Newspaper Clips

November 9, 2011

Financial Express ND 9/11/2011   P-5

Higher education sector needs ₹10 lakh cr by '20

■ Of this, pvt sector may invest ₹50,000 cr per year

Kirtika Suneja

New Delhi, Nov 8: Comprising over 31,000 institutions, the higher education system in India needs an investment of ₹10 lakh crore by 2020 to create an additional capacity of 25 million seats. The private sector, which accounts for 52% of the total enrollment, would invest ₹50,000 crore of this per year.

These are the findings of the annual Ficci-Ernst &Young report, which also reveals that the compound annual growth rate (CAGR) of the number of institutions at 11% is faster than that of student enrollments of 6%. In fact, more than 5,000 colleges have been added in the last one year alone.

Further, the market is expected to grow as the number of students enrolled in Classes 9-12, which is an indicator of potential demand for higher education, has increased at a CAGR of 5.7% over 1996-2008, in line with the growth in higher education enrollment

"The demand for graduates is there but the capacity in each institute is not very large. However, many institutes are going vacant because of lack of quality education," explained Shobha Mishra Ghosh, director, Ficci's education committee.

Geographically, the central region has experienced

THE REPORT SAYS THE GOVT'S TARGET OF 30% GER BY 2020 SEEMS DIFFICULT TO ACHIEVE AT THE CURRENT PACE OF DEVELOPMENT, HENCE, IT SHOULD GO THE US WAY & ALLOW FOR-PROFIT EDUCATION

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the highest increase in number of institutions, while the southern region has exhibited the highest increase in student enrollment. The Gross Enrollment Ratio (GER) currently stands at about 13.8%, with west India having the highest GER of 25.7%.

In fact, the report has pointed out that the government's target of 30% GER by 2020 seems difficult to achieve

at the current pace of development and, hence, it should go the US way and allow for-profit education as that will encourage investment in the sector. If India is to meet its 30% GER target by 2020, about 40 million students should be enrolled in the higher education system in 2020.

"The Indian government should consider allowing for-profit education while putting in place a regulatory framework to ensure that for-profit players impart a certain standard of education. This will enable greater private capital inflow for setting up new capacity and therefore assist in achieving the government's GER targets," the report recommends.

As for the infrastructure, 48% of universities and 69% of colleges have infrastructure deficiencies, the report says.

The report also says that currently, state private universities are concentrated in a handful of states · the top five states account for about 65% of such varsities as they have put in place enabling regulatory environments and provide government support.

Beyond conventional IT education

INDIAN IT industry got a boost when the US faced the Y2K problem in the last decade of the 20th century. This created an enormous necessity for graduates with expertise in information and communication technology skills. The department of electronics, which became operational in the late 70s, triggered teaching programmes by giving financial grants as well as academic support through creation of curricula at the post-graduate level in some universities. Other universities were quick to appreciate the importance of launching graduate and postgraduate teaching programmes. In a few years, they initiated several engineering programs in IT and computers and degree programmes in computer science that attracted the best talented young minds. All these activities produced significant amount of skilled human power in software as well as computer hardware. The quality of these graduates might be questionable but the IT industry had no complaints as they were helping them to be world leaders in the support service industry. Several universities, in the past two decades, have established independent computer science faculties. Teachers, who were teaching pure mathematics or physics/ electronics, switched their loyalties to computer science and technology. The IITs also launched exclusive programmes in computer science education. India became the hub for IT industry.

Now, in the 21st century, India is not just recognised as a haven for BPOs, KPOs and EPOs, but is moving up the value chain towards research and development (R&D) projects in sectors like IT, automobiles, bio-sciences, genetic engineering and pharmaceuticals, to develop new products

Arun Nigavekar

FUTURISTIC APPROACH: Academic curricula, both for computer science and engineering in IT, need to be changed to meet the demands of R&D activities in the future

to meet localised needs and global markets. This is reflected in the number of research and development centres that major or multi-national corporations (MNC) like Samsung, Intel, AMD, Panasonic and Suzuki have, in the past few years, created in India. A study done in 2009, 'R&D Globalisation — A China Perspective', by Zinnov Management Consulting, revealed that China was home to about 920 MNCs who have established 1,100 R&D centres, while the numbers for India were significantly lower at 671 MNCs with 680 centres. This scenario is now changing. At present, over 700 MNCs have R&D centres in India and more than 2 lakh engineering and computer science graduates

are working in them. The report shows that the Indian centres are much ahead on the overall maturity curve. With all the requisite processes in place and better talent, they are indeed well-positioned to take up more work in the overall R&D value chain as compared to China. The India-advantage is at two levels; firstly there is immense intellectual power for carrying out research activities in a time-bound manner and secondly, there is the competitive cost of hiring talent. In the past few years, operating cost of R&D centres in India has gone up by 9 per cent but it is still 25 per cent lower than in China. Multinational companies with their R&D subsidiary centers in India will need to re-define th-

eir approach towards globalisation over the next 12 months, according to a study conducted by Zinnov Management Consulting. The study titled 'Compensation and Benefit Study 2010', highlights that changes will happen in terms of controlled salary increments; cuts on campus hiring; increasing role for service providers and focus on tier II and tier III locations for non-core functions.

The challenges for India to remain at the forefront of research and development are manifold. We must realise that innovation, competency in handling complex problems and working at cutting edge technology with a proven leadership are going to be of importance in the future. The

curricula, both for computer science and engineering in IT, need to be changed to meet the demands of R&D activities. The delivery methods have to be changed with blended education, wherein one should combine face-to-face education with e-learning objects. Teachers should use the virtual environment to bring real time experiences to students through interaction with researchers working in R&D centres in India and abroad. Students should be encouraged to take up projects that are aligned to futuristic problems in various applications in emerging fields.

The teaching emphasis has moved away from memorising facts towards finding, evaluating and using information. Increasingly, we are seeing the following trends, directions and movements in teaching and learning. Now, course time is devoted to discovery-based (that is, inquiry-based, resource-based, project-based, and active) learning over traditional lecture modes of transmitting knowledge. The course content is predominantly interdisciplinary, interdepartmental, and team-taught; it is publicly accessible and shared beyond the members of an individual course. Research and teaching are perceived as mutually enhancing rather than antithetical. The research component has to be seamlessly integrated in the entire learning and understanding process. This is a new challenge for our teaching community. But we must accept it, mainly because there is a larger advantage to the Indian IT industry. They would remain at the forefront of change in science & technology related to IT.

(The writer is a former chairman of UGC and former VC of University of Pune)
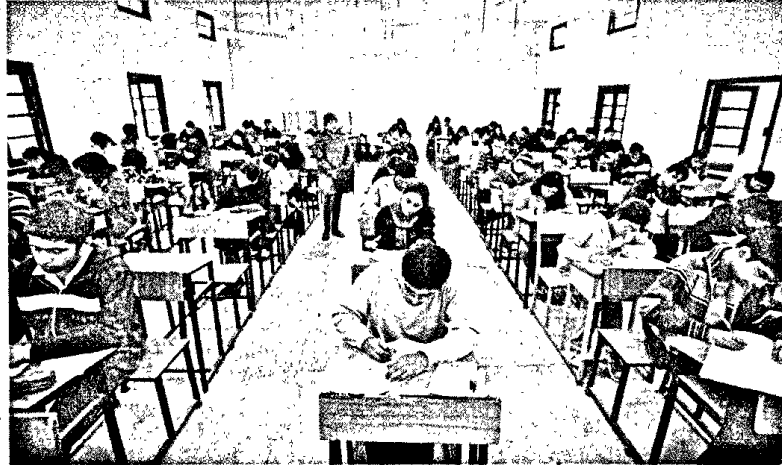
The AICTE has planned to hold the three-hour-long online test in February next year.

Single test fits all biz schools

Based on CAT model, CMAT will curb stress

THE ALL India Council for Technical Education (AICTE) has decided to conduct its single entrance test for the MBA programmes next February.

Based on the CAT model, the Common Management Admission Test (CMAT) would be an online test, to be conducted over 15-20 days.

AICTE chairman S.S. Mantha said the eligibility criteria for the test would be similar to that of CAT, conducted by the 13 IIMs. Though the exact schedule will be announced by next week, the test is expected to begin around February 10. The three-hour examination — likely to be taken by nearly 2.5 lakh candidates — will have multiple-choice questions to assess quantitative and data interpretation, logical reasoning, general awareness and language comprehension.

The AICTE will make it mandatory for all the recognised institutes to admit students only through CMAT in 2013. There are around 4,000 institutes offering MBA and another 500 offering AICTE-recog-

By Ritika Chopra
in New Delhi

nised management diploma.

"In 2013, we will make candidate selection mandatory through this test. We hope that the MBA aspirants will then have to appear just for CAT and CMAT," Mantha said.

The chairman did not answer whether the Management Aptitude Test (MAT), which is currently taken by over 3.5 lakh students and is the largest B-school entrance test, would be abolished in 2013. "We will make it compulsory for our institutes to subscribe to the CMAT score, but I can't say anything on the fate of MAT right now. The matter is still pending in the court," he added.

The CMAT has been

HRD minister
Kapil Sibal

announced with the intent of reducing the mental and financial stress on the MBA aspirants. But the idea has not been well received by many business schools and organisations like the Association of Indian Management Schools (AIMS) and the Society for Promotion of Education in India, which challenged the AICTE's notification of December 28, 2010. The notification envisaged sweeping changes in the way B-schools conduct their entrance tests and holding a single entrance/aptitude test for the admissions.

The Supreme Court order of July 26 this year has already allowed private B-schools to continue with the practice of using CAT, XAT, MAT, ATMA, and JMET (though now scrapped) exams for their admissions. However, the matter is still sub judice.

Business Line ND 9/11/2011   P-22

Scientists to explore Indian Ocean's depths

The first time scientists explored deep in the Indian Ocean, they found a new species of glowing squid. Now researchers who are departing from South Africa with even better equipment were hoping for similar success.

In 2009, the scientists collected some 7,000 samples including the newly discovered squid, which has light-producing organs that it uses to attract its prey.

Researchers aboard the RRS James Cook are taking along special cameras for photographing the ocean floor, something they didn't have last time.

"We don't know much about the deep sea community," Aurelie Spadone, a sea specialist with the International Union for Conservation of Nature, said in a telephone interview on Monday before setting out. "It would be very surprising if we don't find something like
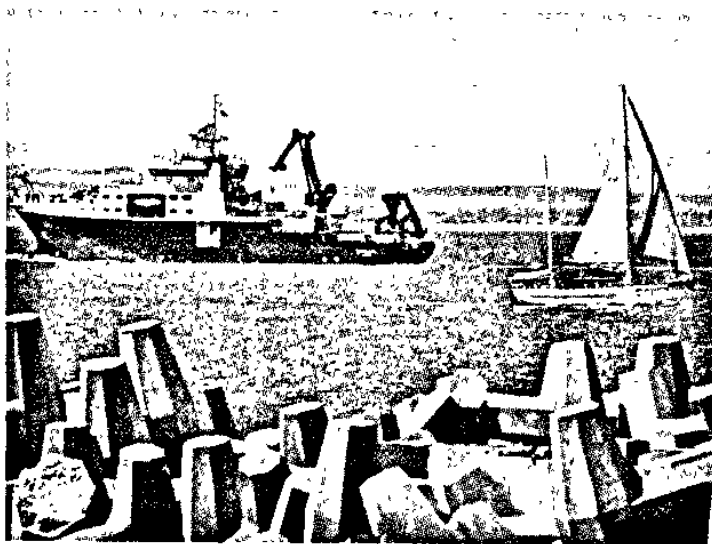
Digging deep: The boat James Cook, left, leaves the port at Cape Town harbour, with researchers aboard at the city of Cape Town, South Africa, on Monday. — AP

a new species."

The trip is focused on learning more about how deep sea fishing is affecting marine life along seamounts, peaks rising from the floor of the southern Indian Ocean.

Carl Gustaf Lundin, director of IUCN's Global Marine and Polar Programme, said many of the species that live around seamounts grow and reproduce slowly, so overfishing can severely affect their populations.

"Deep-sea bottom fisheries, including bottom trawling, can damage seamount habitats and negatively impact fish stocks," Lundin said. "It can also irreversibly damage cold water corals, sponges and other animals." (Oxford's Alex Rogers, the expedition's chief scientist, said the goal was to better understand a unique underwater environment and the threats it faces.

"Based on what we learn by studying five seamounts in the southwest Indian Ridge, we're hoping to get a better idea of where special habitats, such as cold water coral reefs, occur on seamounts and how we can protect them in the ocean globally," he said in a statement. "Perhaps we'll also be lucky enough to discover some new species living in these virtually unknown waters."

The expedition is being funded by IUCN, the Global Environment Facility and Britain's Natural Environment Research Council.

Cambridge launches study on ancient India

Ashis Ray | TNN

London: Britain's Cambridge University, one of the world's leading seats of learning, has embarked on a landmark exercise in 'linguistic archaeology', which is expected to unearth greater knowledge of India's ancient intellectual and religious traditions.

The effort will involve completion of a comprehensive examination of the South Asian manuscript collection at the university's library, which includes the oldest dated and illustrated Sanskrit document in the world.

The estimated 2,000 manuscripts in Cambridge's collection are said to reflect South Asian thinking on astronomy, grammar, law, philosophy, poetry and religion. Some of these are written on now-fragile birch bark and palm leaf.

Heading the project will be Sanskrit specialists Dr Vincenzo Vergiani and Dr Eivind Kahrs. The former said: "In a world that seems increasingly small, every artefact documenting the history of an-

> The effort will involve completion of a comprehensive examination of the South Asian manuscript collection at Cambridge's library

cient civilizations has become part of a global heritage to be carefully preserved and studied." He added: "Among such artefacts, manuscripts occupy a distinctive place—they speak to us with the actual words of long-gone men and women, bringing their beliefs, ideas and sensibilities to life."

He, then, explained: "One reason this collection is so important is because of the age of many of the manuscripts. In the heat and humidity of India, materials deteriorate quickly and manuscripts needed to be copied again and again. As a result, many of the early Indian texts no longer exist." A discovery made in 1883 represents treasures like a 10th-century Buddhist San-

skrit manuscript from India – the oldest dated and illustrated Sanskrit manuscript known anywhere. Some of the oldest holdings were discovered in Nepal. These now priceless cultural and historical artefacts were rescued in the 1870s from a disused temple, where they had survived largely by chance.

"The word Sanskrit means refined or perfected. From a very early stage, its speakers were obsessed with handing down their sacred texts intact," Vergiani elaborated. "Out of this developed an attention to how the language works. A grammatical tradition arose that produced, around the 4th century BC, the work of Panini, an amazing intellectual achievement and arguably the beginning of linguistics worldwide, which made the language stable and transmissible." It is this robustness that Dr Vergiani believes explains how the language became so prevalent in South Asia — a situation that has been likened to the spread of Latin across Europe.

HindustanTimes
Title : Strong interest in US UG programmes
Author : HT Education Correspondent hteducation@hindustantimes.com
Location :
Article Date : 11/09/2011

Strong interest in US UG programmes

Students get to learn more about US varsities at fair

HT Education Correspondent
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The recently concluded, 'US Universities Fair' helped clear doubts of many aspirants planning to study in the United States of America. The fair was organised by The United States-India Educational Foundation (USIEF), in collaboration with the Institute of International Education, a not-for-profit organisation.

You can get help here
www.educationusa.info/india
Toll-free helpdesk:
1800-103-1231, Mon to Fri, between 2pm and 5pm in English and Hindi

THINKSTOCK

Close to 34 representatives from various US universities participated in the fair and offered detailed information about their institutions and programmes to enthusiastic students. Says Pulkit Agarwal, a Class 12 student at Bal Bharati Public School, Pitampura, "I got to know about the fair through HT Education and came to clarify my doubts around studying sciences and engineering in the US."

Ask him if the interaction was fruitful and he says, "Yes, it was. It helped me understand the admissions process of US varsities. Also, I gathered enough information on scholarships and funding options," he says.

The fair provided a platform to students and university representatives to connect, hold one-on-one sessions with admissions officers and get reliable, authentic information about their programmes.

"The response has been overwhelming; We can see a very strong interest in the undergraduate programmes. The primary reason for most Indian students looking at undergraduate programmes can be the limited capacity of Indian varsities to entertain students," says Renuka Raja Rao, country co-ordinator, USIEF.

HindustanTimes
Title : How to interpret rankings
Author : Sucharita Kanjilal sucharita.kanjilal@hindustantimes.com
Location :
Article Date : 11/09/2011

How to interpret rankings

Several university rankings systems, different opinions. Experts tell you how to gauge a college based on its rank

Sucharita Kanjilal
■ sucharita.kanjilal@hindustantimes.com

For the first time in eight years, Harvard University, arguably the biggest name among higher education institutes in the world, has been upstaged in the Times Higher Education (THE) World University Rankings by Pasadena-based California Institute of Technology or Caltech. However, the importance of reading too deeply into ranking systems is debatable according to experts.

As every system produces different results and rankings change every year based on new facilities and faculty changes, students need to remember that their course, personal preferences and individual departments are important criteria to consider when applying abroad.

The process

The THE system, which began in 2004, is one of the most respected systems of ranking universities in the world as it uses 13 different indicators to evaluate the universities. These are then divided into five heads, each carrying a different weightage towards the total score. These are: industry income - innovation (2.5%), teaching –the learning environment (30%), research – volume, income and reputation (30%), international outlook - staff, students and research (7.5%) and citations – research influence (30%).

The significance

Experts believe that such rankings do play an important role in shaping students' choices and aspirations for higher education. "I think

Experts say that these university rankings hold more importance for undergraduate students than for post-graduate candidates.

such rankings have tremendous influence on students. Most of these are conducted in the most precise and professional manner, keeping a lot of variables in mind, particularly research and academic influence," says Madhavi Desai, Mumbai-based overseas education counsellor.

"These rankings hold weightage, particularly for undergraduate students. This is because when they apply for a master's programme or even for a job after graduation, the name of the university from which they graduated, makes a lot of difference. Employers as well as academicians abroad

do look at the kind of university you are coming from."

However, Desai warns students against blindly following a ranking system. "You need to take into consideration only those rankings that are the most authentic and well-researched. There are a few that you cannot go wrong with, such as the US News university rankings or the Business Week rankings when it comes to business schools," she adds.

How to interpret the rankings?

Like Desai, most counsellors recommend that students interpret university rankings based on their course, needs and interest. "Ultimately students need to look at what their requirements are in terms of budget, course, location and study environment," says Sonam Moondhra, an international education consultant. "If students are serious about interpreting the ranking system, they should look into the specific criteria that the schools have been ranked on, keeping their own interests in mind." Moondhra adds that while the top 20

world universities remain more or less the same every year, there are bound to be some changes, especially if one university acquires eminent faculty or big infrastructural changes. The Indian Institute of Technology is the only Indian university in the top 400 list.

Ranking of a university is not as important as is its standing in the course, which a student wants to pursue. "I first chose the colleges that offered the course I wanted to study, then looked at how highly rated each of them was for my particular course. Whether it is in the top ten or 20 of all world universities is irrelevant to me," said Sambudhha Guhathakurta, 20, who is looking to study film studies in the US, in 2012.

> I first chose the colleges that offered the course I wanted to study, then looked at how highly rated each of them was for my course

Sambudhha Guhathakurta, 20, who is looking to pursue film studies in the US, in the fall of 2012

2011 RANKINGS

TIMES HIGHER EDUCATION

1. California Institute of Technology
2. Harvard University
3. Stanford University
4. University of Oxford
5. Princeton University
6. University of Cambridge
7. Massachusetts Institute of Technology
8. Imperial College London
9. University of Chicago
10. University of California, Berkeley

QS WORLD RANKINGS

1. University of Cambridge
2. Harvard University
3. Massachusetts Institute of Technology
4. Yale University
5. University of Oxford
6. Imperial College, London
7. UCL (University College London)
8. University of Chicago
9. University of Pennsylvania
10. Columbia University

ACADEMIC RANKING OF WORLD UNIVERSITIES

1. Harvard University
2. Stanford University
3. Massachusetts Institute of Technology
4. University of California Berkeley
5. University of Cambridge
6. California Institute of Technology
7. Princeton University
8. Columbia University
9. University of Chicago
10. Yale University

Carnegie Endowment seeks centre in Delhi

PM Manmohan Singh with delegates of the global thinktank Carnegie Endowment for International Peace

TIMES NEWS NETWORK

New Delhi: A delegation from international thinktank Carnegie Endowment for International Peace on Tuesday met PM Manmohan Singh. The delegation, led by Carnegie Endowment chairman Sir Richard Giordano and including Sunil Bharti Mittal, a member of its board of trustees, also met home affairs minister P Chidambaram, HRD minister Kapil Sibal and National Security Advisor Shiv Shankar Menon.

Carnegie Endowment is exploring the possibility of setting up a South Asia Centre in New Delhi. "Given India's vital geo-political importance, Carnegie is eager to explore creating a South Asia centre here. We are greatly encouraged by the interest shown by senior Indian officials and thought leaders in this regard," said Jessica Mathews, its president.

MIT Scientist Has a Kill Switch for Viruses

Breakthrough discovery is a possible cure for the common cold—and every other virus

The July issue of the science journal *PLoS One* detailed an explosive finding: a drug that creates a kind of viral self-destruct switch. In years to come it could be used to eradicate diseases from HIV to the common cold. "Forget the flu shot," wrote *Men's Health*. "How about a flu cure?"

Even more impressive, the study's main researcher isn't a doctor. Todd Rider entered the Massachusetts Institute of Technology in 1986 at age 17 and left nine years later with four degrees, including a PhD in electrical engineering and computer science. He also minored in relativistic quantum field theory and solid state and optical physics. "Once you start on the path of the dark side, you are hooked," jokes Rider of his obsession with science.

When he finally graduated in 1995, Rider briefly went to work for a biotech startup but returned to MIT two years later to take the position of staff scientist at the Lincoln Laboratory, which is dedicated to using advanced technology for national security. Rider, now 42 and a senior staff scientist, initially devoted his research to finding new ways to sniff out viruses.

By splicing jellyfish genes into white blood cells—nature's front line against viral invaders—he created a biological sensor that glows in the presence of disease. The technology is faster than chemistry-based methods of disease detection and is now used by the government to test air samples for biological threats. Starting next year, Rockville (Md.)-based Innovative Biosensors plans to sell nasal swabs that use Rider's technology to spot infectious-disease outbreaks in hospitals.

Rider moved on from detecting viruses to destroying them. He describes in the recent journal article a new drug, still under development, which he has successfully used to destroy 15 viral strains, including dengue fever, a stomach virus, and a polio virus. To create it, Rider combined two proteins commonly found in the human body. One binds to viral double-stranded ribonucleic acid, a type of molecule found in all viruses. The other induces apoptosis, which is essentially programmed cell suicide. The drug acts like a homing missile that seeks out and kills cells infected by a virus. It appears to have few negative consequences and works against all diseases, even as they mutate. "Most viruses kill the host cells anyway. They are like aliens in a movie," says Rider. He has tested the drug in mice, but it may be as many as 10 years before a commercial version is available for humans. "This is a very clever approach, we are very encouraged by the proof of concept," says Anthony S. Fauci, director of the National Institute of Allergy and Infectious Diseases, one of the study's funders.

Rider is a sci-fi aficionado, and he patented a rocket-staging system in high school. The invention earned him the grand prize at the International Science and Engineering Fair, along with a trip to Stockholm and a chance to meet Nobel prizewinners in literature and physics. —*NYT*

सरकारी खर्च पर दी गई शिक्षा को क्या छात्र पर कर्ज नहीं मानें?

सरकार आईआईटी और मेडिकल के छात्रों पर पानी की तरह पैसा बहाती है। उसके बाद सरकारी नौकरी से करियर बनता है। मगर उसके बाद यदि व्यक्तिगत हित में कोई नौकरी छोड़े तो क्या उसे धोखाधड़ी नहीं मानेंगे?
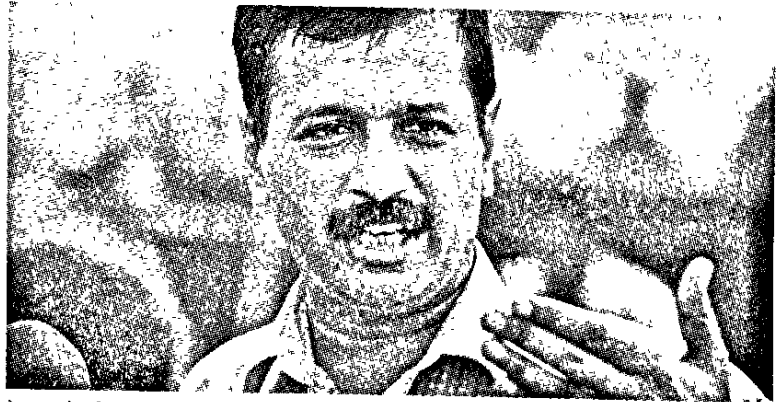
रिपोर्टर डायरी | विनम

टीम अन्ना के प्रमुख खिलाड़ी, ओपनिंग बेट्समैन अरविंद केजरीवाल ने अपनी आईआरएस की नौकरी छोड़ने के एवज में सरकार को 9.50 लाख रुपए लौटाने के साथ ही प्रधानमंत्री मनमोहन सिंह को कड़ी चिट्ठी भी लिख डाली। उन्होंने अपने इस कदम को खासा प्रचारित भी किया। इससे पूरे देश में उनकी यह छवि बनी कि वे कितने महान हैं। इस नौकरी को लात मार कर व सरकार की यह राशि लौटाकर उन्होंने पूरे देश पर बहुत बड़ा उपकार किया है। आम लोग भी ऐसा ही मानते होंगे पर मेरी सोच एकदम अलग है।

अरविंद केजरीवाल ने अपने करियर के दौरान जो कुछ किया, उसे देखने के बाद मुझे यह कहते हुए कोई झिझक नहीं होती है कि जनता के हक की दुहाई देने वाले इस भावी नेता ने एक आम छात्र का हक छीना व उसका भविष्य बरबाद किया। आईआईटी खड़गपुर से उन्होंने मैकेनिकल इंजीनियरिंग की डिग्री हासिल की थी। बाद में वे अखिल भारतीय सेवा के जरिए, भारतीय राजस्व सेवा में आए व कुछ साल बाद नौकरी पर जाना बंद कर जनसेवा में जुट गए। मेरी शुरू से ही यह धारणा रही है कि जो भी इंजीनियरिंग या मेडिकल की डिग्री हासिल करके अखिल भारतीय सेवा के जरिए आईएएस, आईएफएस या आईआरएस आदि बनता है वह देश का बहुत बड़ा गुनहगार है। देश ऐसे विद्यार्थियों पर बहुत बड़ी रकम खर्च करता है। यहां मैं स्पष्ट कर दूं कि निजी कालेजों व कैपिटेशन फीस के जरिए दाखिला पाने वालों के बारे में यह बात नहीं कही जा रही है।

सरकार को एक डाक्टर तैयार करने पर 50 लाख रुपए व डिग्री प्राप्त इंजीनियर पर 25 लाख रुपए तक खर्च करने पड़ते हैं। यह शिक्षा हासिल करने के बाद जब ऐसा छात्र कोई और क्षेत्र चुन लेता है तो न केवल उस पर आम नागरिक के खून-पसीने की कमाई से खर्च किया गया यह सारा पैसा बरबाद

चूंकि शिक्षा सस्ती है इसलिए हमें उसकी अहमियत का अनुमान नहीं है। एक नामी स्कूल में केजी के बच्चे की मासिक फीस किसी भी विश्वविद्यालय के परास्नातक छात्र की वार्षिक फीस के बराबर है। यही कारण है कि दिल्ली में सिविल सर्विस की तैयारी करने आए तमाम छात्र सिर्फ इसलिए कालेजों में दाखिला ले लेते हैं, ताकि हॉस्टल व बस पास का लाभ उठा सकें।

हो जाता है बल्कि वह ऐसा करके एक छात्र का हक भी मारता है। वायुसेना अपने लड़ाकू विमान पायलट के प्रशिक्षण पर एक करोड़ से ज्यादा पैसा खर्च करती है। बीच में एक समय ऐसा भी आया था जब निजी क्षेत्र की विमान कंपनियों में पायलटों की मांग काफी बढ़ गई थी। तब चंद लाख रुपए की बांड राशि अदा कर तमाम पायलट नौकरी छोड़ने पर उतारू हो गए थे पर वायुसेना के कड़े नियमों के कारण वे ऐसा नहीं कर पाए। अगर केजरीवाल ने वायुसेना में रहते हुए, बिना इस्तीफा स्वीकार किए जन जागरण में जुट गए होते तो एयरफोर्स पुलिस ने उन्हें पकड़कर जेल में डाल दिया होता व वे कोर्ट मार्शल का सामना कर रहे होते। अन्ना, आप तो खुद सेना में रह चुके हैं। अपने चेलों को यह सब बताकर, उन्हें अनुशासित बनाने की शिक्षा क्यों नहीं देते।

इतना ही नहीं, इस बात पर भी टीम अन्ना नाराजगी जता रही है कि चूंकि सरकार अरविंद केजरीवाल से नाराज है इसलिए उसने उनकी आईआरएस पत्नी का तबादला करवा दिया है। क्या वे लोग यह बताएंगे कि उनकी पत्नी कब से दिल्ली या नोएडा में तैनात रहीं? आमतौर पर अखिल भारतीय सेवा के अफसरों को पूरे देश में कहीं भी तैनाती होती है। वे तीन साल से ज्यादा किसी एक

विभाग में, एक ही जगह पर नहीं रहते। श्रीमती केजरीवाल कब से इस पद पर थीं?

चूंकि शिक्षा सस्ती है इसलिए हमें उसकी अहमियत का अनुमान नहीं है। एक नामी स्कूल में केजी के बच्चे की मासिक फीस किसी भी विश्वविद्यालय के परास्नातक छात्र की वार्षिक फीस के बराबर है। यही कारण है कि दिल्ली में सिविल सर्विस की तैयारी करने आए तमाम छात्र सिर्फ इसलिए कालेजों में दाखिला ले लेते हैं, ताकि हास्टल व बस पास का लाभ उठा सकें।

मेरा मानना है कि सरकार के हाथों शिक्षा पर किया गया खर्च उस छात्र पर कर्ज होना चाहिए। अगर वह छात्र डाक्टर या इंजीनियर बनने के बाद उसी व्यवसाय में, अपने ही देश में रहता है तो उससे इस कर्ज की वसूली नहीं की जानी चाहिए। वहीं, अगर ऐसा छात्र कोई नया व्यवसाय या क्षेत्र चुनता है और देश छोड़ कर विदेश में अपनी किस्मत आजमाना चाहता है तो दंड समेत इस खर्च किए गए पैसे की वसूली की जानी चाहिए। इसके लिए डिग्री के पीछे लिख दिया जाना चाहिए कि उस पर देश की कितनी रकम बकाया है। जिस तरह से आयकर की वसूली की जाती है, उसी तरह से किस्तो में उस पर खर्च की गई राशि की वापसी अनिवार्य कर देनी चाहिए।

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कुछ अलग

पेशेवर शिक्षा की चाह रखने वाले छात्रों को हाईस्कूल में कम अंक पाने पर नहीं होना पड़ेगा निराश

इंजीनियर बनने के लिए 35 फीसदी अंक ही काफी

नई दिल्ली | मदन जैड़ा

हाईस्कूल में 35 फीसदी अंक हैं तो क्या हुआ। यदि मन में इंजीनियर बनने का सपना पाले हुए हैं तब भी निराश होने की जरूरत नहीं।

अब ऐसे छात्र भी साकार कर सकते हैं पेशेवर शिक्षा का सपना। दरअसल देश-विदेश में पेशेवरों की बढ़ती मांग के मद्देनजर ऐसा बदलाव किया जा रहा है। अगले शैक्षणिक सत्र से 35 फीसदी अंकों के साथ हाईस्कूल पास करने वाले छात्र इंजीनियरिंग, फार्मेसी, आर्किटेक्चर,

होटल मैनेजमेंट या अप्लाइड आर्ट्स और क्राफ्ट्स के तीन वर्षीय डिप्लोमा कोर्स में प्रवेश ले सकेंगे। अभी तक अंक सीमा 50 फीसदी थी। इसके साथ ही पेशेवर कोर्स में प्रवेश मिलने की राह आसान होगी। अखिल भारतीय तकनीकी शिक्षा परिषद (एआईसीटीई) ने पेशेवर शिक्षा में प्रवेश के लिए न्यूनतम अंक सीमा में और छूट देने का फैसला किया है। एआईसीटीई ने तकनीकी कॉलेजों में वर्ष 2012-13 सत्र में प्रवेश के लिए डिप्लोमा कोर्स में न्यूनतम अंक सीमा में 15 और डिग्री कोर्स में 5 फीसदी

की कमी की है। ज्यादा से ज्यादा लोग तकनीकी शिक्षा हासिल कर सकें और सीटें खाली नहीं रहें इस वजह से ऐसा

किया जा रहा है। अभी लगभग ढाई लाख सीटें हर साल खाली रह जाती हैं।

पेशेवर कोर्स में कुल सीटें

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साकार होगा सपना

● अखिल भारतीय तकनीकी शिक्षा परिषद की नई पहल, अगले सत्र से लागू होगी व्यवस्था ● तीन वर्षीय डिप्लोमा कोर्स में एडमिशन के लिए अंक सीमा में 15 फीसदी की छूट