

Newspaper Clips

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Times of India, ND 07/05/2012 P-3
Education Times

Online view

Vishakha Sharma/TNN

Around 4,80,000 IIT aspirants, who had appeared for the IIT JEE 2012, will be able to view their answer sheets online on the websites of the respective IITs. The scanned versions of the Optical Response Sheets (ORS) will be displayed on the websites from May 5 to May 10 for candidates to view their answers vis-à-vis the correct responses, including their individual scores.

According to GB Reddy, chairman, JEE 2012, the answer key uploaded on the websites will enable students to view the correct answers to all questions versus their answers to each question. They can also register complaints online.

"In this process, students can only register a complaint on a technical error, for example, a circle marked partially or improperly shaded, for which the ORS machine was unable to read the answer and hence did not allot marks. However, students will not be able to change their answers," he says.

RK Shevgaonkar, director, IIT-Delhi says, "Allowing students to view their answers is to ensure transparency in the JEE results, so that every candidate is satisfied with the evaluation."

A committee of IIT officials at IIT-Delhi will assess complaints manually till May 14 and the final results will be displayed on May 18.

Around 10,000 candidates will be admitted in the 16 IITs across the country this year.

Hari Bhumi ND 07/05/2012

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आईआईटी का ऐसा हाल क्यों

दे श के जाने माने प्रतिष्ठित संस्थान आईआईटी में यदि प्रवेश परीक्षा के प्रश्नपत्र में गलतियां होंगी तो उसके लिए जिम्मेदार कौन होगा... ये प्रश्न उठा लाजिमी है। आज पांच लाख से ज्यादा बच्चों ने ये प्रवेश परीक्षा दी और अब उत्तर जांच के वक्त जो परिणाम शो हो रहा है उसमें दो प्रश्नों के नंबरों को जीरो कर दिया गया है। अब प्रश्न उठता है कि यदि ऐसा किया गया है तो क्या ये बच्चों के भविष्य से खिलवाड़ नहीं? क्या अब टोटल मार्क्स में से उन नंबरों को कम किया जाएगा अर्थात् 408 की बजाय 401 नंबर का पेपर माना जाएगा और उसी के अनुसार कट ऑफ लिस्ट बनाई जाएगी? दूसरी बात उन प्रश्नों के हल निकालने में जो बच्चों का वक्त बर्बाद हुआ उसकी कैसे भरपाई की जाएगी क्योंकि यदि वो गलत प्रश्न ना डाले होते और उन पर बच्चों ने अपना वक्त बर्बाद ना किया होता तो दूसरे प्रश्नों पर वो ध्यान दे सकते थे और वहां नंबर प्राप्त कर सकते थे। ये प्रश्न हर बच्चे के मन में उठाना लाजिमी है।

अमेरिका में आइआइटी कानपुर की दस्तक

विजन 2030

- ◆ विदेश में दफ्तर खोल वहां के शिक्षकों को लाने की कवायद

कानपुर, जागरण संवाददाता : विदेशी विश्वविद्यालयों की तर्ज पर भारतीय प्रौद्योगिकी संस्थान (आइआइटी) कानपुर भी अपना दायरा विश्वस्तरीय करने जा रहा है। अमेरिका में दफ्तर खोलने के लिए संस्थान पहली जून को होने वाली प्रबंध मंडल की बैठक में प्रस्ताव पेश करेगा। इसके लिए रोडमैप तैयार कर लिया गया है, जिसमें फैकल्टी, बजट एवं शोध में कई गुना वृद्धि करने का फैसला लिया गया है।

यूनिवर्सिटी ऑफ टोक्यो का दफ्तर फ्रांस में है तो यूरोप के अनेक विश्वविद्यालयों के दफ्तर अमेरिका में खुले हैं। हार्वर्ड एवं येल यूनिवर्सिटी का दफ्तर मुंबई में है। इसी कड़ी में आइआइटी कानपुर अपना दफ्तर अमेरिका में खोलेगा। संस्थान के डीन रिसोर्स प्लानिंग एंड जेनरेशन प्रो. मणींद्र अग्रवाल ने बताया कि पिछले पांच वर्षों

में संस्थान में फैकल्टी की संख्या 280 से बढ़कर 350 हो गई है। वर्ष 2030 तक संस्थान में फैकल्टी की संख्या एक हजार पहुंचाने का लक्ष्य है। विदेशी शिक्षकों को आइआइटी में लाने के लिए अमेरिका में दफ्तर खोलने की तैयारी है। विशिष्ट शिक्षकों को संस्थान में लाने के लिए नौ लाख रुपये के ज्वानिंग बोनस का प्रस्ताव पास हो चुका है। संकाय सदस्य के जीवन साथी को भी बिना ब्याज का ऋण उपलब्ध करने का प्रस्ताव है। विदेशी शिक्षकों को लाने के काम में संस्थान के पूर्व छात्र राज बोर्डिया जो वाशिंगटन में फैकल्टी नेटवर्क चला रहे हैं, के साथ संस्थान के अधिष्ठाता फैकल्टी वी चंद्रशेखर भी लगे हैं। संस्थान वर्तमान बजट 350 करोड़ रुपये को बढ़ाकर वर्ष 2030 तक चार हजार करोड़ करने जा रहा है। संस्थान के सहयोग से यहां के छात्र कैम्पस में 16 कंपनियां चला रहे हैं, जिसे 18 वर्षों में बढ़ाकर 150 करने का लक्ष्य है। शोध को बढ़ावा देने के लिए संस्थान रिसर्च एवं इनोवेशन पार्क बनाएगा।

आईआईटी खड़गपुर में बनेगा अस्पताल और कॉलेज परिसर

सात मंजिला अस्पताल की लागत होगी 230 करोड़ रुपए

किसी इंजीनियरिंग कॉलेज में यह देश
भर में पहला होगा अस्पताल

प्रदीप सुरीन | नई दिल्ली

इंजीनियरिंग कॉलेज में अस्पताल और मेडिकल शिक्षा की शुरुआत खड़गपुर स्थित इंडियन इंस्टिट्यूट ऑफ टेक्नोलॉजी (आईआईटी) से होने वाली है। मानव संसाधन मंत्रालय ने आईआईटी खड़गपुर में 400 बिस्तरों वाले अस्पताल का अंतिम प्रारूप तैयार कर लिया है। दो चरणों में बनने वाले इस अस्पताल में मेडिकल शिक्षा भी दी जाएगी।

स्वास्थ्य मंत्रालय के सूत्रों का कहना है कि आईआईटी खड़गपुर में अस्पताल और मेडिकल कॉलेज बनाने पर मानव संसाधन मंत्रालय और स्वास्थ्य मंत्रालय के बीच बातचीत अंतिम दौर में है। औपचारिक बातचीत के बाद प्रस्तावित अस्पताल को 12वीं पंचवर्षीय योजना के तहत ही शुरू किया जाएगा। उम्मीद है कि इसी साल सितंबर

तक आईआईटी खड़गपुर में अस्पताल परियोजना का काम शुरू हो जाएगा। आईआईटी खड़गपुर परिसर में खाली पड़े 39,572 स्क्वेयर मीटर के भूखंड में 400 बिस्तरों का अस्पताल तैयार किया जाएगा। लगभग सात मंजिलों वाले इस प्रस्तावित अस्पताल की कुल लागत 230 करोड़ रुपए आंकी गई है। 12वीं पंचवर्षीय योजना के तहत केंद्रीय मानव संसाधन मंत्रालय इस पूरे खर्च को वहन करने के लिए तैयार हो गई है।

नए संस्थान में बायो-मेडिकल इंजीनियरिंग शोध और आम लोगों की चिकित्सा के लिए सस्ते स्वास्थ्य उपकरण बनाने का काम होगा। स्वास्थ्य विज्ञान और आधुनिक इंजीनियरिंग की मदद से नई दवाओं की खोज का काम भी होगा। अस्पताल बनने के बाद आईआईटी खड़गपुर देश में बायो-टेक्नोलॉजी में बी-टेक की डिग्री देने वाला पहला संस्थान बन जाएगा। मेडिकल शिक्षा शुरू होने के बाद यहां से सालाना लगभग सौ डाक्टरों को तैयार किया जा सकेगा। यह देश में अपनी तरह का पहला संस्थान बनने जा रहा है, जहां इंजीनियरिंग सहित मेडिकल की भी पढ़ाई होगी।

Hindustan Times ND 07/05/2012 P-10

No course correction

The new academic programmes launched by Delhi University won't help the students and will impact the institution badly, writes SHOBHIT MAHAJAN

If there is one thing that the University of Delhi can't be faulted for, it is about showing any kind of diffidence in announcing new initiatives at a breathtaking pace. Hardly has the dust (and the mess) of a hasty, ill-thought out semesterisation settled, Vice-Chancellor (VC) Dinesh Singh announced a couple of new initiatives in quick succession:

the formation of a Meta University, trans-disciplinary courses, a four-year undergraduate degree, a bachelors in innovation engineering and the latest oxymoron, a BTech in humanities.

Theoretically, as compared to other structures, there is nothing good or bad about any of these schemes. For instance, it will be hard to argue for or against the virtues of a semester system as opposed to an annual one. Both are used effectively by universities across the world. Similarly, it would be difficult to argue against any freedom to take courses in various institutions, the crux of the Meta University plan, though what is particularly 'meta' about it is obscure; then what is so great about replacing the three-year undergraduate degree with a four-year one? After all, these are the hallmarks of the North American university system which, our education bosses are so enamoured of. Conversely, a three-year system works perfectly well in Britain. So for anyone to claim that one of these new models is theoretically and inherently superior to the existing ones is not only fallacious but downright dishonest.

However, when it comes to the implementation of these fancy plans, we notice an utter lack of thinking, an astonishing ignorance of reality and a foolhardy optimism regarding the capacity of the system to take these new pressures. That the existing university system is incapable of taking a massive change like the semesterisation, at the pace at which it was introduced, has by now become too obvious to bear repetition.

The inability of the education bureaucracy to handle the new system is evident. For instance, we have seen the recent confusion over the attendance regulations and the bizarre case of marks being decreased. Incidentally, the decrease and subsequent "rectification" of marks has an interesting sideshow: it is widely rumoured within the university that the examina-

tion bureaucracy goofed up by sending the actual (that is the "uninflated") marks to be uploaded on the website since it is common knowledge that marks in the semester examination were inflated hugely to demonstrate the superiority of the system.

Thus, at a practical level, the implementation of these new initiatives is likely to cause immense chaos since it would mean dealing with new systems and paradigms with ancient tools: both infrastructural and intellectual. The devil, as they say, is in the detail. For instance, would all courses at the designated 'meta' universities be eligible for transfer of credit? Or, would there be specified courses whose equivalence with other courses have been established? What about the system of ensuring things like attendance or transfer of credits from one bureaucracy to another? These are not imaginary or trivial issues — if the system has to work, questions like these need to be addressed and resolved.

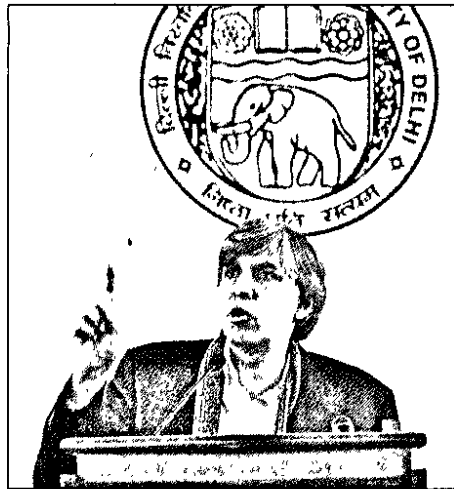
An argument might be proffered that any change leads to some teething problems and these would be ironed out as it evolves. Unfortunately, the students who are bearing the brunt of these avoidable problems are not going to be there if and

when things stabilise. And by then they would have lost their one-off opportunity of getting a good, well-rounded undergraduate education.

It is a truism that in most social systems, whether in business or politics, a buy-in of all stakeholders is an essential prerequisite for any fundamental and lasting change. And the buy-in occurs through a consultative, inclusive process whereby the stakeholders are consulted and persuaded. Unfortunately, none of this has been visible in DU in recent years.

The utter disdain with which the DU administration treats the views of the students and the faculty, and the manner in which it rides over statutory provisions is shocking.

The pattern is by now familiar: the VC announces to the media a new initiative. A coterie of teachers and administrators hurriedly fleshes out the proposals. These proposals are then rammed through the statutory bodies if needed, or implemented using the infamous emergency powers of the VC. The course on 'innovation engineering' is a good example. In its rush to prepare the blueprint, the VC's coterie plagiarised the course and other details from a foreign university website. So much for intellectual



THE PATTERN IS BY NOW FAMILIAR: THE VC, DINESH SINGH, ANNOUNCES A NEW INITIATIVE. HIS COTERIE FLESHES OUT THE PROPOSALS. THESE ARE THEN RAMMED THROUGH THE STATUTORY BODIES, OR IMPLEMENTED USING THE EMERGENCY POWERS OF THE VC

honesty and creativity!

A BTech in humanities or an MA in microbiology might amuse us. However, for the lakhs of students it won't be funny because they are the ones who will bear the brunt of such hasty, hare-brained and ill thought-out schemes. And worse, the academic reputation of the institution, built so carefully over decades will suffer a blow. Vice-chancellors will come and go, but the effects of these schemes will be there with us for a long time to come.

Shobhit Mahajan is Professor of Physics and Astrophysics, University of Delhi
The views expressed by the author are personal

Business schools across the world are introducing new components to the MBA classroom. The business contexts are changing in a globalised world and future managers need to be equipped to cope with the new demands of a competitive job market.

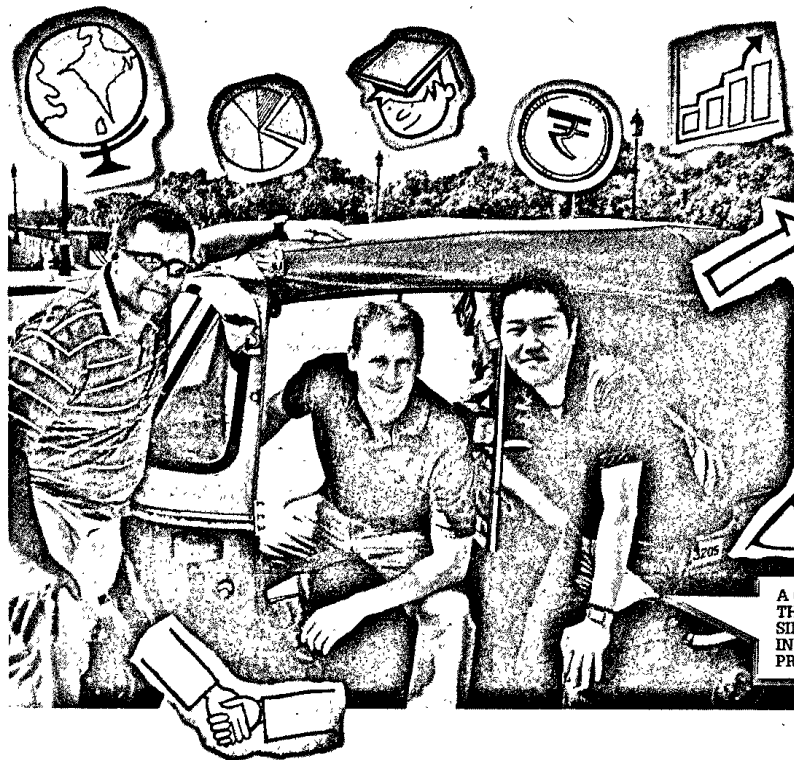
With this in mind, the Sauder School of Business at University of British Columbia and HEC Paris has revamped their MBA programmes. The new pro-

6 Classes and cases are too tidy. Business can be chaotic and the only way to learn how to deal with chaos is to meet it head on

gramme offered by Sauder's Robert H Lee Graduate School is structured around the dynamic skill-sets demanded by the global marketplace. Students would have to travel to China, India or Denmark as part of a mandatory global immersion module and engage in extensive hands-on learning with companies and organisations.

"By embracing an integrated approach that responds to the reality of international business and focusing on using knowledge in real-world contexts at home and around the globe, we are equipping students to find success in the hyper-competitive international job market," says Daniel Muzyka, dean, Sauder School of Business.

On the other hand, HEC Paris, by next September, will introduce a new curriculum to enhance the participant-experience. According to Bernard Garrette, associate dean of the MBA Programme, it will focus on deepening participants' knowledge of key disciplines



think of MBA programmes worldwide. "New realities in the marketplace necessitate MBAs who are ready to deal with change quickly and creatively on a global scale. Classes and cases are too tidy. Business can be chaotic and the only way to learn how to deal with chaos is to meet it head on," he says.

The MBA classroom has changed significantly in the last decade in terms of case studies too. There is a growing need and interest in learning about successful business models outside of the Western world through hands-on experiences.

In particular, says Jayashankar M Swami-

A GROUP OF EXECUTIVES FROM THE NATIONAL UNIVERSITY OF SINGAPORE'S BUSINESS SCHOOL IN DELHI AS PART OF THEIR MBA PROGRAMME

New ConTEXTS

From experiential learning, real-life contexts, localised case studies to a specialised approach, MBA classrooms are changing globally. Tina Ray reports

while encouraging the development of entrepreneurial, team-building and leadership skills in an international context.



at Duke University's Fuqua School of Business, US, reiterates that business education has failed to help students 'connect the dots' by helping them make sense of the overall business context within which the modern-day enterprise competes and creates val-

ue. He feels, B-schools don't need to create more content, but rather they need to curate more situational business contexts.

According to Murali Chandrashekar, associate dean, Professional Graduate Programmes, Sauder School of Business, the financial crisis in 2008 has caused a major re-

nathan, director of the UNC Centre for International Business Education and Research, Kenan-Flagler Business School, University of North Carolina, students are interested in understanding business in fast growing nations such as India, China and Brazil.

He adds that the global economy is no longer reliant only on the Western countries. The importance of countries such as Brazil, India, China, and some of the developing countries in Africa is on the rise. On the ground experience of the businesses in those countries is probably the most ideal.

CONNECT DOTS

In view of the changing contexts, Tony O'Driscoll, professor



HEALTH

CLAIM THEY ARE FOCUSING ON GROWING REPLACEMENT ORGANS, BODY PARTS TO ORDER

British scientists 'growing human parts in lab'

PRESS TRUST OF INDIA LONDON, MAY 6

BRITISH scientists claim to be for the first time growing human body parts in a laboratory at the University College London, which they say could soon make organ donation a thing of the past.

A team, led by Prof Alexander Seifalian of the varsity's Department of Nanotechnology and Regenerative Medicine, claims it is actually focussing on growing replacement organs and body parts to order, using a patient's own cells. Because the

Parts being developed include the trachea — to be used in the world's first synthetic organ transplant — a nose and an artery

organ is made from the patient's own cells, the risk of rejection should, in theory, be eliminated.

"This is a nose we're growing for a patient next month. It's a world first. Nobody has ever

grown a nose before," Prof Seifalian was quoted by the *Daily Mail* as saying as he plucked a Petri dish from the bench beside him.

Scientists say that when the the nose is transferred to the patient, it doesn't go directly onto the face but will be placed inside a balloon inserted beneath the skin on their arm. After four weeks, during which time skin and blood vessels can grow, the nose can be monitored, then it can be transplanted to the face, they say.

Team member Adelola Oseni added: "Other groups have

tried to tackle nose replacement with implants but we've found they don't last. They migrate, the shape of the nose changes. But our one will hold itself completely, as it's an entire nose shape made out of polymer."

Looking like very thin Latex rubber, the polymer is made up of billions of molecules, each measuring just over one nanometre (a billionth of a metre), or 40,000 times smaller than the width of a human hair. Working at molecular level allows the material itself to be intricately detailed.

"Inside this nanomaterial

are thousands of small holes. Tissue grows into these and becomes part of it. It becomes the same as a nose and will even feel like one," Seifalian said.

Other parts in the making include the trachea — windpipe — to be used in the world's first synthetic organ transplant, and an artery, say the scientists.

"We are the first in the world working on this. We can make a metre every 20 seconds if we need to. However, the full success of these implants needs to be tested with a larger number of patients in clinical trials," said Seifalian.