

Newspaper Clips

September 12, 2011

Times of India ND 12/09/2011 P-7

RS disruption costs students their degrees

Akshaya Mukul | TNN

New Delhi: Frequent disruptions and non-functioning of Parliament has cost more than 80 students of the prestigious Indian Institute of Science Education & Research (IISER) in Pune and Kolkata dearly.

IISERs were to be made part of the National Institutes of Technology Act but the amendment bill could not be passed in Rajya Sabha after receiving the nod in Lok Sabha. The immediate fallout is that students of the two IISERs will not get their degree of Master in Science for which they toiled for five years.

The IISERs in Pune and Kolkata

were opened in 2006 as centres of excellence to promote study and innovation in science. In Pune, 42 students took admission while 44 did so in Kolkata. In 2007, IISER was opened in Mohali and in Bhopal and Thiruvananthapuram in 2008.

V S Rao, officiating registrar of IISER, Pune, told TOI, "Students in both the institutes

have been given provisional certificates. Out of 42 students in Pune, 40 have got jobs and admission for further studies but the final certificate will be needed." Sanjay Dhande, director, IIT-Kanpur and senate member of IISER, Pune, said, "A way out

has to be found. Future of students will suffer." An official said what students have been given provisionally is only a certificate and not a degree that was promised.

On its part, the HRD ministry is contemplating an ordinance. Legal opinion is being sought, sources said.

But IISER-Kolkata's claim on its website that it is an autonomous institution awarding its own degrees has created confusion. Right now all IISERs are registered societies and cannot award degrees on their own.

"What IISER-Kolkata is claiming is a misnomer," an official said. Edu-

cational institutes established through an Act of Parliament (like IITs, NITs, AIIMS), or having a university (may be deemed, to be deemed etc) status from UGC or state governments can award degrees.

IIMs also do not award degrees as they are a registered society. They award post-graduate diplomas, considered equivalent to master's degree in management. But since the entry level requirement is of a degree, IIM passouts are eligible for competitive examinations like civil services as for many jobs and visa requirements. What IISER students have is just a class XII certificate till formal degree is awarded.

FUTURE TENSE

IISER students left in lurch as House turns down NIT Act

MOUSHUMI BASU ■ NEW DELHI

The non-passage of the NIT Act (Amendment) Bill 2011 in Rajya Sabha has come as a blow to the students of the Indian Institute of Science, Education & Research (IISER), Pune and Kolkata. The first batch of these students who completed their five-year course in 2011 summer, are now left in the lurch without any degree.

The experts pointed out that these institutes cannot award degrees as the NIT (Amendment) Bill 2011 was not passed. Institutes, only established through an act of Parliament (like IITs, NITs), or having a University (may be deemed, to be deemed etc.) status, from UGC or States, can award degrees, they pointed out. In fact the very purpose of the amendment was to include five IISERs under the purview of NIT Act.

The first two IISERs at Pune and Kolkata were opened in 2006 as centers of excellence, mainly to promote study and innovations in Science. This was followed by IISERs at Mohali (2007), at Bhopal and Trivandrum in 2008.

The IISERs have been touted by the Ministry of Human Resource Development (MHRD) as centers of excellence, to promote study and innovations in Science. The main thrust of IISERs has been to provide a 5-year master (MS) course in Integrated Science with the popular theme, "catch them young as India is a ware-house of Science talents."

The sources reminded that IISERs started with the objective of "reaching the prestigious position in the global setting that IISc, IIMs and IITs enjoy. The institutions were to be made autonomous, awarding its own degrees with a prime focus to integrate science education and research, with a motive of attracting bright students and world class faculty."

Experts also questioned the five year long delay on the part of MHRD to take a decision on the issue and move it in the Parliament when the future of several students was involved.

Now with the falling-out of the NIT Bill, the IISERs pass-out are left only with a Certificate, in lieu of a degree, which is contrary to an MS degree as promised in IISER's mission.

A passout from IISER on the condition of anonymity pointed out that "unlike IIM candidates who are already a graduate while appearing for the entrance test, the students of IISER are merely Class 12 pass-outs and now in absence of a degree we are left groping in the dark?" "There is uncertainty when the amendment is passed and till then, in absence of a graduate equivalent degree how can we pursue our careers in higher studies or apply for jobs?" questioned another.

Education agenda suffers a setback

NITIN MAHAJAN
NEW DELHI, SEPT. 11

The UPA-2's educational reforms agenda has suffered a major setback as Union human resources development minister Kapil Sibal was unable to push any major bill concerning his ministry through Parliament during the recently concluded Monsoon Session.

Several important bills like the Educational Tribunals Bill, Foreign Education Institutions

(Regulation of Entry and Operations) Bill 2010 and the high-profile National Academic Depository (Amendment) Bill, 2011, are still pending before Parliament. With only one legislation proposing amendment to the National Council for Teachers Education was approved in the last session. This, despite the fact that Mr Sibal had worked overtime to placate Congress MPs and Opposition members to ensure that their queries regarding various

The HRD ministry is now likely to engage in another round of talks with MPs to ensure that these bills are passed in the Winter Session

pending bills were resolved and his education reform agenda gets is

through during the recently concluded session.

It is understood that currently there are about 10 bills that are at the various stages of legislative and consultation process in Parliament and the delay in their clearance has pushed the educational reform agenda back by several years.

Sources said the ministry is now likely to engage in another round of talks with MPs to ensure that these bills are passed in the Winter Session of

Parliament. Several of these bills had come under sharp attack from the Opposition and ruling party members ever since they were first introduced in 2010 Monsoon Session.

The non-clearance of the pending bills also meant that the HRD ministry was unable to introduce two more important bills — the National Council for Higher Education and Research Bill, 2011 and the Universities for Innovation Bill, 2011 — in Parliament.

Govt task force for IIT suicides

PRESS TRUST OF INDIA

NEW DELHI, SEPTEMBER 11

CONCERNED over rising cases of suicides among IIT students in recent years, the government has proposed setting up a task force to study the situation and suggest "systemic" measures to address the issue.

"The task force would analyse the issue threadbare, study the present situation in IITs, review the support systems available, and suggest the measures which can be undertaken to address the situation," an HRD Ministry official said.

The constitution of the

task force, to be discussed at the IIT council meeting on Wednesday, would have representation from students, alumni, deans, parents and teachers.

Some experts on the subject of suicide can also be considered for membership of such a task force, the official said, indicating it could be headed by an eminent person such as director of National Institute of Mental Health and Neuro Sciences.

The need for such a body was being increasingly felt as steps taken so far to address the problem including measures to de-stress students did not prove sufficient

enough to check the problem of suicides, the official said.

Studies have suggested that most of the students took such extreme measure either due to stress-related disorder or had succumbed to depression.

In recent years, cases of suicides have been reported from several of the IIT campuses — the latest one being from IIT Patna on September 1 where a 20-year-old girl from Andhra Pradesh allegedly committed suicide by jumping from the roof of her hostel as she was depressed with her performance in the elite institute.

Asian Age ND 12/09/2011 P-3

IITs: Taskforce to check suicides

AGE CORRESPONDENT
NEW DELHI, SEPT. 11

The government is contemplating the setting up of a taskforce to study the rising cases of suicides among IIT students and suggest measures to address the issue.

Official sources in the human resource development ministry stated that the taskforce will try to analyse the issue, study the present situation in the institutes, review the support systems and suggest measures that need to be taken to stop such cases.

The constitution of the taskforce is likely to come up for discussion at the IIT council meeting scheduled to be held in the national capital on Wednesday. Sources stated that the council is likely to seek suggestions from various stakeholders, like students, alumni, deans, parents and teachers.

Sources stated that the taskforce could be headed by an eminent person such as director of National Institute of Mental Health and Neuro Sciences.

The need for such a body was being increasingly felt

Student suicides matter of concern

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- Council is likely to seek suggestions from students, alumni, deans, parents and teachers

as steps taken so far to address the problem including measures to de-stress students did not prove sufficient enough.

The taskforce will also attempt to address this issue as increased usage of gadgets, mobile phones, Internet, games and videos is upsetting the daily schedule and attendance in classes. It would analyse whether media hype about IITs and peer pressure could have contributed to an overwhelming feelings of success or failure among students.

How India's best-known B-school got built

The people who helped shape IIM-A into the institution that it is today.

Chandu Nair

It is rare in India to come across a biography (if one can call it that!) of an educational institution or one who is closely associated with the creation of such an institution. It is rarer still to see a combination of both in one single book. T.T. Ram Mohan, an alumnus of IIM Kolkata and a professor in the Indian Institute of Management, Ahmedabad, attempts precisely that in his evocatively and aptly titled *Brick by Red Brick – Ravi Matthai and the Making of IIM Ahmedabad* (published by Rupa & Co).

The oft-photographed brick facade of what is arguably India's most famous B-school is familiar to anyone with any aspirations to, or interest in, management education.

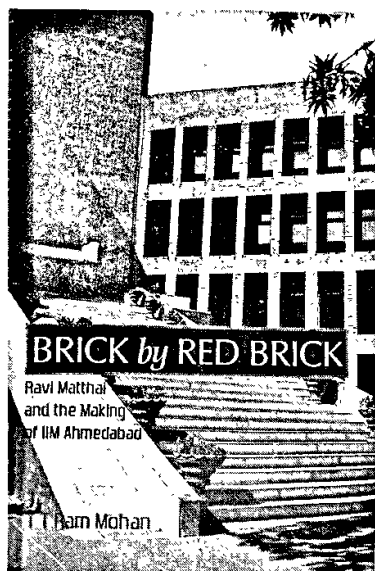
However, not much is known of its origins or the role played by key individuals in its founding and its transformation into an institution of repute. And to that end, this book is a welcome addition to the little literature that exists on the subject of management education in India today.

It is a fascinating story of institution building, of a coming together of a "constellation of forces" (to use a much favoured expression of Prof Dwijendra Tripathy, one of Ram Mohan's key sources) – of personalities, Governments (State and Central), thinking politicians and bureaucrats, and the foreign hand (the role of Harvard Business School and other overseas academicians) who somehow seemed propelled by some force to achieve a higher goal.

It is especially remarkable to see how various personalities got together to create and, thereafter, define the contours of their vision of a management educational institution.

Each personality is striking – be it Vikram Sarabhai (a remarkable modern day renaissance man, responsible for the founding of many of India's famous institutions), Lalbhai, a prominent industrialist and no mean institution-builder himself, Prof Kamla Chowdhury, who is widely credited with the academic framework in the initial years, and, of course, the main protagonist and IIM-A's first director, Ravi Matthai, who many credit with the unique culture and appeal that IIM-A continues to have even today. These driven helmsmen are possibly the reason why IIMA is where it is today.

What Ram Mohan also clearly shows is the way frameworks and processes were designed and implemented in a manner that contributed to IIM-A's unique way of working at different levels – be it the active involvement of the faculty in key policy decisions; the autonomy that IIM-A sought and got from the beginning; the deliberate creation of a culture of informality with accountability; thinking big as evidenced by



the choice of Louis Kahn as the architect (thereby, rendering IIM-A's old campus a tourist attraction even today!); and so on.

There were several key decisions taken in the initial period which are valid even today – granting a diploma for the PG course as opposed to a degree; allowing freshers without work experience to join the PG course; permitting faculty to do private consulting; having a strong, independent Board of Governors; and frequent Faculty Council meetings, among others.

Ravi Matthai, the founding director, seems to have had a major role to play in the formulation and implementation of many key aspects of the institute's functioning, many of which have had a long-term impact.

It almost seems like any director thereafter decides on major issues asking himself this question 'What would Ravi have done in this situation?'

► *Ravi Matthai, the founding director, seems to have had a major role to play in the formulation and implementation of many key aspects of the institute's functioning, many of which have had a long-term impact.*

Ram Mohan, who has never met the man (Ravi passed away in February 1984), is clearly inspired by the enduring legacy and imprint that Ravi has left behind in the form of key processes, his approach to making key decisions, and IIM-A's unique culture.

Above all this, what absolutely stands out is Ravi's clear determination, right from the time of his joining to stepping down as Director after five-seven years; he actually did that, much to everyone's utter shock at that time, and continued as a regular faculty member.

It is pretty hard to imagine that there would be men like that in India today who would voluntarily give up position and power!

A key lesson that emanates is what Ram Mohan enunciates on page 38 – "You do not need extraordinary people in order to create great institutions, you need ordinary people who are highly motivated and are driven by a shared sense of purpose."

This message is particularly apt today when many of us are witness to institutions being compromised or subordinated to the greed or hunger for power of a few individuals or groups or vested interests.

One sometimes gets the feeling that Ram Mohan is torn between two approaches. One side of him, the academician, wants to keep it analytical and thoughtful, while the other side of him, the columnist, itches to make it more racy and fast-paced.

It looks like the former generally prevailed (perhaps, because he continues to be a faculty member there) though there are occasions where the latter has managed to sneak through (cases in point being some alleged triangle between Vikram Sarabhai, his wife and a former professor, or Ravi Matthai being sent off to England after a road accident).

But these bits are mere sideshows and the overall intent of the book – to show us how a world-class educational institution can be built and sustained – is pretty effectively conveyed.

More than anything else, it shows us how one man, in this case Ravi Matthai, can give totally of himself to build a pioneering centre of excellence, without expecting anything in return.



Chandu Nair is an alumnus of IIM-A from the 1983 PGP batch.

The change agents

Time has come for B-schools to create a model for 'good' business by practising what they teach their students

Anil Sachdev

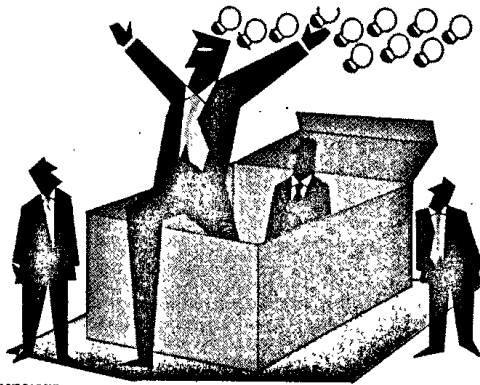
THE world of business has a profound impact on our lives. If our workplaces create meaning, enthusiasm and character, the communities we shape become inspiring. The world faces daunting challenges: climate change, poverty, terrorism and the breakdown of unregulated capitalism. We cannot close our eyes and pretend that the role of the business is to maximise profit and leave the rest to the government and the community. In fact, businesses create greed, corruption, pollution and social tensions by the way they operate. They also create social good, ecological balance, holistic development and healthy international relations if they choose to act in inspired ways.

B-schools produce the future leaders. The way they provide education is, therefore, extremely important. If they develop leaders with whole systems thinking, character and the enthusiasm, to make a real difference, B-schools have a real

chance to be 'game changer' in higher education.

I believe that time has come for B-schools to create a model for 'good' business by practising what they teach their students. Just like a medical college teaches good medicine and is attached to a good hospital to enable disciplined practice, B-schools should set up as a company that teaches and practices sustainable business. This fresh thinking brings a number of challenges in its fold.

It is well known that effective leadership requires emotional and creative intelligence more than reasoning and verbal abilities. Tests like GMAT and CAT do not measure these dimensions. A B-school should adopt tools that measure empathy and creativity besides many other leadership aspects. You may score only 70% in CAT but could receive a high percentile ranking on assertiveness, resilience, risk taking, empathy, idea orientation, etc. On the other hand, you may receive a 99% percentile on CAT or GMAT and yet may get 30% on the above men-



ASIT BAGCHI

tioned leadership traits. B-schools need to select students on their 'holistic leadership' profile—this could be a game changer and can result in a class composition that has much more diversity. Those who grossly over-rate analytical ability and IQ and look down upon those with high EQ and creativity would, of course, challenge this selection process. We are convinced that in the long

run the best B-school will go beyond GMAT and CAT that are very limiting in their approach.

Enlightened industry expects B-school graduates to learn new dimensions such as 'Green Supply Chain', 'Global Challenges in Markets and Businesses', 'Virtual Teams', etc. They also want to play an active role in shaping the curriculum. This is a welcome step and must be encouraged. We need to

conceive a B-school of the industry, for the industry and by the industry.

If we are serious about enhancing the learning of students, we need to design learning spaces that are creatively designed. Round tables instead of the traditional class room make a big difference. A good teacher 'facilitates' learning rather than 'impart' knowledge. Aesthetics, open spaces, state of the art technology, an ERP that integrates all processes etc are all important aspects.

It is also important to make students take the pressure of a one-year programme. For example, Canada's leading B-school, the Richard Ivey School of Business in London, Ontario, switched over to a one-year programme recently. This is because they realised that 9 months of a 2-year programme are spent on vacations and internship and by switching over to six days a week scheduling, they could easily provide the same number of credits in one year that others were doing in two years. INSEAD has followed

this for many years now. So has ISB in India.

The world requires leaders who have compassion, mindfulness and ecological sensitivity. B-schools that are attempting to include innovative approaches to inculcate these values face many challenges.

For example, in some new schools, every student spends one day a week with an NGO to work on a social innovation programme. This introduces them to 'Bharat' or the other India and it is very challenging for them to learn from the complexities of social change.

India is blessed with many opportunities. We have talented people, a great market and a new found confidence and will to succeed. This is the best time for B-schools—that are deeply concerned about building the India of our dreams—to turn into institutions that provide high quality industry relevant education and also emphasises the building of the right character.

The author is CEO & founder of the School of Inspired Leadership

Hindustan Times ND 12/09/2011 p-5

Online examination forms: Delhi University shelves plans till next year

Mallica Joshi

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NEW DELHI: Delhi University students may soon be able to fill up exam forms online.

In an effort to make the examination process more accurate and efficient, the university's exam branch is working towards putting exam forms online for ease and speed.

Though the exam branch had floated the proposal for this semester, most colleges showed reluctance.

"For this year, we will be using the physical forms but the plan

to go online is on. It will, in all probability, be implemented next year. The colleges were reluctant to implement it from this year as they don't have trained personnel for the process," said RC Sharma, dean, examinations, DU.

The examination branch has, however, already received close to 900 online forms this year and will be treating these as the pilot study.

"Since we had intimated colleges about the change we got some forms before colleges asked for more time. These forms will now be our pilot study.

Going online will help us create a database of all examinees," said Sharma.

According to sources, the change is being implemented in the view of the recent DUMET scam — where the answer key for the medical exam was leaked to students who were ready to pay money.

"We are hoping to bring in more transparency in the system and this is the first step in that direction. Many more changes are in the offing," said an official on the condition of anonymity.

Colleges, however, felt that

the university was trying to do too many things at the same time. "There are a lot of changes to be made in the system, no doubt, but all those changes cannot be made at the same time. We need to know about these changes at least a semester in advance," said the principal of a north campus college.

But students seem ready. "It's high time that the university implemented this system. Almost all of us have internet and those who don't can access it at college," said Sapna Awasthi, a second year BA (programme) student at Miranda House.

Financial Express ND 12/09/2011p-6

SCHUMPETER

Angst for the educated

A university degree no longer confers financial security

MILLIONS of school-leavers in the rich world are about to bid a tearful goodbye to their parents and start a new life at university. Some are inspired by a pure love of learning. But most also believe that spending three or four years at university—and accumulating huge debts in the process—will boost their chances of landing a well-paid and secure job.

Their elders have always told them that education is the best way to equip themselves to thrive in a globalised world. Blue-collar workers will see their jobs offshored and automated, the familiar argument goes. School dropouts will have to cope with a life of cash-strapped insecurity. But the graduate elite will have the world at its feet. There is some evidence to support this view. A recent study from Georgetown University's Centre on Education and the Workforce argues that "obtaining a post-secondary credential is almost always worth it." Educational qualifications are tightly correlated with earnings: an American with a professional degree can expect to pocket \$3.6m over a lifetime; one with merely a high-school diploma can expect only \$1.3m. The gap between more- and less-educated earners may be widening. A study in 2002 found that someone with a bachelor's degree could expect to earn 75% more over a lifetime than someone with only a high-school diploma. Today the premium is even higher.

But is the past a reliable guide to the future? Or are we at the beginning of a new phase in the relationship between jobs and education? There are good reasons for thinking that old patterns are about to change—and that the current recession-driven downturn in the demand for Western graduates will morph into something structural. The gale of creative destruction that has shaken so many blue-collar workers over the past few decades is beginning to shake the cognitive elite as well.

The supply of university graduates is increasing rapidly. The *Chronicle of Higher Education* calculates that between 1990 and 2007 the number of students going to university increased by

22% in North America, 74% in Europe, 144% in Latin America and 203% in Asia. In 2007 150m people attended university around the world, including 70m in Asia. Emerging economies—especially China—are pouring resources into building universities that can compete with the elite of America and Europe. They are also producing professional-services firms such as Tata Consulting Services and Infosys that take fresh graduates and turn them into world-class computer programmers and consultants. The best and the brightest of the rich world must increasingly compete with the best and the brightest from poorer countries who are willing to work harder for less money.

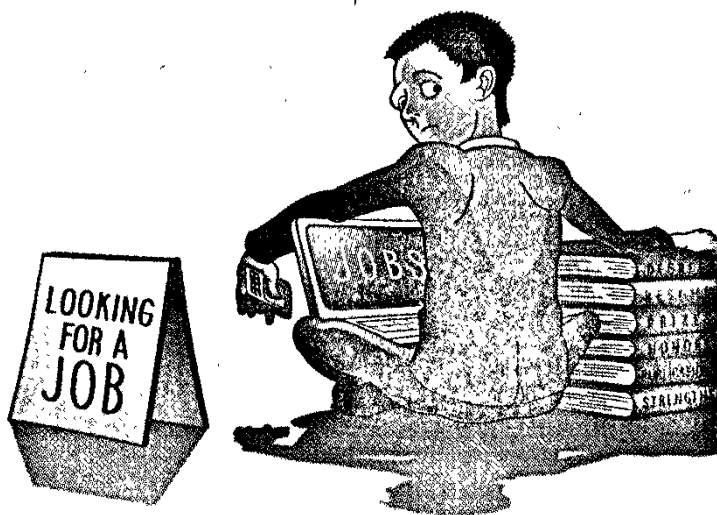
At the same time, the demand for educated labour is being reconfigured by technology, in much the same way that the demand for agricultural labour was reconfigured in the 19th century and that for factory labour in the 20th. Computers can not only perform repetitive

mental tasks much faster than human beings. They can also empower amateurs to do what professionals once did: why hire a flesh-and-blood accountant

The main effect of automation in the computer era is not only that it destroys blue-collar jobs but also that it destroys any job that can be reduced to a routine

to complete your tax return when TurboTax (a software package) will do the job at a fraction of the cost? And the variety of jobs that computers can do is multiplying as programmers teach them to deal with tone and linguistic ambiguity.

Several economists, including Paul Krugman, have begun to argue that post-industrial societies will be characterised not by a relentless rise in demand for the educated but by a great "hollowing out", as mid-level jobs are destroyed by smart machines and high-level job growth slows. David Autor, of the Massachusetts Institute of Technology (MIT), points out that the main effect of automation in the computer era is not that it destroys blue-collar jobs but that it destroys any job that can be reduced to a routine. Alan Blinder, of Princeton University, argues that



the jobs graduates have traditionally performed are if anything more "offshorable" than low-wage ones. A plumber or lorry-driver's job cannot be outsourced to India. A computer programmer's can.

A university education is still a prerequisite for entering some of the great guilds, such as medicine, law and academia, that provide secure and well-paying jobs. Over the 20th century these guilds did a wonderful job of raising barriers to entry—sometimes for good reasons (nobody wants to be operated on by a barber) and sometimes for self-interested ones. But these guilds are beginning to buckle. Newspapers are fighting a losing battle with the blogosphere. Universities are replacing tenure-track professors with non-tenured staff. Law firms are contracting out routine work such as "discovery" (digging up documents relevant to a lawsuit) to computerised-search specialists such as Blackstone Discovery. Even doctors are threatened, as patients find advice online and treatment in Walmart's new health centres.

Thomas Malone of MIT argues that these changes—automation, globalisation and deregulation—may be part of a bigger change: the application of the division of labour to brain-work. Just as Adam Smith's factory managers broke the production of pins into 18 components, so companies are increasingly breaking the production of brain-work into ever tinier slices. TopCoder chops up IT projects into bite-sized chunks and then serves them up to a worldwide workforce of freelance coders.

These changes will undoubtedly improve the productivity of brain-workers. They will allow consumers to sidestep the professional guilds that have extracted high rents for their services. And they will empower many brain-workers to focus on what they are best at and contract out more tedious tasks to others. But the reconfiguration of brain-work will also make life far less cosy and predictable for the next generation of graduates.

Punjab Kesari ND 12/09/2011 P-2

एक बार फिर संसद में नहीं पास हो सके शिक्षा से जुड़े अहम विधेयक

नयी दिल्ली, (भाषा): एक वर्ष से भी अधिक समय की मशक्कत और कुछ महत्वपूर्ण मसौदों पर स्थायी समिति द्वारा रिपोर्ट सौंपे जाने के बावजूद हाल ही में सम्पन्न संसद के मानसून सत्र में शिक्षा के क्षेत्र में आमूलचूल सुधार से जुड़े विधेयक पारित नहीं हो पाये। मानव संसाधन विकास मंत्री कपिल सिब्बल को उम्मीद थी कि संसद में शिक्षा में आमूलचूल सुधार से संबंधित विधेयक पास हो जायेंगे।

मानसून सत्र में आईआईआईटी कांचीपुरम को राष्ट्रीय महत्व के संस्थान का दर्जा दिये जाने का विधेयक भी पारित नहीं हो पाया। लोकसभा ने हालांकि इस विधेयक को 25 अगस्त को पारित कर दिया था लेकिन राज्यसभा में सत्ताधारी कांग्रेस सदस्य जेसुदासु सलीम ने इस विधेयक का विरोध करते हुए मतदान कराये जाने की मांग कर

दी, सरकार की ओर से हालांकि इसे ध्वनिमत से पारित करने का प्रस्ताव रखा गया था। सूत्रों ने बताया कि अब आईआईआईटी कांचीपुरम को राष्ट्रीय महत्व का संस्थान का दर्जा दिये जाने

■ नहीं पूरी हो पाई सिब्बल की आस

के लिए अध्यादेश जारी किया जा सकता है। मानव संसाधन विकास मंत्रालय के सूत्रों ने बताया कि इन विधेयकों के पारित नहीं होने की एक प्रमुख वजह मानसून सत्र में काफी समय बर्बाद होना है। जिन महत्वपूर्ण विधेयकों को पारित किया जाना है उनमें शीर्ष नियामक निकाय गठित किये जाने से जुड़े विधेयक समेत उच्च शिक्षा से जुड़े तीन अहम विधेयक शामिल हैं। इन विधेयकों में राष्ट्रीय उच्च शिक्षा एवं शोध परिषद

(एनसीएचईआर) विधेयक 2011 शामिल है जिसमें उच्च शिक्षा में शीर्ष नियामक निकाय गठित किये जाने का प्रस्ताव किया गया है।

यह निकाय अन्य कार्यों के अलावा चिकित्सा शोध के क्षेत्र में मानक एवं संबद्धता मापदंड तय करेगा।

इस विधेयक में चिकित्सा शिक्षा को शामिल किए जाने को लेकर स्वास्थ्य मंत्रालय और मानव संसाधन विकास मंत्रालय के बीच रस्साकशी चल रही थी जिसे बाद में सुलझा लिया गया। सरकार जिन महत्वपूर्ण विधेयकों को पारित करना चाहती है, उनमें नवोन्मेषी विश्वविद्यालय विधेयक, 2011 शामिल है।

इस विधेयक के माध्यम से देश में अलग-अलग विषयों पर 14 नवोन्मेषी विश्वविद्यालय स्थापित किए जाने का प्रस्ताव है।

Rashtriya Sahara ND 12/09/2011

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आईआईटी में खुदकुशी के मामले रोकने को कार्यबल का प्रस्ताव

नई दिल्ली (एजेंसी)। पिछले कुछ सालों में आईआईटी छात्रों के बीच खुदकुशी के बढ़ते मामलों से चिंतित सरकार ने हालात का अध्ययन करने तथा इस विषय पर ध्यान देने के लिहाज से कदम सुझाने के लिए कार्यबल का गठन किया है। मानव संसाधन विकास मंत्रालय के एक अधिकारी ने कहा, 'कार्यबल पूरी तरह इस विषय का विश्लेषण करेगा, आईआईटी संस्थानों में मौजूदा हालात का अध्ययन करेगा, मौजूदा समर्थन प्रणालियों की समीक्षा करेगा तथा हालात पर ध्यान देने के लिहाज से उठाए जा सकने वाले कदम सुझाएगा।'

आईआईटी परिषद की बुधवार को यहां होने वाली बैठक में कार्यबल के गठन पर चर्चा होगी और इसमें छात्रों, पूर्व छात्रों, डीन, अभिभावकों तथा शिक्षकों का प्रतिनिधित्व होगा। अधिकारी ने कहा कि अब तक उठाए गए कदम नाकाफी साबित हुए हैं इसलिए इस तरह की इकाई की जरूरत महसूस हो रही है। अध्ययनों में सुझाया गया है कि अधिकतर छात्रों ने तनाव या अवसाद के चलते जान गंवा दी। पिछले कुछ सालों में अनेक आईआईटी संस्थानों से आत्महत्या की खबरें आई हैं।

Hindustan, ND 12/09/2011

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आईआईटी, एनआईटी और आईआईएम करेंगे बैठक

खुदकुशी रोकने का अभिभावक देंगे सूत्र

नई दिल्ली | विशेष संवाददाता

बच्चों को इंजीनियर बनाने के लिए जिस तरह से मां-बाप दबाव बनाते हैं, इसमें बच्चों के सामने दो ही विकल्प रह जाते हैं। मां-बाप की अपेक्षाओं पर खरा उतरे तो ठीक, नहीं तो आत्महत्या। देश के सभी आईआईटी, आईआईएम और एनआईटी में छात्रों की आत्महत्या की घटनाओं को देखते हुए सरकार अब अभिभावकों के नजरिए से इस मामले की छानबीन करने जा रही है। विशेषज्ञों के साथ ही इस समस्या से निपटने के लिए अभिभावकों का सहयोग लिया जाएगा।

हालांकि मानव संसाधन विकास मंत्रालय का दावा है कि छात्रों की खुदकुशी को लेकर अब तक आईआईटी में जितनी भी जांचें हुई हैं उनमें एक बड़ा कारण यह पाया गया है कि अभिभावकों द्वारा जमीनी सच्चाई को नजरंदाज कर छात्र पर उच्च शैक्षणिक और पेशेवर लक्ष्य हासिल करने के लिए दबाव डाला जाता है। अभिभावक उम्मीद से ज्यादा अपेक्षाएं लगा बैठते हैं।

आईआईटी काउंसिल की बुधवार को होने वाली बैठक में इस मुद्दे पर चर्चा होगी। हाल में आत्महत्या के ताजा मामलों के चलते सरकार अब इस मुद्दे को बड़े स्तर पर देख रही है। विशेषज्ञों की एक समिति तैयार की जाएगी जो

ताकि हारें नहीं होनाहार

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- एंग्लाइटी हेल्पलाइन
- स्टूडेंट लोकपाल की नियुक्ति
- रैगिंग रोकने को कमेटी/हेल्पलाइन

कानपुर आईआईटी द्वारा बताए गए तनाव के मुख्य कारण

- रूम मेट और प्रोजेक्ट के दौरान आपसी विवाद
- खुद को लेकर नकारात्मक भाव
- खराब समय प्रबंधन
- खराब न्यूट्रीशियन

आत्महत्या के कारणों की पड़ताल करेगी। इसमें पहली बार अभिभावकों को भी शामिल किया जाएगा। सरकार का कहना है कि अभिभावकों का दबाव भी ऐसी घटनाओं को बढ़ाने के लिए जिम्मेदार है। इसलिए उन्हें भी इस कवायद में शामिल किया जाएगा। इसके

बीटेक के छात्र ने लगाई फांसी

गाजियाबाद। मसूरी थाना क्षेत्र में इंजीनियरिंग (बीटेक) के एक छात्र ने फांसी लगाकर खुदकुशी कर ली। छात्र-सुनील वर्मा मूलतः उत्तर प्रदेश के प्रतापगढ़ जिले का रहने वाला था। वह विजयनगर स्थित एबीईएस इंजीनियरिंग कॉलेज में बीटेक थर्ड ईयर का छात्र था। ● ब्योरा पेज-7 पर

अलावा शिक्षकों, मनोरोग चिकित्सकों और आईआईटी के डीन इसमें शामिल किए जाएंगे। आईआईटी संस्थानों में इस साल आधा दर्जन से अधिक छात्र आत्महत्या कर चुके हैं। मंत्रालय सूत्रों के अनुसार छात्रों की खुदकुशी की बढ़ती घटनाओं से सरकार बेहद चिंतित है।

आईआईटी: विज्ञान, तकनीक, शोध पर निवेश

एक नई पहल के तहत आईआईटी खड़गपुर कोलकाता में स्थापित करेगा विज्ञान केंद्र

स्वाति गर्ग

देश के सबसे पुराने शीर्ष प्रौद्योगिकी संस्थान आईआईटी खड़गपुर ने कोलकाता में एक साइंस हब यानी विज्ञान केंद्र स्थापित करने की योजना बनाई है। इसके लिए संस्थान 350 करोड़ रुपये खर्च करेगा।

देश के सबसे पुराने इस प्रौद्योगिकी संस्थान की स्थापना वर्ष 1951 में हुई थी और यह अपनी स्थापना की 60वीं वर्षगांठ मना रहा है। इस मौके पर संस्थान ने चार प्रमुख क्षेत्रों की पहचान की है जिसकी उत्कृष्टता पर आगे ध्यान दिया जाएगा। इसमें प्रमुख रूप से विज्ञान, तकनीकी, चिकित्सा और प्रबंधन आदि क्षेत्र शामिल हैं।

आईआईटी खड़गपुर के निदेशक दामोदर आचार्य ने इस मौके पर कहा, 'कोलकाता में स्थापित होने वाले साइंस पार्क का विस्तार 10 एकड़ की भूमि में किया जाएगा। इसके लिए संस्थान करीब 300 करोड़ रुपये का निवेश करने जा रहा है। इस पार्क का मुख्य जोर दो महत्वपूर्ण क्षेत्रों ऊर्जा विज्ञान और सूचना आश्वासन पर रहेगा।'

आचार्य ने कहा कि आईआईटी खड़गपुर के पास पहले से ही इसके लिए जमीन मौजूद है। उन्होंने कहा कि विज्ञान पार्क का मुख्य जोर नए-नए अनुसंधान को बढ़ावा देने के अलावा उसे लोगों तक पहुंचाने पर होगा। इसके लिए संस्थान भारी निवेश कर रहा है, साथ ही वह अन्य शोध संस्थानों से भी सहयोग ले रहा है।

आचार्य ने कहा कि नए संस्थान में केवल स्नातकोत्तर और पीएचडी स्तर की पढ़ाई होगी, ग्रेजुएट स्तर की नहीं।



आईआईटी खड़गपुर के विज्ञान पार्क का जोर नए-नए अनुसंधान को बढ़ावा देने के अलावा उसे लोगों तक पहुंचाने पर होगा

► नई पहल

- कोलकाता में स्थापित होने वाले साइंस हब के लिए संस्थान करेगा 350 करोड़ रुपये का निवेश
- मेडिकल स्कूल खोलने की दिशा में भी कदम बढ़ा रहा है आईआईटी खड़गपुर
- अनुसंधान व विकास के लिए आईआईटी खड़गपुर ने अमेरिकी शोध संस्थान से किया गठजोड़

उन्होंने कहा कि आगे चलकर हम स्वास्थ्य विज्ञान की ओर भी कदम बढ़ाएंगे और नई स्वास्थ्य वितरण प्रणाली की दिशा में भी काम करेंगे। आईआईटी खड़गपुर को आईआईटी अधिनियम में संशोधन का इंतजार है।

अधिनियम में संशोधन के बाद आईआईटी संस्थान भी चिकित्सा शिक्षा की दिशा में कदम बढ़ा सकेंगे। हालांकि संस्थान पहले ही मेडिकल स्कूल खोलने पर काम कर रहा है और चिकित्सा के क्षेत्र में अनुसंधान व विकास विशेषकर टेलीमेडिसिन, टेलीसर्जरी और रिमोट डाइग्नोसिस आदि पर काम चल रहा है।

आईआईटी खड़गपुर के चेयरमैन और एचसीएल इन्फोसिस्टम के संस्थापक शिव नाडर कहते हैं, 'आईआईटी अधिनियम में संशोधन सरकार के लिए नीति में एक बड़ा परिवर्तन हो सकता है और वर्तमान समय अब इस बात के लिए बाध्य कर रहा है।'

दूसरी तरफ आचार्य का कहना है कि मेडिकल स्कूल खोलने के लिए परियोजना की कुल अनुमानित लागत 775 करोड़ रुपये बताई जा रही है। इस परियोजना के तहत मेडिकल स्कूल में 750 बेड की सुविधा होगी।

आईआईटी खड़गपुर को इस बजट के लिए सरकार की ओर से इस साल की शुरुआत में 200 करोड़ रुपये की बजटीय सहायता प्राप्त हो चुकी है। इसके अलावा पूर्व छात्रों की ओर से 200 करोड़ रुपये का फंड इकट्ठा होने का अनुमान है।

मणि लाल भौमिक केंद्र से गठजोड़ आईआईटी खड़गपुर ने उन्नत शोध व विकास के लिए मणि लाल भौमिक केंद्र से गठजोड़ किया है।

यह अमेरिका में रह रहे भारतीय भौतिकविदों का शोध संस्थान है, जहां उन्नत स्तरीय अनुसंधान व विकास पर काम किया जाता है। इसके लिए राजारहाट में रूबी पार्क के पास

15 एकड़ भूमि में एक केंद्र की स्थापना की जा रही है जिसकी अनुमानित लागत 30 करोड़ डॉलर आंकी गई है। मणि लाल भौमिक शोध केंद्र के साथ एक समझौते पत्र (एमओयू) पर हस्ताक्षर के बाद इसकी घोषणा की गई।

इस केंद्र के विकास के लिए भौमिक शोध संस्थान भी 15 करोड़ डॉलर की राशि का योगदान करेगा जबकि शेष राशि आईआईटी खड़गपुर की ओर से निवेश की जाएगी। हालांकि फिलहाल केंद्र के लिए भूमि अधिग्रहण का मामला अदालत में अटक गया है। लेकिन संस्थान का मानना है कि इस मसले का हल जल्द निकाल लिया जाएगा।

आचार्य ने कहा कि यह शोध संस्थान आईआईटी खड़गपुर से जुड़ा होगा और इसके 3 साल में पूरा होने की उम्मीद है। उन्होंने कहा कि हमें उम्मीद है कि यहां से बड़ी संख्या में यहां से शोधार्थी तैयार होंगे और अनुसंधान के क्षेत्र में बेहतरीन कार्य किए जाएंगे।

Dainik Bhaskar ND 12/09/2011

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शुरू हुए नए इंजीनियरिंग पाठ्यक्रम में दाखिले

भास्कर न्यूज़ | नई दिल्ली

तीन सितंबर को भारी हंगामे और विरोध के बीच दिल्ली विश्वविद्यालय की एकेडमिक व एग्जीक्यूटिव काउंसिल से मंजूर हुए बीटेक-बीएस इनोवेशन विद मैथमेटिक्स एंड आईटी पाठ्यक्रम के लिए आवेदन प्रक्रिया शुरू हो गई है। चार साल के इस इंजीनियरिंग पाठ्यक्रम में इस बार सिर्फ डीयू छात्रों को ही दाखिला दिया जा रहा है, जिसके लिए आवेदन फॉर्म विश्वविद्यालय की वेबसाइट पर अन्य अहम जानकारियों के साथ उपलब्ध करा दिए गए हैं। आवेदन की अंतिम तिथि 19 सितंबर निर्धारित की गई है।

विश्वविद्यालय की ओर से जारी सूचना के अनुसार 40 सीटों के लिए दाखिला की प्रक्रिया में डीयू के वे सभी छात्र-छात्राएं हिस्सा ले सकते हैं, जिन्होंने 12वीं में गणित विषयों के साथ बेस्ट फोर विषयों में 60 फीसदी या उससे अधिक अंक हासिल किए हों। आवेदक छात्र के लिए उम्र की सीमा 20 वर्ष निर्धारित की गई है। उम्र का निर्धारण एक अक्टूबर 2011 के आधार पर किया जाएगा। दाखिले का आधार प्रवेश परीक्षा व साक्षात्कार है। प्रवेश परीक्षा को जहां 75 प्रतिशत का महत्व दिया जा रहा है, वहीं इसके बाद होने वाले साक्षात्कार के माध्यम से 25 फीसदी का महत्व निर्धारित कर मेरिट तय होगी। आवेदन फॉर्म भरकर ड्रॉफ्ट के साथ जमा कराना होगा।

सामान्य व ओबीसी उम्मीदवारों के लिए 500 रुपए का ड्रॉफ्ट लगेगा, वहीं अनुसूचित जाति/ जनजाति के आवेदकों को 250 रुपए का ड्रॉफ्ट देना होगा। यह ड्रॉफ्ट रजिस्ट्रार, दिल्ली विश्वविद्यालय के नाम देय होगा। आवेदन फॉर्म दिल्ली विश्वविद्यालय के इंस्टीट्यूट ऑफ लॉग लर्निंग, उत्तरी परिसर में 19 सितंबर तक जमा करना होगा। विश्वविद्यालय अधिकारियों की मानें तो बीटेक/ बीएस पाठ्यक्रम के लिए शुरू हुई इस प्रक्रिया में छात्रों का उम्दा रुझान देखने को मिलेगा, क्योंकि अपने आप में कई विविधताओं को समेटे यह पाठ्यक्रम महज पांच हजार रुपए प्रति सेमेस्टर के शुल्क पर उपलब्ध है।

इंजीनियरिंग के छात्र ने फांसी लगाकर दी जान

गाजियाबाद | हमारे संवाददाता

मसूरी थाना क्षेत्र में इंजीनियरिंग के एक छात्र ने पंखे से लटककर जान दे दी। खुदकुशी करने वाले छात्र का नाम सुनील वर्मा है, वह एबीईएस इंजीनियरिंग कॉलेज से बीटेक थर्ड ईयर का छात्र था, कमरे से कोई सुसाइड नोट नहीं मिलने से खुदकुशी के सही कारणों का अब तक पता नहीं चल सका है।

पुलिस ने शव को पोस्टमार्टम के लिए भेज दिया है। एक अन्य घटना में मसूरी थाना क्षेत्र के काजीपुरा गांव में एक युवक ने जहर खाकर आत्महत्या कर ली। गोविंदपुरम सी. ब्लाक स्थित कुमकुम फार्म हाउस के पास संजय के मकान में किराए के कमरे में सुनील वर्मा 22 वर्ष रहता था, उसी मकान के दूसरे कमरे में उसके साथी सतेन्द्र आदि रहते हैं। मूलतः प्रतापगढ़ के सांगीपुर के रहने वाले रामबक्श सिंह का पुत्र सुनील विजय

आत्महत्या

- रात साथी के कॉलेज में आयोजित फ्रेशर पार्टी से आया था
- रात 11 बजे उसके मोबाइल पर आया था किसी का फोन
- रात डेढ़ बजे कमरे में पंखे से लटका मिला, एबीईएस से बीटेक कर रहा था

नगर स्थित एबीईएस इंजीनियरिंग कॉलेज से बीटेक कर रहा था। बीती रात वह साथी सतेन्द्र के कॉलेज में फ्रेशर पार्टी में गया था, वहां से दावत खाने व फोटो सेशन के बाद ठीकठाक गोविंदपुरम स्थित कमरे पर रात करीब साढ़े नौ बजे आ गया। कमरे पर तीनों दोस्त करीब 11 बजे तक सुनील के लैपटॉप पर ही फोटो आदि देखते रहे, तभी सुनील के मोबाइल की घंटी बजी और फिर वह सदा के लिए दुनिया को अलविदा कह गया।

महाराष्ट्र में निजी विश्वविद्यालय विधेयक का विरोध किया छात्र संगठनों ने

मुंबई, 11 सितंबर (भाषा)। महाराष्ट्र विधानसभा में पिछले महीने पास निजी विश्वविद्यालय विधेयक पर छात्र संगठनों की ओर से प्रतिकूल प्रतिक्रिया आई है। मुंबई विश्वविद्यालय में हाल ही में एक अधिवेशन में छात्रों ने और कुछ विद्यार्थी संगठनों ने विधेयक का विरोध करते हुए कहा कि सदन में मवाल गांव में पुलिस गोलीबारी पर चल रहे हंगामे के बीच जल्दबाजी में विधेयक पास कराया गया। विधेयक स्व वित्तपोषित निजी विश्वविद्यालयों की स्थापना की इजाजत देता है।

अधिवेशन में आरक्षण के प्रावधानों में कमी, शुल्क नियमन प्रणाली का अभाव और संस्थापकों को स्टाफ की नियुक्ति में आजादी देने के प्रावधानों पर विचार विमर्श किया गया। आईआईटी बंबई में शिक्षक और अखिल भारतीय विद्यार्थी परिषद के उपाध्यक्ष वरदराज बापट ने कहा, सरकार ने जल्दबाजी में विधेयक पास किया। यह दिखाता है कि इसमें काफी कुछ छिपाया गया है। इसमें महाराष्ट्र विश्वविद्यालय

अधिनियम की तरह छात्रों की भागीदारी का कोई प्रावधान नहीं है। उन्होंने यह भी कहा कि इसमें सकारात्मक कार्रवाई का जिक्र अस्पष्ट है और शुल्क पर नियमन की कोई बात नहीं है।

बापट ने कहा कि सुप्रीम कोर्ट ने निजी संस्थानों को अपना शुल्क तय करने की इजाजत दी थी लेकिन एक व्यापक शुल्क नियामक अधिनियम की बात भी कही थी जो महाराष्ट्र में लंबित है। अनुसूचित जाति, अनुसूचित जनजाति, अन्य पिछड़ा वर्ग के छात्र संगठनों व शिक्षक संघों ने अधिवेशन का आयोजन किया।

महाराष्ट्र नवनिर्माण सेना की छात्र इकाई से जुड़े साईनाथ दुर्गे ने विधेयक का विरोध करते हुए इसके लिए एक कार्रवाई समिति की मांग की। उन्होंने आरोप लगाया, विधेयक में शिक्षा को निजी उद्योग और व्यापार के रूप में देखा गया है। दुर्गे ने कहा कि राजनीतिक दलों ने भी विधेयक में आरक्षण के प्रावधान नहीं होने पर आपत्ति जताई है।