, 1985, state wherever the allegations are investigated by CBI, the CVC is

required to be consulted by the department (here IIT-KGP) about the action to be taken on the investigation report.

The department is bound to furnish their comments to the CVC within a month of the receipt of the investigation report. In case of disagreement with the advice of the CVC, the matter should be referred to the commission for reconsideration of its advice only once.

Though Chakraborty has resigned in the wake of CVC's advice of penalty proceedings, his resignation comes as a mark of protest against the HRD Ministry and CVC. The CVC upheld the CBI recommendation for departmental proceedings against three top IIT professors through an office memorandum on February 19, 2013 as first reported by The Pioneer. The administration of the prestigious institute which has been mired in controversy in recent times is yet to penalise Bhowmick, Banerjee and Chakraborty as well.

"The Central Government service rules are applicable to IITs also, when certain statutes are silent. In this particular case, the IIT-KGP statutes are silent, therefore in the above matter, Central Civil Service (Control, Classification and

Appeals), as known as CCS (CCA) Rules and DOPT guidelines are applicable," said a top HRD Ministry official.

The DopT Guidelines also state in cases investigated by the CBI as well as in other cases, the charge sheet should be issued within one month of the receipt of the CVC's advice.

However, Prof Bhowmick was made IIT Director Patna, in the scale of Secretary, Govt. Of India in May 2009, Prof Chakrabarti was promoted to HAG grade in 2011 despite CBI's indictment and in the same year Prof RN Banerjee got re-appointment after superannuating. CBI had investigated and submitted report to IIT-KGP in September 2007.

As already reported by The Pioneer, Board of Governors' twice resolved to quash the CBI report against the professors and now all eyes are on the next BoG meeting on March 23.

Also, through RTI Revelations, gross irregularities pinpoint Kharagpur administration facilitating Bhowmick's appointment as Director, IIT Patna and selection of Chakraborty, as Director-select. The institute did not seek mandatory vigilance clearance for both even as pending CBI's recommendations for action.

IIT-I to generate its own power

ON ANVIL Institute plans to generate 6MW, use 1MW and give the rest to state power grid

Amrita U Kadam
■ amrita.kadam@hindustantimes.com

INDORE: If things go as per plans, Indian Institute of Technology Indore, would not only be producing engineers but also power. Under its ambitious plan, it proposes to generate nearly six megawatts of solar power on its sprawling Simrol campus, and as it would need only one megawatt for itself, the rest would be supplied to the power starved state.

According to the current estimate the institute would need less than one megawatt and with all the solar panels and systems in place it would be generating 6 megawatts of electricity in the next twenty years.

When HT spoke to director Pradeep Mathur about

'Iconic' learning centre planned

SHOWING the master plan of IIT-I during a press meet Mathur said the Learning Resource Centre will be the iconic structure for which the Indore campus would be recognised in the years to come.

"We would invest more funds in the landmark structure. It will have flaps for sunset control, environment control and it would be a complete glass structure which will have free access of light," said Mathur.

the funds, he said, "We are confident that the Human Resource and Development ministry would provide us with the requisite funds. This fund would be separate from that which would be provided for construction. An expert who has worked on solar projects in the state would help us with designing and implementation."

Talking about the plan to generate power by setting up solar panels on the Simrol campus dean academics N Jain said, "We have realised that there is a huge potential to generate solar power in Indore as the sky is clear for nearly 11 months in a year. This would help us in being self-sufficient." The director, however, added that there is currently 'status quo' as the institute has been allotted nearly 500 acres of land of which 70 acres needs forest clearance until which construction and formal transfer of land cannot take place.

IIT-I was one of the seven new IITs that were set up during the 11th five-year plan period (2007- 12). Since its inception in 2009, it has been operating from IET campus of DAVV and another building on PACL campus- both almost 20kms apart. Last year, IIT-I spent nearly Rs 3 crore on infrastructure at its 'temporary campus' and this expense grows every year.

The college has its master plan in place and the work is expected to start once the last hurdle of forest clearance is cleared. "We are running at present. We are not happy. We want to be galloping ahead without having to deal with the space constraint," said the director.
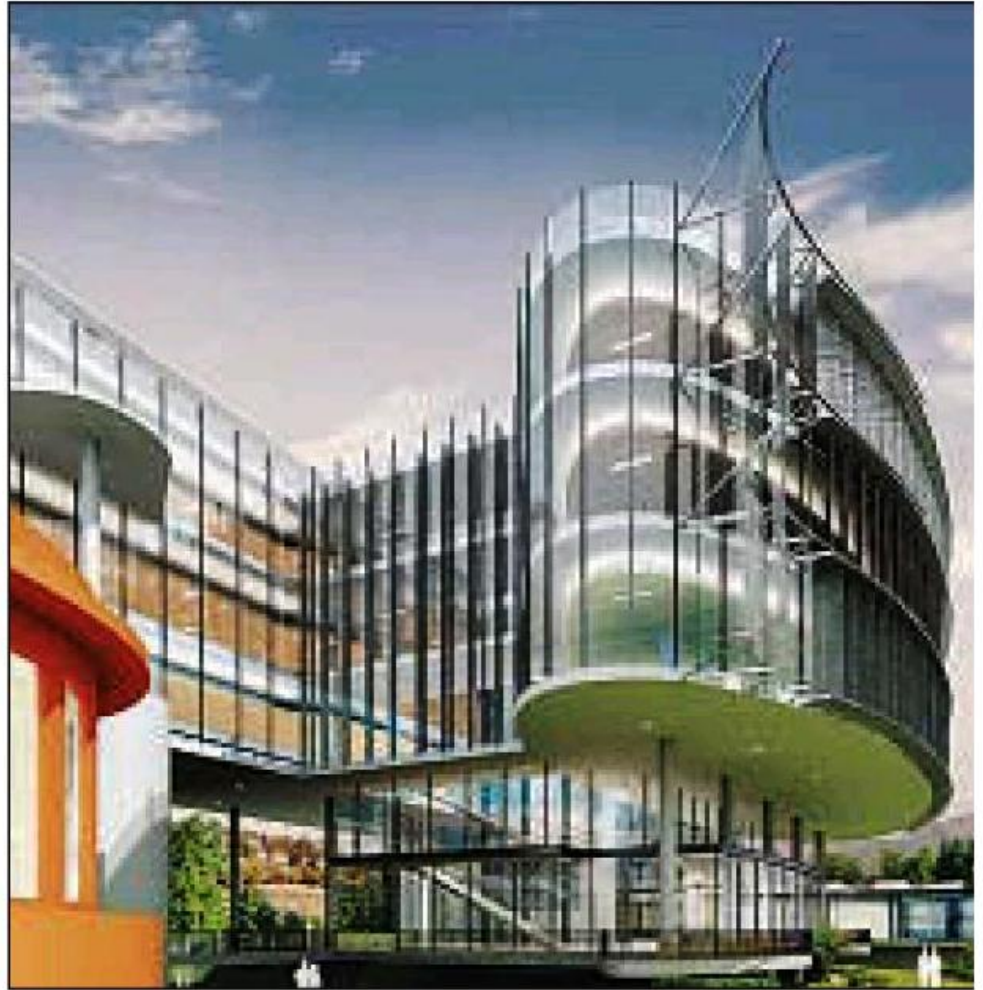
Learning Resource Centre to be an iconic structure

SHOWING the master plan of IIT-I during a press meet Mathur said the Learning Resource Centre will be the iconic structure for which the Indore campus would be recognised in the years to come.

"We would invest more funds in the landmark structure. It will have flaps for sunset control, environment control and it would be a complete glass structure which will have free access of light," said Mathur.

He added that this building would be positioned in such a fashion that the students have to pass through it to go from one side of the campus to the other which would ensure interaction between students from different faculties.

"Science and engineering are treated as two disciplines and our effort is to provide inter-disciplinary knowledge and to make the students realise that by combining science and technology they can develop their skills and add to their research and projects," said Mathur.

■ **The proposed Learning Resource Centre (Library) at IIT-I.**

Bill to set up 20 more IIITs introduced in LS

HT Correspondent
■ letters@hindustantimes.com

NEW DELHI: A bill to establish 20 more Indian Institutes of Information Technology (IIITs) and declare the four existing ones as institutions of national importance was introduced in the Lok Sabha on Monday.

The bill, which seeks to give the IIITs administrative autonomy, would confer the status of institutes of national importance on IIITs at Gwalior, Allahabad, Jabalpur and Kancheepuram.

The new IIITs will be set up under the public-private partnership mode, with the HRD ministry, state governments where these are to be established and the industry being partners, the Statement of Objects and Reasons of the Indian Institutes of Information Technology Bill 2013 said.

Establishment of each IIIT is expected cost ₹128 crore, with the Centre bearing 50% of the cost and the state government 35%. The remaining 15% would be borne by industry partners.

ENTRANCE EXAMS

Govt moves to tackle forgery in admissions to IITs, tech colleges

BY PRASHANT K. NANDA
prashant.n@livemint.com

NEW DELHI

To counter the racket in forged certificates and other malpractices, the government has asked all 1.4 million applicants to the joint admission test (JEE) for entry into the Indian Institutes of Technology (IITs) and other centrally funded technical institutes to provide the roll number given to them for appearing in their 12th standard board examinations.

The students need to provide the number before 20 March before the JEE is administered under a new format in the first week of April.

"This is the first edition of the new pattern and we have to be very cautious on students credentials," said Vineet Joshi, chairman of the Central Board of Secondary Education (CBSE), which is in charge of the main JEE examination, the first part of the two-tier test.

"The number of students are huge this time and we need to make the process foolproof," Joshi said. "How else will you know that the certificates provided by students are correct?"

This year, a record 1.4 million students will write the main JEE. Other than the IITs, all other centrally funded technical institutes such as the National Institute of Technology will give 40% weightage to the marks secured at the board examinations and rest to the main JEE test.

Since marks from board exams have become crucial for selection from the academic session beginning June, there is concern that some applicants may fudge their education credentials.

"Since JEE pattern change was a controversial decision, any possible problem needs to be plugged in advance. Last year (2012), the IITs have faced such a situation as several hundreds have provided fake OBC (other backward castes) certificates seeking an entry," said a government official, who declined to be named.

In 2011, Delhi university unearthed a racket in fake certificates during the admission season.

"Credibility has become a bigger issue not just for corpo-

Applicants to the joint admission test told to provide Class XII roll numbers before 20 March

rate houses but also for educational institutes. That's why even premier institutes are now thinking of tackling this problem (of fake certificates to gain entry)," said Nipa Modi, director of **CRP Technologies (India) Ltd**, a Mumbai-based background screening firm.

The company, which screens the background of some 30,000 job seekers every month, said that in the past six to 12 months, it has seen a surge in the number of malpractices relating to educational credentials.

Sectors like information technology and business process outsourcing, insurance, retail and hospitality, where a lot of fresh graduates apply for jobs, were the worst-hit, Modi said. Nearly 25% of the people screened have some issues on fudging.

She also said banks and pharmaceutical firms are most sincere in doing background screening of their potential employees. Still, some cases go unnoticed, she said, referring to how Bitti Mohanty, a suspect in a rape case, managed to get a job in **State Bank of Travancore**, allegedly by forging documents after evading judicial directives.

Arijit Datta, senior manager, operation, at **CP HR Services Pvt. Ltd**, a Pune-based human resource consultancy, said his firm finds nearly 10% of the candidates fudging educational credentials. Forged documents are more common when companies look for experienced workers, he said.

Joshi, who is also the head of a joint committee of all school boards, said that having the roll numbers of all students handy will help them prepare a list of 150,000 top candidates and are in the top 20 percentile segment of their respective school boards. These students will give the JEE advance examination seeking a berth in 16 IITs.

सरकार की 20 आईआईआईटी बनाने की तैयारी

नई दिल्ली। सरकार देश में 20 नए भारतीय सूचना प्रौद्योगिकी संस्थान (आईआईआईटी) स्थापित करने की कवायद में जुट गई है। इन्हें विकसित करने के साथ ही चार मौजूदा आईआईआईटी को राष्ट्रीय महत्व का संस्थान घोषित करने के मकसद से लोकसभा में सोमवार को एक विधेयक पेश किया गया।

मानव संसाधन विकास मंत्री एम.एम. पल्लम राजू ने सदन में भारतीय सूचना प्रौद्योगिकी संस्थान विधेयक 2013 पेश किया। 20 नए आईआईआईटी की स्थापना में मानव संसाधन विकास मंत्रालय संबंधित राज्य और उद्योगों को शामिल किया जाएगा। फिलहाल ग्वालियर, इलाहाबाद, जबलपुर और कांचीपुरम में आईआईआईटी संस्थान स्थित हैं। विधेयक के मुताबिक आईआईआईटी स्थापित करने का मुख्य उद्देश्य शिक्षा के ऐसे ढांचे का गठन करना है जो सूचना प्रौद्योगिकी के क्षेत्र में विश्व स्तरीय मानव संसाधन तैयार कर सके। (भाषा)

देश में 20 और आईआईआईटी खुलेंगे, बिल पेश

नई दिल्ली (एसएनबी)। देश में 20 नए भारतीय सूचना प्रौद्योगिकी संस्थान (आईआईआईटी) स्थापित करने और चार मौजूदा आईआईआईटी को राष्ट्रीय महत्व का संस्थान घोषित करने के उद्देश्य से सोमवार को एक विधेयक लोकसभा में पेश किया गया। मानव संसाधन विकास मंत्री एमएम पल्लम राजू ने सदन में 'भारतीय सूचना प्रौद्योगिकी संस्थान विधेयक 2013' पेश किया। 20 नए आईआईआईआईटी की स्थापना में मानव संसाधन विकास मंत्रालय संबंधित राज्य और उद्योगों को शामिल करेगा। वर्तमान में ग्वालियर, इलाहाबाद, जबलपुर और कांचीपुरम में आईआईआईआईटी संस्थान स्थित हैं।

विधेयक के कारणों और उद्देश्यों के मुताबिक आईआईआईआईटी स्थापित करने का मुख्य उद्देश्य शिक्षा के ऐसे ढांचे का गठन करना है जो सूचना प्रौद्योगिकी के क्षेत्र में विश्वस्तरीय मानव संसाधन तैयार कर सके। इन संस्थाओं की कल्पना चयनित प्रभाव क्षेत्रों में सूचना प्रौद्योगिकी को लागू करके भारतीय अर्थव्यवस्था और उद्योग के मूल सेक्टरों में वैश्विक प्रतिस्पर्धात्मकता में महत्वपूर्ण योगदान देने वाली स्वावलंबी अनुसंधान करने वाली संस्थाओं के रूप में की गई है। प्रत्येक आईआईआईआईटी की स्थापना पर 128 करोड़ रुपये का खर्च आने का अनुमान है जिसमें केंद्र, लागत का 50 फीसदी, राज्य 35 फीसदी और भागीदार उद्योग 15 फीसदी वहन करेगा।

DU to merge 3 undergrad biz courses

Manash Pratim Gohain | TNN

New Delhi: Delhi University is planning to merge the three popular non-technical undergraduate professional courses offered by it, without reducing the overall intake, as part of its four-year undergraduate degree plan. So, from the 2013-14 academic session, it's not only the traditional BA, BSc and BCom programmes which will lose their identity but Bachelor of Business Studies (BBS),

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According to university officials, a final decision on the merger plan is likely to be taken by March-end. There are 891 seats in all in the three courses

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Bachelor of Financial Investment and Analysis (BFIA) and BA (Hons) Business Economics (BBE) will also be merged into one course. The committee, which is working on the merger, is yet to give the new programme a name.

According to university officials, a final decision on the merger plan is likely to be taken by March-end as the admission process for these courses starts earlier than the rest of the undergraduate courses i.e from April first week. Meetings in this regard, say sources, have already taken place.

"An off-shoot of the commerce stream, many components of the three courses are common. Therefore, it makes sense to make it more interdisciplinary and less specialized. After all, at the undergraduate level, one needs more integrated knowledge and less of specialization," said Umesh Rai, director, South Campus, DU.

There are 891 seats in all in the three courses, with BBE having 554, BBS 275 and BFIA 62. It is learnt that DU will continue with the entrance exam for admissions. DU officials say the overall intake is not going to be affected by the merger.

Meanwhile, the university's nine-member expert committee — set up by the vice-chancellor to work out an admission policy and prepare the time-table for the four-year structure — will meet on Wednesday. While the basis of admission will continue to be cut-offs, the agenda is to prepare the cutoff formula as admissions to various courses will be a different affair from that of previous years.

Can higher education be revived?

BUREAUCRATIC BANE Even as foreign universities bag our students, the quality of our own higher education is plummeting, writes **Vatsala Vedantam**

A recent comment by a former Vice Chancellor of Bangalore University about the present Chancellor of the Karnataka state universities speaks volumes about the depths to which our higher education has plummetted. The charges levelled by him against the highest authority of the universities are shocking. Although it is well known that corruption, nepotism and misuse of power are rampant in our higher education institutions, this is the first time that one authority has publicly condemned another. Although the role of chancellor is that of a figure head presiding over meetings and convocations, the Vice-Chancellor assumes a more dynamic position in guiding the affairs of a university including its academics. The very fact that governors of states automatically assume the place of chancellors, whereas vice chancellors are carefully selected out of a panel of competent leaders who must guide the university on the right path in all ways, shows the importance of the roles they must play. We do not know whether the present chancellor strayed beyond his role to provoke that comment from a former academician. Whatever may be the provocation, it reveals ugly cracks in a house of learning. There are 16 universities in this state alone, including deemed universities. Now, with the establishment of more private universities, good governance is all the more imperative.

The present state of Indian universities – Karnataka is no exception – is dismal. They are established and their academics conducted in a haphazard and arbitrary manner. The authorities which govern them seem to have no idea about the role of universities. They have forgotten that these are places where minds are developed, intellect honed, and future leaders made. The world's greatest universities have produced giants. Indian universities in the past did the same. In contrast, what do our present universities do? Departments are closed because the student intake is low. Lecturers and professors are promoted, not because they are competent and deserving, but because they are "senior" and age has to be respected! And, worst of all, the state government is trying to increase its stranglehold on universities which means that academics has given way to politics.
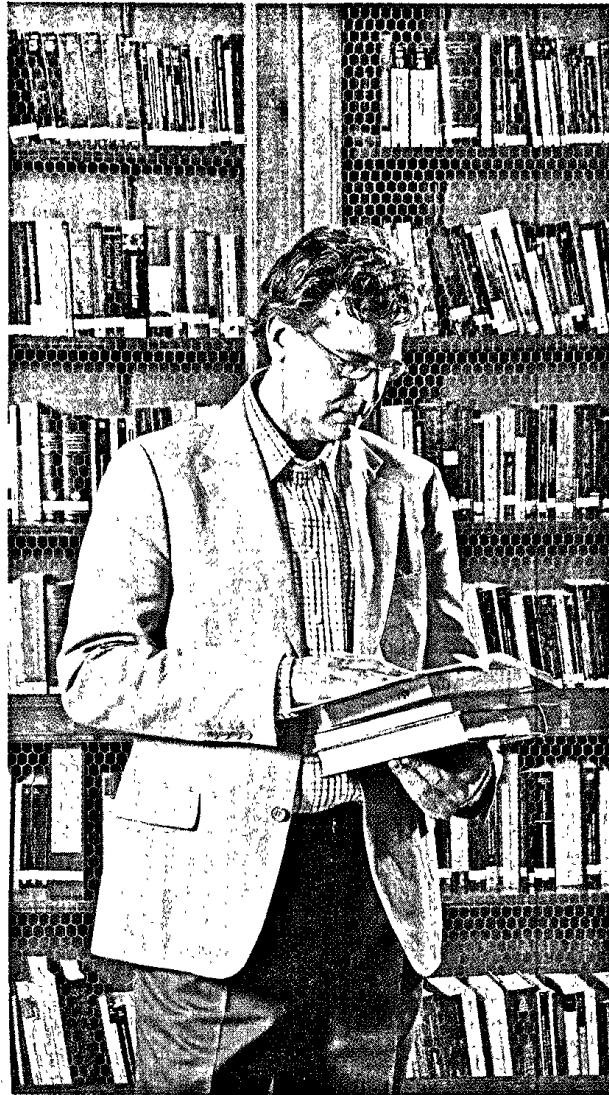
When bureaucrats rule and academics stoop in subservience, the first casualty is the student. The Karnataka Government sounded the death knell for higher learning when it made the minister for higher education the "pro chancellor" of universities. It is bad enough to have a minister for education. As long as he is a figure head to be safely ignored, well and good. The same with a chancellor who also happens to be the handpicked authority to be the head of a state. Their positions in universities should be viewed as mere courteous accessories to lend dignity, not advice, to that office. The trouble starts when these dignitaries take their roles too seriously and start interfering in academic matters. The latest move by the government in the form of the VTU (Amendment) Bill, 2013 is an example of one such bureaucratic interference. The Higher Education Minister,

who piloted this Bill, has actually declared that the state did not have enough powers to "correct erring officials" in the technologial university! This bill gives the government enormous powers over all other university bodies.

The former vice chancellor's outburst against the high handedness of the state in matters concerning higher education can be understood in this context. Although it does not take away the sad deterioration of values in higher education when one authority is forced to publicly denounce another. As far as the relationship between the government and the university is concerned, it is a fact that institutions of higher learning cannot function without the support of the government. Colleges affiliated to state universities have to depend upon the block grants given to them for maintaining their infrastructure

> **THERE ARE 16 UNIVERSITIES IN KARNATAKA ALONE, INCLUDING DEEMED UNIVERSITIES. NOW, WITH THE ESTABLISHMENT OF MORE PRIVATE UNIVERSITIES, GOOD GOVERNANCE IS ALL THE MORE IMPERATIVE.**

and paying the salaries of teaching and non-teaching staff members. If the government takes advantage of this dependence, and punishes colleges by arbitrary means like withholding grants and other methods, it ceases to be a friendly relationship. The very fact that governments wish to exercise complete control over universities goes to show that higher education has become just one more slave of the bureaucracy.

The proper maintenance of universities in the country is finally the responsibilty of the Centre. What is the purpose of a University Grants Commission? Is it simply to dole out the funds? Should it not ensure that those funds are properly utilised for academic purposes only, and not frittered away on unnecessary frills? The UGC is largely to blame in the present context. If it really fulfilled its role as the watchdog of academic matters, Indian universities would not have been in the shambles we find them today. But then, the UGC has also become a bureaucratic monster. Ensconced in an ivory tower and entrenched in meaningless rules and regulations, it has forgotten the very purpose for which it was established. In 1978, its own review-committee had framed guidelines for all higher education institutions in the country, which if followed, would have made our universities some of the best in the world. They would have been committed to promote science and technology through cutting-edge research in various scientific disciplines. They would have provided liberal support to affiliated colleges which prepare students for higher studies through their undergraduate programmes. They would have made higher education accessible to the weaker but merited sections of society by creating scholarships. They would have enabled their faculties to keep pace with the rapid strides made in other countries. Above all, they would have ensured that the next generation of citizens would contribute valuable inputs to society.

How far have our universities succeeded in achieving all these? They cannot, as long as their governance is marred by political chicanery. May be the former vice chancellor had a point there.

Navbharat Times ND 19/03/2013 p-13

# अब तक 5 से 15 फीसदी स्टूडेंट्स को जॉब ऑफर्स नहीं मिले हैं

IIM में प्लेसमेंट पर स्लोडाउन का साया

[ईटी ब्यूरो मुंबई| बंगलुरु]

धमाकेदार शुरुआत के बाद आईआईएम का प्लेसमेंट ठंडा पड़ गया है। इस साल इन संस्थानों पर स्लोडाउन की मार देखने को मिल रही है। एक तरफ टॉप बी-स्कूलों में स्टूडेंट्स की संख्या बढ़ी है वहीं दूसरी तरफ इकनॉमिक ग्रोथ सुस्त हुई है। इसका असर प्लेसमेंट पर पड़ा है।

पुराने और नई दोनों आईआईएम पर दबाव देखने को मिला है। इन संस्थानों में अब तक 5-15 फीसदी स्टूडेंट्स को अभी जॉब ऑफर्स नहीं मिले हैं। आईआईएम संस्थानों के प्लेसमेंट सर्किल के मुताबिक, भर्ती में सुस्ती की कई वजहें हैं। ज्यादातर कंपनियों ने भर्ती के आंकड़े घटा दिए हैं और ज्यादा से ज्यादा कंपनियों तक पहुंचने के बावजूद 13 आईआईएम संस्थानों के 2,800 स्टूडेंट्स में प्लेसमेंट में दिक्कत आ रही है। आईआईएम कलकत्ता के चेयरपर्सन कृष्णु रक्षित ने बताया, 'इस बार सभी आईआईएम को अपने प्लेसमेंट में दिक्कत पेश आई। सबसे पुराने आईआईएम ने अपना फाइनल प्लेसमेंट 3 मार्च को शुरू किया, लेकिन अब भी संस्थान के 462 लोगों के बैच में 5 फीसदी स्टूडेंट्स का प्लेसमेंट बाकी है।'

पिछले साल यानी 2012 में संस्थान ने महज 4 दिनों में सभी 350 स्टूडेंट्स का प्लेसमेंट हो गया था। रक्षित ने बताया, 'अगर हमारे यहां स्टूडेंट्स की संख्या पिछले साल इतनी ही होती तो हमारे सभी स्टूडेंट्स को तीसरे या चौथे दिन प्लेसमेंट मिल जाता। अंतिम 100 छात्रों को मुश्किल हो रही है।' आईआईएम लखनऊ में जहां पिछले साल 380 स्टूडेंट्स थे, वहीं इस बार यह संख्या बढ़कर 430 हो गई है। यहां की प्लेसमेंट कमेटी के एक सदस्य ने बताया, 'हम हमेशा अपना फाइनल प्लेसमेंट एक हफ्ते के भीतर
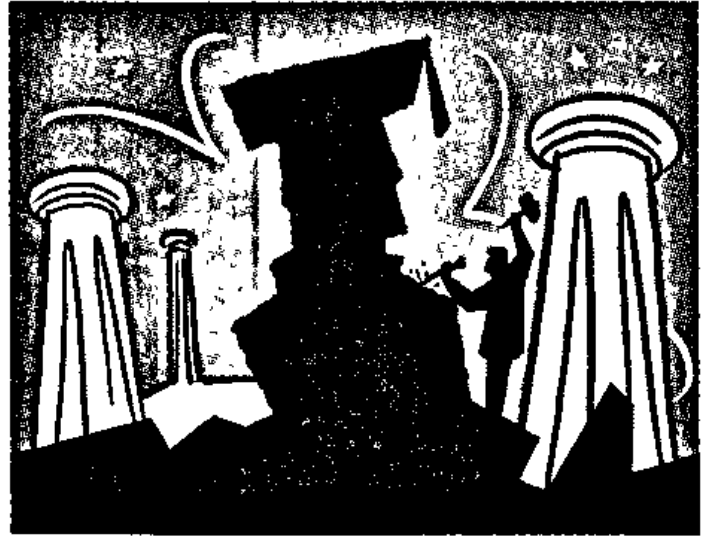
खत्म कर लेते थे, लेकिन इस साल यह अब भी चल रहा है। बैच के तकरीबन 10 फीसदी लोगों को जॉब मिलनी अब भी बाकी है।' उन्होंने बताया, 'हमारा अगला बैच 460 लोगों का है और हम अब इसे और नहीं बढ़ा सकते। इन्फ्रास्ट्रक्चर प्रॉबलम नहीं है, लेकिन निश्चित तौर पर प्लेसमेंट बड़ी समस्या बन गई है।'

आईआईएम काशीपुर की प्लेसमेंट कमेटी के चेयरपर्सन द्वारिका प्रसाद उनियाल के मुताबिक, सारी मुश्किल की जड़ नंबर्स हैं। उन्होंने बताया, 'कुछ साल पहले के उलट अब हमारे पास 13 आईआईएम हैं और सभी की बैच साइज बढ़ गई है।' अगर हम नए आईआईएम की बात करें तो बाकी के मुकाबले आईआईएम रोहतक की स्थिति बेहतर है। यहां की प्लेसमेंट कमेटी के सदस्य गौरव ठाकुर ने बताया, 'हमने प्लेसमेंट की शुरुआत दिसंबर के आखिर में की है और अब काफी कम स्टूडेंट्स की भर्ती होनी बाकी है।'
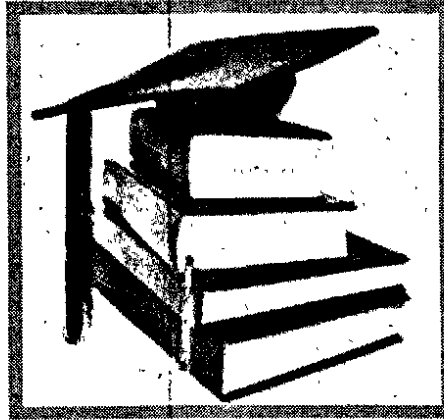
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आधुनिक ज्ञान आधारित वैश्विक अर्थव्यवस्था में अपनी पूर्ण क्षमता का दोहन करने के लिए भारत को विश्व के प्रतिष्ठित विश्वविद्यालयों की आवश्यकता है। उच्च शिक्षा का संकट संभवतः किसी भी लोकतांत्रिक देश का सबसे गहन संकट होता है। यह संकट भारत के भविष्य को सीधे-सीधे प्रभावित करेगा।

शिक्षा

शशांक द्विवेदी

गुणवत्ता के बिना उच्च शिक्षा

पिछले दिनों केंद्रीय विश्वविद्यालयों के कुलपतियों के सम्मेलन को सम्बोधित करते हुए राष्ट्रपति प्रणब मुखर्जी ने कहा कि देश में उच्च शिक्षा की गुणवत्ता में पिछले कुछ वर्षों में भारी गिरावट आई है, और इसे बदलने की जरूरत है। पिछले दिनों आई राष्ट्रीय ज्ञान आयोग की एक रिपोर्ट ने तो इसे गहरा संकट करार दिया था। पिछले दिनों टाइम्स हायर एजुकेशन वर्ल्ड यूनिवर्सिटीरैंकिंग और क्यू एस वर्ल्ड यूनिवसिटी रैंकिंग में दुनिया के शीर्षस्थ 200 विश्वविद्यालयों की सूची में किसी भी भारतीय विश्वविद्यालय या उच्च शिक्षा संस्थान का नाम नहीं है।

विश्वस्तरीय उच्च शिक्षा की तीन लोकप्रिय रैंकिंग में से एक है क्यू एस वर्ल्ड यूनिवसिटी रैंकिंग। इसका निर्धारण शोध की गुणवत्ता, शैक्षणिक प्रतिष्ठा और नियोक्ताओं की साख के आधार पर किया जाता है। कुछ लोग इस तरह की रैंकिंग को नहीं मानने का दावा कर सकते हैं लेकिन वैश्वीकरण और खुली अर्थव्यवस्था के इस दौर में विश्व स्तर पर प्रतिस्पर्धा तो होगी ही। इस रैंकिंग की एशिया के 200 शीर्षस्थ विश्वविद्यालयों की सूची में जापान, चीन, दक्षिण कोरिया और ताईवान का प्रभुत्व दिखाई देता है, जिनके क्रमशः 57 40 35 विश्वविद्यालयों व संस्थानों को इस सूची में स्थान मिला है। भारत को एशिया की सूची में पांचवा स्थान मिला है, चीन और दक्षिण कोरिया को एशिया की सूची में 50 प्रतिशत स्थान मिलना भारत के लिए एक बड़ा सबक है, क्योंकि 63 वर्ष पूर्व तीनों देश उच्च शिक्षा में लगभग एक ही स्तर पर आंके जाते थे। आज विश्व में जो उच्च शिक्षण

संस्थान शिखर पर आसीन है, उनके इतिहास योजनाओं से हमें कुछ सीखना होगा। हमें इस प्रश्न पर विचार करना होगा कि क्या भारत अगले 20 सालों में विश्व स्तर के 100 शीर्षस्थ विश्वविद्यालयों और संस्थानों में स्थान बना सकता है। आधुनिक ज्ञान आधारित वैश्विक अर्थव्यवस्था में अपनी पूर्ण क्षमता का दोहन करने के लिए भारत को विश्व के प्रतिष्ठित विश्वविद्यालयों की आवश्यकता है। उच्च शिक्षा का संकट संभवत किसी भी लोकतांत्रिक देश का सबसे गहन संकट होता है। यह संकट भारत के भविष्य को सीधे-सीधे प्रभावित करेगा।

कुछ दशक पहले उच्च शिक्षा के क्षेत्र में भारत और चीन की तुलना एक धरातल पर होती थी। लेकिन आज चीन उच्च और तकनीकी शिक्षा में भारत से बहुत आगे है।

भारत जिस स्तर पर आज है उसे चीन बहुत सालों पहले ही हासिल कर चुका है। विश्वस्तरीय उच्चशिक्षा विकसित करने के मामले में भी चीन से बहुत आगे है।

1949 में चीन और 1947 में भारत की उच्च शिक्षा का रूप बहुत सीमित था। 1949 में चीन में 205 विश्वविद्यालय और 1947 में भारत में 26 विश्वविद्यालय थे। उसके बाद 1990 में चीनी अर्थव्यवस्था में आई तेजी के बाद कालेज और यूनिवर्सिटियों को भी उभरने और विकसित होने को मौका दिया गया। आज चीन में दो हजार से अधिक विश्वविद्यालय और संस्थान उच्च शिक्षा, तकनीक, प्रबंधन और चिकित्सा की गुणवत्तापूर्ण पढ़ाई के लिए जाने जाते हैं। जहां पढ़ने के लिए विदेशी छात्र लगातार आकर्षित हो रहें है।

चीन के उच्च शिक्षा मंत्रालय द्वारा जारी आंकड़ों के मुताबिक वर्ष 2011 में विदेशी छात्रों की संख्या 260 लाख से अधिक थी। पिछले 20 वर्ष में चीन की सरकार ने अपने कुछ विश्वविद्यालयों जैसे बीजिंग, सिनहुआ, शंघाई, जिओटांग और फूडान आदि को अन्तरराष्ट्रीय स्तर पर खड़ा किया, जिनकी विश्व रैंकिंग है। भारत में उच्चशिक्षा की स्थिति पर नजर डालें तो शिखर पर कुछ केन्द्रीय विश्वविद्यालय, आईआईटी, आईआईएम, एम्स, एनआईटी जैसी 100 संस्थाएं हैं, जिनमें मुश्किल से एक लाख विद्यार्थी पढ़ते हैं। दूसरी तरफ देश में 538 विश्वविद्यालय और 26478 उच्चशिक्षा संस्थान हैं। जिनमें 160 करोड़ नौजवान भीड़ की तरह पढ़ने-लिखने की सिर्फ कवायद करते हैं। ग्रस एनरोलमेंट के लिहाज से यह 12 प्रतिशत है जो ग्लोबल एवरेज से काफी कम है।

This Isn't Fiction: Literature Goes to B-School

Booked to Lead

Don Quixote (Miguel de Cervantes)	How to convert dreams into action
Saint Joan (George Bernard Shaw)	Leading by example
An Enemy of the People (Henrik Ibsen)	Need to maintain individual integrity against social odds
My Experiments with Truth (MK Gandhi)	Holding on to an idea & self-realisation
Man & Superman (George Bernard Shaw)	Moral Passion & Life Force
Tughlaq (Girish Karnad)	How to avoid arbitrary decision-making

Top institutes using old classics to teach leadership

RICA BHATTACHARYYA
MUMBAI

When Sumedh Sen, a second-year PGP student at the Indian Institute of Management-Calcutta, joined the programme, he had no clue the institute would turn to the 17th century novel *Don Quixote* for leadership lessons. But today, it's not just *Quixote*, Sumedh reads the most influential works of the Spanish Golden Age, discusses with his peers and professors in his elective class and tries to learn some tenets of leadership by drawing parallels from day-to-day life and examples from the modern corporate set-up.

At a time reading old literary masterpieces is a waning practice, several top B-schools, including the top three IIMs, are harking back to the Arthur Millers, Ibsens, Shaws and Gandhi to teach students how to lead in the challenging business environment of the modern times.

The enthusiasm among students, mostly from engineering and commerce backgrounds, has prompted IIM-Calcutta to offer an elective this year on Organisational Leadership, Inspiration, Dilemmas and Action, which uses inputs from literature.

Down south, IIM-Bangalore this year invited Sankaran Manikutty, faculty at IIM-Ahmedabad, to give leadership lessons.

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A Growing Trend at the Country's Top Institutes

Manikutty was invited to give leadership lessons to post-graduate management students at IIM-Bangalore through innovative use of literature.

Not only is the use of literary masterpieces to teach tenets of leadership becoming a growing trend among top business schools, several institutes are even offering final year electives that use literature to teach leadership.

Some of the new topics institutes are talking about include ethical dilemma in leadership and diversity, how leaders should have the ability to dream or have a vision and translate that into action, managing interpersonal conflict, search for identity and career choices, among other aspects of organisational behaviour, leading and team-building.

"This is a new and growing trend. That is why this year, for the first time, IIM-Bangalore invited me to teach leadership through literature, something similar to what I do in IIM-Ahmedabad," says Manikutty. "Classics are great for trying to bring out various issues of leadership and connecting with organisational behaviour," he adds.

Among the books that Manikutty used at IIM-B were TS Eliot's Murder in the Cathedral, Arthur Miller's All My Sons, Bernard Shaw's Saint Joan and Girish Karnad's play Tughlaq. He is currently on the lookout for more contemporary works of literature that he can use in his classes.

Agrees Chetan Joshi, professor at IIM-Calcutta: "Leadership lessons need not be confined to examples from the world of business. You can get leadership lessons from different facets of life. I have started using literature this year in my second year elective course where students can analyse the dilemmas the characters face, introspect, and write a reflection paper."

"We offer this 20-session elective in the very last term of the second year so that students take it with them as future leaders and managers," adds Joshi, who uses Ibsen's play Doll's House, Arthur Miller's Death of a Salesman and Irawati Karve's Yuganta, among other classics.

Globally, top management institutes such as Harvard Business School, The Wharton School of the University of Pennsylvania and Stanford Graduate School of Business use several innovative pedagogies, including art and humanities, to talk about leadership and leading. James G March's pioneering use of literature to teach leadership at Stanford is an example.

Says Leena Chatterjee, professor of behavioral science at IIM-Calcutta: "(A) novel tells how protagonists change and develop through various events, and how they face challenges."

Bharatidasan Institute of Management-Trichy's Innovative Leaders and Leadership programme has this year introduced a module on Experiencing Leadership through Literature. The programme will discuss Man and Superman of Bernard Shaw that cultivates moral passion, and Ibsen's Enemy of the People that underscores the need to maintain individual integrity against social and circumstantial pressures. The other two classics to be discussed are The Story of My Experiments with Truth by Mahatma Gandhi and the 'If' poem by Rudyard Kipling.

Others such as IMI-Delhi also offer a three-month course on leadership that ties in literature to get future managers to read, talk and reflect on leadership.

"A study of literature develops acuter understanding of aesthetics and heroism, both critical to leadership," says Abhishek Kumar, assistant professor, BIM-Trichy. Adds Asha Bhandarkar, professor at IMI: "Literature provides a powerful method of engaging the complete person and enhancing the capability to learn." She feels that a person who is taught leadership as a concept has the intellectual understanding, but literature helps engage values, emotions and the entire personality to convert the learning into practice. She uses The Difficulty of Being Good by Gurcharan Das in her leadership class to bring out the dilemma faced by managers through reading the predicament of major characters in Mahabharata as the novel puts forth.

According to Anil Gupta, professor, IIM-A: "People who have evolved as great leaders have dug deep into their spirits, which is not possible without art and literature."

Gupta uses Sukumar Ray's Abol Tabol, paintings and photographs of nature, among various modes of art, in his Creativity, Innovation, Knowledge, Network and Entrepreneurship course.

"Art brings out sensibilities and sensitivities in future leaders. Art generates compassion, which we need more in this world of ethical and moral dilemma," says Gupta of IIM-A.

Managers also get enthused by the process as it makes the classes more participative and leads to open discussions. "It is very popular with the students," says Chatterjee of IIM-Calcutta. The classes are centred around students learning on their own through group discussions under the guidance of the professor.

Professors say most students who come with an engineering background are usually enthusiastic about these classes which can be interactive with students acting out or making presentations. "People don't get bored with such classes," says Manikutty.

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IIM के स्टूडेंट्स नौकरी के बजाए आंत्रप्रेन्योर बनने के मूड में

कई स्टूडेंट्स फोटोग्राफर्स का नेटवर्क बनाने से लेकर मार्केट के फोरकास्ट से जुड़े प्रोडक्ट्स बना रहे हैं

[ईटी ब्यूरो *बंगलुरु* | *मुंबई*]

देश के टॉप मैनेजमेंट इंस्टीट्यूट्स के स्टूडेंट्स में जॉब करने के बजाय अपना उद्यम लगाने का ट्रेंड बढ़ रहा है। 2013 बैच के एक स्टूडेंट ने प्लेसमेंट में हिस्सा लेने के बजाय ग्रामीण इलाकों में सैनिटरी नैपकिन बेचने का फैसला किया। कई स्टूडेंट्स फोटोग्राफर्स का नेटवर्क बनाने से लेकर मार्केट के फोरकास्ट से जुड़े प्रोडक्ट्स बना रहे हैं। स्टूडेंट्स का मानना है कि आंत्रप्रेन्योर्स की राह नई जरूर है, लेकिन यह चैलेंजिंग है।

आईआईएम इंदौर के ग्रेजुएट 23 साल के निरंजन के एम ने ग्रामीण इलाकों में सैनिटरी नैपकिन बेचने की योजना बनाई है। इससे पहले उन्होंने कैंडी बनाने से लेकर मिनरल वाटर तक के प्रोडक्शन के बारे में सोचा था। लेकिन उन्हें लगा कि सैनिटरी नैपकिन के बिजनेस के मार्केट में ज्यादा पोटेंशियल है। तिरुपुर ग्लोबल मैन्युफैक्चरिंग हब में निरंजन एक प्लांट लगाएंगे। इस पर

1 करोड़ रुपए का खर्च आएगा। इसमें तमिलनाडु सरकार 25 लाख रुपए की सहायता देगी। निरंजन इस काम के लिए बाकी पैसे लोन के जरिए जुटाएंगे। उन्होंने बताया, 'बड़ी कंपनियों को शहरी इलाकों में पैसा दिखाई देता है, लेकिन मैंने ग्रामीण इलाकों के लिए योजना बनाई। मैंने प्रति पीस 3-4 रुपए में नैपकिन बेचने की योजना बनाई है। इसकी लागत एफएमसीजी कंपनियों की लागत से करीब आधा होगी।' निरंजन के रिसर्च से पता चला कि ग्रामीण औरतें सैनिटरी नैपकिन के बारे ज्यादा नहीं जानती हैं। आईआईएम लखनऊ के प्लेसमेंट हेड राजेशन ऐथल ने बताया कि सुस्त इकनॉमी के दौरान कैंपस प्लेसमेंट को छोड़ने का यह सही समय भले न हो, लेकिन स्टूडेंट्स को लगता है कि अपने आइडिया को वह लंबे समय तक होल्ड पर नहीं रख सकते, क्योंकि उसे कोई और लपक सकता है। उनकी सोच अलग है। कॉरपोरेट वर्ल्ड से जुड़ने के बजाय वह अपना स्टार्ट-अप्स खड़ा करना चाहते हैं।

सामान्य तौर पर आईआईएम में फाइनल प्लेसमेंट फरवरी-मार्च में शुरू होता है। ऐसा देखा गया है कि प्रत्येक इंस्टीट्यूट में 3-5 स्टूडेंट्स ने प्लेसमेंट को तरजीह नहीं दी है। पिछले 3-4 साल में बड़े आईआईएम ने अपने यहां डेफर्ड प्लेसमेंट की शुरुआत की है। इसमें प्लेसमेंट प्रोसेस में शामिल नहीं होने वाले स्टूडेंट को 2-3 साल के बाद इंटरव्यू में बैठने की अनुमति दी गई है।

इससे स्टूडेंट्स को काफी मदद मिली है। आईआईएम बंगलुरु के दो स्टूडेंट्स अजुसल सुगादन और अचिन अग्रवाल ने एक ऑल्टरनेटिव इनवेस्टमेंट मैनेजमेंट फर्म हेज क्वांट्स की शुरुआत की। यह कंपनी इंडियन इक्विटीज, फिक्स्ड इनकम, करेंसी, वोलाटिलिटी और डेरिवेटिव्स में क्वांटिटेटिव ट्रेडिंग और इनवेस्टमेंट स्ट्रैटेजी के लिए है। 24 साल के अजसुल ने बताया, 'हमने 7-8 मॉडल्स बनाए। इससे हमने पाया कि हम मार्केट के बारे भविष्यवाणी कर सकते हैं।'

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Physicist donates ₹25 L to Presidency University:

Theoretical physicist and member of the Presidency Mentor Group Ashoke Sen has donated Rs 25 lakh to the Presidency University Vice Chancellor's Fund for excellence.

HT Lucknow

SC stays appointment of VCs in universities in Bihar

NEW DELHI: The Supreme Court stayed the appointments of nine vice-chancellors and two pro-vice chancellors made recently by former Governor Devanand Konwar in various universities of Bihar. A Bench comprising justices GS Singhvi and Kurian Joseph stayed the notifications issued in this regard on February 9 and March 14. The bench said the senior most Dean of each university will perform the function of VCs.