

Newspaper Clips

May 5-6, 2013

May 5

Mumbai Mirror 04-05-2013 P-7

IIT staffer who drugged student jailed for 3 years

Police had accused Savree Vardarajan, 57, of molesting the PhD student, but the charge was dropped after she refused to undergo tests



Police have said that Savree Vardarajan is a habitual offender

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A fast track court convicted an IIT employee for molesting a PhD student nine months ago. Savree Vardarajan (57), a non-teaching staff member, has been sentenced to three years imprisonment and has been fined Rs 10,000.

Vardarajan was charged with offences such as confinement, kidnapping, outraging of a woman's modesty and poisoning. However, the court has convicted him only for kidnapping and poisoning.

"The victim was shattered by the incident that she had refused to undergo any tests after she was rescued from the staff quarters in a disheveled state. As a result, we could not prove that she was molested," said public prosecutor

Jaint Kulkarni.

Vardarajan, who is with the Graduate Aptitude Test in Engineering (GATE) had befriended the victim, a 27-year-old woman pursuing her PhD at IIT. According to the victim, Vardarajan would keep tabs on her movement and developed a rapport with the victim by meeting her at the campus tennis court.

On August 12, after a routine game, he invited the victim home for breakfast. He told the victim that his wife would be at home.

However, when they reached Vardarajan's home, it was discovered that his wife was at the temple and would be returning home soon. Vardarajan offered the victim a cup of coffee, which she alleged was spiked. Upon drinking the coffee, the victim fell unconscious.

The victim's test results showed that she had been poisoned. "The

chemical analyser test showed the presence of a certain chemical that is usually found in sleeping pills. The accused is a habitual offender. We dug out a similar case where he tried a similar stunt on a woman in the presence of her husband. However, no complaint was filed at the time. However, we produced the medical reports of the woman and produced it in court," said Assistant Inspector Asha Kokre, who is investigating the case.

Vardarajan has already spent nine months in prison as he wasn't granted bail even after going to the High Court.

However, he is not lodged in prison at the moment, as he has been granted bail with a surety of Rs 15,000. "We contended that he is a heart patient. We will be approaching a higher authority, challenging the conviction as he is innocent," said Vardarajan's advocate Arati Deshmukh.

Dainik Bhasker ND 05/05/2013

P-10

आईआईएम में मैनेजमेंट सीखेंगे जज

भास्कर न्यूज . बिलासपुर

छत्तीसगढ़ सहित देशभर के न्यायिक अधिकारियों (जजों) को इंडियन इंस्टीट्यूट ऑफ मैनेजमेंट (आईआईएम) में ट्रेनिंग के लिए भेजा जाएगा। मैनेजमेंट संस्थानों की मदद से नेशनल ज्यूडिशियल एकेडमी ट्रेनिंग का प्रोग्राम तैयार करेगा। देशभर के हाईकोर्ट से कहा गया है कि वे न्यायिक अधिकारियों के अलग-अलग बैच आईआईएम की ट्रेनिंग में भेजें। दिल्ली में हुई जज कॉन्फ्रेंस में यह अनुशंसा की गई है। इसके पीछे मकसद यही है कि जजों में प्रबंधन कौशल बढ़े और फैसलों के स्तर में भी सुधार आए।

हाईकोर्ट व हर स्तर की अदालतों में सेवाएं दे रहे न्यायिक अधिकारियों में प्रबंधन क्षमता बढ़ाने के लिए आईआईएम में ट्रेनिंग का खाका

तैयार किया गया है। दिल्ली में हुई जज कॉन्फ्रेंस में न्यायिक सुधारों पर विचार विमर्श करने की दिशा में कई मुद्दों पर चर्चा की गई। कॉन्फ्रेंस के बाद जारी मिनट्स में कहा गया है कि सभी हाईकोर्ट न्यायिक अधिकारियों को अलग-अलग बैच में ट्रेनिंग के लिए आईआईएम भेजें। इससे निचली अदालतों के फैसलों के स्तर में भी काफी सुधार आएगा। प्रबंधन की ट्रेनिंग मिलने से संबंधित अदालतों में मौजूद स्टाफ व अन्य सुविधाओं का बेहतर उपयोग किया जा सकेगा।

यह योजना प्रारंभिक स्तर पर है। जल्द ही इस पर अमल शुरू कर दिया जाएगा। अप्रैल में हुई इस कॉन्फ्रेंस में छत्तीसगढ़ हाईकोर्ट के चीफ जस्टिस यतींद्र सिंह शामिल हुए थे। इसमें देशभर में जजों की संख्या बढ़ाने, अदालतों का आधुनिकीकरण, कंप्यूटराइजेशन व अन्य मुद्दों पर महत्वपूर्ण फैसले लिए गए।

यह सिखाया जाएगा

- देशभर के आईआईएम ने विश्व स्तर पर अपनी पहचान बनाई है। आईआईएम में मुख्य रूप से सामाजिक, आर्थिक और तकनीकी बदलावों के साथ काम करने की ट्रेनिंग दी जाती है।
- समस्याओं को दूर करने के उपायों के साथ ही यह भी बताया जाएगा कि उपलब्ध मानव संसाधन व सुविधाओं का बेहतर उपयोग कैसे किया जा सकता है।
- समय के बेहतर प्रबंधन से स्टाफ की कार्यक्षमता और रचनात्मकता बढ़ाने की ट्रेनिंग दी जाएगी। मुख्य रूप से नेतृत्व क्षमता बढ़ाने पर जोर।

एकेडमी बनाएगी ट्रेनिंग का प्रोग्राम

नेशनल ज्यूडिशियल एकेडमी मैनेजमेंट संस्थानों के परामर्श से मॉडल ट्रेनिंग प्रोग्राम तैयार करेगी। इसके मुताबिक छत्तीसगढ़ सहित सभी स्टेट ज्यूडिशियल एकेडमी की फैकल्टी को ट्रेनिंग दी जाएगी। मैनेजमेंट संस्थानों की मदद से प्रोग्राम के मुताबिक ही सभी अदालतों से अलग-अलग बैच भेजे जाएंगे।

Science students to get BTech degrees in DU's 4-yr format

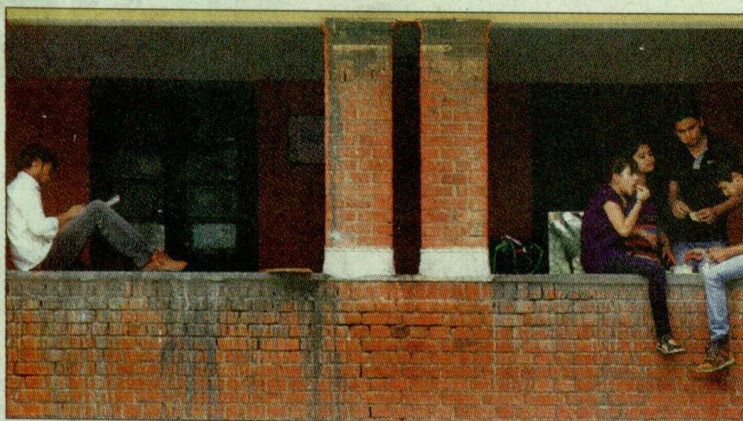
EXPRESS NEW SERVICE
NEW DELHI | MAY 4

STUDENTS of Delhi University's four-year undergraduate programme can hope to get a BTech degree if they choose science subjects as their main discipline.

The Standing Committee of DU's Academic Council made this recommendation in a meeting held on Saturday to discuss syllabi of the new courses. The recommendations of the Standing Committee will be put up for approval in a DU Academic Council meeting on Tuesday.

Some of these subjects are food technology, electronics, polymer science and instrumentation.

Rajesh Jha, a member of the Standing Committee who teaches political science at Rajdhani College, said, "Around 26 courses were sent to the Academic Council for approval. It was



Food technology, electronics and polymer science are some of the science subjects under the new format.

EXPRESS ARCHIVE

recommended that science departments can decide if they want to offer a BTech degree after students complete their four-year courses."

The committee also recommended that physical education and linguistics be offered as minor disciplines. "The curriculum for main discipline and applied

courses in these subjects has been framed. The committee recommended that these subjects be taken as minor discipline papers under the four-year programme," Jha said.

Apart from compulsory foundation papers and those for "integrating mind, body and heart", students of the four-year format

will have to study 20 subjects as major disciplines, six minor disciplines and five applied courses. Except History and Sociology, all DU departments had submitted the new curriculum.

According to the old format, a student used to get a Bachelors degree (Honours or Programme) on completing a three-year undergraduate course.

The new four-year format seeks to award Baccalaureate or BTech degrees after students complete their courses.

However, the nomenclature might witness a change in the Academic Council meeting scheduled for Tuesday.

The proposed changes include awarding a Diploma instead of an Associate Baccalaureate degree if students leave after two years, a Bachelors degree after three years and a Bachelors (Honours) or BTech degree after four years.

Adhocracy rules in DU

The new four-year format has sent teachers on contract into a tizzy as uncertainty looms over the distribution of workload. With the restructuring of many courses, some fear that small departments may face closure. Speculation of lay-offs is also doing the rounds

By Sugandha Pathak

Delhi University has announced it will begin the process of recruiting teachers by June-end, raising hopes among the 4,000 ad hoc teachers that this could get them a permanent post. Recruitment for permanent posts at DU has been virtually frozen since 2010.

But ad hoc teachers also fear the implications of the switchover soon to the four-year undergraduate programme (FYUP).

Uneven distribution of workload in several semesters due to the interdisciplinary nature of the new graduation programme may put them in a spot, they say.

"This year, the second and third year will be in the semester mode and the first year in the new graduation structure, so there is no clarity. I think it will be chaotic," says an ad hoc teacher at a North Campus college.

Many teachers say confusion persists on whether the workload will increase or decrease when FYUP is implemented in the coming session.

"Workload varies from each department and college. I have heard that it is increasing, and the vice chancellor has also assured that the new programme will have no contractualisation," says a teacher. This should mean more permanent jobs.

Ad hoc teachers want the University Grants Commission to intervene, citing UGC officials' argument that there are too few PhD students and little research. Ad hoc teachers say this scenario will be set right only if there is stability for people who want to join DU.

In his open letter recently, vice-chancellor Dinesh Singh assured that the recruitment process would start soon, saying that the extra year in FYUP will also increase the workload.

"Rest assured, there shall not be any contractual appointments at all. I do not know who started this rumour. From the reports being submitted to the university, it seems clear that in every college there is likely to be a significant increase in teaching workload," says the letter.

"The university shall, wherever required, sanction additional new positions in addition to the already sanctioned (regular plus ad hoc) positions," it says.

Due to inconsistencies in workload and the rule of re-interviewing ad hoc teachers or reappointment ahead of every semester, they face uncertainty over their June and July salaries.

"July will be a tough time. Most of the interviews take place then. Since colleges are not clear about student strength due to exit points (the new system allows students to quit before four years), vacancies may get deferred. Also, ad hoc teachers will not get their June and July salaries unless they get appointed on the first day of the new semester," says an ad hoc teacher.

Several ad hoc teachers blame the pres-

ent Delhi University Teachers' Association (DUTA) leadership for not taking up the issue of benefits for them, which they feel they deserve because of their teaching experience and academic qualifications.

"Ad hoc teachers used to get increment at entry level of PhD, which stopped a few years back. Why isn't DUTA raising this issue?" says another teacher.

DU's explanation for stopping fresh recruitment in recent years is that the varsity was going through changes – first due to implementation of the semester system in 2010, and now the FYUP.

A senior DU officer says ad hoc recruitment is no 'big deal'.

"There have always been ad hoc teachers in the university. A committee has been set up by the UGC to look into the various levels of teachers' appointments. I think we will get the report in a few days, and recruitment will start by June-end."

DU officials say it is impossible to do away with the system of hiring ad hoc teachers. Permanent teachers go on sabbatical and maternity leave, creating short-term vacancies. "Many VCs of other universities are products of DU. They go and take many teachers with them to set up departments," adds the officer.

Teachers fear that the new degree course will lead to closure of small departments, particularly regional language departments, and layoffs could follow.

"The assumption of workload increase is after calculating total strength of teachers in a college, but what happens to an individual department's load," asks Naveen Gaur, who teaches Physics at Dyal Singh College

(Morning).

He says Discipline 2 (minor) course will only start by third semester. "Departments that used to be part of the Programme courses have to cater mostly to DC-2," he adds.

In the three-year degree system, DU had Programme and Honours courses. In the four-year degree, students who finish all four years will be given awarded Honours degrees.

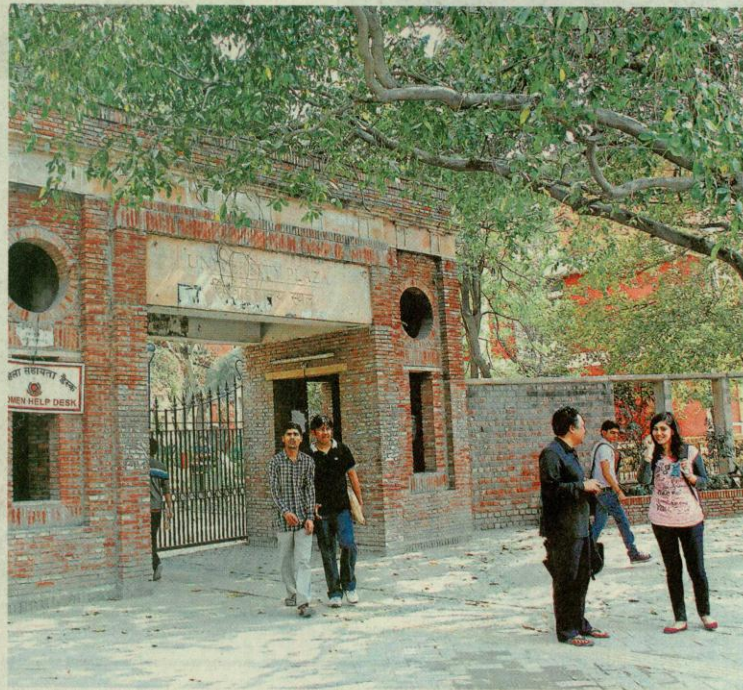
Some teachers claim that although there is an increase of a year to the course, the staff strength is sanctioned only under the three-year structure.

"Not a single additional hand will be sanctioned if the workload increases under FYUP. The new appointments will be based on vacancies already existing within the three-year scheme," says Sanam Khanna, who teaches English at Kamla Nehru College.

A DU officer says the teaching workload will be distributed on the basis of the workload calculation sent in by the colleges.

"The university has written to all colleges to work out their teaching requirements as per the new UG programme and to start the process of filling up teaching positions," says the VC's letter.

"We expect to start the process of regular appointments of permanent faculty through selection committees by June



From this academic year, Delhi University will start the four-year undergraduate programme. DH PHOTOS/CHAMAN GAUTAM

2013. Thus, the university shall endeavour to convert ad hoc positions into regular positions through the selection committees by the end of June 2013," it says.

Replying to a question in Parliament on DU recruitment on April 26, Union minister of state for human resource development Shashi Tharoor tried to clear the air.

"DU has informed us that 358 posts of assistant professors were advertised in January 2012. As regards to filling up positions of associate professors and professors, UGC has constituted a committee to revisit the UGC regulations (minimum qualifications for appointment of teachers and other academic staff in universities and colleges and measures for the maintenance of standards in higher education), 2010 and the university will undertake recruitment in full measure on receiving the decision of UGC on regulations on minimum qualifications," he said.

According to Rajesh Jha, Political Science teacher and member of Academics for Action and Development (AAD), a group that held the last DUTA leadership, there was mass recruitment in 2006 and 2009.

"In June 2010, we were notified about the service condition which had a point system – like points to be given to teachers

on the basis of articles published, awards received (national and international) – for appointments and promotions. DUTA rejected these service conditions. The then HRD minister set up a review committee as the point system issue was raised at the national level. The committee rejected the point system," he says.

In the meantime, many other universities, including Jawaharlal Nehru University and Jamia, accepted the point system, he adds.

Discussions are on at the UGC level on whether to reject or continue with the point system.

Ad hoc teachers at DU say this is an uncertain period for them as the semester is ending. There is a fund crunch and many teachers' salaries are being delayed.

"The University is irregular in sending funds to colleges for vacancies which came after the Other Backward Classes (OBC) expansion in 2007. In Rajdhani College, ad hoc teachers were not paid salary for three months and were finally paid one day of executive council elections on January 31. A recent case is of Deshbandhu College, where ad hocs were given their salaries on April 31 after not paying them for three months," says Rudrashish Chakraborty, a Kirori Mal College teacher.

Funds for salaries come from the UGC to the varsity, which disburses them to each college.

Teachers say that at Shri Ram College of Commerce, the university did not release salaries of 10 teachers. In Satyawati College, salaries for November, December and January were given in February this year.

"The university, flushed with funds, intends to buy a full train and laptops for over 50,000 freshers. But when it comes to releasing salaries of teachers, it becomes callous and insensitive," adds Chakraborty. There are several colleges that have also diverted salaries of their retired employees to pay for ad hoc teachers.

The need to accommodate more students at DU after the OBC quota decision too had its impact.

"Some colleges had to admit teachers beyond the limit sanctioned under the OBC expansion in order to meet requirements of workload. The university and the UGC are not giving colleges any fund for these teachers," says Miranda House teacher Abha Dev Habib.

"Colleges have tried to manage salaries by diverting funds. These colleges are forced to terminate teachers before the summer vacations," she says.

BURNING ISSUE

I don't think the new four-year graduation course will have more job opportunities. As a matter of fact, application forms for about 4,000 vacancies were filled up in Delhi University. But no interviews were held, leave alone the question of filling up posts. The university has a habit of making false promises. Nothing as such is going to happen. With the new format, I would say that yes, there will be a sort of improvement from the present status. I think there is a provision of research opportunity depending on the student's choice from second year itself. So if this provision is implemented and rightly exercised by students, there is going to be improvement

>>> MANISH, PHD STUDENT AT DU

I took up academics as an extension of my family tradition. Also, academics gave me the liberty to work in a field that I really like. I feel opportunities will emerge more in the field of corporate sector than in core science since people will choose to branch out sooner.

The new four-year format will have an effect on PhD course. As people will know that they have the option to not choose only PhD, a more serious crowd will head that way needs of the hour

>>> DEEPIKA, PHD STUDENT AT DU

I wanted to take up higher studies. Also, my interest lies in research. Academics provide me with the opportunity to explore emerging fields of knowledge. The respect and credibility of teaching as a profession are always there, and now young people are not hesitant in taking it up as a career option. I feel job opportunities in colleges will increase, but I still have reservations about the creation of job opportunities in broader aspects. The country is still not able to provide job opportunities to millions of youth, so whether this change in system will be able to bring the required change is still to be seen. I feel the new format will have an effect on PhD course. Students will be exposed to research at an earlier stage, which will help them in choosing research as an option.

Also, only interested students will take up this area. Apart from these, I don't think it is going to have any profound change. The four-year system should encourage research from the start because many students dropout from academics and do not pursue it further.

So it is up to the authorities to promote research

>>> NEELU, PHD STUDENT AT DU

Delhi University's four-year itch

RIGHT & WRONG

SWAPAN DAS GUPTA



Many years ago, one of India's most distinguished historians who, alas, has now been lost to the Indian system, narrated his experience of a central university in India. Having joined the faculty after a long stint in the UK, he was somewhat bewildered when some of his colleagues objected to his presence at a departmental meeting: "He can't be here; he doesn't even have an MA."

The dissenter may have been unaware of the Oxbridge tradition where a good BA degree was sufficient to allow a student to read for a doctorate. Alternatively, he was being plain bloody-minded and using nativism to express his distaste for an Oxford-educated interloper. My suspicion that it was probably the latter was confirmed some years later by one of India's foremost authorities on political thought — a gentleman with an Oxford and Harvard pedigree.

Like my historian friend, he too had returned to India after a long absence and joined one of India's most generously endowed universities. His tenure proved to be tragically short. He resigned following disagreements over an unstated departmental policy of positive discrimination in favour of the university's alumni in faculty appointments.

Last week, in an intervention that could be interpreted as an attack on the restrictive practices that have made many universities breeding grounds of cronyism, the junior minister of the grandly-named Human Resource Development Ministry Shashi Tharoor proclaimed his support for the four-year degree course Delhi University is set to introduce from July. Tharoor's logic was simple: the American 12 + 4 pattern has become the norm. "Indian students with 10+2+3 were made to do an extra year in the US. It was frustrating for many."

Indeed it was. But the logic of Tharoor's argument is intriguing. It suggests that the primary purpose of Delhi University is to prepare students to adjust seamlessly into the US campuses. Indian higher education, it would seem, exists to facilitate the inevitable Atlantic crossing.

If the main intention behind adding an extra year to undergraduate courses was to facilitate India's globalisation, it can be said to involve a grudging acceptance of a new world order. Certainly there is ample scope to make the undergraduate curriculum more rigorous and exacting, and better prepare the minority of students who choose to pursue post-graduate studies in US. The changes may even reek of pragmatism: Indian universities reinventing themselves as variants of Rau's Study Circle, the well-known crammer for the civil services examinations.

And why not? For many decades, under the pretence of modernity and post-colonialism, the definition of a university has witnessed dramatic changes. The notion of institutions of learning pursuing knowledge for its own sake has long been discarded. Equally, inculcating "the code of a gentleman and sportsman" — General Smuts' evocative description of an ideal Rhodes scholar at Oxford — no longer counts as a priority. Instead, India has enthusiastically embraced the virtues of 'really useful knowledge', a euphemism for skills appropriate for the white-collar job market.

Yet, there is a fundamental mismatch between preparing students for a US graduate school, an approach that demands building sound scholastic foundations, and supplying the market with mid-level functionaries. In addition, there are social objectives that the Indian university has to be mindful of. This involves making the curriculum less intimidating to those who were disadvantaged by indifferent schooling. In short, there is a mismatch



CLASS STRUGGLE: DU move has met with student ire

between what Tharoor hopes and what the human and infrastructural deficiencies will allow the university to achieve. The conflict between quality education and mass education is inescapable. It can be better handled by improving our schools, not by transferring the problem to higher education.

In trying to blend the functions of high school and polytechnic with that of a traditional university, Delhi University may end up falling between two stools. Whereas the façade of the new four-year degree may correspond to the US pattern, the software could well be vastly inferior and, possibly, virus infested.

The alternative — short of the best and brightest fleeing India at the earliest — lies in nurturing private sector universities that are not constrained by the dumbing down process; institutions where they can discard gobbledygook courses on "integrating mind, body and heart" and concentrate on knowledge, creativity and innovation.

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May 6

Hindustan Times ND 06/05/2013 P-1

IIT-D student hangs self over failed love

Jatin Anand and Mallica Joshi

■ letters@hindustantimes.com

NEW DELHI: Depressed over his inability to converse with a senior whom he was seemingly infatuated with, a final semester student at the Indian Institute of Technology (IIT), Delhi, hung himself from a ceiling fan in his hostel room this past Thursday.

A 24-year-old, whose name is being withheld by HT on grounds of privacy, was from Punjab and was enrolled in the much sought-after computer science course at the institute and had recently landed a job

with an annual package of ₹18 lakh at global IT giant Microsoft.

He left behind a suicide note, written in Punjabi, which stated that he did not wish to marry or even befriend the woman in question and only wanted to talk to her. He declared his resolve to end his life basing it on his failure to do so.

“The incident was reported to us by IIT authorities on the same day and investigations revealed that the incident was triggered by the victim’s depressed psychological state,” said a police officer.

The student lived alone and did not have a roommate.

Engineering innovation

Padma Shri-winner **NK Gupta** of IIT Delhi speaks to **Jayashree Arunachalam** about the need to encourage innovation and scientific curiosity among young engineers

Engineering has always been one of those fields of study that has become ubiquitous in India, a country which produces lakhs of engineers every year, though the specific number is open to debate. Considering that engineering will continue to be a sought-after option among students for years to come, it is important to understand the significance of this field of study.

Currently a professor of mechanics at the Indian Institute of Technology, Delhi, NK Gupta says it is difficult to explain how the field of engineering science has grown, and continues to develop at a rapid rate.

"I've had five-and-a-half years in this profession and I think it's important for students of engineering to understand the changes and issues that govern the thought process of an engineer," he says.

This statement gains cognisance since

the profession is one that has continued to grow as opposed to other careers and has immense potential. Speaking at the DWIH — excellence on tour event, Gupta says that the reach of engineering spans major sectors, and can help overcome various issues, from energy and food crises to waste management and terrorism. "You need to start with something — a problem or an issue — and define the need to solve it, discover the knowledge that exists in that area, and then improve it and design it. That's what engineering is all about," he says.

Gupta lists out the attributes for an engineer in 2020, which include ingenuity, problem-solving capacity, creativity and curiosity. "An engineering scientist is expected to be familiar with the needs of society, and to comprehend challenges," he explains. "You shouldn't wait for someone to tell you what some-

thing can be. You explore its applications on your own."

He mentions several examples of the applications of science solving problems, from Archimedes' principle to analysing structures and mechanisms while building safety features of automobiles.

As someone who has spent considerable time abroad, Gupta encourages students to visit or study in universities outside of their own country. "When you interact with leading institutions, it's an interaction of two cultures and academic environments, which is very stimulating. You should find a way to do that at some point, because it teaches you a lot. Learn with an open mind," he says.

Pioneer ND 06/05/2013

P-4

Two-day workshop on Ganga, Yamuna in Rishikesh from May 8

PNS ■ DEHRADUN

Taking cognisance of the spiritual and environmental importance of the National River Ganga and the Yamuna, experts from various Indian Institutes of Technologies (IIT's), environmentalists, engineers, and spiritual leaders will discuss technical means to ensure continuous unpolluted flow of these two rivers during a two-day national workshop on Ganga and Yamuna to be held at Parmarth Niketan Ashram in Rishikesh on May 8 and 9.

The workshop is being jointly organised by The IITians for Holy Ganga, a forum constituted to preserve heritage and ecology of the river Ganga by alumni of all IIT's and Ganga Action Parivar (GAP), a body of engineers, activists and spiritual leaders.

"The experts attending the workshop will discuss current challenges being faced by both the holy rivers and suggest ways to protect and maintain free-flowing, unpolluted state of both rivers and find workable solutions to the problems of pollution and obstruction. The

Ganga and Yamuna are environmentally and culturally vital. The minimum ecological flows of the rivers ensuring water quality and environmentally sustainable development should be maintained," said IITians for Holy Ganga and IIT Kharagpur Alumni Association president Yatinder Pal Suri.



"The main speakers at two workshop will include Ganga River Basin Management Plan coordinator Prof Vinod Tare of IIT Kanpur, Centre for Environment Science and Technology, Benaras Hindu University coordinator Dr BD Tripathi and former chairman, Central Pollution Control Board and IITians for Holy Ganga spokesperson Paritosh Tyag," said Ganga Action Parivar head Swami Chidanand Sarswati.

1,500 challenge IIT's JEE-Main, results expected on Tuesday

OPTION FOR 9LAKH STUDENTS Complaints considered only for pen-paper version, CBSE studying each case individually

Bhavya Dore
bhavya.dore@hindustantimes.com

MUMBAI After having been given time till May 2 to officially submit challenges, around 1,500 students sent in challenges on their Joint Entrance Exam- Main (JEE-Main) answer sheets this year.

The Central Board of Secondary Education (CBSE), which conducted the exam, had put up scanned images of students' answer sheets for viewing between April 30 and May 2. Students could complain if they felt that the responses they had marked were different from the ones the board had recorded.

The JEE-Main is the first level test for entry into the Indian Institutes of Technology (IITs) and also determines admissions to the National Institutes of Technology as well as other centrally funded institutes.

| TESTING TIMES | | |
|--|---|--|
| APRIL 7, 2013 JEE Main offline exam | MAY 15 to 31, 2013 Downloading admit cards | |
| MAY 8 to 13 Successful candidates to register for JEE-Advanced | JUNE 2 JEE Advanced to be held | |
| MAY 14 2013 JEE Advanced candidates to pay fees by this date | JUNE 23 Results of JEE Advanced | |
| 1.5 lakh Candidates who appeared for the online JEE-Main | 9 lakh Candidates who appeared for the paper-pen JEE-Main | 1.5 lakh Candidates who will appear for JEE-Advanced |
| For details about the new JEE (Advanced) candidates can check http://www.jee.iitb.ac.in/ and www.cbse.nic.in for more information on JEE (Main). | | |



We are studying the official challenges and will be taking our decisions on a case by case basis
VINEET JOSHI,
chairperson, CBSE

recorded responses on the computer are the same as those marked by the candidates", said the public notice issued last week.

The results date has not been confirmed, but Joshi said they would be out by Tuesday. He said students would get their score and whether or not they have qualified for the next round: the JEE-Advanced. There will not be any rankings for the JEE-Main results. The candidates in the top 15 lakh on the exam list will be eligible for the JEE-Advanced.

The challenge option was available to the nine-lakh odd students who had appeared for the pen-paper version of the test on April 7, but not for the 1.5-lakh odd candidates who appeared for the computer-based test on

subsequent dates. "We are studying the challenges and will be taking decisions on a case by case basis," said Vineet Joshi, chairperson of the CBSE. While students had com-

plained about errors and ambiguities in the questions appearing in the exam paper; the challenge process is concerned only with the answer sheets. The CBSE has not said if it will be cancelling any questions or

awarding grace marks, as the IITs had done last year after the paper was confirmed to have seven marks worth of errors. Those who gave the computer-based test did not have the challenge option because "the

PICTURE FOR REPRESENTATION PURPOSE ONLY

JEE: Panel finalises 'normalising' process for Class XII marks

Inputs from two percentile-based methods will be used on 50:50 basis

ANUBHUTI VISHNOI
NEW DELHI, MAY 5

THE expert committee set up to work out a fair method for "normalising" Class XII board results across 29 different school boards in order to ensure a level playing field for the reworked Joint Entrance Examination, 2013, has finally zeroed in on a normalisation scheme after months of discussion. As per the normalisation scheme, inputs from two percentile-based methods will be used on 50:50 basis to ensure that students from across school boards are at parity, said sources.

DECODING JEE

As per the reworked JEE, 40 per cent weightage will be given to Class XII results in JEE (Main), which was held on April 7. The JEE (Advanced), which will determine admissions to IITs, will be held on June 3. While JEE (Main) will determine admissions to all NITs and a range of engineering colleges, it will also serve to screen 1.5 lakh students for eligibility to appear for JEE (Advanced). The success of this format hinges on 'normalisation' of board scores varying widely — the scoring methodology say in the UP school board differs widely from CBSE.

METHODOLOGY

Method 1

The percentile of a student will be computed on the basis of aggregate marks in his board from five subjects and then JEE (Main) aggregate marks corresponding to the percentile at all India level will be determined to yield the normalised board score of the student.

Method 2

The percentile of a student (say from the Karnataka board) will be computed on the basis of aggregate marks in five subjects. Step two will determine the JEE (Main) aggregate marks corresponding to percentile among the set of aggregate scores obtained in JEE (Main) by students of only that board to yield the normalised board score of the

student — to ensure state board specific factors are considered.

The final normalised score of a student will be arrived at by taking inputs from both the above methods on 50:50 basis.

Five subject marks will be used for aggregation in 2013 in keeping with the emphasis on school studies — these are Physics, Mathematics, any one subject from among Chemistry, Biology, Biotechnology, Computer Science, one language, and any subject other than the above four subjects.

MERIT LIST

While normalising board marks, it has been recommended that an accuracy of upto 8 digits after decimal should be maintained while evaluating percentile and equivalent marks to help break a tie between students.

Composite score/ percentile of a student in the final merit list should display up to 5 places after decimal. The merit list will consist of the JEE (Main) roll number, name of the board, year of clearing the board examination, board roll number, normalised composite score and all India rank of each student appearing in JEE (Main) 2013.

While the committee was divided at first over which of these methods should be used for normalisation, the view that has emerged after rounds of deliberations is that both the above methods be used and an actual average of the these two percentile scores be employed for normalisation.

PROPOSED TIMELINE

- Class XII results by boards: May 25-June 10
- Obtaining results database from boards: May 25-June 10
- Mapping of roll numbers & authentication of students: June 1-15
- Computation of board percentiles: June 1-20
- Computation of normalised Board scores, composite scores and rank list: June 20-30
- JEE Main results: July 1

Online registration

Admissions to undergraduate programmes at all IITs and ISM, Dhanbad, will be through the JEE (Advanced) examination, which is scheduled to be held on June 2. Eligibility to appear in JEE (Advanced) will be decided by the candidate's score in the JEE (Main), which will be known by May 7.

Only the top 1,50,000 candidates (including all categories) who qualify in Paper-I of JEE (Main) will be eligible to appear for JEE (Advanced). To write JEE (Advanced), all eligible candidates should register online at [<http://jeeadonline.iitd.ac.in>] or [<http://jeeadv.iitd.ac.in>] from May 8 to May 13.

After online registration, candidates must pay the registration fee as applicable through *challan* (generated during registration process) of all SBI branches having core banking solution (CBS) on or before May 14. There is no fee for female candidates of all categories. Registration is complete only after the payment.

After successful registration and payment of prescribed fee through the bank, candidates can download their admit card for JEE (Advanced) from May 15 to May 31. Only candidates who carry valid downloaded admit cards to the examination hall, will be allowed to write the examination.

At the examination hall, the downloaded admit card should be presented to the invigilators for verification.

The original admit card for the JEE (Advanced) will be issued to candidates in the respective examination centre on the day of examination after verifying their candidature. The original admit card should be carefully preserved till the admission process through JEE (Advanced) is completed.

Times Of India ND 06/05/2013 P-10

Small towns witness rush to take GMAT

Himanshi Dhawan | TNN

New Delhi: The draw of a foreign management degree is strengthening in the country, albeit only in the smaller towns. India's B-school revolution is being spurred by aspirants from mini-metros and Tier II cities, even as demand in metro cities like Delhi, Mumbai and Bangalore has steadied.

Over 30,200 Indian students took the Graduate Management Admission Test in 2012, an increase of 41% since 2007. The GMAT is offered in 17 cities through 20 test centres. Four of these cities, including Visakhapatnam, Nagpur, Coimbatore and Indore, were added in the last two years. Between 2011 and 2012, Visakhapatnam showed a growth of 479%, Nagpur 222% and Indore 80%.

Some of the other cities

TEST CENTRES

| Growth in new centres between 2011 and 2012 | |
|---|-----|
| Visakhapatnam | 479 |
| Nagpur | 222 |
| Indore | 80 |
| ➤ 30,213 Indian students took GMAT in 2012 | |
| Fastest growing destinations for Indian students to send their scores | |
| Spain | 173 |
| Hong Kong | 168 |
| UAE | 610 |
| Germany | 302 |

Figure in %

where the Graduate Management Admission Council (GMAC) conducts the test include Delhi, Mumbai, Chennai, Kolkata, Jaipur, Chandigarh and Pune. The GMAC

plans to set up a second centre in Delhi and two more in Mumbai in 2013.

"These cities now have a strata who can afford to send their children overseas and there is a growing awareness of the options," Ashish Bhardwaj, GMAC vice-president (Asia-Pacific), said.

He added that the council decided to add a test centre if they found that over 300 students were forced to travel more than 4 hours to get to a centre. "We found that several students were travelling either to Mumbai or Delhi from Nagpur to give the exam. This prompted us to start a test centre there," Bhardwaj said.

In 2012, India ranked third after the US and China in the number of students opting for the exam. With 58,196 aspirants taking the exam, China accounts for 20% of all candidates worldwide.

Times Of India ND 06/05/2013

P-10

Nod sought for ₹98k cr edu scheme

Akshaya Mukul | TNN

New Delhi: The HRD ministry has sought the expenditure finance committee's clearance for its mammoth Rashtriya Uchchar Shiksha Abhiyan (RUSA) that is going to cost Rs 98,983 crore over the 12th and 13th Plan.

RUSA aims to take the gross enrolment ratio (GER) in higher education to 32% by 2022-23. The current GER is estimated to be around 20%. In its proposal, the ministry has said the overall growth in GER hinges on the quality of 286 state universities and thousands of colleges. But funding of these institutions by state governments is low. For instance, the average spending by state governments on higher education is 0.5% of the gross state domestic product. Out of 286 state universities, 104 do not receive any funding from the UGC and only 6,787 colleges out of 35,539 central/state/private colleges get central funding.

RUSA proposes to fill this gap. In the process it would subsume two existing centrally-sponsored schemes, namely the plan to set up a model degree college in 374 educationally-backward districts and giving incentives to state governments or setting up new institutions and expanding existing institutions. The funding pattern would be in the ratio of 90:10 between the Centre and north-eastern states and J&K. In the case of special category states like Uttarakhand, funding would be in the 75:25 ratio and in the 65:35 ratio for other states.

RUSA funds would be used to set up new universities, upgrade existing autonomous colleges, conversion of colleges to cluster universities, infrastructure development, faculty recruitment and for equity initiatives.

Degrees of desperation

By converting a three-year bachelor's degree into a four-year programme, Delhi's premier centre of learning will only compromise a reputation that has taken generations to build

Among public universities in India, the University of Delhi stands out, and for at least seven reasons:

- First, it has an integrated campus, with undergraduate colleges and graduate faculties in the sciences, the humanities, the social sciences, law, and even fine arts;
- Second, it has an all-India catchment, with students coming in large numbers from Bihar and Orissa, from the south, and from the North-east;
- Third, it has consistently had some of the best colleges and postgraduate faculties in India and even Asia;
- Fourth, the campus has always been hospitable to all political tendencies. Unlike some other Indian universities, it has not been a Marxist or Hindutva stronghold;
- Fifth, this pluralism is intellectual as well as ideological. In the departments I myself know best, such as history and economics, students are not force-fed a single way of studying the subject (as they would in some other universities), but acquainted with diverse theories and approaches;
- Sixth, although women students and faculty are still not fully free or equal, compared to other universities in India DU has more consistently encouraged women to excel in scholarly pursuits;
- Seventh, although it is a residential university, it is closely integrated with the city, since it has a large number of day scholars. Unlike the IITs and IIMs, here students can get a good education without being distanced from Indian society as a whole.



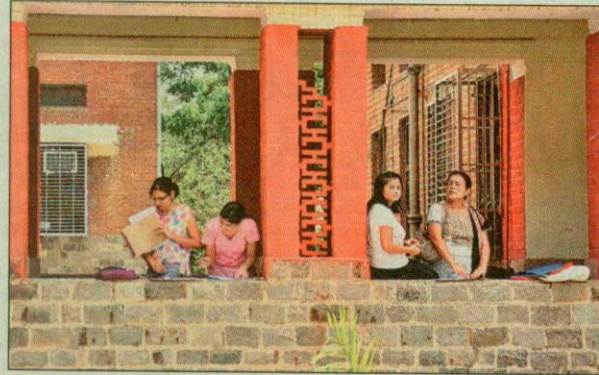
RAMACHANDRA GUHA

It is for these reasons that the proposal to radically restructure Delhi University has met with such alarm. In an arbitrary, authoritarian manner, the administration has sought to push through the conversion of the standard three-year bachelor's degree into a four-year programme. Rather than closely consulting all stakeholders within and outside the university, the scheme has been presented as a fait accompli to students, parents, college principals, departmental heads, teachers and staff.

The logic of converting an established three-year degree programme into one of four years has not been carefully examined. When all other public universities in India have a three-year programme, how can one university alone stand out? The argument that the change will help students get admission into American universities is extremely elitist, since that possibility is open to (at most) 1% of DU students.

The change in duration has not been seriously debated, nor, more dangerously, have changes in the syllabi. Thus the new BA programme has a mandatory course on geographical and social diversity. While this is not in itself a bad idea, the committee constituted to design the course was chaired by a business economist. Another mandatory course, on history and civilisation, was drafted without much input from the DU's own history department. (These examples could be multiplied.)

Strangest of all is the name adopted for the new scheme. Students will get a 'Baccalaureate', used in France for high



▪ Trapped in a corridor of uncertainty: Students filling DU forms, June 2012

school graduates, and in no country that I know of for university graduates.

For some time now, the finest scholars in the university have urged the vice-chancellor to be more consultative. Their counsel has been disregarded. Sadly, there is a tendency among people in authority to become even more arrogant when confronted with criticism. This happened to Indira Gandhi, and more recently, to Narendra Modi. Still, that a scholar of distinction would be so closed-minded, bodes ill for the future of higher education in India.

I write this in some anguish, for the vice-chancellor and I were once undergraduates together. But write it I must, for I owe almost everything to our shared *alma mater*. Like countless other Indians, my mind was quickened and shaped by my years at the University of Delhi. It was there that I learnt to read with discrimination and to conduct serious research. It was there that I came to appreciate the virtues of liberalism and pluralism. It was there that I came to love our great traditions of classical music (the violin maestro TN Krishnan was a professor at the university at the time).

In the three decades since I graduated, I have gone back often, half-a-dozen times a year on the average. I know and admire scholars in many colleges and most departments (including the sciences). For all the pressures of growing student numbers and scarce funds, there remains, among a significant number of DU teachers, a real commitment to opening young minds, doing original research and building institutions. All this has now been put at risk by a scheme carelessly conceived and hastily pushed through.

The scheme proposed by the vice-chancellor must be postponed by at least a year. A proper process of consultation must begin, with changes discussed with care and in detail with faculty and staff councils, as well as with the best scientists and social scientists from other universities. If the reforms are then carried out, they will be more solid in spirit and in substance and be able to enlist the cooperation of all stakeholders.

In the meantime, admissions for the coming academic year (2013-14) can be conducted on the basis of the existing system of a three-year degree. This, after all, is the system that has produced Amitav Ghosh, Radhika Roy, Naina Lal Kidwai, PN Dhar, Arun Jaitley and hundreds of other top scholars, professionals, public servants and entrepreneurs. Allowing it to continue for another year, while the most sustainable model of reform is worked out, is in the interests of students, parents, and faculty alike.

Institutions of quality take generations to build. But they can be destroyed by one thoughtless act or by one authoritarian individual. The University of Delhi, one of our few remaining genuinely public treasures, must be saved from this eventuality.

Ramachandra Guha's books include India after Gandhi. He was awarded the Padma Bhushan for services to education. The views expressed by the author are personal.

Hindustan Times ND 06/05/2013 P-7

CAPTURING CARBONS

VIKRAM VISHAL is the first student to defend and obtain a degree in Doctor of Philosophy from the IIT-B Monash Research Academy. He shares the highlights of his thesis with Ruchi Kumar

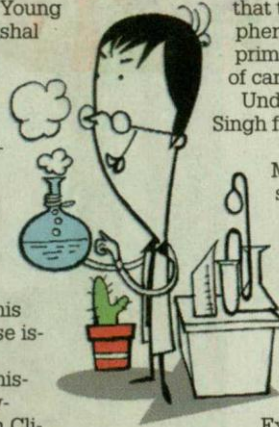
IITB-Monash Research Academy, a joint venture between the Indian Institute of Technology, Bombay and Monash University, Australia, recently awarded Vikram Vishal a PhD for his research in investigation of carbon dioxide sequestration and recovery of methane from coal seams.

Vishal is the first candidate to appear for the academy's first public viva voce and receive the award. His thesis focuses on capturing carbon dioxide that is released when coal is burnt and injecting it back into the rock deep underground so that it is not released into the atmosphere.

A gold medalist from the University of Calcutta in geology and the

winner of the 2011 Young Scientist Award, Vishal has identified sustainable methods to prevent the release of carbon emissions in the atmosphere.

Elaborating on the environmental significance of his research, Vishal says, "The universal concern of this century is to analyse issues surrounding greenhouse gas emissions. The Intergovernmental Panel on Climate Change has identified



that the average global atmospheric temperature is on a rise, primarily due to huge emission of carbon dioxide."

Under the supervision of TN Singh from IIT-B and PG Ranjith, associate professor, Monash University, Vishal simulated underground coal environment to verify the passage and storage of carbon dioxide over space and in time. He developed experimental methodology to examine the flow of injected carbon dioxide in liquid and supercritical states in coal.

Explaining the benefits, he says, "This will not only help con-

tribute to a sustainable earth but also lead to enhanced recovery of methane. We can also benefit from trapping cleaner fuel — natural gas. My vision is to apply this research towards India's commitment to mitigate our contributions in global warming while we are still developing," he adds.

However, there is very little assessment of storage potential of CO₂ in Indian rocks, especially coal. "Hence, this research is directed to understand the response of coal under scenarios of CO₂ injection." In his research, Vishal established that nearly three volumes of CO₂ can be stored for every volume of methane tapped from the Indian coal fields in Jharkhand and West Bengal.

Indian Express ND 06/05/2013 P-4

HRD ministry to create national database for minorities' education

ANUBHUTI VISHNOI

NEW DELHI, MAY 5

IN an attempt to develop a consolidated action plan to ensure access to quality education for minorities, the Human Resource Development Ministry has commissioned a national-level database that will capture all their education-related data.

The move, a year ahead of general elections, comes after reviews of the progress made on Sachar Committee recommendations. The decision also comes close on the heels of the PMO seeking the reasons for high dropout rate at secondary school level among minorities.

The database will track enrolment trends and help map the presence of educational infrastructure in districts/blocks dominated by minorities and assess their adequacy with respect to the

educational needs of the area. The ministry has already roped in the National Informatics Centre (NIC) to develop a software for the database.

The Sachar Committee Report says "one-fourth of the Muslim children in the age group of 6-14 have either never attended school or are dropouts. For children above 17 years, the educational attainment of Muslims at matriculation is 17 per cent, as against the national average of 26 per cent. Only 50 per cent of Muslims who complete middle school are likely to complete secondary education, compared to 62 per cent at national level".

A senior official of the ministry said the idea is to examine why minority enrolment, interest or performance are low in certain areas and whether or not the demand-supply ratio is being addressed.

Millenium Post ND 06/05/2013 P-6

As AICTE loses its case in SC, IIPM crosses 2 million fans on FB

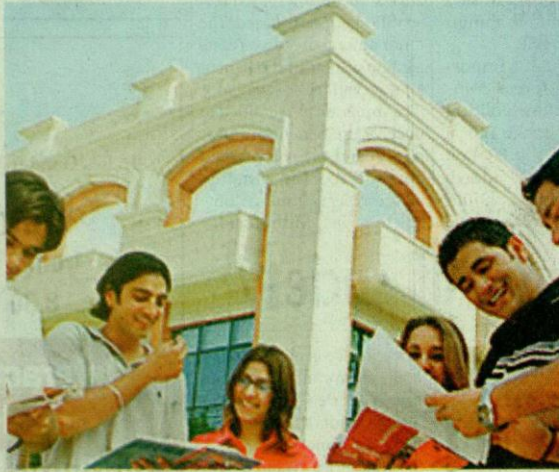
SC landmark judgment rule private colleges conducting MBA & MCA don't come under the purview of AICTE

NEW DELHI: What The Indian Institute of Planning & Management (IIPM) has been saying and fighting against all odds for years is now what the Supreme Court says.

The apex court's landmark judgment on Thursday ruled that private colleges conducting MBA (and MCA) courses do not come under the purview of the All India Council for Technical Education Management (AICTE) and hence need not take any permission from the self-claimed regulator.

The verdict has brought cheers to private institutes and students, who often - despite having far better knowledge and skills and better industry acceptance - faced harassment at the hands of AICTE, a body that has in the past been shamefully exposed due to corrupt practices with its functionaries even getting arrested on similar charges.

The Supreme Court bench comprising of Justices BS Chauhan and V Gopala Gowda held that 'MBA course is not a technical course within the definition of AICTE Act' and '...approval from the AICTE is not required for obtaining permission and running MBA course by the appellant



colleges.' With respect to institutes conducting MCA courses, the bench said that though MCA was a technical course, the AICTE had no business to lay down standards as for this purpose the Parliament had already enacted the UGC Act.

As a rightful blow to AICTE - a body that has illegally stifled the spread of education in India in various ways - the bench further held that the role of AICTE was

advisory and could only impose uniform standards of education in affiliated members of a university by putting a note to the UGC.

The Association of Management of Private Colleges along with a few private institutes in Tamil Nadu had filed appeals against the AICTE order that forced them to seek the technical education regulator's approval for conducting an MCA course.

The colleges had objected in the appeal that the AICTE Act being an enactment of Parliament could not be amended in year 2000 without being placed in the Parliament.

The apex court accepted the argument, hence culling AICTE's power to control the private players illegally. The Twitter world was in turn abuzz repeatedly slamming AICTE's retrograde efforts to control MBA education and praising the Supreme Court judgment.

IIPM Think Tank's Honorary Director Prof Arindam Chaudhuri also reiterated, 'We are extremely proud of the world-class education and faculty we have set up in these four decades, which is comparable to the best in the world, miles ahead of the extremely low standards set by the UGC-AICTE combine. The standard of education they have created in the nation is shameful.'

If one does a reality check of the AICTE approved institutes, then outdated curriculum, hardly any global exposure in today's shrinking world, old-traditional style of teaching and almost zero focus on personality development - that's what MBA aspirants are

getting from these regulators.

With freedom from AICTE's illegal control, management education will hopefully spread to a larger base, ensuring that India Inc. gets a bigger pool of talented management professionals in the future than the trickle that AICTE had brought it down to.

Coincidentally the SC verdict collided with yet another milestone for IIPM. After the IIPM Director, professor Arindam Chaudhuri became the world's highest followed Management Guru, Economist and Teacher on Facebook with his near 3 million fans, it is now IIPM's turn to become the Highest followed B-School on earth. In fact the IIPM cult followership is so strong that the next highest most followed B-School is nowhere near by miles (Harvard Business School has 0.079 mn fans)! IIPM is also now the second-highest most followed educational institution of any kind on Earth after Harvard University, which has 2.5 mn followers (Oxford University has 1 mn, Cambridge has 0.36 mn)! With the recent Supreme Court ruling IIPM's cult followership is only set to increase further.

MENTORING MODEL

Incubation centres at IIMs help start-ups find their feet

BY MAULIK PATHAK
maulik.p@livemint.com

AHMEDABAD

Sumit Dagar, founder of **Kriyate Design Solutions Pvt. Ltd.**, introduces himself as an interaction designer and a sci-fi short-film maker on his website, but he has recently been in the media limelight for inventing the world's first Braille smart-phone.

Dagar is collaborating with the Indian Institute of Technology, Delhi, and LV Prasad Eye Institute in Hyderabad to develop a prototype of the smart-phone for visually-impaired persons.

"If all goes as planned, I will be ready to launch my product in a year or two," Dagar told *Mint* over the phone.

Kriyate was one of the 16 innovations that got shortlisted for the Technology for Impact Accelerator initiative by Aarohan Ventures, a division for social enterprise incubation set up by the Centre for Innovation Incubation and Entrepreneurship (CIIE) at the Indian Institute of Management, Ahmedabad (IIM-A) in March.

The initiative is a partnership with US-based venture fund Village Capital and provides funding to early stage start-ups.

IIM-A's incubation centre has successfully funded and mentored over 80 start-ups over the last four years, more than 15 of which are social enterprises. The premier management institution believes it will receive more support from firms once the new Companies Bill makes it mandatory for them to invest 2% of their net profit in corporate social responsibility or CSR activities.

CIIE has invested about ₹14-15 crore in start-ups and picked up as much as 10% equity in these.

"Since 2009, CIIE has funded more than 80 start-ups, with a survival rate of more than 95%. Additionally, CIIE has reached out to over 30,000 start-ups and budding entrepreneurs and has mentored over 2,000 start-ups through the MentorEdge net-



Providing expertise: A file photo of IIM Ahmedabad. The IIM's incubation centre has successfully funded and mentored over 80 start-ups over the last four years, more than 15 of which are social enterprises.

work," said Shashank Rastogi, director (operations), CIIE.

Chaired by Prof Rakesh Basant, a founder member and IIM-A professor, CIIE supported more than 15 social enterprises but it was only recently that it decided to rebrand itself as Aarohan (meaning ascent).

"Aarohan, which was formed after three years of research, not only provides early stage funding but also provides hand-holding support as well as aims at creating the whole support ecosystem which is nonexistent today," said Rastogi.

Other start-ups backed by Aarohan include MediAngels, the world's first online hospital that seeks to provide services through phone and Internet. The site allows consultations with specialists from around the world and the exchange of information with them through medical reports and live chat.

"Aarohan has given us a good platform to directly interact with the right kind of investors. It has given us a great networking opportunity," said Debraj Shome, co-founder of MediAngels.

SuryOn, another such start-up, has developed the solar-

powered Apollo Mobile Phone Charger. **Pappilon Software Solutions Pvt. Ltd** has developed HealthBooth, a kiosk that can perform five-minute health checks for just ₹50.

NanoPix, an image and video-processing product company, focuses on products in the agricultural and medical device fields.

"While most incubators worldwide do not have a great track record, CIIE has been a success and the reason for this, is that it is well integrated with the economy or mainstream. It is very professionally managed and this has enabled them (CIIE) to take some hard decisions," said professor Ankur Sarin, who teaches public policy at IIM-A.

CIIE, though a non-profit venture, has a business model.

"Our expectation is much less than the venture funds who may expect anywhere between 20-30% RoI (return on investment). Ours would be around 10%, but this figure could always change. Also, we invest at a stage when a VC (venture capital firm) may not be interested to put money in an innovation," said Rastogi.

Take the case of Sombodhi Ghosh and his friend Jaydeep Mandal who were planning to start their own social enterprise in 2010. Ghosh quit his job as business analyst with a leading Bangalore-based information technology (IT) firm in 2011 to start his own firm, **Aakar Innovations Pvt. Ltd.**

Though he was "initially opposed to the idea", his company now makes sanitary pads for just ₹2 per unit, at least 40% less than the cost of similar products available in the market produced by multinational companies, said Ghosh.

Like many other start-ups, his company faced problems of scalability. "I wanted my enterprise to be profitable and wanted the benefits to be passed on to the women entrepreneurs at the village level who would be paid on a commission basis," according to Ghosh. This is when he approached IIM-A's incubation centre.

"You meet the best of the minds at IIM-A and you get the right kind of mentoring. Today, I am ready with a business plan to reach out to 6 million rural women in the next five years and create 10,000 jobs with my product. For this, I will install about 1,000 machines across villages," said Ghosh. The overall project cost is about ₹40-50 crore.

Sarin, cited above, said, "It will take another five years or so before one can say that the innovations supported by Aarohan are worthy of being called social enterprises."

IIM-Bangalore has a similar incubation centre under the N.S. Raghavan Centre for Entrepreneurial Learning (NSRCEL), which was set up in 1999. The incubation activities commenced sometime in 2001.

"We have incubated 46 enterprises so far, including 11 that are currently being incubated. The number of enterprises mentored runs into several hundreds. Every month, the centre mentors over 25 enterprises/entrepreneurs," G. Sabarinathan, associate professor, finance and control, and chairperson of NSRCEL, said in response to an e-mail query.

Sabarinathan said funding was not the primary activity of the centre "as the centre believes the provision of funds should ideally be done by the equity/capital markets". He didn't give any details about the start-ups funded by NSRCEL.

Decoding a connected education experience

Educational institutions of today have to invest in the right network so that it becomes a powerful engine for growth, innovation and competitive differentiation for the workforce of tomorrow



MAHESH GUPTA

EVERY day, Disha attends regular classes at a leading university campus where she is pursuing engineering. She takes notes given out by her professors, has open discussions on the economy, politics and business with her peers, and diligently prepares for her impending exams. In addition, Disha also manages to attend guest lectures of interest by experts from outside her faculty, which are facilitated through high-definition video, and is able to learn about things outside her regular curriculum.

Disha is a next-gen student who has the flexibility to access information from anywhere within or outside her campus using her own laptop/mobile phone or tablet which is web-enabled for research on/off classes and share notes with her peers through a cloud platform. Students like Disha belong to a generation of digital natives who spend most of their time accessing information on the internet through connected devices.

A connected campus

With backpacks getting lighter thanks to gadgets such as smartphones and tablets, today's students depend on seamless connectivity to access information. They want real time and on-the-go information to communicate and extend the learn-

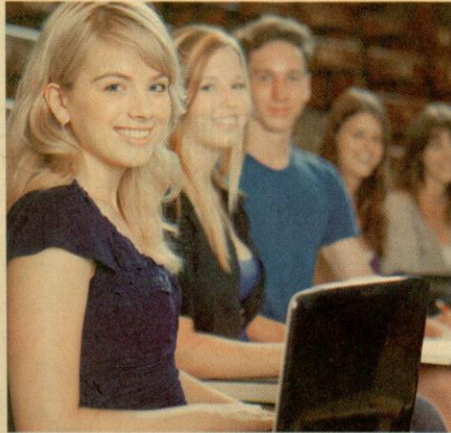
ing environment from the classroom to dorms, research facilities and beyond. The proliferation of technologies like wi-fi and 3G are enabling next-gen students—and employees of the future—get information on their fingertips. By facilitating on-demand learning they help to increase productivity of both the students and staff.

Additionally, they help to connect the entire ecosystem—educators, students, parents and support staff together—to monitor progress and gain visibility into the education system. However, this freedom makes new demands on college and university networks, which must adapt to accommodate the unprecedented influx of users, devices and applications. Several questions arise on the security implications of the data that flows through an unsecured network, which could strain the maintenance of the IT network.

Benefits galore

Global educators have realised that technology is a key ingredient for driving student engagement and learning outcomes. Hence, they are embracing new learning programmes that feature netbooks/tablets. These internet-based devices can help to increase collaboration and engagement, creating a technology-rich learning environment that feels familiar to students. The key benefits of creating such connected learning environments are:

Improving communication: Mobility solutions that enable network connections to PCs, laptops, PDAs, printers, video cameras, video conferencing units, IP phones and other



devices, make school resources more widely available and improve communication among students, faculty, parents and administrators. Video, digital signage, IPTV systems and social networking helps transform how everyone in the ecosystem collaborates.

Increasing efficiency: Educators today see technology as a means to "do more with less" and become more capable. Mobility solutions for education provide a robust foundation for next-gen learning using web-enabled tools, Web 2.0 applications and context-based applications. Advanced communication services such as voice and video collaboration ensure that the school, college or university communicates in the most effective and efficient manner possible with their students and staff.

Ease of learning: Being con-

nected through wired, wireless or 3G networks, students can access content from anywhere irrespective of their physical location. Even if a student has missed a class or parts of a course, the availability of the content online and its ease of access make it possible for him/her to catch up with the curriculum. All of this makes learning very comfortable.

Reducing costs: Technologies such as high definition video help improve accessibility, reduce the cost of delivering education remotely and allow educators to be more effective and productive in teaching across geographies. "Presence" technology is also becoming an important tool for teacher training areas, while the availability of collaboration tools is fostering new "project-based" learning environments.

Benefits to educators: Faculty members can use wireless networks to streamline administrative tasks, alert students about grades, keep tabs on class schedules and improve classroom relationships. Administrators and staff also see wireless networking as a means to improve campus operations, reduce operational costs and enhance productivity using email, messaging and calendars.

Architectural approach

A secure and seamless connected experience is critical for any educational institution to enable its stakeholders (students, educators, parents and support staff) to communicate effectively because they may not meet face-to-face very often. The implications of a weak network can range from losing invaluable data to damaging the brand equity. Offering a flexible, scalable, high-speed campus network (wired, wireless and remote access), for example the Cisco Unified Access Solution, architected with One Network (wired and wireless as one), One Policy (able to determine which user, what access and monitor device in use) and One Management (manage, design, deploy, monitor, optimise and administer your entire network—regardless of whether the connection is wired or wireless), helps enhance learning, simplify operations, promote productivity and teamwork. Such solutions allow schools/universities to implement multiple device strategies without compromise.

Ideally, all campuses require a network security solution that curbs attacks before threats can harm network reliability and

availability. At the same time, the solution and the network should be flexible enough to meet the changing needs including influx of personal devices, applications and video solutions for the betterment of education and work processes. This will only be possible by deploying an architectural approach as mentioned above.

The need for constant internet connectivity at the campus and workplace has been ratified by the Cisco Connected World Technology Report 2011 which reveals that one of every three college students and young employees believes the internet is as important as air, water, food and shelter; two of five would accept a lower-paying job that had more flexibility with regard to device choice, social media access and mobility than a higher-paying job with less flexibility. Regarding security-related issues in the workplace, seven of 10 employees admitted to knowingly breaking IT policies on a regular basis, and three of five believe they are not responsible for protecting corporate information and devices.

This means that educational institutions of today have to invest in the right network so that it becomes a powerful engine for growth, innovation and competitive differentiation for the workforce of tomorrow. Creating secure, connected campuses will serve as the first step to provide enriched learning opportunities, diversified faculty and expert viewpoints. In the long run, that will help create new networked economies globally.

The author is VP, Borderless Networks, Cisco India and SAARC

आकाश टैबलेट के एप्लीकेशन मंडी में हो रहे तैयार

हिमाचल के आईआईटी छात्रों की पांच टीमों शिक्षा से संबंधित एप्लीकेशंस पर कर रही काम, छात्रों को दिया जा प्रशिक्षण

भास्कर न्यूज | मंडी (हिमाचल)

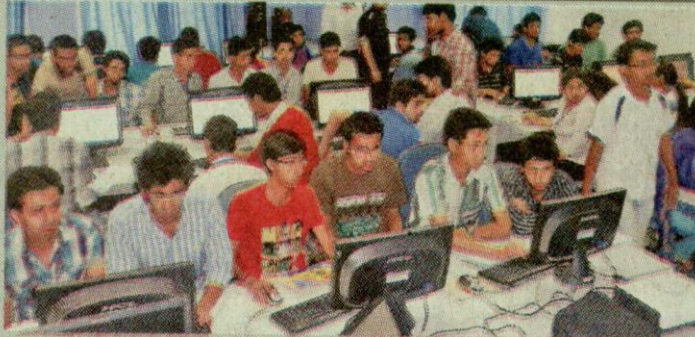
मंडी आईआईटी देश की उन प्रमुख आईआईटी में शामिल हो गई है जो आकाश टैबलेट पर काम कर रही है। मंडी आईआईटी में आकाश टैबलेट के लगभग पांच एप्लीकेशन पर काम हो रहा है। मंडी के अलावा मुंबई, गुवाहटी, खड़कपुर, कानपुर और मद्रास आईआईटी में एप्लीकेशंस तैयार हो रहे हैं।

मंडी आईआईटी में आकाश टैबलेट के एप्लीकेशन तैयार करने में पांच टीमों काम कर रही है। यह टीमों टैबलेट के लिए एप्लीकेशंस डिजाइन करेंगी जिसका कार्य चल रहा है। आईआईटी मंडी द्वारा तैयार किए जाने वाले सभी एप्लीकेशन शिक्षा से संबंधित होंगे।

10 छात्रों को मिले हैं टैबलेट

मंडी आईआईटी में आयोजित विशेष कार्यशाला में जेएलएन इंजीनियरिंग कॉलेज सुंदरनगर के छात्रों के लिए आईआईटी मंडी में आकाश टैबलेट तकनीक पर प्रतियोगिता का भी आयोजन किया गया। तकनीक को फॉलो कर आकाश टैबलेट के लिए एप्लीकेशन तैयार करने वाले जेएलएन इंजीनियरिंग कॉलेज के 10 छात्रों को पुरस्कार के रूप में टैबलेट भी मिले। टैबलेट इंजीनियरिंग कॉलेज के छात्रों को उनकी परफॉरमेंस के आधार पर चयन कर दिए गए।

जेएलएन इंजीनियरिंग कॉलेज ने लगाई कार्यशाला



आकाश टैबलेट प्रोजेक्ट की जानकारी सुंदरनगर स्थित जवाहर लाल नेहरू इंजीनियरिंग कॉलेज के छात्रों को मंडी आईआईटी की ओर से दी गई। छात्रों को आकाश टैबलेट के एप्लीकेशंस बनाने के गुर सिखाए गए। छात्रों को आकाश टैबलेट की इंटीडक्शन व वर्किंग के बारे में भी बताया गया। विशेष कार्यशाला में लगभग 65 छात्रों ने हिस्सा लिया।

मंडी आईआईटी में आकाश टैबलेट के एप्लीकेशंस बनाने पर काम हो रहा है। तकनीक से जेएलएन इंजीनियरिंग कॉलेज सुंदरनगर के छात्रों को अवगत करवाने के लिए कार्यशाला आयोजित की गई। छात्रों को आकाश टैबलेट के एप्लीकेशन तैयार करने का प्रशिक्षण दिया गया। डॉ. आरती कश्यप, प्रोजेक्ट डायरेक्टर, आकाश टैबलेट, आईआईटी मंडी।

Punjab Kesari ND 06/05/2013

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'आकाश' में होंगी एनसीईआरटी और एनबीटी की पुस्तकें

नई दिल्ली, (भाषा): बच्चों में पुस्तक पढ़ने की आदत को बढ़ावा देने और शिक्षा सुलभ बनाने के लिए किताबों को ई माध्यम से सस्ते टैबलेट आकाश के जरिये पेश किये जा रहे हैं। इस उद्देश्य के लिए आकाश में नया एवं उन्नत साफ्टवेयर 'स्काईलैब' और 'आकाश पुस्तक' खंड जोड़ा गया है। इसके माध्यम से आकाश पर एनसीईआरटी, एनबीटी की पुस्तकें समेत अन्य शैक्षणिक सामग्री डाली जा रही है जिसके लिए अब तक छात्रों को गूगल, यूट्यूब का सहाय लेना पड़ता था।

सूचना संचार प्रौद्योगिकी के जरिये राष्ट्रीय उच्च शिक्षा कार्यक्रम (एनएमईआईसीटी) के सलाहकार प्रदीप शर्मा ने कहा कि आकाश के नये संस्करण में ऐसा साफ्टवेयर जोड़ा गया है जिससे छात्र वृहद आफलाइन शिक्षा प्राप्त कर सकते हैं। उन्होंने बताया कि आकाश पर स्पोकैन ट्यूटोरियल के

माध्यम से 18 भाषाओं में बच्चों को पठन-पाठन की सुविधा प्रदान की गई है। उन्होंने बताया कि ई बुक पाठकों के



लिए आकाश पुस्तक के जरिये एनसीईआरटी की 5000 किताबों को आकाश पर डाला जा रहा है ताकि स्कूली शिक्षा में इसका लाभ उठाया जा सके। इस पहल के तहत एनसीईआरटी की कई पुस्तकों को आकाश पर लोड कर दिया

गया है। नेशनल बुक ट्रस्ट (एनबीटी) ने भी इस पहल को आगे बढ़ाया और अपनी पुस्तकों को ई माध्यम से पेश

करने का निर्णय किया है। एनबीटी के निदेशक एम. ए. सिकंदर ने कहा कि शहरों में जीवनशैली तेजी से बदल रही है, लेकिन इसके बावजूद बच्चों में पुस्तक पढ़ने की आदत कम नहीं हुई है। हालांकि अब बच्चे ई माध्यम से पुस्तक पढ़ने में

अधिक रुचि दिखा रहे हैं। उन्होंने कहा कि पुस्तकों को ई माध्यम से पेश करने के संदर्भ में हमने सस्ता टैबलेट आकाश के जरिये किताब पेश करने की योजना बनाई है। इस पहल के लिए हमारी कई मंत्रालयों से बात भी हुई है। सिकंदर ने कहा कि आकाश पर पुस्तक जारी करने के लिए हमारे पास ई बुक का डिपोजिटरी होना जरूरी है। इसे ध्यान में रखते हुए हम ई बुक योजना को आगे बढ़ा रहे हैं।

उन्होंने कहा, हमारी ई बुक योजना काफी आगे बढ़ चुकी है और उम्मीद करते हैं कि इसके लिए चुनी गयी कंपनी को जुलाई तक अनुबंध प्रदान कर दिया जायेगा। ई बुक तैयार होने के बाद ही इसे आकाश पर डाला जा सकता है। आकाश पर उच्च शिक्षा विशेष तौर पर इंजीनियरिंग से जुड़ी पाठ्यसामग्री लोड की गई है। इसमें 141 कोर्स लोड किये गये हैं जो एचटीएमएल और पीडीएफ प्रारूप में आसानी से खुल सकते हैं।

नए प्रारूप को लेकर डीयू और विश्वविद्यालय अनुदान आयोग ने अब तक नहीं बनाया है कोई नियम

एक साल की पीजी डिग्री पर असमंजस

नई दिल्ली | कार्यालय संवाददाता

दिल्ली विश्वविद्यालय में चार साल का स्नातक कोर्स करने वाले छात्रों को स्नातकोत्तर की डिग्री एक साल में मिल जाएगी। उनके लिए दो साल की जगह एक साल के डिग्री कोर्स का प्रावधान किया गया है लेकिन इस व्यवस्था को लेकर नियम पूरी तरह से स्पष्ट नहीं किए गए। स्नातक के छात्र देश के अन्य विश्वविद्यालयों में भी स्नातकोत्तर एक साल में कर पाएंगे, इस बारे में डीयू और विश्वविद्यालय अनुदान आयोग ने अब तक कोई नियम नहीं बनाया है। ऐसे में पूरी व्यवस्था पर सवाल उठ रहे हैं। हालांकि डीयू इस बारे में अपनी तरफ से सकारात्मक तर्क दे रहा है।

दूसरी ओर विश्वविद्यालय शिक्षक संघ (डूटा) और छात्र विरोध जता रहे हैं। इनका कहना है कि यदि छात्रों को दूसरे शिक्षण संस्थानों में स्नातकोत्तर दो साल में करना पड़ा तो उन्हें स्नातक और स्नातकोत्तर करने में कुल छह साल लग जाएंगे। एक वरिष्ठ प्रोफेसर के मुताबिक, सात मई को होने जा रही अकादमिक परिषद की बैठक में यह मुद्दा उठाया जा सकता है। उधर, डीयू के कुलपति प्रो. दिनेश सिंह कहते हैं, 'दिल्ली

एक साल में तर्क

- डीयू से स्नातक और स्नातकोत्तर दोनों करने में पहले जैसे कुल पांच साल ही लगेंगे
- पहले के मुकाबले बाजार के अनुरूप होगी पढ़ाई, अन्य विषयों का भी होगा ज्ञान

विपक्ष में तर्क

- स्नातक करने के बाद कहीं और से स्नातकोत्तर करने पर दो साल लगेंगे
- अन्य विश्वविद्यालयों को भी लाया जाए दायरे में, वर्ना एक साल अतिरिक्त लगेगा



प्रस्तावित प्रारूप

नए सत्र में स्नातक के कोर्स चार साल के होने जा रहे हैं। इन्हें करने के बाद छात्रों के लिए सभी स्नातकोत्तर कोर्स की अवधि एक साल की हो जाएगी लेकिन माना जा रहा है कि दिक्कत उन छात्रों को होगी जो यहां से स्नातक करने के बाद अन्य संस्थानों में स्नातकोत्तर के लिए जाएंगे। अन्य संस्थानों में स्नातकोत्तर करने में दो वर्ष की अवधि लगेगी।

विदेश में हैं लचीले नियम

ब्रिटेन के तमाम शिक्षण संस्थानों में स्नातकोत्तर की अवधि एक साल है। फ्रांस के जिन शिक्षण संस्थानों में चार साल के स्नातक कोर्स हैं, वहां के छात्रों के लिए स्नातकोत्तर की अवधि एक साल उन विश्वविद्यालयों में भी है जहां सिर्फ तीन साल का पाठ्यक्रम है। ये नियम छात्रों की सहूलियत के मुताबिक संबंधित प्राधिकरणों ने बनाए हैं।

विश्वविद्यालय में स्नातकोत्तर एक साल का होगा लेकिन अन्य शिक्षण संस्थानों में यह कोर्स एक साल में यह कराना डीयू का अधिकार क्षेत्र में नहीं आता है।

उन्होंने बताया कि विश्वविद्यालय ने इस बाबत नियम बनाने के लिए

विश्वविद्यालय अनुदान आयोग को लिखा है। वहीं डूटा सदस्य प्रो. बिजेन्द्र कुमार चार साल के नए पाठ्यक्रम पर सवाल उठाते हुए कहते हैं, 'डीयू में स्नातक की 54 हजार सीटों में 35 फीसदी छात्र ही यहां से स्नातकोत्तर की

इन नियम से शिक्षा पद्धति जटिल हो जाएगी। कहीं ओर दाखिला लेने की स्थिति पर एक साल अतिरिक्त लगेगा। फैसला जल्दबाजी में लिया जा रहा है। परवीन मल्होत्रा, करियर काउंसलर

डिग्री लेते हैं। बाकी स्नातक करने के बाद जेएनयू, जामिया जैसे विश्वविद्यालयों में स्नातकोत्तर करते हैं जहां दो साल में ही स्नातकोत्तर कोर्स करने पड़ेंगे।

डूसू अध्यक्ष अरुण हुड्डा कहते हैं कि यदि डीयू और विश्वविद्यालय अनुदान

सरकार को डीयू के नए नियमों में दखल देनी चाहिए। कहीं ओर से स्नातकोत्तर करने पर आर्थिक बोझ भी बढ़ेगा और एक साल अतिरिक्त देना पड़ेगा। चेत ना, छात्रा, अग्नेजी विभाग



यूरोपीय पद्धति पर अमल कर रहे हैं तो उसे पूरी तरह से अपनाना चाहिए। ब्रिटेन में हर विश्वविद्यालय में एक साल का स्नातकोत्तर कोर्स है। आशुतोष, पीएचडी छात्र



मुझे लगता है ये ठीक है, छात्र बाजार के अनुरूप तैयार हो सकेंगे। जब एक साल में उसी संस्थान में स्नातकोत्तर हो रही है तो कहीं और जाने का क्या मतलब। विवेक गुप्ता, एचआर मैनेजर, अशोक लीटेंड

आयोग यहां के छात्रों के लिए अन्य शिक्षण संस्थानों में भी एक साल का स्नातकोत्तर कोर्स लागू करवा देते हैं तो ठीक रहेगा। यदि ऐसा नहीं हुआ तो करीब 65 फीसदी को स्नातक और स्नातकोत्तर करने में छह साल लग जाएंगे।

कैट की परीक्षा पूरे साल!

विनय उमरजी

कंप्यूटर आधारित कॉमन एडमिशन टेस्ट (कैट) को पूरे साल कराने के प्रयोग की सफलता जांचने के लिए भारतीय प्रबंध संस्थान (आईआईएम) एक प्रायोगिक टेस्ट करा सकता है। हालांकि आईआईएम की कैट समिति फिलहाल कोई भी फैसला लेने से पहले कैट-2013 की 20 दिनों तक चलने वाली परीक्षा की प्रक्रिया सफलतापूर्वक पूरी होने का इंतजार कर रही है।

आईआईएम की कैट समिति और टेस्ट कराने वाली सेवा प्रदाता कंपनी प्रोमैट्रिक की योजना कैट की परीक्षा साल में कभी भी कराने की है, लेकिन अभी तक इस दिशा में कोई कदम नहीं उठाया गया है। कैट 2013 के संयोजक और आईआईएम इंदौर में चेयरपर्सन- एडमिशनस रोहित कपूर कहते हैं, 'मैं फिलहाल वर्ष 2009 से अभी तक की सभी कैट परीक्षाओं के बारे में विस्तार से जानकारी हासिल कर रहा हूँ ताकि इस मसले पर ध्यान दिया जा सके। पहले अक्टूबर में इस साल की कैट परीक्षाएं करा लें फिर हम इस बात पर विचार करेंगे कि साल भर किस तरह से परीक्षाएं कराई जा सकती हैं।

इससे पहले भी वर्ष 2010-11 में कैट की परीक्षा को जीमैट (ग्रेजुएट मैनेजमेंट एडमिशन टेस्ट) की तर्ज पर ही पूरे साल कराने का विचार कैट समिति के समक्ष आया था लेकिन उस समय इस बारे में कोई फैसला नहीं हो सका था। हालांकि समिति के कुछ सूत्रों के मुताबिक भविष्य में इस दिशा में कोई फैसला जरूर लिया जा सकता है।

वर्ष 2009 में जब पहली बार कैट के लिए पेपर पेंसिल के बजाय कंप्यूटर का इस्तेमाल किया गया था, उस समय तकनीकी कारणों से आईआईएम संस्थानों को इस परीक्षा को 2-3 महीने की समयवाधि के दौरान दो चरणों में कराने के लिए बाध्य होना पड़ा था। समय के साथ तकनीकी समस्याएं सुलझने के बाद भी आईआईएम को पूरे साल में कभी भी कैट की परीक्षा कराने की



संभावनाओं पर विचार करना है। कैट का दायरा बढ़ाने के लिहाज से अगला कदम इसे विदेशों में भी कराना हो सकता है। कुछ दिनों पहले दुबई, श्रीलंका और दूसरे एशियाई देशों के बी-स्कूलों ने आईआईएम संस्थानों से उनके लिए भी कैट कराने की सिफारिश की थी, ताकि उन संस्थानों में प्रवेश के लिए भी कैट स्कोर कार्ड का इस्तेमाल किया जा सके। हालांकि अभी तक इस संबंध में कोई निर्णय नहीं लिया जा सका है।

कपूर कहते हैं, 'इस बारे में कोई भी निर्णय सभी आईआईएम के निदेशकों द्वारा किया जाना है। हाल में हुई बैठक में इस बारे में कोई बात नहीं की गई क्योंकि हमें इस साल की परीक्षा की तारीखें तय करनी थीं।' वर्ष 2010 में हुई कैट परीक्षा के संयोजक आईआईएम लखनऊ के हिमांशु राय ने बिजनेस स्टैंडर्ड को बताया कि कैट को विदेशों तक ले जाने की बात उस समय भी उठी थी क्योंकि इससे वैश्विक प्रक्रियाओं को अपनाने में मदद मिलेगी। फिलहाल कैट 2013 परीक्षा कराने की जिम्मेदारी प्रोमैट्रिक की है। सूरत, उदयपुर, तिरुवनंतपुरम और विजयवाड़ा में भी इस साल परीक्षाएं कराई जाएंगी। अब कुल परीक्षा केंद्रों की संख्या बढ़कर 40 हो गई है।

कपूर कहते हैं, 'पंजीकरण की तारीखें काफी पहले ही घोषित कर देने और टेस्टिंग विंडो मुहैया करा दिए जाने से छात्र उज्ज्वल भविष्य के तैयारी कर सकते हैं। हर बार की तरह हमारा ध्यान बेहतर तरीके से परीक्षा की प्रक्रिया पूरी करने पर है।' कैट वाउचर्स 29 जुलाई से 24 सितंबर के बीच ऐक्सिस बैंक की चुनिंदा शाखाओं पर उपलब्ध होंगे। पंजीकरण की सुविधा 29 जुलाई से 26 सितंबर के बीच मुहैया होगी।

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New research
and development
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NEW CANCER TREATMENTS

Scientists have taken a major step towards developing new treatments for certain cancers by disrupting the internal cellular signals that lead to the uncontrolled growth of cancerous cells.

This discovery hinges on the fact that some cancers are caused by disruptions to specific signalling pathways found within cells. Researchers at the University of Glasgow discovered a method of breaking the signalling pathways that are expressing cancerous genes, which will allow them to significantly slow tumour growth. Growth and division of cells is regulated, in part, by one particular cellular pathway called mitogen-activated protein kinase (MAPK). However, the MAPK pathway often becomes disrupted during the onset of certain cancers, causing tumours to form. A team of scientists have successfully designed and synthesised a custom built molecule, or peptide agent, in the laboratory which is capable of passing undetected into the cell and disrupting the MAPK signalling channel where it is orchestrating cancer growth.

The hope is that this breakthrough has the potential to lead to a new generation of drugs that will significantly slow cell replication and tumour growth.