

Newspaper Clips

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अलग-अलग बोर्ड से प्राप्त अंकों को एक पैमाने पर लाने का बना फॉर्मूला

दूर होगी अंकों की दुविधा

नई दिल्ली | वरिष्ठ संवाददाता

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने आईआईटी को छोड़कर देशभर के तकनीकी संस्थानों में प्रवेश का फार्मूला जारी कर दिया। देशभर के छात्रों में इस बात को लेकर दुविधा थी कि राज्य बोर्ड के प्राप्तांक और सीबीएसई बोर्ड के प्राप्तांकों को एक पैमाने पर कैसे आंका जा सकता है।

गौरतलब हो कि तकनीकी संस्थान जैसे एनआईटी और ट्रिपल आईटी में दाखिले के लिए 60:40 का फार्मूला लगाया जाना है। इसमें 60 प्रतिशत जेईई मुख्य परीक्षा के और 40 प्रतिशत बोर्ड परीक्षा के पर्सेंटाइल के आधार पर निर्धारित किए जाएंगे। सीबीएसई के चेयरमैन विनीत जोशी ने बताया कि जेईई के अंतर समूह ने जो फॉर्मूला तय किया है उसमें छात्र के प्रदर्शन का आकलन दो तरह से होगा। सीबीएसई बोर्ड के छात्र का आकलन अलग और अन्य राज्य

ऐसे तय होगी वैल्यू

बी फाइनल = $0.5 * (\text{बी1} + \text{बी2})$
केंद्र की तरफ से पोषित संस्थानों में प्रवेश के लिए इसी बी फाइनल की वैल्यू को मेरिट के फॉर्मूले में रखा जाएगा। इसके बाद मेरिट सूची बनेगी। मेरिट सूची के लिए फॉर्मूला सी = $0.6 * \text{जेईई मेन के अंक} + 0.4 * \text{बी फाइनल}$ (यहां पर 0.6 का मतलब जेईई से है और 0.4 का सामान्य बोर्ड अंकों से है)

मुख्य परीक्षा का दोहरा इस्तेमाल

मंगलवार को घोषित हुआ जेईई (मेन) का परिणाम दो तरह से इस्तेमाल में लाया जाएगा। इसमें पास हुए 1.5 छात्र अपने वर्ग के अनुसार जेईई (एडवांसड) के योग्य होंगे। वहीं दूसरी ओर इसी परिणाम के आधार पर बोर्ड के नतीजों के आने के बाद महत्ता फॉर्मूले के आधार पर एनआईटी और दूसरे केंद्र द्वारा पोषित तकनीकी संस्थानों की मेरिट सूची तय होगी।

बोर्ड के छात्रों के पर्सेंटाइल का आकलन अलग होगा।

छात्र सीबीएसई बोर्ड का है तो जेईई में बैठे छात्रों में सीबीएसई के टॉपर को चुना जाएगा। मान लीजिए सीबीएसई के



क्या होता है पर्सेंटाइल

परीक्षा में मिले अंकों से जहां छात्र के प्रदर्शन का आकलन होता है तो वहीं पर्सेंटाइल से परीक्षा में शामिल हुए कुछ छात्रों में छात्र की स्थिति का पता चलता है। उदाहरण के तौर पर 90 पर्सेंटाइल का मतलब है कि 90 प्रतिशत छात्र उक्त छात्र से नीचे हैं और सिर्फ 10 फीसदी छात्र उससे ऊपर हैं।

टॉपर के जेईई मुख्य की परीक्षा में 340 अंक हैं तो यह वैल्यू फॉर्मूले में बी-2 को प्रदर्शित करेगी तो वहीं बी-1 की वैल्यू जेईई मुख्य के बोर्ड और मुख्य परीक्षा में अंक हासिल करने वाले टॉपर को

प्रदर्शित करेगी। उदाहरण के तौर पर ओवर ऑल टॉपर के 360 अंक हैं। इन दोनों वैल्यू को बी फाइनल तय करने वाले फॉर्मूले में रखा जाएगा। यही बात अन्य बोर्ड में लागू होगी।

HT Chandiagrh

New IIT-JEE format tough for aspirants

City students say the new format under which the engineering entrance exam has been divided into two parts is more difficult to crack

Eileen Singh

■ eileen.singh@hindustantimes.com

CHANDIGARH: The division of the Indian Institute of Technology-Joint Entrance Exam (IIT-JEE) into two parts - main and advance - has added to the pressure of students aspiring to study in an IIT.

Till last year, IIT-JEE was a single examination in which students were given ranks on the basis of which they were admitted to IITs and engineering colleges.

But, in what was described as a measure to ease the pressure off students, the union human resource development ministry divided the exam into two parts - IIT-JEE(main) in which Class 12 marks were also calculated and IIT-JEE (advance).

But, with this, came immense pressure: students this year ended up studying for two separate examinations having a

Previously, all students could take the exam. But according to the new format only those who secure 80% in Class 12 will be eligible

ANIL VERMA
MD, GIIT-JEE Institute, Chandigarh

short time gap between them. Besides, they also had to study for the board exams since 80% in Class 12 is now an eligibility criterion to appear for IIT-JEE advance.

The managing director of a city-based coaching institute said the new format had divided students into intelligent and weak. "Previously, all could take the exam. But now only those who secure 80% will be taking the exam," said Anil Verma,

The syllabus does not match; only certain chapters of Class 12 figured in the preliminary round. We have to study separately for all subjects

PRIYANKA SHARMA
successful candidate of JEE (Main)

managing director, GIIT-JEE Institute, Chandigarh.

A Class 12 student said he had been studying for IIT-JEE since Class 9 and the new format had impacted how students study.

"This has created immense pressure on us. We need to be the best in all the exams. Previously, all students took admission in dummy schools and secured just pass results. But now we need to be in the top

20 percentile," said Shashank Mishra.

"The syllabus do not match, only certain chapters of Class 12 figured in the preliminary round. We have to study separately for all the subjects," said Priyanka Sharma, who has qualified IIT-JEE (main), but doubts if she will be able to secure good in boards.

Shashank's father, Preetam Mishra, said the new format made it difficult for students to shuttle between subjects. "My son has been studying hard for three, yet we are not sure if he will make it," said Preetam.

Students said the format serves no purpose and needs to be amended. "This is a clear segregation that only those who secure good marks can get through to an IIT. I am a topper. What if I am unable to score well in the boards?" questions Neelam Singla, a student aspiring to get admission to an IIT.

HT New Delhi



- **KM Shankar, dean, Karnataka Science University, touches feet of President Pranab Mukherjee in New Delhi.** PT

President calls for increasing expenditure on research

NEW DELHI: India spends only 0.9% of its GDP on research and development, which is much below China, Britain and Israel, and needs to step up expenditure on this front, President Pranab Mukherjee said Saturday. Speaking on National Technology Day, Mukherjee said: "India's innovation bottom line is not very encouraging as the number of patent applications filed annually in leading countries like US and China is roughly 12 times more than that of India."

Indian wonderkid is youngest Berkeley topper in a century

Indo-Asian News Service

■ letters@hindustantimes.com

WASHINGTON: Kolkata-born Ritankar Das, a bioengineering and chemical biology double major at the University of California in Berkeley, has become the youngest student to receive the University Medal in more than a century.

The medal is given to the year's top graduating senior. Das, who began his freshman term when he was 15, will be graduating with more than 200 credits and a GPA of 3.99, which includes eight A+ marks, in three years, according to the varsity news centre.

He will receive the medal and give a speech at convocation on May 18.

Das, 18, is also the first student from the College of Chemistry in 58 years - and the first ever from the department of bioengineering - to earn the honour, which has \$2,500 scholarship.

After graduation, Das, who is fluent in Bengali and Hindi, and conversational in Spanish, will head to Oxford University to pursue a master's degree in biomedical engineering with a fully funded Whitaker Fellowship.

Das's academic and community service achievements have earned him more than



■ **Ritankar Das (in picture) will receive a medal and a also a scholarship of \$2,500.**

40 awards totalling more than \$3,00,000. These include prestigious Goldwater, Udall and Pearson scholarships, as well as a graduate research fellowship from the National Science Foundation.

Off campus, Das serves on State Farm Youth Advisory Board, which awards \$5 million annually to service-learning projects. He also analysed entries for the Presidential Green Chemistry Award at the Environmental Protection Agency in Washington DC.

Das credits much of his success to parents and teachers who propelled him forward. "I had parents and teachers who invested in my education early on," Das said.

States told to prepare perspective plan: AICTE

Staff Reporter

COIMBATORE: Each State has been asked to prepare a State-level perspective plan that will map the educational and industrial profile for each district to enable the All India Council for Technical Education (AICTE) to come up with a national-level perspective plan. According to AICTE chairman S.S. Mantha the Plan was to enable AICTE give approvals to number of seats, variety of courses and number of colleges in each State, after matching it with the industry profile, variety and number of job opportunities available there.

Speaking to presspersons on the sidelines of a college graduation day here on Saturday, Mr. Mantha said the idea was mooted in 2012 and all State governments had been asked to submit the Plan in such a manner that the national-level plan could be implemented for 2014-15.

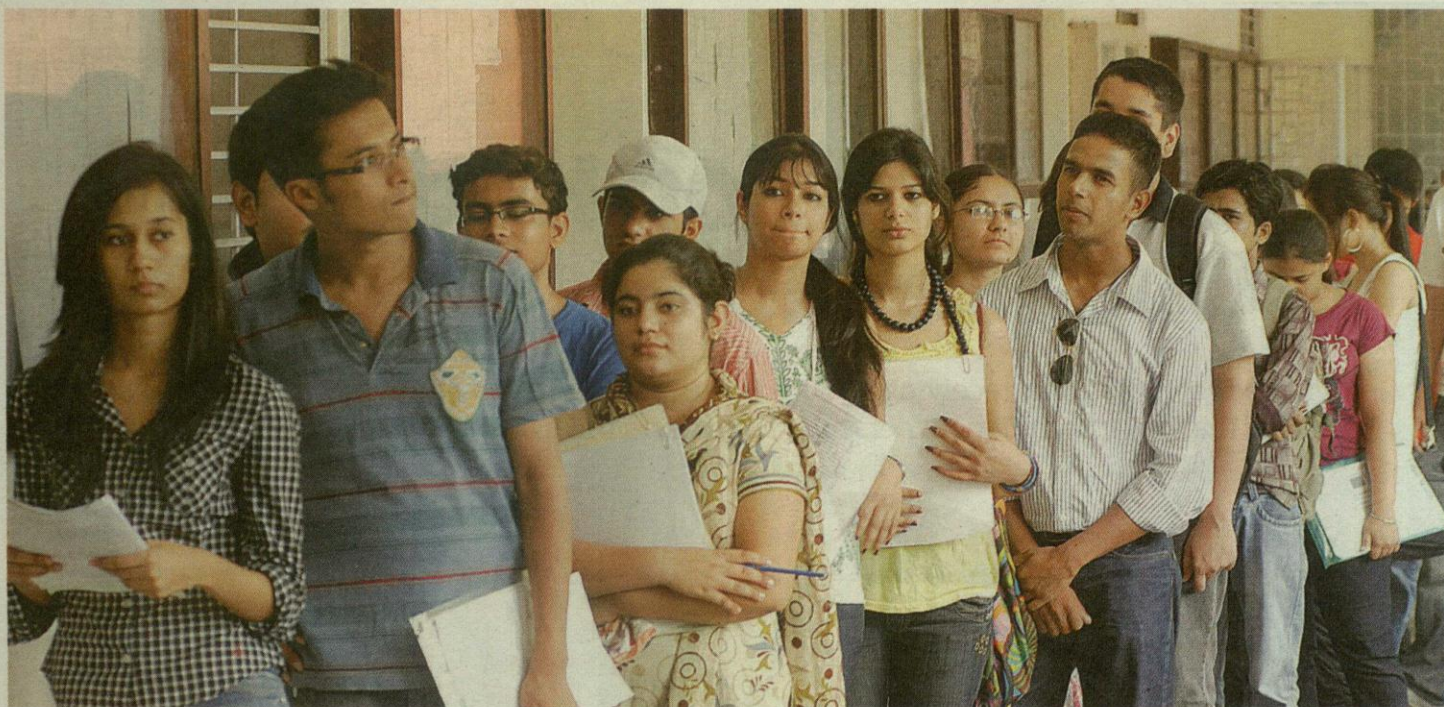
"The University Development Council of each State-run university in a State will get data on number of students passing out in Standard X, Plus-One and Plus-Two and the number aspiring for engineering.

The disciplines that they are interested in / not interested in will be identified and accordingly number of colleges and the courses that will be offered / not offered will be decided accordingly.

The number of seats will be calculated on the basis of the number of jobs that the district the college is located in can generate," Mr. Mantha said.

Explaining this in connection with a query on the increase in number of new colleges every year, he said new engineering colleges getting added on every year were not a threat to quality education. In fact these were needed to make up for the ones that were closing down for lack of improvements.

It was consolidation of the good and removal of the bad.



Students queue up to submit admission forms in DU's north campus

Reinventing the University

Why the changes at Delhi University must be replicated nationally and objections overruled

:: Manish Sabharwal

Our organisation has hired somebody every five minutes for the past five years but only hired 5% of the kids who came to us; the poor job readiness among graduates no longer surprises me. But as a Delhi University (DU) alumnus, I am delighted at the courage it is displaying in freeing itself of the model for undergraduate degrees conceived in the 16th century. And this courage is why we must unpack objections about implementation (too fast, too little consultation, too little planning, too few teachers, etc.) from objections about vision. The vision is bold, innovative and fresh – words not often associated with universities.

Cloistered Courses

Given my DU undergraduate experience (1987-90), I can't decide whether the objections to the changes are nostalgia or amnesia. I chose my discipline at the age of 17 without being exposed to the wonders of any – forget all – disciplines. I couldn't choose courses within my BCom. I was not required to take courses outside my narrow discipline of business. Even worse, I could *not* take courses outside my discipline even though I wanted to. I didn't submit a single project, make a single presentation, or do any academic work in a group. I couldn't do an internship or project outside a classroom for credit. I couldn't exit and re-enter the programme freely. And the difference between the honours degree I got and a nor-

mal degree was superficial.

What are universities for? One view is "temples of higher learning" that nurture character, creativity and citizenship. This "learning for living" view sees education as a sword rather than a shield; a weapon of aggression where "education is the not the filling of a bucket but the lighting of a fire". The other camp believes universities should focus on "learning for earnings" and their primary value is filtering and creating "employer signalling value". This is the view of education as a shield; a degree as an insurance policy for life and careers. But changes in society and the world of work mean that the answer now lies somewhere in between; students must have multiple choices, chances and configurations to make their education a sword and shield.

The proposed changes are interesting. A four-year course will give students more time for the intellectual wine tasting that an undergraduate degree should be. The 11 foundation courses will not only defer early specialisation decisions that are made immediately after Class 12 but make these choices more informed when made. The multiple on and off ramps at 2/3/4 years – associ-

ate degree, degree and honours degree – create flexibility. Credit for non-classroom activity and an open-learning semester will encourage initiative and resume differentiation. Of course some tweaks including flexibility within foundation courses are logical next steps. But done is better than perfect.

Change, the Only Constant

Lawrence Lowell, a president of Harvard, once said "Institutions are rarely murdered; they meet their end by suicide ... they die because they have outlived their usefulness, or fail to do the work that the world wants done." Many Indian universities are not doing the work that their world – policymakers, students and employers – wants. Employment has shifted from a lifetime relationship to a taxicab contract that is short and intimate. Most students will not work in big organisations but small ones. Class XII is the new Class VIII and a solid foundation of general skills is more important than specialisation. Massification of higher education needs flexibility and diversity. Finally, employers can repair but not prepare i.e. they can impart some skills to

their employees but cannot make people creative, confident, curious, risk takers or team players. And god did not ordain separate paths for education and skills forever; the apartheid must end sometime.

Universities must change because after 100 years of global capacity expansion, a degree does not mean what it used to. India produces more engineers every year (1.5 million) than China (1.1 million) and the US (0.1 million) combined but many don't work as engineers. In the US 25% of retail salespeople, 15% of taxi drivers and 5% of housekeeping staff now have a college degree (5%, 1%, and 0% respectively in 1970). In Korea 65% of youth have college degrees but most take jobs they are overqualified for.

The uniqueness of universities has long been recognised in the design of their ownership, governance and regulation. But the world is changing. When the great physicist Niels Bohr heard in 1938 that splitting a uranium atom could yield a tremendous burst of energy, he slapped his head and said, "Oh, what idiots we have all been!" It's time that traditional universities had the same reaction. Thankfully DU is not waiting for them. ■

**THE PROPOSED
CHANGES IN DU
WILL DEFER
SPECIALISATION
DECISIONS THAT
ARE MADE
AFTER CLASS 12,
LEADING TO
MORE INFORMED
CHOICES**



The writer is chairman, Teamlease Services

May 13

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IIT chief's gravy train derails ethics

Shiv Nadar's HCL defies norms by inking ties with Kota firm for coaching

DEEPAK KUMAR JHA ■
NEW DELHI

IIT-Kharagpur chairman Shiv Nadar's company, HCL, has made a move that not only flouts laid down norms but also deals a blow to the Government's single entrance concept, which among others strives to diminish the influence of coaching centres on engineering aspirants.

Nadar's HCL Learning has collaborated with Resonance, a coaching centre for IIT aspirants at Kota in Rajasthan, to form HCL Xcelerate to impart coaching to engineering aspirants.

Ethically, while holding a public office neither Nadar nor his company is supposed to fund or collaborate for a JEE

coaching institute, sources said adding that this is the basis of a complaint by an IIT professor to President Pranab Mukherjee, who is Visitor of the IITs, Prime Minister Manmohan Singh, HRD Ministry and Central Vigilance Commission (CVC).

The IIT Patna Board of Governors (BoG) is also headed by other HCL co-founder Ajai Chowdhry while another former honcho of the company Arjun Malhotra is an alumnus of the institute.

As a matter of fact, no IIT

faculty or staff member can have any interaction with any coaching institute, on ethical grounds. Already, a complaint with regard to faculty-coaching centre nexus is pending with the CVC since July 2011.

In JEE 2011, IIT-Roorkee faculty were caught helping their own wards at the Bhatinda centre. In the past, the instance of 20 students getting selected from a single room of a JEE Centre in Kota too raised eyebrows as this could not have been possible without the connivance of JEE administra-

tors. This led to cancellation of Kota as JEE examination centre.

While the results of Joint Engineering Entrance (JEE-Mains) which is the first step towards engineering admission was announced last week, the entrance test for admission towards various IITs in the form of JEE (Advanced) is scheduled later this month. The examination would be taken by candidates falling under the normalisation of top 20 percentile in Class 12 results.

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IIT chief's gravy train...

From Page 1

Sources alleged that Nadar, being overall in-charge of governing IIT-KGP, may have full access to information about the people associated with entrance examination processes like setting and printing of question papers, the private agencies involved in the evaluation of ORS scripts, who is the custodian of the whole dataset in the computer, etc.

In a meeting of the IIT Council in July 2012 followed by HRD Minister Kapil Sibal's single entrance test for all the engineering institutes across country, the council took the decision in favour of use of Class 12 percentile performance. The crucial meeting was attended by both HCL honchos, including Nadar.

Being IIT Council members, the HCL honchos are having conflicts of interests over the decisions of their HCL's business interest. The Central Information Commission (CIC) has directed IIT Kharagpur to disclose its 'deal' with HCL for the past five years. HCL is a computer, network and peripherals supplier to IIT-KGP since the company's inception in 1976. The business for HCL from IIT-KGP has increased manifold, from ₹2 crore in 2009-10 to ₹16 crore in 2010-11 and ₹14 crore in 2011-12.

तकनीकी संग सामाजिक समझ बढ़ाने की तैयारी

नई पहल

जेएनयू मेटा यूनिवर्सिटी के लिए करेगा आईआईटी और डीयू से करार, बगैर एडमिशन इन संस्थानों में पढ़ सकेंगे छात्र

एसके गुप्ता | नई दिल्ली

डीयू, जामिया के बाद जेएनयू की पहल से क्या होगा बदलाव

जवाहरलाल नेहरू विश्वविद्यालय जल्द ही दिल्ली आईआईटी और डीयू के साथ करार करने जा रहा है ताकि बिना दाखिला लिए इन शिक्षण संस्थानों कक्षाओं में बैठकर अध्ययन कर सकें। इसके साथ ही मेटा यूनिवर्सिटी का कॉन्सेप्ट भी पूरा हो सकेगा। जेएनयू के कुलपति प्रो. सुधीर कुमार सोपेरी ने कहा कि मेटा का मतलब ही कोई दीवार नहीं। इस समझौते के बाद विश्वविद्यालयों की चार दीवारी से निकलकर विद्यार्थी किसी भी आईआईटी और विश्वविद्यालय के

जामिया और डीयू मेटा यूनिवर्सिटी की दिशा में पहले ही करार कर चुके हैं और दोनों विश्वविद्यालयों के बीच इस वर्ष कोर्स भी शुरू किया गया है। जेएनयू के करार के बाद वह दिन दूर नहीं होगा, जब एक पाठ्यक्रम के लिए दो विश्वविद्यालय की बजाए तीन विश्वविद्यालय और दिल्ली आईआईटी में छात्रों को अध्ययन का मौका मिलेगा। केन्द्र सरकार की इस महत्वाकांक्षी योजना को जामिया और डीयू पहले ही अमली जामा पहना चुके हैं। जिसके तहत मास्टर्स इन मैथमेटिकल एजुकेशन नामक दो वर्षीय पाठ्यक्रम डीयू ने शुरू किया है। जिसे दोनों विश्वविद्यालय संयुक्त रूप से पढ़ाएंगे। डीयू के क्लस्टर इन इनोवेशन सेंटर में यह पाठ्यक्रम चल रहा है। जबकि जामिया में डिपार्टमेंट ऑफ कन्वर्जन्स जर्नलिज्म में इसकी पढ़ाई होगी।

कॉलेजों में जाकर ज्ञानार्जन कर सकेंगे। इस बारे में जेएनयू ने एक कमेटी का भी गठन किया है।

प्रो. सोपेरी बताते हैं कि दरअसल आईआईटी दिल्ली के साथ लंबे समय से विचार-विमर्श चल रहा है। हमने

स्टाफ काउंसिल में यह मसला रखा और प्राध्यापकों के बीच भी इस पहल पर विचार-विमर्श हुआ। यह सामने आया कि इस करार से जेएनयू के छात्रों को तकनीकी ज्ञान मिलेगा तो आईआईटी के छात्रों को सोशल साइंस

कोर्सों का फायदा मिलेगा। क्योंकि आईआईटी दिल्ली के तकनीकी रूप से मजबूत छात्र सोशल साइंस विषय में कमजोर हैं। इस बारे में आईआईटी दिल्ली के निदेशक प्रो. आरके शेवगांवकर बताते हैं कि हम जेएनयू

के साथ करार करने के लिए उत्सुक हैं। यह करार नए सत्र में हो जाएगा। जिससे छात्रों को जल्द ही आईआईटी और जेएनयू के बीच की बाउंड्री को पार करने का मौका मिलेगा। वहां पढ़ाए जाने वाले अंतरराष्ट्रीय राजनीति, सोशल साइंस, मानव व्यवहार से छात्रों में आर्ट्स के विषयों का ज्ञान बढ़ेगा और वह तकनीक ज्ञान के साथ-साथ सामाजिक मूल्यों को भी बेहतर ढंग से समझ सकेंगे। क्योंकि आईआईटी का उद्देश्य मशीन मैन का निर्माण करना नहीं बल्कि कौशल दक्षता के साथ-साथ सामाजिक नागरिक का निर्माण करना भी है।

Financial Chronicle ND 13/05/2013 P-10

IITian quits major Hollywood studio to design lab in suitcase

PRESS TRUST OF INDIA
New Delhi

VILLAGE folk may soon have access to accurate medical diagnosis at their doorstep with a miniaturised pathological laboratory packed into a suitcase capable of conducting tests, which could lead to early identification of many diseases.

Amit Bhatnagar, an alumnus of IIT-Roorkee who quit a plush job in Hollywood's famed Universal Studios, has designed a portable biochemistry laboratory, which comes packed in a suitcase and can perform 23 crucial medical tests including for kidney, liver, heart, anaemia, diabetes and arthritis.

The portable lab, which could prove a boon to people staying in

remote areas that have little access to diagnostics, which results in several diseases remaining undetected, was launched by science and technology minister S Jaipal Reddy on Friday.

It is a complete compact lab in a suitcase with power backup. It has been designed to perform 23 vital blood tests for kidney, liver, heart, anaemia, diabetes and arthritis accurately, cost-effectively and timely, Bhatnagar told PTI.

The lab, which costs a maximum of Rs 3.5 lakh, includes blood analyser, centrifuge, micro pipettes, incubator, laptop with patient data management software and consumables.

Key advantage of Mobile Lab is in its design, rugged analyser, portability, cost effectiveness, Bhatnagar said.



BETTER HEALTH: The portable laboratory can prove to be a boon for people staying in remote areas that have little access to diagnostics

The portable lab is being used by Border Roads Organisation in remote areas of Kargil, Leh, Nagaland, by the Central Reserve Police Force in the jungles of Chhatisgarh and various programmes of the National Rural Health Mission in Haryana and Kerala on a pilot basis.

"We did a trial for 800-900 people in our dispensaries in remote areas. It has a lot of potential for early detection of lifestyle diseases like diabetes, cardiac problems and in emergencies," brigadier S B Mahajan, deputy director general, Border Roads Organisation said.

Mahajan said the results of the tests performed by the portable lab were validated against those done in conventional laboratories and were found to be accurate.

"We have put up a demand for procurement of more such units," he said.

Bhatnagar received a soft loan of up to Rs 4 crore for developing the lab from Technology Development Board of the government of India. He raised an additional Rs 4 crore from various other resources. Bhatnagar did his B.Tech in mechanical engineering from IIT, Roorkee and went to the Pennsylvania State University in the US to complete his masters in biomedical engineering.

He joined as a business consultant at the Universal Studios, where he analysed consumer trends for products of the Hollywood major.

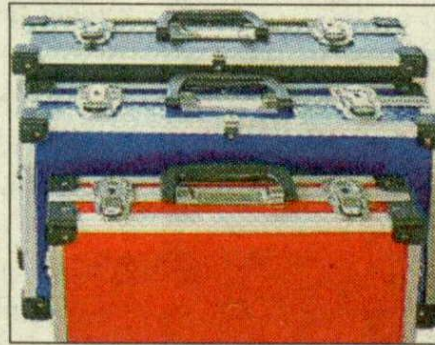
But homeland beckoned him and the stint in Hollywood was cut short after nine months.

IIT स्टूडेंट ने बनाई सूटकेस सी छोटी लैब

ग्रामीण इलाकों के लिए फायदेमंद होगी ये खोज

भाषा || नई दिल्ली

जल्द ही गांवों में रहने वाले लोगों को भी घर बैठे बेहतरीन मेडिकल फैसिलिटीज मिल सकेंगी। आईआईटी के एक पूर्व स्टूडेंट ने सूटकेस में समा सकने लायक एक छोटी सी पैथॉलजी लैब विकसित की है। इसकी मदद से कई रोगों की जल्द पहचान कर सही वक्त पर उनका इलाज



कुछ ऐसी ही होगी टेस्टिंग किट



अभी तक ग्रामीण इलाकों में बहुत सारे लोग मेडिकल पैथॉलजी टेस्ट से महरूम रह जाते हैं

किया जा सकेगा। सीमा सड़क संगठन कारगिल, लेह और लद्दाख के दूरदराज क्षेत्रों में इस मोबाइल लैब का इस्तेमाल कर रहा है। वहीं केंद्रीय रिजर्व पुलिस बल इसे छत्तीसगढ़ के जंगलों में, जबकि राष्ट्रीय ग्रामीण स्वास्थ्य मिशन हरियाणा और केरल में परीक्षण के तौर पर इसका इस्तेमाल कर रहा है।

हॉलिवुड की नौकरी छोड़ी

आईआईटी-रुड़की के पूर्व छात्र अमित भटनागर ने हॉलिवुड की मशहूर फिल्म निर्माण कंपनी यूनिवर्सल स्टूडियोज की अच्छी-खासी नौकरी छोड़ कर इस मोबाइल लैब को तैयार किया है।

23 जरूरी मेडिकल टेस्ट

इसके जरिए किडनी, लिवर, हार्ट, एनीमिया, डायबिटीज और गठिया रोग समेत 23 महत्वपूर्ण मेडिकल टेस्ट किए जा सकेंगे। खास बात यह है कि यह पूरी लैब एक छोटे से सूटकेस के अंदर बंद है।

गांवों के लिए वरदान

साइंस एंड टेक्नॉलजी मिनिस्टर एस. जयपाल रेड्डी ने शनिवार को इस मोबाइल मेडिकल टेस्ट किट की लॉन्चिंग की। यह मोबाइल लैब दूरदराज के क्षेत्रों में रहने वाले उन लोगों के लिए बड़ा वरदान साबित हो सकती है, जो अब तक मेडिकल टेस्ट से वंचित थे। इस कारण उनके कई रोगों का सही वक्त पर पता नहीं चल पाता था।

क्या खास है इसमें

- 23 महत्वपूर्ण मेडिकल टेस्ट करना होगा मुमकिन (इनमें किडनी, लिवर, हार्ट, एनीमिया, डायबिटीज और गठिया रोग के टेस्ट भी शामिल हैं)
- 3.5 लाख रुपये अधिकतम कीमत है इस मेडिकल किट की, पावर बैकअप से लैस
- दूरदराज में रहने वाले लोगों के लिए बड़ा वरदान साबित हो सकती है यह खोज

'Only 2% of India's youth have vocational training'

Subodh Varma | TNN

Here is a pointer why industry groans about the lack of skilled manpower. Just 2% of India's youth and only about 7% of the whole working age population have received vocational training, a recently released survey report reveals.

As in the past, hereditary learning or learning on the job continue to generate more skills than the whole formal vocational training set up of the country which includes 8,800 ITI's and 450 polytechnics. Hereditary learning — carrying on the family's trade like farming or pottery making — is the source of needed skills for 1.8% while learning on the job teaches 1.7% of the people between 15 and 59 years of age. In this age group, only 1.6% persons had got formal vocational training.

These details emerge from a report of the survey carried out by the National Sample Survey Organisation (NSSO) in 2009-10. The survey covered 4.6 lakh people.

What is the quality of vocational education? How far does it go in getting jobs? Surveying people who had received or were receiving formal vocational training the report found an astonishing disconnect. Over 65% of rural laborers working at construction sites or agricultural fields had training in mechanical or electrical engineering, or comput-

JOB JIGSAW

Share of youth (15-29 yrs) with vocational training **2%**
Share of population (15-59 yrs) with vocational training **6.7%**

Persons with formal vocational training

| | MALE | FEMALE |
|------------------|------|--------|
| Unemployed | 7% | 11% |
| Not in workforce | 20% | 56% |

Education-job disconnect

65% of male labourers had training in mech/ elect engg or computer

58% of clerks had diplomas in computer skills

57% of urban women trained as beauticians were doing marketing



Source: NSSO Report No. 551

er skills. Nearly 58% of clerks had got computer related diplomas. Over 57% of urban women who had trained as beauticians or hairdressers ended up as marketing agents or personal service workers.

In some cases the natural connect between training and job was evident: 65% of drivers had been trained in driving schools; 64% of building, metal and precision work related workers had training in mechanical, electrical or civil engineering. But the most telling statistic in the survey was related to unemployment and being "not in labor force" (mostly women). Nearly 60% of those who had done textile related vocational courses and 57% of those who had trained to become beauticians were no longer in the workforce.

Surprisingly, unemployment was highest among all trades — nearly 14% — in the courses related to computer skills and repair. Those having diplomas in computers and yet not being in the workforce were also reported at a very high proportion — 44%.

Overall about 8% of the trained persons were unemployed and another 33% were not in the work force. Over 56% of trained women were reported as not being in the work force as opposed to 20% of men. About 12% of women and 7% of men were unemployed.

About a third of those trained in formal set-ups said that their training was "not helpful", about 44% said that it "helped in taking up wage/salaried employment" and just 16% found it helpful in taking up self employment activity.

Reading between the lines

Management education in India is at its competitive best; what you need to understand however, is what you are looking for

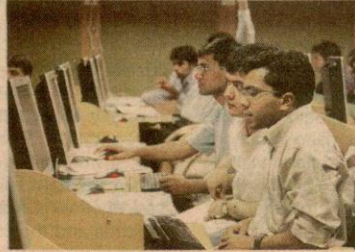
NO MATTER what you do in life, there is no getting away from business. Everything that anyone does, involves some kind of basic understanding of business. And if you are the kind who wants to study management to achieve your dream, what you also need to understand is how management today is evolving.

Today's management gurus, who are forecasting the way we will do business at the beginning of the 21st century, say that the companies of the future will consist of groups of specialists who work together on a specific project and then disband. So for the next project, the group will most certainly be different. This implies how one will have to understand more about the opportunities and constraints of business. In other words, the combination of specialist qualification and business knowledge will become vital.

What one also needs to observe closely is how management education is today becoming increasingly dynamic.

Take for example the data released by IIM-Kozhikode, which organised the CAT 2012. There was an increase in number of candidates having two-three years of experience. As compared to 2011, there is a 43 per cent rise in the number of candidates having more work experience.

Also there was an overall increase in numbers across the categories. There was a 4.2



per cent increase in the total number of registrations last year. The IIMs also witnessed around 8.6 per cent growth in the number of girls and 2.6 per cent boys, taking CAT 2012.

Preparations are already in full swing for CAT 2013. And there is news for aspirants. The new Common Admission Test (CAT) Convenor Prof Rohit Kapoor of the Indian Institute of Management, Indore (IIM-I) said in an interview to a website that CAT 2013 will have no substantive changes and that no one should expect any major surprise either.

While the students are doing their bit, it also should become the prerogative of educationists to understand the dynamics of today's time. It is here that it's worth going through what Vigna Oza and Swaty Parab of Sardar Patel University, Vallabh Vidyanagar, Gujarat point out in a paper 'Quality

Management Education in India in the 21st Century 7-14-21 Model'. They say: "As the business world is filled with challenges and risks, the purpose of management education is to prepare students thoroughly to face

these challenges and take the risk by the horn. B-Schools should emphasize on training management teachers. They should re-design management curricula in tune with the changing dynamics of the global business environment. In short, managing education could become a diagnostic tool for all problems of the globalized world. Through case studies, the teaching community not only prepares students to meet the challenges of the changing times but also helps them in identifying and choosing a career to suit their knowledge, skills and aptitudes".

Hari Bhumi ND 13/05/2013 P-12

हवा से चलाया बाइक का इंजन

एजेंसी. नई दिल्ली

नए प्रयोग और खोज सिर्फ अमेरिका, ब्रिटेन और आईआईटी के लोगों की बपौती नहीं है। ये साबित किया है बागपत के एक पॉलिटेक्नीक के छात्र ने, जिसने हवा से चलने वाला इंजन बनाया है। वो भी 18 हजार में। चार बार की असफलता के बाद सफल हुए छात्र के प्रयोग से कॉलेज प्रशासन भी खुश है। कॉलेज प्रशासन छात्र की इस नए प्रयोग में सहायता करने के लिए हर तरह से तैयार है। मूल रूप से उत्तर प्रदेश के बागपत जिले का रहने वाला मोहित जिले के कुराली स्थित शांति पॉलीटेक्निक में (मैकेनिक आटोमोबाइल ट्रेड) अंतिम वर्ष का छात्र है। मोहित ने यामहा बाइक के स्ट्रोक इंजन को हवा से चलाकर लोगों को आश्चर्यचकित कर दिया।



पॉलिटेक्नीक छात्र ने किया निर्माण

- चार हजार रुपये के एक यामाहा बाइक के टू-स्ट्रोक इंजन में परिवर्तन किया
- चार बार की असफलता के बाद मिली सफलता, कालेज प्रशासन खुश
- पेट्रोल इंजन के बराबर काम करता है और राउंड पर मिनट भी उसके बराबर ही है

यहां से मिली प्रेरणा

मोहित के अनुसार दो वर्ष पूर्व कॉलेज जाते समय उसने एक ट्रक के प्रेशर ब्रेक से ओवर होने पर हवा निकलने की आवाज सुनी थी। इसके बाद उसने प्रेशर ब्रेक के सिद्धांत पर हवा से चलने वाले इंजन की कल्पना की।

ऐसे चलाया इंजन

मोहित ने बाइक के इंजन में कुछ बदलाव कर प्लग के स्थान पर वाल्व लगाए। हवा को कंप्रेसर के जरिए एक सिलिंडर में हाईप्रेशर पर जमा किया। हाईप्रेशर हवा को पाइप के माध्यम से इंजन में पहुंचाया। इससे इंजन चल पड़ा।

Publication: The Times Of India Delhi; Date: May 13, 2013; Section: Education Times; Page: 56;

JNU, DU English departments in top 100

The Centre for English Studies (CES) at Jawaharlal Nehru University has done it once again. The department has been adjudged as one of the top 100 English departments in the world by the QS World University Rankings 2013, released recently. This year, the University of Delhi's English department has also found a place in the top 100.

"This is no mean achievement, and we are all justifiably very proud and very happy at the Centre. However, we are humbled too at this consistent recognition that our Centre has been getting internationally, and we hope to work even harder and attain even higher global recognition," said Saugata Bhaduri, chairperson, Centre for English Studies, JNU.

The University of Oxford tops the list followed by Cambridge, and Harvard University.

JNU and Delhi University feature in the 51-100 rank category.



"The credit for this ranking goes to the quality of research that students and faculty of this Centre produce and the academically conducive environment that JNU provides to fruitfully do the same," added Bhaduri.