

Newspaper Clips

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Tribune ND 31/05/2011

P-12

Same goal, different methods

Be it India or abroad, teachers seek newer and better ways to not only impart knowledge but also to awaken critical thinking skills in their students

SUNAINA SINGH

THE faculty at US institutions works more with attending to students' individual difficulties.

"I care about what happens to my students," says Lesa Hatley Major, Professor at Indiana University-Bloomington. "I think they know this."

Major has an open-door policy for her students and wants them to tell her if they are having problems. "People lose jobs over missed deadlines," she says. "I only give a student an extension in extenuating circumstances."

"Looking at the situation is important, you can't hang the person for missing deadlines," says Pushpinder Kaur, who taught at Guru Nanak Dev University, Amritsar, for many years. "You can make sure that the students pay attention in class by asking them questions," she adds.

Major tries to incorporate as much practical experience in the classroom as possible. "When I teach skill courses, I have students apply the concepts we learn in class by having them complete assignments and projects that require those concepts," she says. "I believe students really learn the concepts through practical knowledge," she adds.

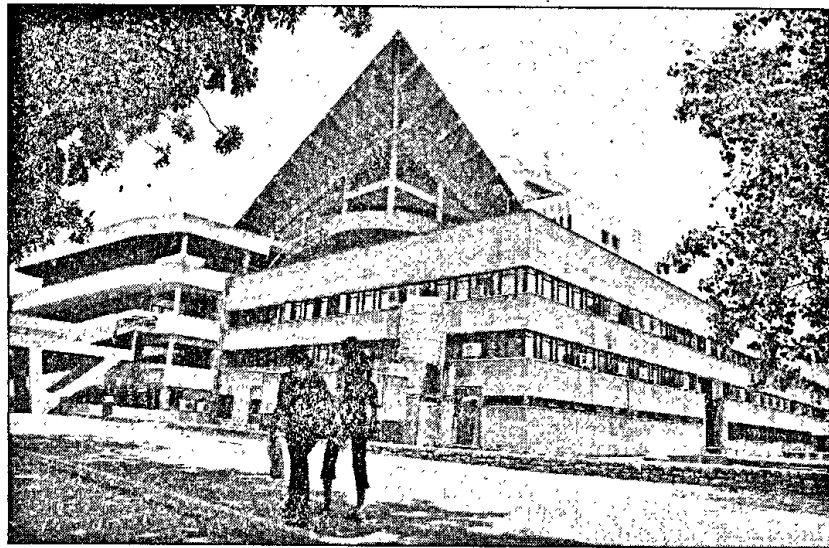
Similarly, Kaur encouraged science laboratory sessions that made the students see what exactly they were dealing with. Apart from that, she related everyday concepts to what was taught in order to keep the students from losing interest. "What you have to convey, it has to be conveyed properly," she says.

Kathleen Nazareth, an alumna of IU, believes that professors at most universities in the US prepare their students for life after graduation. "They never forced us to complete or submit assignments," she says. "We were considered old enough to make decisions for our future."

According to Nazareth, even though the faculty at Indian universities is concerned about the future of its students, the system has more rigid rules for submission probably as a way to be fair.

Major encourages critical thinking and guides her students in that direction. "I want them to be able to think for themselves and solve their own problems," she says.

"In the US, a lot of effort is put in to make sure that students develop their own thinking and justify their own claim," says Anirudh Kapur, a student at the University of South California.



It is the reputation of an institution that attracts the best faculty

"There are so many writing classes that help in the development of critical thinking."

According to Kapur, students in India are made to memorise the entire book for an exam that is probably worth 80 per cent of their grade. He considers education in the country to be bookish.

Kapur claims that these students are forced to come to class considering the fact that they are not allowed to take final examinations if they fail to do the same. "In America, you come to class if you want to, otherwise you don't have to," he says. "Attendance is determined according to the nature of the course."

"Students in the US are given incentives to attend lectures by testing them on the material discussed in class. So, they would obviously show up if they cared."

Kapur believes in the fact that it is the reputation of an institution that attracts the best faculty in each country, college or university.

"It is about both the professors and students coming together to make a good mix," he says. "Without one being equally good, the other might not function properly either."

According to Nazareth, regulations regarding

punctuality that are talked about in the beginning of any class at her university in the US make it easier for professors to maintain the decorum throughout the semester. Moreover, efforts made by the students are always acknowledged which makes them respect their teacher.

Major is excited about what she teaches and wants her students to study and learn because they are excited about the material and understand how it will benefit them in the future. She is also aware of the fact that her conduct in the classroom will influence how her students behave during the lecture. "I cannot think of a time when I have had a problem in the classroom," she says.

Akanksha Mahajan, a student at IIT-Roorkee, says her professors respect their students by not interfering in their personal lives. "However, they do make sure to maintain discipline in class by sometimes threatening them about lowering their grade. They do their job and that's it."

The writer is an undergraduate student of journalism at Indiana University, Bloomington, USA. She did her schooling in Amritsar.

IIT Kharagpur violates privacy law, snoops on prof's phone chat

Charu Sudan Kasturi

■ charu.kasturi@hindustantimes.com

NEW DELHI: Indian Institute of Technology, Kharagpur, obtained phone records of a whistleblower professor's conversations with journalists without his consent or the sanction of a court or investigative agencies, to charge the faculty member with violating service rules.

IIT Kharagpur obtained call details of conversations between computer science professor Rajeev Kumar and journalists from two leading English dailies, drawing allegations of violation of both law and privacy.

Other than a customer, only government probe agencies and courts — and not employers in

WHISTLEBLOWER'S TALE

- Kumar discovered discrepancies in the 2006 IIT admissions
- Kumar, via RTI, established that IIT Kharagpur was running a secret quota for faculty wards
- In 2010, Kumar wrote to the IIT administration alleging mass copying in internal tests. The IIT denied these claims
- A key charge against him is that he spoke to journalists without authorisation.

general — can demand call details or records from telecom service providers in India. Service providers also swear to ensure customer privacy in their

license agreement with the government. "I understand that telecom operators are obliged to ensure that personal data of customers, such as phone records, are not available to unauthorised persons," telecom expert Mahesh Uppal told HT.

Under service rules, IIT faculty members are required to obtain the institute's approval before speaking to the media. IIT Kharagpur has suspended Kumar — who exposed irregularities in admissions to the IITs in 2006, and a secret quota the IIT kept for faculty wards — on a slew of charges, including speaking to journalists without authorisation.

But Kumar has now filed a complaint with both the police

and the BSNL — his service provider — after the IIT obtained his call details. "I would not like to comment on the matter at present," IIT Kharagpur officiating registrar TK Ghoshal told HT when asked why and how the IIT obtained Kumar's call records.

The IIT in its chargesheet on Kumar has accused him of bypassing relevant authorities in trying to purchase a laptop, which the institute claims he was planning to give his son — a charge the professor has denied. The institute has also accused Kumar of trying to threaten an official with the use of RTI. Kumar has accused the IIT of trying to frame him because of his exposes.

Cutting edge research missing

P. K. VASUDEVA

INDIAN business schools have poor representation in the 40 peer-reviewed journals according to a study that the *Financial Times* used to rank research at MBA schools worldwide. Covering two decades to 2009, the study shows just a handful of faculty of a few IIMs and IITs having contributed papers to such journals. The study suggests that while case papers are valuable as pedagogic tools, they do not provide "cutting edge knowledge".

This knowledge comes from academic research that is "double-blind peer reviewed with high standards of proof". The emphasis is on "rigour" as against practitioner-oriented research with immediate "relevance" and lower standards of proof.

Academic management research is more important than theoretic-

cal teachings in the classrooms of management schools because it gives applicability to "real life" solutions in the industry. There are three reasons why such research constitutes the "backbone" that "supports the pedagogical mission". The first is the introduction into the real world of concepts such as "core competence" that strategists and financiers cannot do without today. The second is the value it contributes to teaching consulting and "writing for practitioners". And the third, the value it adds to the institution's efforts at attracting the best faculty.

What explains this poor representation of Indian B-schools and technical institutes in the corpus of global management theoretical practice? The more obvious answer is that these institutes are driven by one agenda only — placements.

Indian firms do not tire of complaining about the shortage of managerial talent. As if in answer

to this oft-stated gap between demand and supply, a rash of management schools has spread, some in the most unlikely places, including regions with few industries such as the north-eastern states that want their own IIMs. To date, there are some 1,600 management schools and while there is no way of finding out if all their graduates get jobs, the lure of a business school binds both the promoter and the student. Landowners and business luminaries turned politicians turn again into founders of business schools, and technical institutes all with one aim: Increasing student enrolment to amass wealth.

Employability of engineering graduates for technology services is only 26 per cent. But things seem to be changing on the ground now. For the first time, large companies such as Cognizant and Infosys are acknowledging an improvement in the quality of engineering graduates. Much of this is because of inter-

ventions in educational institutions by the industry.

B-schools in India are meant to be degree shops; in most rankings and in the popular imagination, "placements" determine quality. As degree shops, they are no different from the general university that has, over the decades, shed its research faculties to become an assembly-line producer of degrees.

ADMISSION DEADLINE

From now, more information on Admission Deadline will be available online. Please visit *The Tribune* website at: www.tribuneindia.com and click on "Education" in the "Weekly Specials" section to get details.

— Pervin Malhotra,

www.careerguidanceindia.com

Tribune ND 31-May-11 P-18

Jairam eyeing HRD Ministry!

Environment Minister Jairam Ramesh kicked up yet another row last week when he panned the faculty members of the world-renowned IITs and IIMs. While some skeptics dismissed Ramesh's remarks at yet another attempt by him to grab publicity, others believe the minister is actually jockeying for the Human Resource Development (HRD) ministry which, he believes, may soon be up for grabs. Prime Minister Manmohan Singh is expected to rejig his ministerial team in the first half of June in what promises to be a major exercise.

Since the present HRD Minister Kapil Sibal has additional responsibility of the telecom ministry, Ramesh probably believes that the PM could divest him of one of the two ministries. It is also being assumed that Sibal will not be asked to shed the controversial and sensitive telecom ministry since he is doing a fine job of putting it back in shape after former DMK minister A. Raja's exit.



Jairam Ramesh

Indian Express Mumbai 30.05.2011 P-3

More IIT-B students can switch branches after 1st year

Study of scores at the end of one year shows many students with comparatively lower JEE ranks are performing at par with the best

MIHIKA BASU
MAY 29

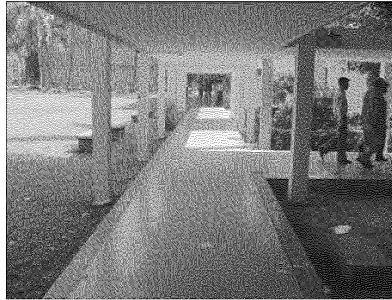
HERE'S some good news for the incoming batch of IIT Bombay. More students will now be able to move into branches of their choice after a year if they perform well. The reason: A study of students' scores at the end of one year has revealed that many students with comparatively lower ranks at the Joint Entrance Examination (JEE) are performing at par with the best in IIT-B.

The new rule gives greater importance to performance at the institute than JEE scores. The present rule allows very few to

change their branches and many good students are denied the opportunity.

"The new policy is based on the fact that high academic performance in IIT Bombay should be recognised as a better indicator of an individual's academic capabilities than the JEE rank. The data also shows a branch allotted to a student is sometimes more a matter of chance than great difference in their JEE scoring ability," said Prof S Biswas, who was part of the committee that recommended the new rules.

"The new rules will bring in more flexibility and enable more deserving candidates to opt for another branch," said IIT-B direc-



The new rule will be applicable for the incoming batch

tor Devang Khakhar. As per the earlier policy, only the top one per cent JEE performers on-roll strength at IIT-B were eligible for unconstrained change of branch. "Most of them are usually students of the sought-after computer science and engineering or electrical engineering branches. Thus, very few end up changing branches. For instance, last year, only three students opted for a change. However, we have observed that students with comparatively lower JEE ranks have been doing well and many among them may not have got the branch of their choice at the time of allocation. Owing to the previous policy, many deserving students were

denied the chance to change their branch even if they had scored very well at IIT-B," said Biswas.

Further, while the previous policy did not allow any increase in the branch strength and no extra seats could be created, as per the new rule, the sanctioned strength of a branch can exceed by up to 10 per cent. Also, the new rule will permit change from branch 'x' to 'y' if a student was eligible for 'y' at the time of JEE allocation for all categories.

"The new policy could enable almost one-third (of a batch of around 880) to opt for other branches. Owing to the 10 per cent rule, around 88 vacancies will be initially created and those

who have scored a CPI (cumulative performance index) greater than or equal to nine will be eligible to change. This will have a ripple-down effect and depending on the vacancies created, the next lot will be allowed to move into another branch, provided they have scored a CPI of eight (for students of general and other backward classes categories) and CPI of seven (for other categories)," said Biswas. For the second lot, the branch cannot fall below 85 per cent of the sanctioned strength.

"The new rule will be applicable for the incoming batch," said Shiva Prasad, dean, academic programmes, IIT-B.

Times of India ND 31/05/2011 P-19

Tutorials steal IIT toppers' success

Many Shocked To Find Their Names Linked To Classes They Didn't Attend

Hemali Chhappia | TNN

Mumbai: For the painfully shy Prudhvitej Immadi, cracking the competitive IIT entrance test has had one downside.

About two years ago, a coaching class spammed its notes to Prudhvitej — the IIT-JEE 2011 topper who, at 16 years, is perhaps the youngest to wear the crown — and now it proudly takes credit for his success. The private academy, popular for training medical aspirants, will draw on Prudhvitej's own accomplishment and cash in on the large enrolments it will get for the ensuing year.

"When I was in class XI, this coaching class had sent some notes to me free of cost. I don't know why they sent those booklets. Neither did I



Prudhvitej (left), the IIT-JEE topper, and Kandarp Khandwala, the 13th rank holder, say institutes they had nothing to do with are claiming credit for their success

contact them, nor have they ever spoken to me. Just because they sent these notes, they registered me as a student," said Prudhvitej.

Since the results were declared, many who secured top ranks have been shocked to find their names linked with tutorials they never attended. A long line of politic-

ians, touts and coaching academies have been badgering toppers — "please appear in this ad", "please be the chief guest" or "kindly endorse our product".

"I did not take any additional help. I did not go to a coaching class. My father prepared me for the JEE. But I received calls from about eight tutorials wanting me to fill feedback forms for which they would offer about Rs 2 lakh. They were, in fact still are, trying to buy my rank, just because I am in the top 100," said a student who did not want to be named.

Kandarp Khandwala is another furious JEE topper. The 13th ranker said his name and photograph have been used by an all-India tutorial famous for its test series whereas Khandwala attend-

ed a Mumbai-based class for two years. "I bought the rankers' study material from this coaching class. But they have advertised that I was their classroom student. For a lot of other students too, this class has clubbed their 'non-classroom programme' toppers with their 'classroom programme' toppers," said Khandwala.

It is immediately after the JEE results that coaching classes open admission counters. Penetrating into the thickly competitive joint entrance exam coaching business and attracting bright students doesn't come easy. churns out matters alot.

"The stakes are really high. There are touts who will get you toppers if you are ready to pay a price. There

are several classes which are ready to buy top rankers," said Pravin Tyagi, owner of a city-based class. "The practice is unethical and there was a time when we were considering legal action against some coaching institutes in the north that were using our students' names and photos and taking credit for their ranks," said Ponguru Narayana, proprietor of an AP-based coaching institute.

The clash of coaching classes has had another fallout. As soon as the results are out, coaching classes order their rankers to march up to their headquarters. "The media, including television channels, local cable operators are all called to our office so everyone knows who trained the toppers," added Narayana.

Hindu ND 31-May-11 p-4

Supreme Court refuses to stay DU semester system

“Can’t interfere with Delhi High Court order at this stage”

J. Venkatesan

NEW DELHI: The Supreme Court on Monday declined to interfere with an interim order of the Delhi High Court refusing to stay the semester system introduced by the Delhi University for undergraduate courses from the academic year 2011-2012. The High Court, by its April 28 order, had also restrained the lecturers from staging any form of protest in the campus and asked them to go ahead with the semester system.

After hearing senior counsel Jayant Bhushan, appearing for the teachers, a Vacation Bench of Justice G. S. Singhvi and Justice C. K. Prasad refused to stay the High Court order saying, “We

• “In case of something improper, President, who is DU Chancellor, could set it right”

• Teachers’ counsel calls varsity action arbitrary

are not inclined to stay the notification.” The counsel then said he would withdraw the special leave petition and the Bench dismissed it as withdrawn.

Mr. Bhushan described the University’s action as arbitrary, illegal and said the semester system was being introduced despite strong protest from both the teaching community and the students as no approval had been obtained for the proposed new syllabus and curriculum for various subjects. He ar-

gued that the university was pushing through the semester system from this academic year by invoking certain emergency powers vested with the Vice-Chancellor.

Justice Singhvi told the counsel, “Two university bodies have accepted the semester system. If there is anything improper, the President {Pratibha Patil}, who is the Chancellor of the University, could set it right. If the Chancellor is satisfied she can overrule any one including the Vice-Chancellor. We can’t

interfere at this stage.”

Justice Prasad pulled up the teachers for resorting to strike and said, “On the one hand you file a writ petition in the High Court and on the other hand you resort to strike... Tell us how many students are opposing the semester system?” To the response that about 3,000 students had made a representation to the Vice-Chancellor over the issue, Justice Prasad asked, “How many students are there in the university?” The counsel said there could be many and seniors were not affected as semester would be applicable only from the coming academic year. The Bench later allowed the petitioners to withdraw the SLP.

Follow your heart, says VC

Promises Better Facilities For Students On Third Open Day

Neha Pushkarna | TNN

New Delhi: Look within and do what your heart says. That was the advice Delhi University's vice-chancellor gave to the newcomers on Monday.

Vice-chancellor Dinesh Singh addressed curious aspirants at the third Open Day held at South Campus urging them to stay away from the rat race and pick up a course they really liked,

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without caring about what the society says.

Switching between impeccable English and archaic Hindi laced with couplets, Singh narrated the examples of Sachin Tendulkar, Amitabh Bachchan and Naseeruddin Shah to prove that loving your job is more important than just getting a degree.

"Do what interests you.



Photos: Yogesh Kumar

LISTEN TO INNER VOICE: Vice-chancellor Dinesh Singh urged students to shun the rat race and pick up a course they liked

Why is there a race for colleges? Do not look at the market or what people say. Nobody remembers which college did Shastri and Kalam go to," Singh said as he launched DU's Facebook page for admission-seekers. The VC said, "Amitabh Bachchan left his job and bungalow in Calcutta to become an actor. He had to sleep on a bench but he once told me his inner voice urged him to get into acting.



Listen to your inner voice too.

I had once asked Naseeruddin Shah if anyone liked his work when he was at NSD. He said that no one did. But the actor had faith in himself. So I ask you to believe in yourself." Singh also said that considering his experience and passion for cricket, Tendulkar was perhaps more educated than many graduates even though he never went to college. "Education never finishes. It goes on even after you get your degree. We may just put you onto that journey. There is a plethora of courses. Find out about them, talk to our counselors," the vice-chancellor added.

The vice-chancellor also promised better facilities for students in Delhi University and assured them that they could reach him directly if ever they faced a problem. "I will do my best to reach out to students. I have already created an email id - and I will personally address the queries as far as possible.

We are also launching the Facebook page to make sure it happens. Interest of the university is the interest of the nation. Join us," he said to the audience.

Later in the day, Delhi University uploaded the e-Open Days and e-brochure on its website for outstation aspirants. The e-Open Days will have a presentation on the course and colleges available in DU and important details of the admission procedure. The Open Day programme will continue to be organised at S P Jain Centre Auditorium at South Campus on Tuesday and Wednesday too.

On Monday, Delhi University sold 750 information bulletins at the South Campus and 401 forms were issued for SC/ST registration.

Q&A

OF THE DAY

LATEST UPDATES FROM admission.itimes.com

Log on to admission.itimes.com to check out the cutoff lists, college profiles, ask questions from our expert panel and know the latest information on the admission front

1 If I do not clear the cutoff of any college, what can I do? | Anubha Das

You can apply to School of Open Learning (SOL) operated by Delhi University. There is no difference in the course curriculum followed by SOL and other constituent colleges and departments of DU | Smriti Anand | EXPERT

2 Is there a different cutoff for science students seeking admission in humanities courses such as political science (H) and history (H)? | Varun Saxena

The cutoffs are always in the form of a range (e.g. 89-93). The higher end of the cutoff is usually for the students who are changing their fields; for instance, science students applying for a commerce stream. So the cutoff for a science student applying for a humanities course will be slightly higher than for those who have studied humanities at the school level | Nupur Chawla | EXPERT

3 What is the difference between BCom (H) & BCom (P) as offered in Delhi University? | Sankul Iyer

The difference lies in the fact that you can specialize in a certain subject in BCom (H), but the BCom (P) course gives you an overview of all those subjects taught in the honours course. Admission to BCom (H) in DU can only be availed if you have studied mathematics in Class XII. Otherwise, you only qualify for BCom (P) | Devyani Kapoor | EXPERT



■ Vice-chancellor Dinesh Singh spoke to students at Open Day on Monday.

VARSIY SYLLABI, COURSE STRUCTURE GOES ONLINE

Mallica Joshi

■ mallica.joshi@hindustantimes.com

NEW DELHI: Delhi University on Monday uploaded the structure and syllabi of around 50 courses on the university website.

Course structures for subjects such as philosophy, commerce, Sanskrit, Hindi and psychology are available online.

"The courses were uploaded two days back. As soon as the other courses are available we will upload those as well," said Ajay Gupta, director, university computer centre.

University aspirants and their parents have in the past expressed their dissatisfaction at lack of information about semester-based courses.

"A lot has been said about the friction between the administration and teachers on the issue but there is no place where we can see the syllabi. It is very frustrating," said Samidha Thakkar, whose daughter wants to pursue English (honours).

The syllabus of the course is yet to be uploaded.

While 13 science courses were converted into semester courses last year, the university is experiencing more problems with the rest of the courses.

The vice-chancellor has, in the past, said that he will bifurcate the courses if teachers don't help in forming courses.

Arctic melt may speed up climate change in 20 yrs

Will Release Carbon Trapped In Frozen Plants

Steve Connor

An irreversible climate "tipping point" could occur within the next 20 years as a result of the release of huge quantities of organic carbon locked away as frozen plant matter in the vast permafrost region of the Arctic, scientists have found.

Billions of tons of frozen leaves and roots that have lain undisturbed for thousands of years in the permanently frozen ground of the northern hemisphere are thawing out, with potentially catastrophic implications for climate change, the researchers said.

A study into the speed at which the permafrost is melting suggests that the tipping point will occur between 2020 and 2030 and will mark the point at which the Arctic turns from being a net "sink" for carbon dioxide into an overall source that will accelerate global warming.

The study also found that by 2200 about two-thirds of the Earth's permafrost will have melted, releasing an estimated 190 billion tons of carbon dioxide and methane into the air.

"Our results show that as the Arctic warms up, frozen carbon will thaw out, releasing carbon into the atmosphere," said Kevin Schaefer of the US National Snow and Ice Data Centre. THE INDEPENDENT



e Frank Kraemer/Corbis

IRREVERSIBLE TIPPING POINT? Thawing of the permafrost region of the Arctic could release huge quantities of organic carbon locked away as frozen plant matter

Fear of warming peaks as CO₂ emissions at record high

Paris: Worldwide carbon emissions are at their highest ever levels, stoking fears of a global temperature rise over the "dangerous" 2° Celsius threshold, the International Energy Agency announced on Monday.

The world economy's return to growth in 2010 coincided with a 1.6 gigatonne rise in carbon dioxide emissions, the highest ever recorded jump, the agency said.

"This significant increase in CO₂ emissions and the locking in of future emissions due to infrastructure investments represent a serious setback to our hopes of limiting the global rise in temper-

ature to no more than two two degrees," said IEA chief economist Fatih Birol said.

"Our latest estimates are another wake-up call," Birol said. "The world has edged incredibly close to the level of emissions that should not be reached until 2020 if the two degrees target is to be attained," he added.

Scientists believe that a temperature rise of more than 2° Celsius would represent "dangerous climate change". The latest figures estimate that 30.6Gt of carbon dioxide were emitted in 2010, a 5% jump from the previous record year in 2008. AFP

रोग की जड़ कहीं और



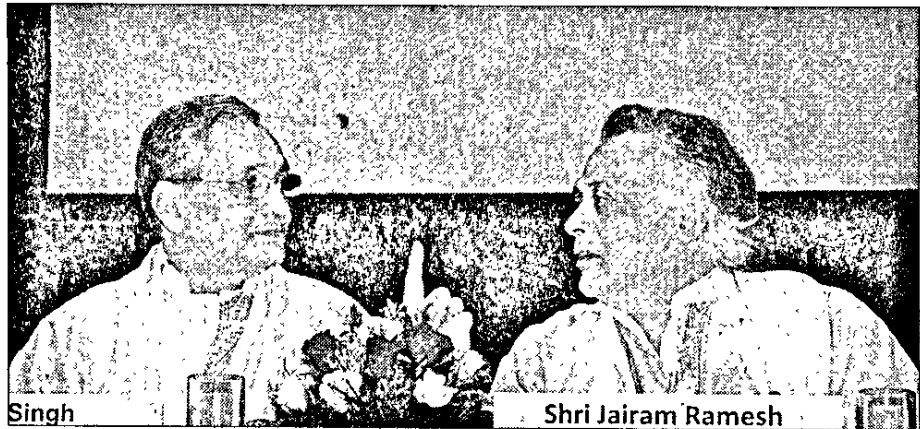
रवीश कुमार

जाने-माने टीवी फ़कार
व एंकर

हमसे समाज और मां-बाप यही उम्मीद करते हैं कि कितने लाख रुपए के पैकेज की नौकरी मिली। रिसर्च की उम्मीद कोई नहीं करता। आप आईआईटी से हैं तो लोग भी यही पूछते हैं। आईआईटी पर केंद्रीय मंत्री जयराम रमेश की टिप्पणी के बाद आईआईटी दिल्ली के एक छात्र की यह प्रतिक्रिया काफी कुछ कहती है। अब जरा आपको याद दिलाता हूँ कि 1950 में आईआईटी खड़गपुर की स्थापना के वक्त प्रधानमंत्री जवाहरलाल नेहरू ने क्या कहा था। आईआईटी की स्थापना के पीछे नेहरू का एक ही मकसद था कि आईआईटी देश में तकनीकी कुशलता से लैस इंजीनियरों की फौज खड़ी करे जो बांध, पावर प्लांट और उद्योगों की बुनियाद रखे। कोशिश थी कि हिन्दुस्तान में भी मैस्युटेस इंस्टीट्यूट ऑफ टेक्नोलॉजी की तर्ज पर राष्ट्रीय महत्व के संस्थान बनें। नेहरू चाहते थे कि आईआईटी अपनी रिसर्च और कुशलता के दम पर हिन्दुस्तान को आत्मनिर्भर बनाने की तमाम तकनीकी जरूरतों को पूरी करे।

इसमें कोई शक नहीं कि आईआईटी सिस्टम इस पैमाने पर खरा उतरा है। पूरी दुनिया में आईआईटी की मान्यता है। आईआईटी के पचास साल पूरे होने पर माइक्रोसॉफ्ट के चेरमैन रहते हुए बिल गेट्स ने कहा था कि आईआईटी पूरी दुनिया में असर पैदा करने वाला बेजोड़ संस्थान है। तब गेट्स ने कहा था कि सिलिकॉन वैली में कंप्यूटर साइंस के जरिए दुनिया को बदल देने के अभियान में आईआईटी के इंजीनियरों का हज़ा हज़ार रहा है। आज भी दुनिया की कई सूची में आईआईटी के संस्थान पहले पचास में आते हैं। शुरू में जयराम के बयान को मानव संसाधन मंत्री कपिल सिब्बल ने समर्थन दिया लेकिन फिर खंडन भी किया और कहा कि आईआईटी की फैकल्टी विश्वस्तरीय है।

अब आते हैं- इस बहस से जो मुद्दा उठा है, उस पर। क्या हमारे संस्थानों में रिसर्च का बेहतरीन माहौल है? शायद नहीं है। चंद सुविधाओं और लाख रुपए के फंड की उपलब्धता से इस सवाल का जवाब नहीं मिल जाता। शोध को सरकार ने संस्थानिक स्तर पर कमजोर किया है इसलिए समाज में इसकी कम मान्यता है। ऐसा क्यों है कि आईआईटी दिल्ली के एक छात्र को, जब वह संस्थान में शोध का काम करते हैं तो उन्हें पांच या छह लाख रुपए सालाना मिलते हैं, वहीं छात्र जब एक बड़ी कम्पनी से शोध के लिए जुड़ता है तो उसे अठारह लाख रुपए सालाना मिलते हैं। अब आप यह



Singh

Shri Jairam Ramesh

जब सरकार विकास के हर पैमाने को बाजार के आधार पर देखती है तो शोध को क्यों नहीं?

पूछें कि यह लड़का समाज के लिए सरकारी संस्थानों में कम वेतन पर क्यों नहीं रिसर्च करता? वाजिब सवाल है। क्या हम उस दौर में नहीं रह रहे जहां व्यक्ति समाज, सरकार और देश से ऊपर हो गया है? जब सरकार विकास के हर पैमाने को खुले बाजार की प्रतियोगिता के पैमाने से देखती है तो शोध के काम को क्यों नहीं देखती? इतना ही नहीं, जब आप देश के शीर्ष संस्थानों में शोध की सुविधाओं का मूल्यांकन करेंगे तो तस्वीर और भी निराशाजनक बनजर आएगी। कुछ सुविधाएं पहले से बढ़ी हैं मगर उस स्तर की नहीं, जैसी दुनिया के चोटी के संस्थानों में होती हैं।

सारी बहस आईआईटी और आईआईएम को लेकर क्यों हो रही है? इस बहस में राज्यों के विश्वविद्यालयों की चर्चा क्यों नहीं हो रही है? क्यों हम पिछले पैंसठ सालों में राजस्थान, बिहार, मध्यप्रदेश और उत्तर प्रदेश में एक भी ऐसा विश्वविद्यालय नहीं बना पाए जहां दूसरे राज्यों के छात्र पढ़ने में गर्व महसूस करें और इन राज्यों के छात्र दिल्ली विश्वविद्यालय की तरफ फलायन को मजबूर न हों। सारी बहस आईआईटी को लेकर कर लेने से इस मुद्दे पर सरकारी की जिम्मेदारियां खत्म नहीं हो जाती हैं। क्यों इलाहाबाद विवि और बनारस हिन्दू युनिवर्सिटी, पटना युनिवर्सिटी, सींगर युनिवर्सिटी में आज अपेक्षाकृत कमजोर छात्र पढ़ने जा रहे

हैं। जाहिर है-यहां शोध से लेकर बोध तक हर स्तर पर भयंकर गिरावट है। गनीमत है कि यहां के कुछ शिक्षकों के दम पर ही कई छात्र आज बेहतर कर रहे हैं। इनकी गुणवत्ता को मापने के लिए एक संस्था बनाई गई, मगर उसकी विश्वसनीयता यूजीसी से फंड हासिल करने तक रह गई है।

अब आप यह भी देखिए कि विश्वविद्यालय अनुदान आयोग ने फैकल्टी यानी शिक्षकों की गुणवत्ता में सुधार लाने के लिए क्या किया है? अब हर शिक्षक को प्रमोशन पाने के लिए रिफ्रेश कोर्स करने होते हैं। इन रिफ्रेश कोर्स की हालत पता कर लीजिए? अनाप-शानाप विषयों पर अजीब किसम के लोग बोलने आ जाते हैं। मैं भी इस तरह के रिफ्रेश कोर्स में बुलाया जाता हूँ। कहता हूँ कि मेरे पास बोलने के लिए कुछ नहीं है, फिर भी कहा जाता है कि अरे बंस आ जाए या किसी और का नाम सुझा दीजिए। अब हर टीचर क्रिताब लिखने की तरफ दौड़ पड़ गई। कई शिक्षकों की जानता हूँ जो अपना पूरा समय छात्रों के विकास में लगाना चाहते हैं। खुद के लिए रिसर्च करने के बजाए उनके लिए जीना मरना चाहते हैं। ऐसे शिक्षकों के लिए सिस्टम में कोई गुंजाइश नहीं है।

रही बात समाज को दोष देने की, तो उसे कैसे देंगे। उच्च शिक्षा को महंगा बनाया जा रहा है। बाजार से जोड़ कर शिक्षा लोन के तहत छात्रों को कर्जदार बनाया जा रहा है। जो कर्ज लेकर पढ़ेगा, वो सरकार और समाज के लिए काम करेगा या बाजार और अपना कर्ज उतारने के लिए। हर बात में युवाओं को दोष देना ठीक नहीं है। हर चीज प्रतिस्पर्धा से तप हो रही है। आईआईटी से निकले कई छात्रों ने सामाजिक जिम्मेदारियां उठाई हैं। लाखों कमाया है तो अपने संस्थानों को भी लाखों लौटाया है। बीमारी की जड़ कुछ और है। फैकल्टी और छात्र नहीं।

पहलू

भारतीय सेना के पहले पर्वतारोही दल ने 1977 में विश्व की तीसरी सबसे ऊंची चोटी कंचनजंगा पर फतह हासिल करने में सफलता पाई थी। 1852 तक इसे सबसे ऊंचा शिखर समझा जाता था।

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अरब डॉलर भेजे थे
मास्त में पिछले साल
एनआईआर ने।

विचार

31 मई को जन्मे अमरीकी कवि वाल्ट व्हीटमैन (1819-1892) ने कहा था, 'उस व्यक्ति की सभी गलतियां भुलाई जा सकती हैं जो पूरी तरह निष्कपट, सरल और स्पष्टवादी है।'