

eNewspaper Clippings

May 29-31, 2010

3 held for impersonation in Jamia BTech entrance

TIMES NEWS NETWORK

New Delhi: Jamia Millia Islamia University officials apprehended three boys for allegedly impersonating for the candidates in the BTech entrance test conducted by the varsity on Saturday. According to a statement released by Jamia, three boys, Nanhe Kumar alias Shashi Kumar was found taking the paper on behalf of Afsar Malik, Mohammad Azad for Prateek Bhadouria, and Warish Ali for his brother. The statement by Jamia mentioned that the boys will be handed over to the police after the university completes certain formalities.

According to Jamia officials, the alleged impersonators were identified before they could sit for the exam. The officials at the centre doubted their identity when the three boys could not answer their questions about the details of the candidates correctly. Jamia had also appointed special identification officers at different centres.

Jamia has also made it mandatory for the candidates to get their photos clicked at the centre before entering the examination hall.

DU may go on air with its own TV channel

Neha Pushkarna / TNN

New Delhi: From the new session, Delhi University (DU) students can watch TV on the campus to know more about the varsity. DU is planning to launch its own TV channel called Delhi University Television Network (DUTN) to connect different colleges and keep the students and faculty informed about its new policies and events. The channel will air informative, educational and entertaining content mostly made and presented by students.

"We have been working on this project for four months and are now in the final phase of talks with several agencies. We hope to launch DUTN sometime in the next session," said professor A K Bakhshi, director, Institute of Lifelong Learning from where the channel will be aired. "There are more than 80 colleges in DU scattered across the city with nearly three lakh students. However, there is no way to connect these colleges. DUTN might be able to solve this problem," Bakhshi added.

According to the content plan, the channel may air university news for a fixed period of time every day. Highlights and news flash may go on throughout the day. "It will be helpful, specially during events like admissions and placements. For instance, students can find out which companies are coming for recruitments by watching the channel," Bakhshi said.

He said students from various media courses in the university can be roped in to write scripts, develop content and present programmes. Initially, DUTN will be available on internet-based TV in 10 colleges on the north campus. "We will extend it to other colleges as we get more bandwidth," Bakhshi said. DU also plans to provide LCD TVs to colleges once DUTN falls in place. "Many colleges have LCD TV installed in canteens or corridors. They can be used for DUTN later," said Bakhshi.

"Such a network is available in universities in the west. As we do not have any dearth of talent in our university, we can also have a TV channel of our own so that students know what's happening in other colleges. By this, we aim at creating a borderless university," Bakhshi added.

HRD task force favours medical edu under NCHER

TIMES NEWS NETWORK

New Delhi: Armed with a new draft of the bill that takes into account the country's federal structure and a new nomenclature — Higher Education and Research Bill — the consultation by HRD ministry's task force on Saturday saw widespread support for inclusion of medical education within the purview of the proposed National Commission for Higher Education and Research.

However, HRD minister Kapil Sibal said the final decision, be it inclusion of medical education or other issues, will not be taken by his ministry alone. "The decision will be of the government at the highest level," he said.

But task force member NR Madhava Menon said during the nationwide consultation there was a widespread view that medical education be made part of NCHER. He said even legal education and agriculture should be brought under it.

Menon said that since there was a constitutional impediment in bringing agriculture under NCHER, "the government should bring an amendment" for the purpose.

HIGHER EDUCATION INSTITUTIONS ACROSS THE WORLD ARE LOOKING AT DIFFERENT WAYS TO ENSURE A GLOBAL PRESENCE

MIDDLESEX TO OPEN CAMPUS IN INDIA

NORTH LONDON UNIVERSITY BRINGS ITS WORK-BASED LEARNING CLOSER TO INDIAN STUDENTS BY OPENING A CAMPUS IN NOIDA. MALINI SEN REPORTS

With four campuses in the north of London, one in Dubai and another in Mauritius, Middlesex University continues with its ambitious global expansion plans with the announcement of a campus in India.

To be located in Noida, the new campus will be called the Middlesex University India Noida Campus. "The university infrastructure is near completion, but we are waiting for AICTE approval, which we hope to get by end-June. And then we will start recruiting for the January 2011 academic session," says Joe Victor, regional director-South Asia, Middlesex University, UK.

On the need for a campus in India, Russell Pearson, associate dean, School of Engineering and Information Sciences, Middlesex University, UK, says: "We see ourselves as a global university. The future lies in opening campuses across the world and catering to an international academic fraternity comprising students and faculty." He further adds, "there are many students in India who do not have the funds to go abroad for higher studies, we want to fulfil their dream."

According to Victor, the fees will be subsidised. In the UK, international students pay £9900 per-year for a full-time undergraduate course at Middlesex, while in the India campus students would be paying around £4000 per-year.

The focus of Middlesex is on work-based learning. The core curriculum will be the same as that offered in the UK, however, "the content will be tweaked to reflect cultural sensitivities, for example, the case studies may be changed to localise context," says Pearson. The degree will be given by Middlesex University, UK. Besides academics, there will be a strong emphasis on extra-curricular activities (ECA). "The strength of a Western education is the focus on making students holistic individuals. We give equal importance to sports, arts, culture and soft skills," he adds.

The history of Middlesex University began in the late 1880s, when two educational institutions opened their doors in north London — St Katharine's College and the Hornsey School of Arts and Crafts. They both became part of Middlesex Polytechnic, which was founded in 1973. Middlesex was awarded the title 'university' in 1992.

On how the London-university would replicate the 'international experience' in Noida, Pearson replies, "Students would have the option to study a term in any of our campuses in UK, Dubai or Mauritius for the international experience. Also, we will be encouraging interaction and exchanges between staff and students across all our campuses."

Initially, the campus will offer undergraduate programmes, with a focus on IT, business and engineering — the favourite course choices among Indian students. Though, the university is keen to attract students and faculty from not just India, but other countries as well. "We will be advertising internationally. Like our other campuses, the India campus should also reflect an international population," adds Victor.

One course, many campuses

Surbhi Bhatia/ TNN

TODAY, the world is no longer restricted by separate timezones or ambiguous national maps. Countries across

the globe are collaborating to work towards a common goal. In this context, business schools are eager to produce a new breed of global leaders with a global vision.

As a result, business schools are no longer satisfied with a country-specific/localised curriculum. Instead, they are opting for a more international content structure that enables one to both perceive and handle real-life situations anywhere and everywhere, irrespective of geographical boundaries.

While management experts are of the opinion that an overseas presence in terms of a mere brick-and-mortar structure is not necessary, they stress that ideally, a business school curriculum should address leadership demands of the world, and not a specific country. Global problems are in need of global solutions. A range of international case studies and a global study structure could help students gain an insight into unperceivable situations, thus, challenging one's tenacity and ability to respond to 'new' situations.

However, Nitish Jain, president, SP Jain Centre of Management, feels that the importance of a global footprint cannot be overlooked anymore. "When it comes to management education, international exposure becomes important, since every country has its different set of regulations, policies and business practices," he says.

Besides, Jain points out, "Business education is global and it is by assigning projects with local companies in a particular country that students get exposure to that country's business module."

Also, he says, an overseas experience exposes students to different cultures across the world. If a business school establishes overseas campuses, students can make the most of it. In alignment with its thoughts of offering students an international experience, the institute has launched a campus in Singapore and Dubai. The institute now plans to open a campus in Sydney too.

But, do different campuses lead to brand dilution? "Not really. Instead, it leads to brand-building since you get students and faculty from across the world," Jain says, adding, that a small multi-cultural group of students go on to simulate a self-learning process among students.

THE SUPER 30+

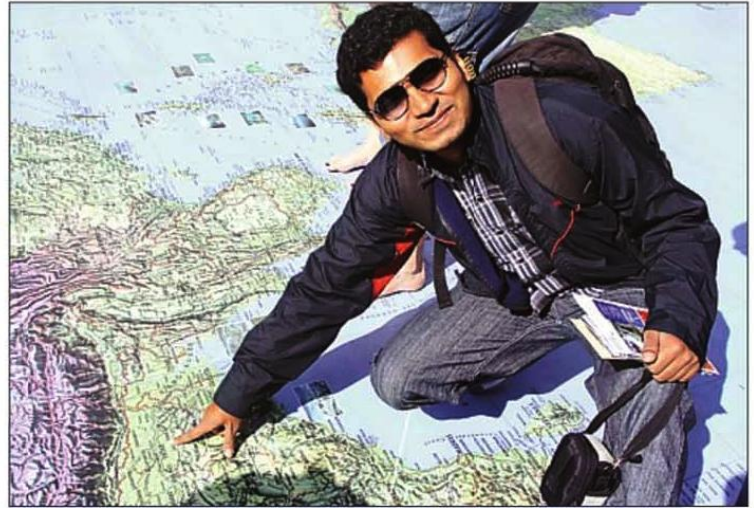
WAY OUT OF POVERTY They are the alumni of a remarkable coaching school in Patna that annually sends poor youngsters to the IITs. What are some of these Old Boys up to now?

Arun Kumar
akumar@hindustantimes.com

Like any boy of that age in a middle-class family, Anand Kumar wanted to go in for higher studies after school. But tragedy struck just at the time he was deciding the direction to take. "The sudden demise of my father, a postal employee, prevented me from going to Cambridge University," says Anand. But mathematics remained his passion. Mother Jayanti Devi took it upon herself to make a new beginning. "She prepared *papads* and *vadas* and I sold them to the groceries. I became the *'papad-wala ladka'*," Anand recalls.

In 1996, the young man with a mathematical bent of mind started giving tuitions for a fee. The coaching industry was booming in Bihar at that time. And Anand soon had 250-300 students in a class. The monetary worries eased. In 2002, Anand co-founded the Super 30, a coaching centre that would spot and train — for free — 30 young talents from poor families. The aim was to see them through the joint entrance exam of the Indian Institutes of Technology, a tough exam for which lakhs apply but only a few thousands get in. To the poor kids it would mean a ticket to a successful career. In 2003, 18 of the 30 students made it through IIT-JEE. "Some said it's a

fluke, but I knew it wasn't," says Anand. Next year 22 made it. The number rose to 26 in 2005 and to 28 in 2007 and 2008. For the last three years, all 30 students have been cracking one of the toughest exams in the country. How does he do it? Anand says the answer lies in a rigorous training at the centre and regular practice tests. "From the son of a marginal farmer to that of a daily wage worker, they all stay under the same roof and are totally cut off from the outside world for nearly 10 months before the exam," he said. How do the students see this drill? What do they do after getting the ticket to an IIT? We ask four former students of this remarkable institution.



The Phoenix
Abhishek Raj
Seismic engineer, Houston, US

Abhishek Raj has come a long way from Rasalpur, a tiny village in the Nalanda district of Bihar. Despite his father, Durga Prasad being a farmer, he insisted that Abhishek prepare for IIT. "But I hardly had any guidance or the resources yet I qualified in 2003 as rank number

3002," he says.

An alumnus of IIT Kharagpur, he specialised in exploration geophysics. "I remember how enthusiastic the students at Super 30 were. And while most of us were from modest backgrounds, it was encouraging to see how well everyone did despite our rural background."

Today, he is a seismic engineer in Houston, US. But he can't forget the day he cleared the JEE. "My parents were

overwhelmed. I had never dreamt that I could make it this far."

Abhishek's rural background often made him feel inhibited in IIT. But once he realised that he was just there to study, things began to fall into place. "I truly believe that getting into IIT-JEE requires hard work and guidance, especially for the rural students who don't have the advantage of top class schooling. Perseverance and hardwork really pay off."



The Hard Worker
Santosh Kumar
Final-year student, IIT Kharagpur

For the first time in the history of IITs, an undergraduate student has got the opportunity to be part of an exchange programme. Which is why Santosh Kumar is currently in Belgium's Ghent University pursuing the prestigious Eurinda fellowship, instead of sitting in class at IIT, Kharagpur. The 10-month exchange programme will allow Santosh to earn two Master's degrees simultaneously. "I feel like I am really working hard to make my country proud," he says. Having lived in Bihta, a small town in Bihar, for most of his life Santosh says that he found it very difficult to adapt to IIT. "But when I settled down gradually, I knew I had only one goal — to study hard and do something. I did not want to squander the opportunity." His experience at Super 30 came in handy and his vigorous training was evident. And while he attributes his success to the almighty and his parents and mentor, he hasn't forgotten all what his father had done to ensure his education. "My father went through a lot to put me here." But now Santosh's success has brought about a metamorphosis for the family.



The Scholar
Shashi Narayan
Computer researcher, Malta

It's been a long journey for Shashi Narayan. From a Kharagpur school in Bihar to IIT, Kharagpur to France and now Malta, this student of Super 30 (batch of 2004) is finally where he wants to be — researching under the EU's Erasmus Mundus scholarship. Despite his modest background — his father is a staffworker at

Sadar Hospital in Kharagpur district — Shashi never let things affect him. Says this soft-spoken B-Tech graduate. "I was always passionate about computers and while I was one of the 26 students of Super 30 that got into IIT the following year, I managed to get a degree in both computer sciences and mining engineering." From there he went on to attend summer school at Microsoft Research India and did an internship at INRIA (Institut National de Recherche en Informatique et Automatique), France. And that's how he found his calling — research.

The Underdog

Amit Kumar
Engineer at Mecon, Ahmedabad

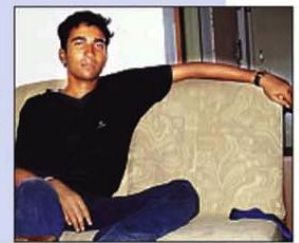
Six years ago, when Amit Kumar was in the 12th standard at the M.F High School in Nalanda, he'd never heard of IIT. But in 2005, a chance trial class at Super 30 changed his life.

"I was lucky to get into a coaching centre that trained me so rigorously," he says, recalling how jubilant his family was the day he cracked the JEE. "Nobody realised what I had done. But when realisation sunk in, my parents, who are farmers, couldn't believe what their son had done."

Currently, Amit is working with Mecon Limited, Ahmedabad and he feels that financial hardship should not hamper the chances of the talent pool from the rural areas. "At Super 30, we were 30 boys from different backgrounds. But nobody cared what castes or class we belonged to. We were all thrown into solving challenging problems and we ate, slept and studied together. And that instilled a lot

of confidence in us."

Amit strongly feels that there is a growing need to tap into the talent from the rural areas where students really want to really struggle to get where they want because of the lack of facilities and good educational institutions. "My success changed my family. Other students in my village also want to make the same choices I made. And I feel if they are given the right direction, there is no better way of bringing about social change."



Shy star rising

Aasheesh Sharma

■ aasheesh.sharma@hindustantimes.com

Thirty minutes into the conversation, comes the assertion. "I don't believe in stars" says the interviewee, jumps down from the bed and locks himself into the bathroom. The interview is not about Hrithik Roshan's waning box office appeal. My subject is a shy boy who'd rather watch stars through his binoculars than in a multiplex.

In the maze of concrete high-rises in Dwarka Sector 4, the name Sahal Kaushik doesn't ring a bell for many. But since Thursday, the phone hasn't stopped ringing at the Kaushiks'. It was the day news of the home-schooled genius topping the list of Delhi candidates taking the entrance exam to Indian Institutes of Technology broke.

Two days hence, away from noseey TV crews and intrepid reporters, Sahal, 14, wouldn't be the tongue-tied geek many writers made him out to be, one assumes. The hypothesis is wrong — the physics genius lets us know. "I never like doing interviews," he says. "How can you pose personal questions to a stranger?" he asks. He has a point.

Like any other 14-year-old, Kaushik has more than 250 friends on Facebook, loves Google-chat and liked the story of

SAHAL KAUSHIK HAS MORE THAN 250 FRIENDS ON FACEBOOK AND LOVES G-CHAT — BUT HE HATES INTERVIEWS

3 Idiots. Unlike many of his peers, he didn't like the cast. "I am simply not interested in actors," says the adolescent. When he began to watch movies, his mother Ruchi, 46, tells us, Sahal hated Scarlett O'Hara's manipulative character in *Gone with the Wind* and that he liked *Ben Hur* and *Lawrence of Arabia*.

During Saturday's interaction, mum's the word for Sahal. For years, his mum has been his world. Recognising her son's genius at two, the doctor gave up her practise to home-tutor him. "At three, he could spell complex words and knew his tables. By the time he was six, Sahal was doing trigonometry. I realised that home-schooling was working."

Beginning with home-schooling workbooks, Ruchi exposed Sahal to great works of literature. When she needed to teach him about the Russian Revolution, for instance, she would rent a DVD of *Nicholas and Alexandra*.

Soon Sahal's prowess for tackling theorems and theories beyond his curriculum came to the fore. He took the class 10 exams aged 12. "When I ran into a tough math lesson, he took tuitions," says Ruchi. At his mother's behest, Sahal enrolled at the Naraina IIT Academy. For the next two years, he studied for six hours a day at the coaching class. "He is brilliant with mental math but abhors writing," says his physics teacher U.P. Singh. "No wonder he did so well at the IIT and not so well in the boards," adds Singh. Sahal scored 76 per cent in Class 10 and 73 per cent in the Class 12 boards.

He has been a member of the the Amateur Astronomers Association for more than six years. "I like night-viewing with binoculars. I would love to do it in a place like Ladakh where there are no clouds or light pollution," he lets in. For the first time, the reclusive interviewee's eyes light up. A star is rising.



■ "I am not interested in actors," says Delhi's IIT-JEE topper **ARIJIT SEN/HT**