Panel to decide on two-tier or single IIT test format

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With the new formula of entrance test for IITs embroiled in controversy, the HRD Ministry and the premier engineering institutes have now woken up to the need for a broad-based study taking into account all issues related to the 2014 examination.

A 'separate committee' for 2014 will look into the matter including if there was a need for a two-tier examination system or if a single entrance test was fine with the aspirants.

The 2013 entrance test for IITs will be a two-tier system comprising JEE (Mains) and JEE (Advanced) with a rider of performance within 20 percentile of Class 12th board results. Meanwhile, only five States — Maharashtra, Gujarat, Haryana, Goa and West Bengal — have responded to the HRD Ministry's proposals to participate in the single entrance test format. Uttar Pradesh also has responded positively, sources said.

The decision of a separate committee follows IIT-Kanpur's resolution in the senate meeting last week wherein it felt the need for a broad-based study taking all aspects into consideration to decide the nature of the entrance test for 2014 and beyond.

“For JEE 2014 and beyond a Senate committee be constituted that will study all aspects of the admission process and arrive at recommendations,” it said in its resolution. It further said the study should be based on sound methodological principles supported by data collected from appropriate original sources.

The senate also recommended that JAB should constitute a separate committee consisting of representatives nominated by senates of the IITs to advise JAB on the nature of the IIT entrance test and the process of admission for the 2014.

The IIT-Kanpur on Saturday had accepted the common entrance based on percentile ranking as an “interim” measure only for 2013 and retain the existing eligibility condition for students who passed their board examination in 2012.
हमारी आईआईटी टॉप 200 में नहीं; क्यों?

अपराजिता अर्जुन

इंदिरा संगृहीतपुरुष औफेस्टीवल के आईआईटी ने इंजीनियरिंग शिक्षा में निरंतर रूप से अपना एक अंतर्गत स्थान बनाया है। इसके रूप में 9 ने केंद्रीय इंजीनियरिंग कॉम्पनियों में जोर देने वाले इंजीनियरिंग कॉम्पनियों में भी उपवा बताना रूप किया गया है। हालांकि, इसके लोगों का अंतर्गत स्थान बनाया है। इसके रूप में 9 ने केंद्रीय इंजीनियरिंग कॉम्पनियों में जोर देने वाले इंजीनियरिंग कॉम्पनियों में भी उपवा बताना रूप किया गया है। हालांकि, इसके लोगों का अंतर्गत स्थान बनाया है।

वर्ष 2011 में अपनी पहली आईआईटी, बसुविल्लार्टी रिझर्स के टॉप 200 में भी शामिल नहीं थी। उस समय के लोगों का अंतर्गत स्थान बनाया है। इसके रूप में 9 ने केंद्रीय इंजीनियरिंग कॉम्पनियों में जोर देने वाले इंजीनियरिंग कॉम्पनियों में भी उपवा बताना रूप किया गया है। हालांकि, इसके लोगों का अंतर्गत स्थान बनाया है।

हमारी देश को एक-बी आईआईटी, आज विश्व स्तर के आउट-पॉस्ट भी नहीं है।

बसुविल्लार्टी इंस्टिट्यूट ऑफ इंजीनियरिंग और इंजीनियरिंग बोर्ड के एक साथ काम करने के लिए 1956 में शुरू किया गया था। इसके रूप में 9 ने केंद्रीय इंजीनियरिंग कॉम्पनियों में जोर देने वाले इंजीनियरिंग कॉम्पनियों में भी उपवा बताना रूप किया गया है। हालांकि, इसके लोगों का अंतर्गत स्थान बनाया है।
IIT-B alumnus gifts $1 million fellowship to Cornell varsity

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MUMBAI: A former student of the Indian Institute of Technology, Bombay (IIT-B) has gifted a $1 million fellowship to his other alma mater, Cornell University in the US, to support students at the department of biomedical engineering.

Rajiv L Gupta, who completed a masters degree in operations, research and information engineering from Cornell in 1969, has established Phool Prakash and Rukmini Sahai Graduate Fellowship Endowment, according to a news item dated July 27 on the Cornell University website. The fellowship has been created in honour of his parents.

Gupta completed a bachelors’ degree in mechanical engineering from IIT-B in 1967, following which he joined Cornell.

“This gift will have a profound impact on our biomedical engineering programme by enhancing our resources and ability to attract and develop the most promising new scholars in this critical field of study and practice,” said Lance Collins, the Joseph Silbert dean of the College of Engineering, in a news item in the “Cornell Chronicle” posted on the university’s website.
Indian education in state of emergency: Amartya Sen

Sen was speaking at a deliberation on the Nalanda University moderated by Shekhar Gupta, Editor in Chief, The Indian Express.

Prof Sen, Chancellor of Nalanda International University, along with Prof Sugata Bose of Harvard University, shared his vision for the university.

“Eight hundred years ago the Nalanda university thrived in Bihar and then there was a hiatus... there is a challenge in reviving it and we have the determination to do so. Bihar government has been very speedy... Even though we did not expect it, they have made available to us a temporary building to start our campus... there is a visionary group in Bihar, headed by the Chief Minister, that wants the university to come up well and they are very supportive as is the Government of India,” Sen said.

Bose, who is a member of the Board of Governors of the university, said it has been decided that two schools — School of Ecology and Environmental Studies and School of Historical Studies — will take off first. The two schools will take off in July 2014, said Bose. The university will later this year hold an international design competition to develop the master plan and buildings for the two schools. The varsity will come up at a 467 acre site near the Rajgir hills.
HRD Ministry in Huddle after Plan Panel Nixes New Varsities

Urmia Goswami
New Delhi

The Planning Commission’s decision against setting up new colleges and universities in the Twelfth Plan period except under “exceptional circumstances” has scurried HRD ministry back to the drawing board.

The immediate casualties of this decision are a central university in Uttar Pradesh, and in Maharashatra (Amravati), an IIT in Palakkad and another centrally-funded technical institute in Kerala. The Plan panel’s argument is that the ministry should focus on “consolidation and not expansion” in the Twelfth Plan period as there is already a “huge liability ratio” from the pro-active expansion in the Eleventh Plan period.

The Eleventh Plan had envisaged large scale expansion of the higher education sector—30 central universities, eight IITs, eight IIMs, ten National Institutes of Technology, 20 Indian Institutes of Information Technology, three Indian Institutes of Science Education and Research, 74 degree colleges in backward areas.

Sources in the Planning Commission stressed that the ministry needs to think through its proposals for setting up new central institutions. “There is a serious resource crunch, the fact is that there are no funds for new institutions.”

The focus should be on implementing the massive expansion plan that the government committed itself for the Eleventh Plan. Consolidation should be the mantra of the Twelfth Plan. New institutions can be considered under exceptional circumstances,” a senior official said.

The ministry is now working out criteria that would define “exceptional circumstances”. Once it does so, it will re-submit the four proposals. For the time being, the “exceptional circumstances” criteria appears to be a convenient way of putting proposals on the back burner.

However, unwritten factors like pressure, or political contingency would clearly be explained away as “exceptional circumstances”. The recent decision to set up two central universities in Bihar clearly falls into this rubric—provision had been made for only one university in the plan.

Even as the Plan panel has left the door open for such contingencies, it is clear that the old system of setting up new institutes without actual building up the older ones will not be acceptable.”Existing ideas have to be implemented, and these should not suffer from shortage of funds. It would make more sense to focus on quality and expand where and when it is really required,” an official said.

The panel’s stance is in line with its approach to the Twelfth Plan—“there must be a strategic shift from mere expansion to improvement in quality higher education. For this, the focus should be not only on larger enrolment, but also on the quality of the expansion.”
Innovation is not just patents and ‘jugaad’

The US and Germany have become global leaders of innovation not by disjointed knekterk measures but creating a total environment that nurtures, mentors, educates and, finally, finances talent.


discipline and cultural innovation was one of the key mission for the Knowledge mission in the US and Germany. The US has created a culture that supports innovation, and Germany has a strong academic and research infrastructure that encourages innovation.

The success of innovation is not just about having patents, but also about creating an environment that fosters innovation and encourages new ideas and solutions.

Trencherous road

The recent visit to India by the US government officials was aimed at strengthening the relationship between the two nations and fostering innovation. The US is looking to India as a potential market for its innovative technologies.

Total ecology

Innovation is not just about creating new technologies, but also about creating a sustainable and eco-friendly environment. The US and Germany have been leaders in this area, with both nations investing in renewable energy and sustainable practices.

According to the report, 50% of the total patents are in the field of renewable energy and sustainable practices. This shows the commitment of both nations towards creating a sustainable future.

Fertile ground

The fertile ground for innovation in both the US and Germany is due to their strong education systems, robust research and development (R&D) infrastructure, and a culture that values and rewards innovation.

The US has a strong culture of entrepreneurship, with a large number of startups and technology companies that are pushing the boundaries of what is possible.

On the other hand, Germany has a strong tradition of craftsmanship and engineering, with a focus on quality and efficiency.

In both nations, the government plays a significant role in fostering innovation, with policies and incentives that encourage investment in R&D and entrepreneurship.

The US and Germany have become global leaders of innovation not by disjointed knekterk measures but creating a total environment that nurtures, mentors, educates and, finally, finances talent.

The university provided the ground for the entire ecosystem for innovation to flourish. The university has been the driving force behind the success of the innovation ecosystem.

The university has been the driving force behind the success of the innovation ecosystem, with a strong culture of entrepreneurship and a focus on sustainability.

The university has been able to attract the best and brightest from around the world, with a strong emphasis on diversity and inclusivity.

In conclusion, the US and Germany are global leaders of innovation, with a strong commitment to fostering a culture that values innovation and rewards those who are successful.

The US and Germany have become global leaders of innovation not by disjointed knekterk measures but creating a total environment that nurtures, mentors, educates and, finally, finances talent.
Miles to go

The rot in the distance education system runs deep

It comes as no surprise that a former vice-chancellor of Indira Gandhi National Open University (IGNOU) and chairman of the distance education council (DEC) has been charge-sheeted by the Central Bureau of Investigation (CBI). According to reports, the VC allegedly granted approval to certain universities to offer distance education courses in violation of the norms, allowing them to make huge profits.

What is astonishing, however, is that a single person has been identified for trial and punishment. A large number of individuals and institutions are associated with the corrupt management of self-financing open and distance learning (ODL) institutions, which generate considerable surplus from the fees paid by poor learners.

Education and training undoubtedly have significant socioeconomic value. Fourteen monomode open universities and 220 dual-mode conventional universities are in the business of providing all types and levels of education. They have established teaching shops in almost every nook and corner of the country to cater to the needs of higher education aspirants. Together they offer thousands of programmes and enrol millions of students, largely from variously deprived groups.

Due to flexibility in the policy on admissions, conduct of contact classes, examinations and fee structure, these institutions attract a large number of students and earn huge profits because of the economies of scale. There is enough scope for making private gains at the cost of the poor.

Unfortunately, ineffective monitoring and evaluation of the quality of teaching means the educational attainments of students are very low. That is why ODL institutions produce so many unemployable graduates, dragging down the productivity of resources.

Regulatory bodies, mainly the University Grants Commission (UGC), the All India Council for Technical Education (AICTE) and the DEC-IGNOU, remain oblivious to the current practices of ODL institutions. Governments, both at the Centre and the states, are well aware of the corruption.

It is an irony that education of the poor is largely self-financed whereas education of more affluent sections of society is heavily subsidised.

worsened due to the commercialisation of all types and levels of education. Rampant corruption in the functioning of the education system may be attributed to this.

Needless to say, corruption in the functioning of regulatory bodies like the Medical Council of India (MCI) and AICTE has already been exposed as senior officials from these bodies are either behind the bars or facing criminal charges. The malpractices in the functioning of DEC-IGNOU have also been highlighted in the recent revelations.

Against this backdrop, the Central government faces the challenge of weeding out corruption from the functioning of educational systems. It must also lay down a strong institutional foundation to increase the responsiveness of the education sector to the manpower requirements of the knowledge economy.

Several things need to be done. The ODL institutions should not be allowed to operate beyond their defined territorial jurisdiction and offer programmes that are commonly available at recognised institutions located near the learners. In case of overlapping jurisdiction, the government should issue necessary directions to clarify the rules of the game.

Duplication of efforts, with ODL institutions offering common programmes, should be avoided. Teaching shops that are established without accreditation by a credible body should be closed. The policy of diverting funds collected from distance learners to further subsidise the education of regular students in dual mode universities should be stopped.

Norms of quality assurance should be adhered to. In fact, the benefits of financial surplus should be shared and passed on to distance learners, who largely belong to underprivileged families. A thorough review of the academic and financial management of ODL institutions must be made so as to ensure equity and efficiency in the delivery of services.

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