

Newspaper Clips November 2-3, 2014

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Dainik Jagran ND 02/11/2014 P-5

घोषणा: संस्थान के निदेशक ने दीक्षांत समारोह में दी जानकारी

आइआइटी में बढ़ेगी पीएचडी की सीटें

राज्य ब्यूरो, नई दिल्ली : भारतीय प्रौद्योगिकी संस्थान (आइआइटी) दिल्ली में 45वां दीक्षांत समारोह मनाया गया। समारोह में 1842 छात्र-छात्राओं को विभिन्न कोर्स में डिग्री प्रदान की गई। जिसमें 178 विद्यार्थियों को पीएचडी, 935 को पोस्ट ग्रेजुएशन और 729 को ग्रेजुएशन की डिग्री प्रदान की गई।

समारोह में मुख्य अतिथि के तौर पर नोबल पुरस्कार विजेता जार्ज स्मूथ मौजूद रहे। उन्होंने कहा कि यह भारत का एक बेहतरीन संस्थान है, जहां से पढ़ाई कर निकले छात्र न केवल देश बल्कि दुनिया में अपना नाम कमा रहे हैं। उन्होंने कहा कि जो छात्र डिग्री लेकर यहां से जा रहे हैं, वह मानव समाज की भलाई के लिए इसका इस्तेमाल करें। विज्ञान और तकनीकी में उनके द्वारा किए गए आविष्कार देश और दुनिया के हित के लिए हो। वहीं आइआइटी दिल्ली के निदेशक प्रो. आरके शिवगांवकर ने इस अवसर पर कहा कि संस्थान अगले वर्ष तक पीएचडी सीटों की संख्या बढ़ाएगा। आइआइटी दिल्ली को मानव संसाधन विकास मंत्रालय ने उन्नत भारत योजना के कोआर्डिनेशन की जिम्मेदारी सौंपी है। वहीं आइआइटी के चेयरमैन प्रो. विजय भटकर ने छात्रों को संबोधित करते हुए कहा कि आप अब उस दरवाजे पर खड़े हैं, जहां से चुनौतियों भरा संसार शुरू होता है। राजधानी के ओपन एयर थियेटर में आयोजित इस कार्यक्रम में उत्तराखंड सेवा निधि पर्यावरण शिक्षा संस्थान (उत्तराखंड) के निदेशक ललित पांडे, डीआरडीओ के निदेशक जनरल डॉ. अविनाश चंद्र और जिरोक्स रिसर्च सेंटर इंडिया के निदेशक व जिरोक्स कॉरपोरेशन बेंगलूर के उपाध्यक्ष मनीष गुप्ता को एल्युमिनी अवार्ड से भी सम्मानित किया।



आइआइटी दिल्ली के दीक्षांत समारोह में डिग्री पाने के बाद अपनी खुशी का इजहार करते छात्र।

जामरण

शिक्षा क्षेत्र में लागू होगा नया क्रेडिट ट्रांसफर सिस्टम

नई दिल्ली, प्रेटर : देश में शिक्षा क्षेत्र में जरूरी बदलाव के लिए सरकार अब नया क्रेडिट ट्रांसफर सिस्टम लागू करने की तैयारी कर रही है। इसका लाभ कक्षा नौ से डॉक्टरेट ऑफ फिलॉसफी (पीएचडी) तक के अध्ययन के दौरान मिलेगा। मानव संसाधन विकास मंत्री स्मृति ईरानी ने बताया कि 11 नवंबर को सरकार नए क्रेडिट ट्रांसफर सिस्टम की घोषणा करेगी। नए सिस्टम के तहत छात्रों को अध्ययन के लिए एक से दूसरे विवि में जाने के लिए पर्याप्त क्रेडिट स्कोर हासिल होगा। फिलहाल देश में एक विवि के किसी कोर्स में अध्ययन के दौरान किसी अन्य विश्वविद्यालय में अध्ययन का अवसर नहीं मिल पाता। जबकि विकसित देशों में क्रेडिट स्कोर सिस्टम के कारण यह सुविधा आसानी से उपलब्ध होती है। दिल्ली के वसंत विहार स्थित टैगोर इंटरनेशनल स्कूल में आयोजित इंटरस्कूल लीडरशिप समिट के दौरान ईरानी ने यह जानकारी दी। उन्होंने कहा कि वह देश में शिक्षा के स्तर को अगले चरण में ले जाने के लिए 'एक भारत, श्रेष्ठ भारत' के सिद्धांत को साकार रूप देने की तैयारी कर रही हैं।

HRD ministry to create database of educational experts, persons of Indian origin

[HT Correspondent](#), Hindustan Times Hamirpur, November 02, 2014

<http://www.hindustantimes.com/india-news/himachalpradesh/hrd-ministry-to-create-database-of-educational-experts-persons-of-indian-origin/article1-1281775.aspx>

The union ministry of human resources development is likely to take immediate steps for creating a database of foreign educational experts and persons of Indian origin, so that it could be utilised by the institutions for filling up the vacant faculty positions, this was stated in a press statement issued here. This is one of the decisions taken in a two-day annual conference of the directors of the National Institutes of Technology (NIT) of India, held in New Delhi last week.

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Hamirpur NIT director Rajnish Sriwastva was also present in the meeting that was chaired by the President Pranab Mukherjee. Union HRD minister Smriti Zubin Irani also attended the meeting and listened to the views of the President and the directors and gave her valuable suggestions.

In his concluding address, the President said education would be the single biggest transformative factor in catapulting India into the league of developed nations. "It is education that will establish us firmly as a knowledge society. These conferences and related meetings are intended to put in place a clearly defined roadmap for attaining our national vision of excellence in education," added the president.

23 NITs now have innovation clubs, 24 NITs have industry cells and 8 NITs have set up technology incubators. IPR fund to support patent filings has been set up by 12 NITs. Concrete steps are being taken in the remaining institutions and positive results are expected within the next few months.

The statement read that it was announced in the meeting that the In-Residence Programme of Rashtrapati Bhavan would be now extended to young scholars from NITs. 30 scholars, one from each NIT, would be guests in the Rashtrapati Bhavan for one week. In addition, 6 doctoral or post-doctoral students would be selected from the NITs as team leaders. These scholars and students would stay at the Rashtrapati Bhavan for a week each in three batches of 10 scholars and 2 team leaders.

Hindu ND 02/11/2014 P-10

Rajnath seeks change in education system

Sandeep Joshi

LUCKNOW: Union Home Minister Rajnath Singh on Saturday called for overhauling of the Indian education system and stressed that a value-based system that focuses on character building of students was need of the hour.

Lamenting that India has been a "victim" of education system introduced by British historian Thomas Babington Macaulay, he said: "We are tied in a set pattern and there is need to come out of it. This is wrong to think that all knowledge is with the western countries. They learnt from us, but after the entry of Britishers a mentality developed that all the knowledge was with the western countries."

The Minister, who was speaking at a function in a private management institute, asked why not a single Indian institute figured among top global universities for technical institutes despite that the fact that India followed a system introduced by Britishers. "Knowledge of other languages is necessary; but where conversing in mother tongue works, why should one speak in English...Therefore, our Prime Minister has decided that we will converse in Hindi to the possible extent. But this does not mean opposing any other language" Mr. Singh also said students should think in a free manner in whichever language they feel good and should focus on character-building and following Indian values. "We should follow our ancestors in never letting go of the genuineness and reality of our culture."

Deccan Herald ND 02/11/2014 P-6

All colleges must be disabled-friendly by March: HC

Judges tell M'ashtra govt to file compliance report in December

MUMBAI: The Bombay High Court has directed Chief Commissioners for Persons with Disabilities at the Centre and in Maharashtra to instruct all educational institutions in the country to provide a barrier-free environment for disabled students by March 2015.

The direction was given on Friday by a bench headed by Chief Justice Mohit Shah on a petition filed by Akanksha

Vardhaman Kale, a handicapped student in Pune.

The judges directed the government to file a compliance report by December 15 saying that such arrangements had been provided or were being made.

Barrier free environment for disabled students should include ramp, lift and wash-room facilities to accommodate wheel chairs, said the court.

The court also asked the Pune University to instruct all colleges and educational institutions, examination centres and concerned departments to provide such facilities for disabled students.

The court has ordered that such facilities for disabled students should be provided by all the educational institutions by March 2015.

The petitioner had prayed that in the absence of such facilities it becomes difficult for her to appear for examinations in colleges.

The court was informed that

the Principal of Brihan Maharashtra College of Commerce in Pune had assured that his institution was ready to extend cooperation permitting the petitioner to appear for the examination at the college between November 7 and 20.

However, the principal stated that the college is going for third cycle of reaccreditation by NAAC and for that purpose repairing and renovation work is scheduled during that period.

The court observed, "While we appreciate that Brihan Maharashtra College of Com-

merce, Pune, is going ahead with the repairing and renovation work, we request the authorities to see that the petitioner is provided noise free and barrier free environment during the examination on seven days on which the petitioner will be appearing."

The court's attention was drawn to a circular dated July 11, 2001, issued by the University Grants Commission (UGC) to vice chancellors of all universities asking them to ensure barrier free environment for the disabled students.

The court was also informed

that on December 8, 2012, the Ministry of Human Resource Development had instructed to make all educational institutions (buildings of universities, colleges and technical institutes, etc) barrier free and accessible to all types of disabled.

The UGC had also issued a circular dated February 9, 2012 to the universities to take follow up action to make educational institutions barrier free and accessible for all types of disabilities. The matter will be heard on December 15.

PTI

IITs, IIMs and Central Universities may need less land now

<http://www.prepsure.com/news/iits-iims-and-central-universities-may-need-less-land-now/>

At present, it requires at least 500 acres of land to set up [Indian Institutes of Technology \(IITs\)](#) and Central Universities. To set up National Institutes of Technology (NITs), [Indian Institutes of Management \(IIMs\)](#) and Indian Institutes of Science Education and Research (IISERs), at least 300-acre land is needed. To set up Indian Institutes of Information Technology (IIITs), a 100-acre campus is required.

Now that the Centre is determined to set up new institutions, the [Union HRD ministry](#) is planning to scale down the minimum land requirements for the institutions due to the scarcity of land. It has formed a six-member Committee, headed by Union Higher Education Secretary Satyanarayan Mohanty for the purpose.

According to the letter by the Ministry, land is not readily available and states are finding it difficult to acquire such large amounts of land. Andhra Pradesh (AP) government says that for such large tracts of land, it may have to acquire private land and forest land. But if the Centre makes way for smaller campuses, it will be much easier to establish institutes.

AP government is also struggling for the capital for construction of the 11 premier institutes granted to it, which include an IIT, IIM, Central University, IISER, Tribal University, NIT, AIIMS, Petroleum University, International Institute of Information Technology, Agricultural University and National Institute of Disaster Management.

SAARC countries chart common education agenda



Education Ministers of the South Asian Association for Regional Cooperation issued a joint statement in New Delhi titled 'The New Delhi Declaration on Education.'

Education Ministers and officials of eight South Asian countries have resolved to collaborate on increased use of information

technology and improving the quality of education.

The second meeting of Education Ministers of the South Asian Association for Regional Cooperation (SAARC) held here on Friday, was attended by representatives of Afghanistan, Bangladesh, Bhutan, Maldives, Nepal, Pakistan, Sri Lanka and chaired by Human Resources Development Minister Smriti Zubin Irani.

The Ministers issued a joint statement titled 'The New Delhi Declaration on Education.'

The priority areas of action decided upon include enhancing the learning and development readiness of pre-school age children, ensuring education for all, expanding skill development, facilitating mutual recognition of qualifications and mobility of students and teachers and expanding alternative ways of learning like open and distance education.

India's use of Information and Communication Technology in education, development and sharing of e-resources, connectivity, e-learning and Massive Open Online Courses (MOOCs) was discussed by the Ministers.

Agencies also reported that Mukhtar Ahmed, Chairman of Pakistan's Higher Education Commission, proposed a SAARC education and research network for sharing information and communication between the member countries.

A technical meeting to finalise these plans has been tentatively scheduled for June 2015.

Jatni may get IIM

<http://timesofindia.indiatimes.com/city/bhubaneswar/Jatni-may-get-IIM/articleshow/45002443.cms>

BHUBANESWAR: The state government is planning to locate the proposed Indian Institute of Management (IIM) near the permanent campuses of IIT Bhubaneswar and NISER near Jatni, official sources said on Friday. The matter is likely to come up for cabinet's approval on Saturday.

At a meeting, chaired by chief secretary Gokul Chandra Pati, here on Friday, possible sites to locate the proposed IIM were discussed. Technical education secretary Chandra Sekhar Kumar said all possible options were discussed at the meeting, attended by various stakeholders. The negative and positive aspects of various proposed sites came up for scrutiny. "It was a preliminary discussion," he said. Another senior officer said the government is strongly considering a site closer to IIT-NISER so that the IIT-IIM-NISER axis develops as an education corridor with common infrastructure. In that case, the government would not need to make fresh provisions for water and power supply besides road network for the IIM.

The area is well-connected to NH 5 while the new airport site is nearby. The officer said a decision will be taken before November 15. The Friday meeting also discussed possible buildings for locating the temporary campus of the elite B-school; it would be finalized within a week. Toshali Plaza at Satya Nagar here may locate part of the IIM's temporary setup●

New credit transfer system to be presented on Nov 11: Smriti Irani

New Delhi: [Human Resource Development Minister Smriti Irani](#) Saturday said that a new credit transfer system from class 9 up till the [Ph.D](#) level will be presented Nov 11.

"You will be pleased to know that on Nov 11 we will be presenting to the nation a credit transfer system from class 9 onward up to PhD, which...gives you enough credits to get back into the university system....," she said.

Irani was addressing a gathering of student leaders at Lead On, an inter-school leadership summit organised at the Tagore International School, Vasant Vihar here.

She said that she is trying to evolve a concept called "Ek Bharat, Shreshtha Bharat" (one India, best India) which focuses on changes in education to take India to the next level, and appealed them to chose a five-member body from among themselves to "sit with us on Nov 17 and tell us what students want from India`s new education policy".

The summit, in its seventh year, saw participation from around 41 schools from Delhi and the national capital region.

Red tape prevents cream of IITs from serving rural India

<http://www.thehindu.com/news/national/andhra-pradesh/red-tape-prevents-cream-of-iits-from-serving-rural-india/article6558093.ece?homepage=true>

Here is a paradox. While most medicos do not prefer serving in rural areas, the cream of IITs is not allowed to work in the not-so-glamorous turf.

Raghavendra (name changed), an IIT Delhi product, didn't expect his dream of serving rural India would be a Herculean task. He resigned as design analyst from Mercedes Benz in Bangalore to join IIIT-Nuzvid in Andhra Pradesh to teach rural students, but he is thoroughly disappointed.

It has been more than a year since he was issued the appointment letter as Assistant Professor, but till today, the recruitment process has not been taken up by the institution. He is one of the 85 such professionals whose future is hanging in balance.

The recruitment process is said to be kept in abeyance owing to procedural issues. "I have a passion to teach rural students, but I realised it was a huge task than becoming an IIT graduate," the IITian said with a tinge of sadness.

It is turning out to be eternal wait for the 45 professionals who wanted to work at IIITs in Nuzvid, Idupulapaya and Basara. The three IIITs were established in 2008 under the Rajiv Gandhi University of Knowledge Technologies (RGUKT) for giving fillip to rural students with the best of industry environment and quality education. More than 6,000 students passed out from these institutions this year.

The entire episode is frustrating for Dr. Prasad (name changed) from IIT-Madras. The Nuzvid resident and a post-doctoral fellow in Metallurgy from New Zealand came back with a specific mission to serve his homeland but in vain. "It is such a frustrating experience. I can earn 30 times more than what is offered here, but money is not my motivation. I want to do something for my country, but it doesn't seem to be happening. I can no longer wait," he said.

RGUKT Vice-Chancellor Prof. R.V. Raja Kumar, on his part, said he had done his best to clear the logjam, but of no use. "We could attract the cream from IITs and NITs. Still, so much needs to be done. More importantly, we need permanent staff. Imagine a world class institution running with 100 per cent temporary staff. I hope it will be fixed by the new government," he said.

The present faculty members of the three IIITs are also not happy, as there has been no revision of salary since their recruitment.

The issue has been highly politicised by some forces in the erstwhile Congress government, according to a source. "The V-C is a senior faculty from IIT-Kharagpur, and he did a great job in building the institutions. Apparently, he may also call it a day if things don't change on the ground," said a top official of a Central university. Last, but not the least, the response from the government on the issue is, "we will look into the matter."

Govt. ties up with IIT, Bombay

Second State to ink pack with institute

<http://www.thehindu.com/news/national/karnataka/govt-ties-up-with-iit-bombay/article6558126.ece>

The State government has tied up with the Indian Institute of Technology (IIT), Bombay, to help make polytechnics and engineering students across the State industry-ready by training them in the latest software skills.

Speaking to *The Hindu*, H.U. Talawar, Director, Department of Technical Education, said that IIT, Bombay, is offering software skills to over 23,000 students of the 274 polytechnics and 15 engineering colleges across the State.

Karnataka is the second State, after Tamil Nadu, to tie up with IIT-Bombay.

“It is an audio-video tool used to teach open source software. Students learn software in simple steps in an interactive manner,” Dr. Talawar said.

IIT, Bombay, which has taken the lead in propagating software knowledge, is currently offering 15 varieties of software to students. The programme includes tutorials, interactive e-books and virtual labs.

IIT conducts online examination for students and issues certificates to those who obtain pass marks, Dr. Talawar said. “The programme enhances broader understanding of the technologies and digital resources that can positively impact learning,” he said.

Microsoft India

The Department of Technical Education has tied up with Toyota Kirloskar Motor Pvt. Ltd. for providing job skills for diploma students.

The department proposes to tie-up with Microsoft India for upgrading software skills of final-year computer science students of polytechnics, Dr. Talawar said.

There are 81 government polytechnics, 44 aided and 167 private polytechnics in the State.

मूल्य आधारित शिक्षा की जरूरत

दृष्टि



ए पी जे अब्दुल कलाम

नन्हें बच्चों को आप हमेशा मुस्कुराते हुए पाते हैं। किंतु जब वे कंधे पर बस्ता ढोते हुए प्राइमरी स्कूल जाने लगते हैं तब उनकी मुस्कुराहट कम हो जाती है। जब वे सेकेंडरी स्कूल में पहुंचते हैं तो उनकी मुस्कुराहट और भी कम हो जाती है। हायर सेकेंडरी स्कूल में तो उनकी मुस्कुराहट गायब ही हो जाती है। कॉलेज पहुंचने पर वे अधिक गंभीर हो जाते हैं और कॉलेज के बाद वे लगातार चिंतित रहने लगते हैं। इस

चिंतनीय अवधि के दौरान बच्चे और माता-पिता के मन में किसी खास पेशे को अपनाने में होने वाली प्रतियोगिता और उससे जुड़ी वित्तीय संभावना जैसी बातें छाई रहती हैं। हम सभी को इस समस्या का समाधान ढूँढना है।

क्या हम ऐसी शिक्षा प्रणाली का निर्माण नहीं कर सकते जिसमें पढ़ाई शुरू करने से लेकर रोजगार पाने तक, संपूर्ण अवधि के दौरान बच्चों के चेहरे पर मुस्कुराहट बनी रहे? क्या ऐसा करना संभव है? जी हाँ, संभव है, यदि हम संपूर्ण शिक्षा प्रणाली को सृजनशील बना दें और रुझान तथा क्षमता के आधार पर सभी युवाओं को पूर्ण रोजगार उपलब्ध करा सकें। प्राइमरी स्कूल के स्तर पर किताबी पढ़ाई के बोझ को कम करके शिक्षा प्रणाली में सृजनशीलता को प्रोत्साहित किया जा सकता है। सेकेंडरी स्कूल के स्तर पर बच्चों की सृजनशीलता में और निखार लाया जा सकता है। उद्देश्य यही होना चाहिए कि अंततः उच्च शिक्षा प्राप्त कर छात्र स्वावलंबी बनें, जिससे वे उद्यमशील हों और रोजगार खोजने के बजाय खुद रोजगार पैदा करें। प्राइमरी स्तर पर शिक्षा बच्चों के अपने परिवेश के प्रति रुचि जगाए और चिंतन प्रक्रिया कौशल से संबंध स्थापित करे। प्राइमरी शिक्षा में पाठ्यक्रम, पढ़ाने के तौर-तरीके और परीक्षा प्रणाली में सुधार की आवश्यकता है ताकि बच्चों में सृजनशीलता खिले और निखरे। विभिन्न प्रकार की गतिविधियों के माध्यम से बच्चों में छिपी प्रतिभा को उभारने, कुछ नया कर दिखाने और सृजनशीलता पर जोर दिया जा सकता है। सेकेंडरी स्कूल के स्तर पर प्रयोग, समस्या निदान और टीम गतिविधि पर बल दिया जाना चाहिए।

कक्षा में पढ़ाई जितनी महत्वपूर्ण है उतना ही महत्वपूर्ण यह है कि कक्षा के बाहर बच्चे स्वयं के अनुभव के आधार पर क्या सीख रहे हैं। बच्चों को प्रेक्षण, क्षेत्र अध्ययन, प्रयोग और परिचर्चा के माध्यम से सीखने की प्रक्रिया में सक्रिय रूप से भाग लेना चाहिए। इस मकसद को पाने के लिए विद्यालय को शिक्षा केंद्र की जगह अपने आपको ऐसे केंद्र के रूप में ढालना चाहिए जहां ज्ञान के साथ-साथ कौशल प्राप्त किया जा सके। बच्चों को शिक्षित और तेजस्वी नागरिक बनाने में माता-पिता की महत्वपूर्ण भूमिका होती है। उन्हें अपने बच्चों की अच्छी शिक्षा के प्रति सजग रहने की आवश्यकता है। बच्चों के सामने माता-पिता को अपने व्यवहार और आचरण की मिसाल रखनी चाहिए। इससे बच्चों के मन में माता-पिता के प्रति प्रेम और श्रद्धा का विकास होगा तथा वे उन्हें अपना आदर्श मानेंगे। बच्चे जब तक सत्रह साल के होते हैं तब तक उन्हें

संवारने का सामूहिक मिशन माता-पिता, शिक्षकों, घर एवं विद्यालय परिसर के जिम्मे होता है। घर में बच्चों का लालन-पालन बड़े प्यार और स्नेह से किया जाता है। किंतु जब वे थोड़े बड़े होकर विद्यालय जाने लायक होते हैं तो उन्हें मूल्य आधारित शिक्षा की जरूरत होती है। ऐसे में विद्यालय के माहौल का बड़ा महत्व है जहां बच्चों का चरित्र निर्माण किया जाता है।

बच्चों के लिए सीखने की असल अवधि पांच वर्ष से लेकर सत्रह वर्ष की उम्र तक होती है। इस अवधि के दौरान छात्र लगभग 25 हजार घंटे विद्यालय में रहते हैं। इसलिए जरूरी है कि विद्यालय का माहौल सबसे खूबसूरत हो। विद्यालय में मूल्य आधारित शिक्षा दी जानी चाहिए जिसका कुछ मिशन हो। उदार और पारदर्शी समाज के निर्माण के लिए विद्यालय परिसर में बारह सालों तक मूल्य आधारित शिक्षा प्रदान करना अनिवार्य है। मुझे यूनानी शिक्षक बेस्टोलेजी का कथन याद आता है- 'सात साल तक कोई बच्चा मेरी निगरानी में रहे, फिर भगवान हो या शैतान, कोई उसमें परिवर्तन नहीं ला सकता।' ऐसी क्षमता एक शिक्षक में ही हो सकती है।

आज के संचार व सूचना के युग में छात्रों के पास विभिन्न स्रोतों से प्राप्त सूचनाओं का जमावड़ा है। इंटरनेट के माध्यम से पूरे सूचना संसार तक पहुंच होने के कारण छात्र के लिए यह संभव हो गया है कि वह एक अच्छे-खासे पुस्तकालय को अपने साथ लैपटॉप में लेकर घूमे। अब उन्हें अपने दिमाग के भंडार का विशेष उपयोग करने और याददाश्त पर बल देने की जरूरत नहीं है।

क्या हम ऐसी शिक्षा-प्रणाली का निर्माण नहीं कर सकते जिसमें पढ़ाई शुरू करने से लेकर रोजगार पाने तक, संपूर्ण अवधि के दौरान बच्चों के चेहरे पर मुस्कुराहट बनी रहे? क्या ऐसा करना संभव है? जी हाँ, संभव है, यदि हम संपूर्ण शिक्षा प्रणाली को सृजनशील बना दें और रुझान तथा क्षमता के आधार पर सभी युवाओं को पूर्ण रोजगार उपलब्ध करा सकें। प्राइमरी स्कूल के स्तर पर किताबी पढ़ाई के बोझ को कम करके शिक्षा प्रणाली में सृजनशीलता को प्रोत्साहित किया जा सकता है। सेकेंडरी स्कूल के स्तर पर बच्चों की सृजनशीलता में और निखार लाया जा सकता है। उद्देश्य यही होना चाहिए कि उच्च शिक्षा प्राप्त कर छात्र स्वावलंबी बनें, जिससे वे उद्यमशील हों और रोजगार खोजने के बजाय खुद रोजगार पैदा करें

अब शिक्षा प्रणाली में इस बात पर बल देना चाहिए कि छात्र सूचना के अथाह सागर में से उपयोगी ज्ञान के मोती चुनने में प्रशिक्षित हो जाएं। इस दिशा में शिक्षकों को छात्र का मार्गदर्शन करना चाहिए ताकि छात्र में ऐसा हुनर पैदा हो जाए कि वह स्व-प्रेरणा से सीखने लगे। जरूरी है कि शिक्षाविदों में स्कूल और स्कूली शिक्षा के प्रति नया दृष्टिकोण विकसित हो। उनमें एक ऐसे शैक्षणिक परिवेश की कल्पना हो जिसमें सीखने के तौर-तरीकों को अपनाकर छात्र खुद सीखने के कबिल हो जाय। छात्रों को खुद सीखने लायक बनाने के लिए हम सिर्फ भाषण की घुट्टी नहीं पिला सकते, इसे व्यवहार में अपनाकर प्राप्त किया जा सकता है और विकसित किया जा सकता है। छात्रों में यह गुण पढ़ाने के तौर-तरीकों से ही विकसित हो सकता है।

जर्मनी में जन्म लेने वाले अल्बर्ट आइंस्टाइन एक युवा छात्र के रूप में पढ़ने के लिए स्विट्जरलैंड के ज्यूरिख पॉलीटेक्निक संस्थान गए। इस संस्थान में प्रवेश पाने के लिए हाईस्कूल का डिप्लोमा जरूरी नहीं था, सिर्फ इसकी कठिन प्रवेश परीक्षा में ग्रेड मिल जाना चाहिए। आइंस्टाइन इस प्रवेश परीक्षा में असफल हो गए, किंतु गणित और भौतिकी में उन्हें काफी उच्च अंक प्राप्त हुए। इससे इस संस्थान के प्रिंसिपल इतने प्रभावित हुए कि उन्होंने आइंस्टाइन को अगले सत्र में बिना किसी प्रवेश परीक्षा के भर्ती करने का वादा किया। इस घटना से किसी संस्थान में प्रवेश के लिए लचीले तौर-तरीकों के महत्व पर प्रकाश पड़ता है। साथ ही शिक्षकों में ऐसी विशेष क्षमता होनी चाहिए कि वे किसी खास विषय में छात्र की रुचि को परख सकें और उसकी प्रतिभा को उस दिशा में निखार सकें।

(संपादित अंश 'अदम्य साहस' से साभार)

November 3

Deccan Herald ND 03/11/2014 P-2

IIT-Delhi to open MBA doors for students of all streams

Prakash Kumar

NEW DELHI: The Indian Institute of Technology (IIT)-Delhi is set to open its two-year management programmes for candidates coming from all the streams from 2015.

So far, only graduates in engineering and technology as well as masters in science and commerce/economics were eligible to seek admission to the MBA programmes of the institute's department of management studies, which was ranked second after IIM-Bangalore in business management category in India by the

prestigious Stanford University of US earlier this year.

"We will open our MBA programmes for all students (irrespective of their stream) from next year. This is being done in view of the demand in job market," IIT-Delhi director R K Shevgaonkar told Deccan Herald.

The MBA programmes, being offered by the IIT-Delhi since 1997, are also undergoing a major change in its curriculum and pedagogy.

The institute's department of management studies is finalising a new curriculum and pedagogy, based on inputs

from industry, students and alumni to better align its mission with changing demands in the corporate world.

It is also studying the curricula of top business schools in India and abroad.

"The curriculum review is an endeavor towards narrowing the gap between academia and industry challenges. We will have more innovative ways of teaching," head of the department Kanita T Bahl said.

"The new pedagogy will allow the students to identify their own strengths and limitations and to develop a plan

for improving them to take on the challenges of the world," she added.

Change in curriculum

With change in curriculum and pedagogy, the institute is also working to introduce additional criteria for admissions in order to get best students to its management classes.

The department of management studies so far admitted students on the basis of their score in the combined admission test (CAT), conducted by the Indian Institutes of Technology (IITs), as well as performance in group dis-

ussion and interview.

From 2015, however, it will assess a student's candidature for admission to its MBA programmes taking into consideration their entire academic background like performance in Class-X, Class XII as in graduation, besides their score in CAT and performance in group discussion as well as interview.

It will also look into a candidate's extracurricular activities and professional experience before finalising his or her candidature for admission.

"The index is being worked

out," a professor of the department said.

The institute, which admitted about 60-65 students to its MBA programmes so far, also keen on filling entire 109-115 seats from 2015.

The IIT-Delhi currently offers three management programs - generic two-year full-time MBA, two-year full-time MBA with focus on telecommunication systems management and three-year part-time MBA program with focus on technology management.

It also offers PhD degrees in management.

DH News Service

Times Of India ND 03/11/2014 Education Times P-15

An Indo-French handshake

IIT-Delhi and IISc team up with a Paris-based company to carry out joint research

TIMES NEWS NETWORK

The Foundation for Innovation and Technology Transfer at the Indian Institute of Technology (IIT), Delhi and the Indian Institute of Science (IISc), Bangalore, recently announced a partnership with a French company that specialises in aerospace, defence and security. The tie-up will entail sponsored research by faculty at the two institutes.

As the first step in the col-

laboration, IIT-D faculty and Safran will work on a project to increase computational efficiency at the chip level. At IISc, the organisation is going to work closely with the Super-computer Education and Research Centre and assist one of its start-ups, Morphing Machines, dealing in fabless semiconductor IP and products.

"The intent is to take this partnership to higher levels of cooperation to conduct joint research and even award joint de-

grees with the company, if possible, in the future," said Mary Mathew, professor, management studies, IISc. She also invited Safran to consider setting up a research centre at IISc.

According to Anil Wali, managing director of the foundation, which acts as an interface between businesses and academia, it is important to engage with industry to keep an institution abreast of the latest developments in the field. "We are also setting up science parks to

promote research and development. These science parks will not be purely commercial entities, but will focus on a specific research area," he says.

"Some of the faculty members in the department of electrical engineering expressed interest in carrying out research in the areas highlighted by Safran," explains Wali. "This is our first brush with the company and we hope that it will serve as a model for deeper engagement in the future."

For more such stories and updates, visit the 'Campus Life' section at www.educationtimes.com



Hindustan ND 03/11/2014 P-5

आईआईटी शुरू करेंगे ऑनलाइन कोर्स

नई दिल्ली | विशेष संवाददाता

आईआईटी दिल्ली और मुंबई नए साल से ऑनलाइन कोर्स की शुरू करेंगे। इसका फायदा कोई भी छात्र, पेशेवर या नागरिक उठा सकेगा। मानव संसाधन विकास मंत्रालय ने दोनों आईआईटी को स्वयं योजना यानी स्टडी वेब्स ऑफ एक्टिव लर्निंग फॉर यंग एम्प्लॉयर्स माइंड्स के तहत कोर्स शुरू करने का जिम्मा सौंपा है।

मंत्रालय के अनुसार आने वाले दिनों में ऐसे कोर्स आईआईटी को ही नहीं सभी केंद्रीय शिक्षण

एक्टिव लर्निंग

- मानव संसाधन विकास मंत्रालय ने दिए योजना को लागू करने के निर्देश
- कोई भी मामूली शुल्क देकर ये कोर्स कर सकेगा

संस्थानों एवं केंद्रीय विश्वविद्यालयों को शुरू करने हैं। पहले चरण में उपरोक्त दो आईआईटी कोर्स का कंटेंट तैयार करेंगे और अगले साल के शुरू में इसे अपनी वेबसाइट के जरिये शुरू करेंगे। फिर अन्य

आईआईटी को भी ऐसा करना होगा। आईआईटी के कोर्स इंजीनियरिंग आधारित होंगे। नए इंजीनियरों, इंजीनियरिंग के छात्रों एवं इस क्षेत्र के पेशेवरों की जरूरतों को ध्यान में रखकर इन्हें तैयार किया जाएगा। मानव संसाधन विकास मंत्री स्मृति ईरानी द्वारा पूर्व घोषित योजना के तहत कोई भी व्यक्ति इन कोर्स को ऑनलाइन कर सकेगा। इसके लिए उसे कोई शुल्क नहीं चुकाना होगा। यदि वह चाहता है कि इस कोर्स को पूरा करने के बाद उसे सर्टिफिकेट भी मिले तो उसका ऑनलाइन टेस्ट होगा और सर्टिफिकेट भी मिलेगा।

एमबीए और आईआईटी छात्र चाहते हैं ई-कॉमर्स में रोजगार

नेशनल दुनिया

नई दिल्ली। बिजनेस स्कूल और इंजीनियरिंग के स्नातक नौकरी के लिए एफएमसीजी, सलाहकार, वित्तीय सेवाओं और बुनियादी ढांचा क्षेत्र की तुलना में ई-कॉमर्स क्षेत्र को प्राथमिकता देते हैं। उद्योग मंडल एसोचैम के एक सर्वेक्षण में यह तथ्य सामने आया है।

एसोचैम के महासचिव डी एस रावत ने कहा, 'बिजनेस स्कूल व इंजीनियरिंग कॉलेजों के 65 फीसदी स्नातकों ने ई-कॉमर्स क्षेत्र को नौकरी के लिए अपनी पहली पसंद बताया। पिछले साल यह आंकड़ा 35 फीसदी था।' सर्वेक्षण में विभिन्न बिजनेस स्कूलों आईआईएम, बिट्स, आईसीएफएआई, बिजनेस स्कूल और सिम्बायोसिस इंस्टीट्यूट ऑफ इंटरनेशनल बिजनेस के 500 छात्र-

एसोचैम रिपोर्ट

- आईटी, बैंकिंग में रुचि घट रही है
- आने वाले समय में और मजबूत होगा ई कॉमर्स

छात्रों के विचार लिए गए। यह सर्वेक्षण सितंबर व अक्टूबर 2014 में किया गया। सर्वेक्षण में कहा गया है कि 71 फीसदी छात्रों ने ई-कॉमर्स को प्राथमिकता बताया।

यहां तक वे इस क्षेत्र में निवेश कर पहली पीढ़ी के सफल उद्यमी बनना चाहते हैं। ई-कॉमर्स क्षेत्र का राजस्व 2010 से 2014 के दौरान 60 फीसदी बढ़ा है।

एसोचैम ने कहा, 'बी-टेक व एमबीए के अधिक से अधिक स्नातक अब दूसरे क्षेत्रों की तुलना में ई-कॉमर्स क्षेत्र में नौकरी करना चाहते हैं।'

IIT-K signs MoU with 2 Finnish, 3 Norwegian varsities

<http://timesofindia.indiatimes.com/city/kanpur/IIT-K-signs-MoU-with-2-Finnish-3-Norwegian-varsities/articleshow/45014864.cms>

IIT-Kanpur had inked memorandum of understanding (MoU) with two universities in Finland and three in Norway for student and faculty exchange programme. It will help in holding joint research initiatives. These MoUs were signed by IIT-K director Indranil Manna during his visit to the two countries last month.

Manna told TOI that IIT-Kanpur has signed MoU with University of Oslo, Norwegian university of Science and Technology and Air Quality Research Institute. All these universities are in Norway. Two more MoUs have been signed with two universities in Finland. One is Aalto University. "These MoU will enable us to send our students to the universities in Finland and Norway. Students from these foreign universities will be able to come here and study. Faculty members could also be exchanged. Students in IIT-K will be benefitted," he said.

He said that the design programme (department) of IIT-K will work in collaboration with design factory (it is called by that name in Finland's Aalto University).

Manna also signed MoU with 12 Finnish universities on behalf of a consortium of 16 IITs. "There is no need of seeking permission from HRD ministry in conducting faculty and student exchange programmes or collaborating in research work. This will step up the pace of international teamship," he said.

It is for the first time that IIT consortium had signed MoU with foreign universities on such a large scale.

The benefits will start bearing fruits for students from 2015.

300 protesting IIT-B students and faculty hug, kiss

<http://timesofindia.indiatimes.com/City/Mumbai/300-protesting-IIT-B-students-and-faculty-hug-kiss/articleshow/45016479.cms>

Mumbai: Students at IIT-Bombay's Powai campus were greeted by an unusual sight on Sunday evening. Around 300 students and six faculty members were hugging and planting kisses on each other's cheek on the convocation hall lawns to mark their protest against moral policing in support of the 'Kiss of Love' campaign in Kochi.

A group of youngsters from Kochi organized a similar event on Sunday there after activists of the young wing of a political party indulged in moral policing at a show last week.

After gathering at the venue, two of the organizers, one each from the Progressive and Democratic Students' Collective and Saathi, the support group on campus for lesbian, gay, bisexual, transgender and queer community, spoke about the incident and why it was wrong. They also spoke about them being "ideologically against moral policing", mentioning a couple of incidents on the campus too. After singing songs on friendship and protest, such as "Yaaron Dosti" from Rockford and "We Shall Overcome", they marched towards the main gate carrying placards with messages such as "Love is not immoral, moral policing is", "Just cause I walked

with a guy doesn't mean he is my boyfriend, stop judging", and "Moral fascism, down down".

Gauri Saha, a student, said, "Moral policing is curbing the freedom to expressing love to someone and is prevalent both inside and outside the campus." She also spoke about gender inequality in the society and the skewed sex ratio on the campus—around 1:10.

A French student on the campus who identified herself as Helen said, "It is good to see that so many people from the campus have come out and voiced their opinion in India. I hope the freedom of expression of love will not be a taboo here in future."

1,600 students take IIT-M career test in 11 days

<http://timesofindia.indiatimes.com/city/chennai/1600-students-take-IIT-M-career-test-in-11-days/articleshow/45016827.cms>

CHENNAI: IIT-Madras' self-assessment test has been welcomed by parents and students in at least three states of the country. More than 1,600 students have taken the test in the first 11 days after its launch.

The department of management studies of the institute along with BodhBridge ESPL, an educational services firm incubated at C-TIDES in IIT-Madras, on October 17 launched the test, called 'My Choice, My Future', to help school and college students make informed career choices. The test and subsequent one-on-one counselling is being offered for free till November 16.

Balaraju Kondaveeti, co-founder and CEO of BodhBridge, said the test has been taken by students in three states - Tamil Nadu, Karnataka and Andhra Pradesh and there has been active participation from parents as well. "We didn't expect parents to be so involved in helping children chart their career. So we are also adding a component for parents in the test, so they can rate their child on each of the 12 parameters and get an assessment that takes in their views as well," he added.

Most of the students taking the test are from Classes 10 to 12 in the school segment and college students. "The test uses the interests of the student to do 80% to 90% of the filtering. Some students also want to land a job with good remuneration, so that is also taken into consideration," Kondaveeti said.

This is dealt in greater detail during the one-to-one counselling session. "The next challenge is to find relevant courses and careers as students want more information," Kondaveeti said.

IIT-K celebrates 55th foundation day

TNN | Nov 3, 2014, 03.29 AM IST

<http://timesofindia.indiatimes.com/city/kanpur/IIT-K-celebrates-55th-foundation-day/articleshow/45014897.cms>

Indian Institute of Technology, Kanpur (IIT-K), which completed its 55 years of existence on Sunday, celebrated its foundation day. The celebrations witnessed the participation of faculty members, students and alumni of the institute.

On this occasion, the institute administration felicitated its alumni by giving them 'Distinguished alumnus award'. While Dipankar Das Sharma of 1977 batch was present to receive the 'Distinguished alumnus award', Jayadev Misra of 1969 batch and Vijay Kumar of 1983 batch were not present. The awards were presented by Prof Indranil Manna, director of

the institute and Prof M Anandkrishnan, chairman, Board of Governors, IIT-Kanpur.

The 'Distinguished alumnus award' is the highest award instituted by the board of governors of the institute for its alumni in recognition of their outstanding achievements.

Dr RK Sachan, registrar, IIT-Kanpur informed that the foundation day celebration programmes were held in three sections. He said that the programme began with a lecture delivered by Prof Baldev Raj, director, National Institute of Advanced Studies, who was the chief guest on the occasion. This was followed by distribution of Institute Fellow Award. The three personalities given this award were Prof SG Dhande, former director of IIT, Kanpur, Prof TVS Rammohan Rao, ex-faculty of IIT-K and Prof M Satyamurthy, director, IISER, Mohali. Prof Dhande was not present in the function.

The students present during the celebrations enjoyed every moment of the event. A group of students performed a band on the dias in the main auditorium. The programme ended with the singing of the National Anthem.

Later, Prof I Manna, director of the institute while talking to newsmen said that the institute had planned to celebrate the foundation day on a much bigger scale. "We took a decision to invite school students on the campus on the foundation day and show them the technological advancements and research work done by the institute. But all this will be done in the next foundation day function".

INTERVIEW: CHRIS HOUGHTON
HEAD OF REGION INDIA, ERICSSON

'We need to nurture innovation and support entrepreneurship'



On October 31, Friday, Ericsson announced the launch of its Innovation

Awards at the Indian Institute of Technology, Delhi. The Innovation Awards seek to recognise the spirit of innovation among students at the IITs. "With these awards, we aim to facilitate innovative projects from the engineering students from IITs and support some deserving ventures all the way through to their incubation phase at IIT-approved technology business incubators," says Chris Houghton, Head of Region India at Ericsson. In an interview with FE's Vikram Chaudhary, Houghton adds that Ericsson—which is the largest holder of standard-essential patents for mobile communication with some 35,000 granted patents—will offer ₹10 lakh for the incubation of winning projects in order to encourage entrepreneurship in the country. Excerpts:

What was the idea behind launching the Ericsson Innovation Awards? How are these different from so many others?

By instituting these awards, we are seeking to encourage the culture of innovation within the IITs and to support these talented young minds to develop more innovative and relevant solutions for the benefit of the industry. As a company that takes pride in its culture of innovation, we're looking to promote innovation in India through this partnership and other programmes that we plan to organise in India.

I must add that our commitment to innovation is unequivocal. With 35,000 granted patents, Ericsson is the largest holder of standard-essential patents for mobile communication and we annually invest \$5 billion in R&D globally. India is one of the major R&D hubs for us and we feel that innovation is synonymous to progression and will catalyse economic



and Banaras Hindu University (BHU). The jury will shortlist up to 10 proposals on criteria such as degree of innovation, feasibility, usability, relevance, time-to-market and the impact on the masses. Each shortlisted proposal will be given an incentive by Ericsson to complete the initial prototype within three months. In the second round, the jury will select up to two innovation projects that will be supported for incubation.

Do such programmes support entrepreneurship?

Absolutely. India has time and again proved itself as a hotbed for innovation. To create growth that is both inclusive and sustainable, we need to nurture innovation and support entrepreneurship in India.

development in the country.

The unique proposition of this initiative is the fact that the intellectual property for the project will remain with the students. Thus, this project promotes innovation beyond mere recognition in terms of the award, but supports the innovation idea right through till incubation.

In which all ways do the students stand to gain?

First, the winners will receive a funding of ₹10 lakh each for incubation of the project over a two-year period. Depending on the nature and importance of the projects, these may be further supported at any approved technology business incubators or Ericsson's own R&D centre under the guidance of Ericsson research team to make them ready for commercial use. Second, the patents will remain with the students.

What are the key factors for deciding the winning projects?

We have invited project proposals in many areas from IIT students across Chennai, Delhi, Kanpur, Kharagpur, Mumbai, Roorkee

Are such initiatives also a step towards India turning into a knowledge powerhouse?

India has all the key ingredients for becoming a technology and knowledge powerhouse. The country has a strong talent pool and some of the best academic institutions in the world. A strong entrepreneurial ecosystem that is conducive to innovation will provide a strong impetus. Public and private sectors needs to come together to help nurture talent and innovation in the country.

Are you planning more such initiatives in India?

We will grow this programme, going forward.

Why have you partnered with only the IITs? There are so many other renowned technology institutes in India such as the BITS Pilani etc...

The IITs are a hotbed of talent and enjoy global repute. Therefore, I think we have made a good start with the IITs. As I said earlier, we will grow this programme.



New educational policy is likely next year: Irani

Says nation's destiny has for too long been vested on those who did politics and now there was a chance to transform India

M POST BUREAU

KOCHI: The new educational policy of the BJP-led NDA government is likely to be rolled out next year, Union HRD minister Smriti Irani said here on Sunday.

'The deliberations on the proposed new policy will start next year and we should have a policy,' she said.

'We will start a new educational policy soon. Educational policy takes seven months to three years and politicians, bureaucrats and experts draw it up. But there is need to involve principals, teachers and students in the educational policy,' she said.

Irani was speaking at a valedictory function of the 21st Annual Sahodaya conference of CBSE at nearby Nedumbassery.

Addressing principals

Educational policy takes seven months to three years and politicians, bureaucrats and experts draw it up. But there is need to involve principals, teachers and students in the educational policy

SMRITI IRANI

and teachers from CBSE schools across the country and abroad, she said, 'The future of the country lies in your hands. I say this not only as HRD minister, but as also a mother of two CBSE school-going kids.'

She said parents want a safe and secure environment for their children in schools.

Pointing out that India is going through an evolution, she said the nation's destiny



has for too long been vested on those who did politics and now there was a chance to transform India for the better.

'I stand here as witness of the desire of people to seek transformation and this cannot happen only in government. It should happen at the grassroots and teachers should be a vehicle to bring about the change,' she said.

The minister, who also rolled out 'Saransh,' a tool for

comprehensive self-review in schools, said it was a big step.

As part of this, parents can be intrinsically involved in academic achievements of children from classes 9 to 12, she said.

It should not be used as a 'pressure tactic,' but as an enabler, especially for children with learning challenges, she added.

She also said the 'Kerala Kalolsavam' wherein competitions in various dance and art forms are held annually in the state, should be taken to the national level.

Currently, state boards and CBSE schools in Kerala conduct such art festivals.

'We have competition in sports, in essay writing. I join my voice for teachers of Kerala to take Kala Utsav to the national platform,' she said.

Don't con the text

THE UNION MINISTER for human resource development may soon find herself in murky waters again. This time the onus can be heaped on the Rashtriya Swayamsevak Sangh and its affiliates who have openly asked Smriti Irani, HRD minister to correct the history taught in schools as Hindu culture is not being highlighted in spite of Indian history being replete with over the board mentions of Hindu freedom fighters like Mahatma Gandhi, Jawahar Lal Nehru, Sardar Vallabhbhai Patel and Netaji Subhas Chandra Bose to name a few. In fact the entire saffron urgency to colour history is a little perplexing. It may be noted that since May, Irani and the RSS affiliates have met for the sixth time and every time it has been alleged that the union HRD minister has taken note of every suggestion and has also asked for written submission in some cases. While it is true that a lot of history that we know is West oriented but then again is the RSS ready for alternative thought especially after Dinanath Batra most famously forced Penguin India to withdraw American scholar Wendy Doniger's book- *The Hindus: An Alternative History?* What is new if politics in India becomes counter-productive on such issues? Political parties anyway have such enormous dependence on religious organisations for the vote-bank that even if the natural course of something that has happened in the past needs a tweak, they do not mind it. Perhaps these are exigencies for them but what about the students who eventually get to read such books? Glorification of one person over another is in itself a huge disservice to the cause of education. Religious ideologies should never be the basis of historical revisionism and independent experts who can openly say that their point of view is not subverted towards a political party or religious outfit should be employed for the purpose.

Minister seeks students' suggestions on new education policy

NEW DELHI: Union education minister Smriti Irani wants students to send their suggestions to the government for the new education policy that it is working on. Speaking at a summit organ-

ized by Tagore International School, Vasant Vihar, on Saturday where over 40 schools participated, Irani said the government wanted to know what the students desired.

"There is a significant difference between being literate and educated. Just knowing the letters of the alphabet does not make one literate. It is by not choosing what you know is primarily wrong, that

you become educated," Irani said. The event was also attended by minister of state for home affairs Kiren Rijiju.

Speaking about India's diversity and strength's, he said, "The

Indian democracy is vibrant and gives everyone the opportunity to express their personal views. Knowledge and awareness will build confidence which in turn will unite the country." **HTC**

Women tech honchos to head 5 NIT boards

Akshaya.Mukul
@timesgroup.com

New Delhi: For the first time, top women executives of technology firms have been appointed chairpersons of the board of governors of five National Institutes of Technology (NIT) in a bid to encourage enrolment of more girls and break the glass ceiling in engineering.

Kumud Srinivasan, president of Intel India, has been made chairperson of the prestigious NIT Trichy; Vanitha Narayanan, managing director of IBM India Private Limited, NIT Suratkal; Aruna Jayanthi, CEO of Capgemini India, NIT Calicut; Vasantha Ramaswamy, founder

director of Aprameya Associates, NIT Rourkela and Jaya Panvalkar, formerly head of NVIDIA's Pune design centre, NIT Surat.

Eleven NITs did not have chairpersons.

"Getting women to head NIT board of governors will have an impact in making these institutions more attractive for girls," highly placed sources said. "Since many of the new chairpersons went to technology institutes and have worked at the highest levels in tech firms, they are best placed to break the stereotype that engineering is essentially a male profession.

► **Continued on P 11**

Women at helm to woo girls to NITs

► **Continued from P1**

The HRD ministry expects that with so many women heading the board of National Institutes of Technology, the NIT Council, the supreme governing body, will help to increase the enrolment of girls in these institutes.

"The HRD ministry is focused on increasing the enrolment of girls in engineering institutes. CBSE has already launched 'Udaan', a scheme to attract girls to engineering," sources said. Kumud Srinivasan (appointed to board of NIT Trichy) has worked with Intel for over 25 years and made India the company's largest non-manufacturing site outside the US. Vanitha Narayanan (NIT Suratkal) is also in IBM's integration and values team.



Radheshyam (right) with Super 30 founder Anand. DH PHOTO

Patna youth loses an eye, but not vision

Abhay Kumar

PATNA, DHNS: Radheshyam, son of a labourer in Surat who lost his left eye as a boy, was advised by his well wishers not to waste time in studies but use his mellifluous voice to sing and beg on trains to eke out a living. The youth, however, pursued his dream to crack the prestigious IIT joint entrance examination (JEE).

Born in a family based in the Basti district of Uttar Pradesh, Radheshyam's moth-

er Leelavati faced immense difficulties in raising her two children, especially after her husband lost his job. At the age of nine, Radheshyam lost one eye. He was on his way to school when he fell and a sharp wood piece injured his left eye. He was rushed to a government hospital where the doctors referred him to Allahabad. But Radheshyam's family could not get him proper treatment due to penury, resulting in the boy losing his left eye.

That did not deter the teenager from pursuing his dream. His friends made fun of him knowing that he still wanted to make it to the IIT despite his problems.

In June 2012, Radheshyam completed his Class X but did not know how to move forward to attain his aim. It was then that someone suggested him about Patna-based Super 30, the coaching institute which helped underprivileged students crack the prestigious IIT exam. He came to Patna and

met Super 30 founder Anand. "After talking to him, I realised the boy had the mettle. I groomed him and regularly asked him if he faced any difficulty in solving the problems. He would solve questions in more than one method. After the classes, he would sing Bhajans, entertaining other students with his melodious voice. Eventually, in 2014, he cracked the JEE-IIT and is now pursuing electrical engineering from IIT-Roorkee," Anand told *Deccan Herald*.

PU research scholars may soon get ‘special rooms’

Hindustan Times (Chandigarh)

FOR THESE ROOMS THE RESEARCH SCHOLARS WILL BE CHARGED BETWEEN
` 2,000 AND ` 4,000 PER MONTH

CHANDIGARH: The research scholars with fellowships at Panjab University may soon get ‘special rooms’ on the campus.

The university is planning to refurbish some rooms in every hostel and earmark them for the research scholars with fellowships only. However, for these rooms the research scholars will be charged between ` 2,000 and ` 4,000 per month.

Dean, Student Welfare (DSW), Navdeep Goyal, said the university had held a meeting over the issue and was being deliberated upon.

“We will consult top officials to fine-tune the proposal again and it will soon be put before syndicate for final approval,” he said.

Another top official said: “Research scholars with fellowships get ` 4,000 as house rent allowance (HRA) as part of the fellowship. But they pay the same amount (around between ` 700 and ` 1,000) as paid by other students to the university per month. Rest of the HRA money remains unspent and is not claimed from the funding agency. If we get special rooms for the research scholars, they will get more facilities and the university, in turn, will get more funds from the grants, which otherwise, remain unspent.”

Of total 1,500 research scholars, nearly 400 with fellowships from different government agencies have been put up in the university hostels. Panjab University has 18 hostels (nine for girls, eight for boys and one for working women hostel).

“In each hostel, special rooms will be created out of the existing ones with more facilities. The facilities such as television sets, refrigerators and study cabins, which are not otherwise allowed in the hostels, will be provided in these rooms,” an official said, adding that the university could think of providing AC rooms as well.

But final decision about the facilities was yet to be taken. Currently, common room in all hostels has provisions of LCD TV and music systems. The officials said the research scholars could also be allowed to keep iron.

Campus roundup

Scottish and Indian universities partner for research and innovation

Scottish Development International, the global arm of Scottish Enterprise, last week announced two strategic tie-ups between Scottish and Indian universities, post the recently concluded Scottish trade delegation visit to India. Rooma Kumar Bussi, country manager for Scottish Development International, announced the signing of agreements between the University of Dundee & Bangalore BioCluster and Scottish Association for Marine Science with Annamalai University & AMET University, respectively, for research in life sciences and marine biotech. Bussi said, "India and Scotland share a unique focus on education, research and innovation to build solutions that impact human lives. It is only natural that we come together on collaborative projects that address India's critical needs in health, life sciences and biotechnology."

SCIENCE AND ART

Indian scientist translates tornado research into dance, wins global contest

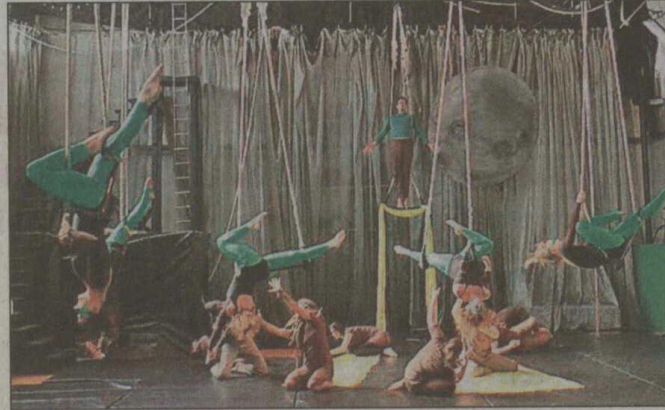
Vanita Srivastava

■ vanita.shrivastava@hindustantimes.com

NEW DELHI: An Indian scientist who danced in mid-air to explain her research on tornadoes, has won the top prize in the 2014 Dance Your PhD contest. The study is the PhD research of Uma Nagendra at the University of Georgia in Athens.

The result will be officially announced on Monday morning. Tornadoes are destructive events, ripping up the surface of the Earth, crushing buildings, and tossing automobiles in their path.

This is the 7th year of the contest, sponsored by the journal *Science*, the Association for the Advancement of Science, and HighWire Press, which challenges scientists



■ The circus aerial extravaganza bagged the top prize at the 7th Dance your PhD contest.

PHOTO: UMA NAGENDRA

around the world to explain their PhD research in the most jargon-free medium of all — dance. Nagendra's circus aerial extravaganza was chosen as the winner by an expert panel of scientists and

artists from these 12 finalists.

When Uma isn't out in the forests gathering data, she spends a good deal of her time hanging upside down on a trapeze. "I got into aerial circus as an undergrad," she says.

"Windstorms and natural disturbances have always been a big part of my life. I grew up on the Gulf Coast of the US, where hurricanes are very common. When hurricane Katrina struck in 2005, I was fascinated by the ways in which the forest was transformed — and wanted to know the mechanisms driving the recovery of that ecosystem. That event is what first brought me to disturbance ecology. I've since learned how large of a role these storms (tornadoes, hurricanes, fire) play in shaping ecosystems — in terms of diversity, structure, composition, and more," Uma told *Hindustan Times*.

The biggest challenge she said was bringing together lots of people from different backgrounds.

Smartening up for smart cities

Why is it important to create capacities in higher education institutions for smart and sustainable cities



SHAHEEN SINGHAL

Cities in India can turn smart if and only if our rural areas are smarter and self-contained with access to opportunities and services. The age-old debate on bettering our cities has received a fresh impetus with multiple interpretations and the use of the popular phrase of 'smart cities'. For a rapidly urbanising economy of India, it is imperative to relate the comprehension of 'smart' to concepts such as liveable and sustainable cities that are humane to inhabitants.

The overarching strategy of good governance with coherent policy approach and emphasis on safety, quality of life and improvements in institutional, physical, social and economic infrastructure is essential for all cities in India. However, given the disparity in influence of urbanisation and globalisation, it is critical that the definition and interpretation of 'smart and sustainable' is unique for each city—influenced by a degree of development, available resources and responding to its citizen's local priorities.

Large metropolitan areas such as Delhi, Mumbai, Bangalore and others aiming to be competitive globally do need to counteract on the inherent challenges of optimising energy and resource consumption while capturing new growth opportunities. Growth in the value of real estate in associated metro city-region should be effectively realised and channelised to finance city services and infrastructure. Business sector

should be acknowledged upfront as a resource-efficient partner and stakeholder with its strengths effectively utilised for managerial and technical competencies, thereby complementing local authorities. Focused interventions to strengthen the climate resilience of metro city-regions are critical. Technological advancement including integration of ICT should be focused for efficient delivery of services and creation of low-carbon infrastructure. Learning from and partnerships with performing cities such as Seoul, Singapore, Curitiba (Brazil) and others will be beneficial.

The upcoming million-plus urban agglomerations such as Jaipur, Lucknow, Raipur and others (a total of over 50 cities) should aggressively create enabling conditions to attract the potential for growth in the manufacturing sector. This will also facilitate in increasing the employment

potential far beyond securing the outsourcing jobs. Real estate sector should facilitate establishment of new and emerging businesses while fulfilling the need for affordable housing. Targeted strategy to attract domestic investment and FDI will provide required impetus to upgradation of basic services and inclusive sustainable growth. Local authorities' partnerships with the private sector for efficient management and optimisation of resources such as energy and water is vital.

Cities challenged to deliver the basic services and amenities such as water supply, waste management, transport, health and education; cities faced with extreme circumstances such as natural disasters (as Visakhapatnam); and cities with greater heritage significance (as Agra) do urgently need a departure from conventional approaches to adopt smarter and advanced city

management and planning techniques. The new cities, certain to be created to cater to potential massive growth in India's urban population, do require a new set of policies and strategic approaches.

The recent 'smart cities' initiative and initial financial commitment by the new government raises optimism for real change in cities than it being as just a political catchphrase. However, the overarching and unique city-specific strategies can be successfully advanced if the mandated institutions have the requisite capacities to adopt the radical change and deliver accordingly. There is a severe shortage of professionals with required skills for these tasks and the gap is increasing rapidly. The need for building such capacities is further aggravated with the government's renewed thrust on implementing various reforms in urban sector and to effectively cater to

the massive planned public and private sector investments.

Higher education institutions have and do need to play a vital role not only in building the strengths of key institutions concerned with urban development, but also to create a new cadre of professionals to develop and manage smart and sustainable cities efficiently. The country's premium academic institutions of national and international significance have greater potential to advance the strengths of disciplines such as management, technology including built environment and planning, policy and social sciences for developing sustainable solutions for existing and future cities by adopting interdisciplinary approaches. For example, TERI University has made a modest attempt in offering an MTech programme in urban development and management aimed at preparing a new generation of highly-skilled urban professionals having cutting-edge techno-managerial skills and understanding of social, economic, environmental and legal issues associated with cities. The uniqueness of this programme is in promoting learning through research-based teaching and engagement with practitioners. Students of this programme are currently working with city authorities in Delhi NCR to develop implementable and sustainable solutions.

With new vigour in the policy, academic and professional community, cities in India have a strong potential and an opportunity to become better. New knowledge partnerships will foster this change effectively and higher education institutions will play an important role in creating and promoting winning cities.

The author is head of the Department of Policy Studies at the TERI University, New Delhi

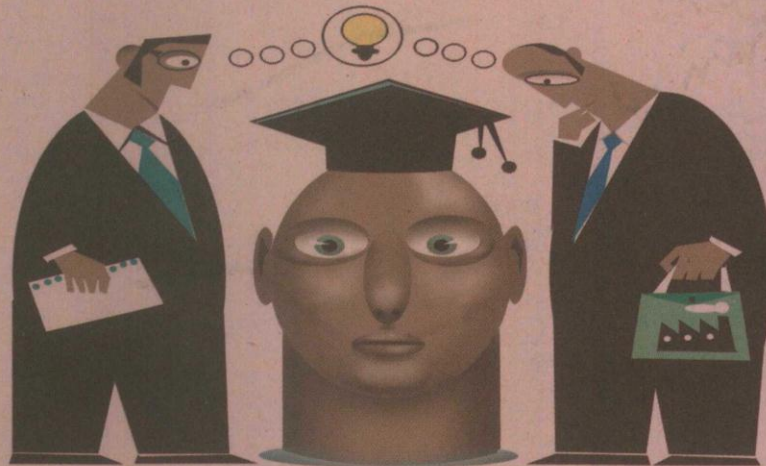


Illustration: ASIT BACHHI

Times Of India ND 03/11/2014 P-17

Dark energy is swallowing up our universe, says study

London: Scientists have found hints that dark matter, the cosmic scaffolding on which our universe is built, is being slowly erased, swallowed up by dark energy.

Cosmologists at the Universities of Portsmouth and Rome, argue the latest astronomical data favours a dark energy that grows as it interacts with dark matter, and this appears to be slowing the growth

of structure in the cosmos.

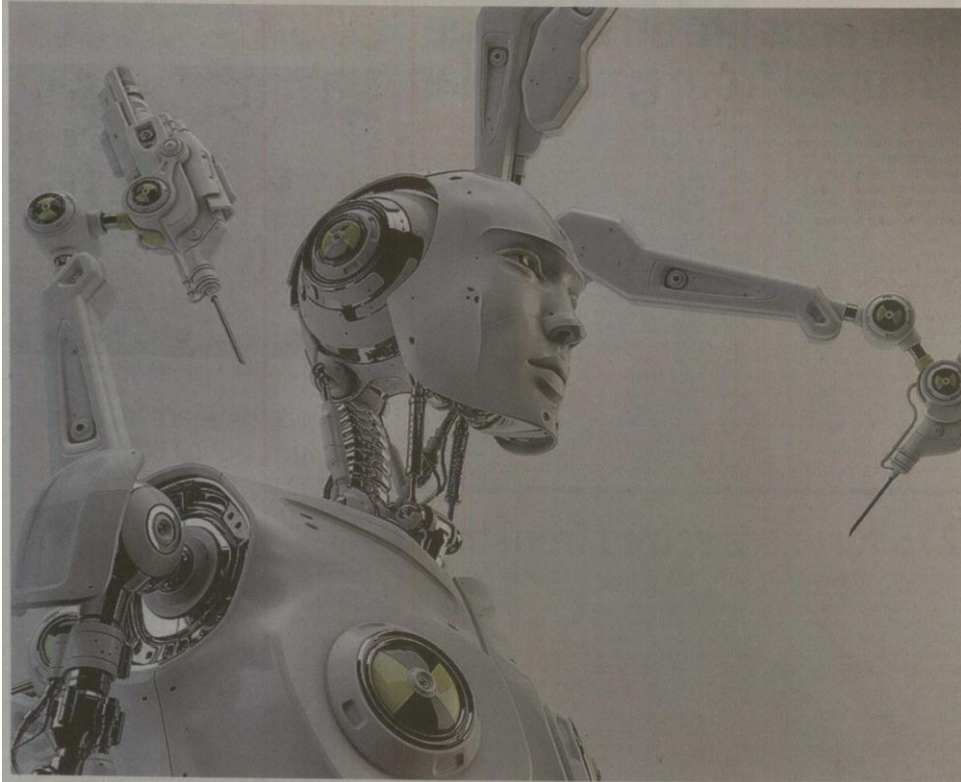
“If the dark energy is growing and dark matter is evaporating we will end up with a big, empty, boring universe with almost nothing in it,” said

SLOW ERASURE

Professor David Wands, Director of Portsmouth’s Institute of Cosmology and Gravitation.

“Dark matter provides a

framework for structures to grow in the Universe. The galaxies we see are built on that scaffolding and what we are seeing here, in these findings, suggests that dark matter is evaporating, slowing that growth of structure,” said Wands. Cosmology underwent a paradigm shift in 1998 when researchers announced the rate at which the universe was expanding was accelerating, study said. PTI



Parroting robotics

NEW TRICKS In an onstage demonstration recently, gestures were used to train a wheeled robot to come when it was beckoned. Tom Simonite explains some of the new ways of making robots work

Eugene Izhikevich thinks you shouldn't have to write code in order to teach robots new tricks. "It should be more like training a dog," he says. "Instead of programming, you show it consistent examples of desired behaviour."

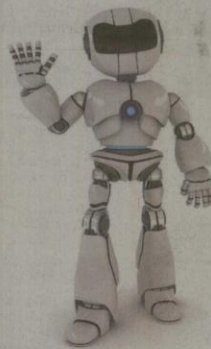
Izhikevich's startup, Brain Corporation, based in San Diego, has developed an operating system for robots called BrainOS to make that possible. To teach a robot running the software to pick up trash, for example, you would use a remote control to repeatedly guide its gripper to perform that task. After just minutes of repetition, the robot would take the initiative and start doing the task for itself. "Once you train it, it's fully autonomous," says Izhikevich, who is co-founder and CEO of the company.

Izhikevich says the approach will make it easier to produce low-cost service robots capable of simple tasks. Programming robots to behave intelligently normally requires significant expertise, he says, pointing out that the most successful home robot today is the Roomba, released in 2002. The Roomba is preprogrammed to perform one main task: driving around at random to cover as much of an area of floor as possible.

Brain Corporation hopes to make money by providing its software to entrepreneurs and companies that want to bring intelligent, low-cost robots to market. Later this year, Brain Corporation will start offering a ready-made circuit board with a smartphone processor and BrainOS installed to certain partners. Building a trainable robot would involve connecting that "brain" to a physical robot body.

The chip on that board is made by mobile processor company Qualcomm, which is an investor in Brain Corporation. At the Mobile Developers Conference in San Francisco recently, a wheeled robot with twin cameras powered by one of Brain Corporation's circuit boards was trained live on stage.

In one demo, the robot, called EyeRover, was steered along a specific route around a chair, sofa, and other obstacles



a few times. It then repeated the route by itself. In a second demo, the robot was taught to come when a person beckoned to it. One person held one hand close to the robot's twin cameras, so that EyeRover could lock onto it.

A second person then manoeuvred the robot forward and back in synchronisation with the trainer's hand. After being led through a rehearsal of the movements just twice, the robot correctly came when summoned.

Those quick examples are hardly sophisticated. But Izhikevich says more extensive training conducted over days or weeks could teach a robot to perform a more complicated task such as pulling weeds out of the ground.

A company would need to train only one robot, and could then copy its software to new robots with the same design before they headed to store shelves.

Experimenting new methods

Brain Corporation's software is based on a combination of several different artificial intelligence techniques. Much of the power comes from using artificial neural networks, which are inspired by the way

“ TRAINING A ROBOT VIA DEMONSTRATION IS FASTER THAN PROGRAMMING IT BUT PRODUCES LESS PREDICTABLE BEHAVIOUR...”

brain cells communicate, says Izhikevich. Brain Corporation was previously collaborating with Qualcomm on new forms of chip that write artificial neural networks into silicon. Those "neuromorphic" chips, as they are known, are purely research projects for the moment. But they might eventually offer a more powerful and efficient way to run software like BrainOS.

Brain Corporation previously experimented with reinforcement learning, where a robot starts out randomly trying different behaviours, and a trainer rewards it with a virtual treat when it does the right thing. The approach worked, but had its downsides. "Robots tend to harm themselves when they do that," says Izhikevich.

Training robots through demonstration is a common technique in research labs, says Manuela Veloso, a robotics professor at Carnegie Mellon University. But the technique has been slower to catch on in the world of commercial robotics, she says. The only example on the market is the two-armed Baxter robot, aimed at light manufacturing. It can be trained in a new production line task by someone manually moving its arms to direct it through the motions it needs to perform.

Sonia Chernova, an assistant professor in robotics at Worcester Polytechnic Institute, says that most other industrial robot companies are now working to add that type of learning to their own robots. But she adds that training could be tricky for mobile robots, which typically have to deal with more complex environments.

Izhikevich acknowledges that training a robot via demonstration, while faster than programming it, produces less predictable behaviour. You wouldn't want to use the technique to ensure that an autonomous car could detect jaywalkers, for example, he says. But for many simple tasks, it could be acceptable.

"Missing two percent of the weeds or strawberries you were supposed to pick is okay," he says. "You can get them tomorrow."

NYT

Knowledge is an end in itself

Indian universities are yet to abandon their original colonial mission of training students for the job market, writes SAIKAT MAJUMDAR

Protests by about 80,000 students in Italy this October have sent a clear message to their government. They don't want a university education that merely trains them for the job market. In overwhelming numbers, they have essentially voted down Premier Matteo Renzi's so-called Jobs Act, which was passed by a vote of confidence on October 10 as part of his labour reform proposals.

This event creates a powerful logic of hope against the professionalisation of higher education to fit it to the demands of the job market, which has increasingly come to define the mission of the university worldwide since the mid-20th century. Often it has felt like a natural process — and the right thing to do — as postsecondary education has opened up beyond the elite. In the US, for instance, this happened gradually under the dual impact of the post-World War II GI Bill, which sponsored post-secondary education for war veterans, and that of the creation of land-grant institutions, which emphasised professional education as opposed to a classical liberal education. In Britain, the so-called red-brick universities, initially established as science or engineering colleges, offered, to new entrants to post-secondary education, a more pragmatic track as opposed to the liberal arts enshrined in Oxbridge.

When the British set up the first modern Indian universities in Bombay, Calcutta and Madras, their goal too was professional rather than liberal. As Andre Beteille has reminded us, the objective was to produce graduates fit for jobs in the government and the emerging professions. Gauri Viswanathan has shown how even the liberal arts became a curricular vehicle of professional certification. Beteille has argued that sociopolitical pressures did not allow universities to depart from this colonial mission even after independence. Even the Nehruvian vision for higher education, which shaped the birth of the University

Education Commission in 1948, failed to change this fundamental character of Indian universities. Universities in independent India, therefore, continued to do what they had been set up to do in the 19th century — as Beteille says, “to produce increasing numbers of graduates of indifferent quality”.

Reading Beteille and Viswanathan — several years after I graduated from college in Calcutta — has enabled me to put my undergraduate education in illuminating perspective. I had honours in English — the subject Viswanathan puts at the heart of the mission of the imperial educational enterprise. Half a century after Independence, the life of the subject, as lived in the university, revolved around the heavily bureaucratized system of mass-examination that Beteille has outlined so memorably. This system had long since become safely archived in public memory, and the most visible form of this archive was available for purchase in the bookstalls of College Street — the famous anthologies of test question papers, from the last 10, 20, or 30 years, depending on the resourcefulness of the publisher. Education in India, however, is nothing if not dazzlingly uneven, and like Oxbridge, in Calcutta, it mattered far more which college you attended than the vast, sprawling university that conducted the examination and gave you the official degree. My institution, St. Xavier's, gave me an excellent literary education layered with a genuine spirit of liberal humanism. But all of this was contained, in the end, within the larger pedagogic framework scaffolded by the colossal machinery of the colonial bureaucracy — the University of Calcutta. Everything was tested by the final yardstick of the university examination. In short, even the liberal arts and sciences survived on a method of professional certification that bureaucratized the consumption of knowledge.

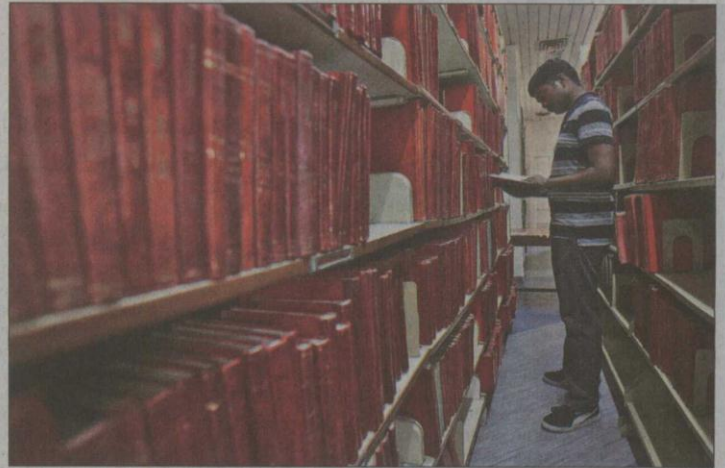
But consumption of knowledge is only half the story of the intellectual life of the disciplines. The other part

is the production of knowledge. The large trajectory of academic higher education in any subject, and not only the liberal arts, is essentially about the gradual shift from the mode of consumption to that of production. From being a consumer of knowledge — a student — to being a producer of new knowledge through original research.

The dominant model of the modern Indian university seeks to professionalise the consumption of knowledge. This is in keeping with the colonial mission of the university in the 19th century. It is easy to binarise the consumption and the production of knowledge between undergraduate education and doctoral research. While that is true to some extent, a rigid binarisation such as that which has traditionally defined higher education in India creates serious roadblocks when people make the institutional transition from the stage of consumption to that of production.

Curricular structures are changing in universities across India, and yet recent events show that there are serious social and political obstacles in their attempts to abandon their original colonial mission. The new private universities, especially those focusing on the liberal arts and development studies, invite us to imagine more vigorously the dissolution of the binary of the consumption and the production of knowledge. Importantly, the chance to produce knowledge must also be made available to those who will not move on to a research track. The challenge and the pleasure of the production of knowledge, however fragmented in memory, will stay with graduates even as they move away from the specific field. And only a seamless relation between intellectual consumption and production creates knowledge that enriches society and the long-term imagination that can sustain it.

Saikat Majumdar teaches English at Stanford University, US
The views expressed by the author are personal



■ Students who do not move on to research should get a chance to produce knowledge REUTERS