IITs correct JEE error, sparks more confusion

BLUNDER Tech institutes have tried to address some errors, but students who skipped questions fearing negative marks will suffer

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NEW DELHI: The Indian Institutes of Technology (IIT) on Sunday admitted that question papers in their Joint Entrance Examination held last month had errors worth a mammoth 36 marks that could critically affect admission chances thousands of meritorious candidates.

The IITs have offered marks in three questions to all of the 4.8 lakh candidates who appeared for the exam. But they are likely to face uncomfortable questions from parents and students over the remaining erroneous questions, where the IITs awarded marks to some students and not to others.

The biggest sufferers of the errors and the attempt by the IITs to correct them are those students, who, on finding something wrong in specific question-and-answer combinations, left these questions because of negative marking for incorrect answers.

The 28 marks worth errors in math are more than the cut-off in the subject for the past four years – 1.5, 7 and 11 – revealing the scale of the problem. The cut-offs for physics – where the 2011 JEE had eight marks worth errors — were 4, 0, 8 and 19 for general candidates over the past four years.

The magnitude of the impact of these errors can be gauged from the statistic that just 85 marks — or about three times the math errors of 28 — separated the math score of the 2010 JEE topper and the last selected student, several thousands of ranks below.

The multiple-choice examination consisted of two question papers.

The first paper had 16 marks worth errors in four math questions, and another error in a four mark physics question.

The second paper also had a four mark physics question, and 12 marks of errors in two math questions, one of which was worth eight marks.

While some questions were critical typographical mistakes or carried logically inconsistent statements, others which were supposed to have only one correct answer, had many.

CORRECTIONAL PATH

- Apart from three questions - that will fetch 12 marks to all candidates - the IITs are only planning to award marks in other erroneous questions to those students who picked at least one of the correct answers
- Biggest sufferers of the errors are students, who, on finding something wrong in specific question-and-answer combinations, left them unanswered because of negative marking for incorrect answers.
- These students will not receive any marks
- The IITs have offered marks in three questions to all of the 4.8 lakh candidates who appeared for the exam.
JEE answer keys out before final results

Akshaya Mukul | TNN

New Delhi: Answer keys for IIT-JEE revealed that eight questions in maths and physics had wrong and incomplete descriptions. There are two other maths questions which have more than one set of correct answers. Question 57 has BC and BCD as two sets of the correct answers.

Question 64 has 3, 9 or 3 & 9 both as three sets of the correct answers. In physics, question 32 has three sets—BC, BD and BCD—as correct answers. In Paper II, physics number 32 has two sets—A and AC—as correct answers. In mathematics, question 53 has been declared open, while question 59 has two set of correct answers.

This is the first time

CBI arrests eight imposters in Kolkata

The CBI has arrested eight MBBS students for impersonating as medical aspirants during the All India Pre-Medical Test held in Kolkata on Sunday. According to CBI officials, these eight medical students were charging between Rs 5-8 lakh per candidate for sitting in the exam on behalf of the original candidates. TNN

that IIT has released answer keys before the final results are out. In 2008, due to the efforts of Rajiv Kumar of IIT-Kharagpur, IIT had released answer keys after the admission process was over. It was found that there were mistakes worth 18 marks and cutoff for mathematics was five.
12 marks free in IIT entry maths paper

Akshaya Mukul | TNN

New Delhi: Answer keys to this year’s IIT-JEE, released by IIT-Kanpur on Sunday, reveal that eight questions of 30 marks had wrong, ambiguous and incomplete descriptions. Six worth 22 marks were in maths and two of eight marks in physics. IIT-Kanpur, which conducted the JEE this year, also said three maths questions have been declared open.

▶ Answer keys out, P 15

This means every student who took the paper will get 12 marks free. This is included in the overall 30 marks and will raise the cutoff for maths.

Three questions – two in maths and one in physics – have all four choices correct.

In Paper I, two maths questions, (Q. No. 55 and 66) have been declared open.
IIT-JEE encounters controversy again

IT-Joint Entrance Examinations (JEE) is once again mired in controversies. The answer keys released on Sunday have come as a shock for “wrong questions, which either had no answer or had multiple sets of answers”.

The answer keys were released by IIT for the first time before the publication of results. It can be seen in the official website of the institution.

The move has come following the initiatives of Rajiv Kumar, Professor from IIT, Kharagpur, whose PIL is pending in Supreme Court. This is for reforms to bring transparency and accountability and minimisation of errors in the JEE. Kumar has however been suspended for his efforts.

Out of a total of 480 marks, total of eight questions carrying 30 marks are ambiguous, and/or incomplete questions.

These include six questions of 22 marks in Maths and two questions of eight marks in Physics. Further, three Maths questions of four marks each were declared “open”, as there were no correct answers. This enabled every student to secure 12 “free for all” marks, thereby raising the Maths cut-off significantly due to the free score. Such glaring mistakes coming from a brand name as the IIT, where even a fraction of mark can make or break a candidate’s life, has shaken academicians and students.

So far, there are two Maths questions, Question(Q) Numbers 55 and 66, which are declared open, in absence of correct choice of answers. There are two other Maths questions which have more than one set of correct answers. Q Number 57 have BC and BCD as two sets of the correct answers. Q Number 64 have three, nine or nine & nine both as three sets of the correct answers. In Physics Q Number 32 has three sets, BC, BD and BCD, as correct answers.

In Paper II, Physics Q Number 32 has two sets, A and AC, as correct answers. Math Q Number 53 is declared open. Maths Question 59 (B) have P and PQRT, two sets of correct answers.

Analyzing the mistakes in Maths, KD Joshi, Professor of Maths, IIT Bombay, “Sadly many of these good problems are marred by mistakes. Questions 21, 41 and Questions 43(D) are mathematically incorrect while the mistake in Question nine has made it ‘vacuous’. There is inconsistency of data in question 22 and unclear data in Question 43(B). There are also instances (Question 10 and 34) where some of the alternatives given are controversial.

The candidates grudging against the free for all 12 marks in Maths due to mistake of the IIT said, “though students may be given 12 marks, however, there were a plenty of students who have to toll hard to crack these questions, and had to spent enough time and were stressed due to not finding a proper answer”. Surprisingly, there were three questions, two in Maths and one in Physics, in which all the options were correct.

IIT released the answer keys after 35 days of conduction of examination. This is a rollback on its announcement that the answer keys would be published within two-three days after examinations.
IIT panel favours loan scheme for students

■ Personal guarantee to suffice, no collateral required

New Delhi, May 15

Proposing a steep hike in tuition fee for IIT courses, the Kakodkar Committee on the future of the premier institutes has suggested a ‘special loan scheme’ to offset the burden, attracting no collateral and on personal guarantee of the student.

“The quantum of the loan should be such that it meets at least 90% of the financial needs of students in way of payment of fees and personal and hostel expenses ‘in the range of ₹8.11 lakh for a 4-year undergraduate programme and ₹5.3 lakh for a postgraduate programme,’” it has suggested.

The committee, which presented its report to HRD minister Kapil Sibal on Thursday, has proposed a tuition fee of ₹2.25 lakh per student annually, up from ₹50,000 at present.

The IIT council would, however, take a final call on the suggestion.

The committee, headed by Anil Kakodkar, has said that “as the increase in fees would increase funding requirements for students, a special loan programme for students is recommended, which should be easily available without collateral”.

The committee said the loan needs to be granted on the personal guarantee of the student without reference to the parents and without any asset backing the loan.

“It is suggested that the loan be granted along with the admission documents of IIT so that it is seamless and hasslefree,” the report states. The committee referred to its discussion with the State Bank of India on this special loan scheme.

It further suggested that payment of interest should be deferred till at least six months after completion of the course.

Keeping in mind the risk involved, it also suggested that the HRD ministry create a fund called the ‘Student Loan Fund’ at the rate of 4% of the overall loan amount which will be kept in an escrow account with the bank so that the risk of default is reduced and the bank has recourse to this fund.

This will also take care of any default due to students failing the course and being unable to repay the loan in the future, the report said.

The committee was set up to suggest a roadmap for the autonomy and future of the IITs as world-class institutions for research and higher learning.

It has also suggested that the IITs start an aggressive drive to get endowments, scholarship grants and funds from their alumni and other donors to meet at least 10-15% of their needs on an annual basis over time and a dedicated office to collect the endowments.”

PTI
More is more

Let the IITs hike fees, so long as they can provide financial aid for those who need it.

The IITs have long been the pride and joy of Indian education, for embodying a rare meritocratic ideal — no matter where you’re from, once you’re past the ferociously competitive entrance test, the IIT experience ushers you into a different world. Or so the legend goes. In recent years, IITs have been torn over the question of greater autonomy from government fiat and stricture. Now, there’s some movement in that direction. A committee set up by the human resources ministry and headed by the scientist Anil Kakodkar has recommended that IIT tuition be increased up to five times, for the B.Tech and postgraduate programmes, in proportion to the expected returns on an IIT education.

They aim to make the IITs financially independent in terms of operating expenditure, and leave only scholarships, infrastructure and capital expenditure to the government. This hike, extravagant as it seems, covers only 30 per cent of the full cost for a student — the rest will still be directly or indirectly covered by state subsidies. What’s more, to make sure that this does not deter any potential student, there will also be a special loan programme, one that will require no collateral or guarantee by a guardian.

Apart from all this, the committee suggests amping up the scholarship programme — so that a quarter of the undergraduate students are fully paid for, those whose family income is less that 4.5 lakh a year will have their tuitions covered, as well as a stipend for living expenses. This also stretches to Masters’ and Ph.D. candidates, leaving them free to concentrate on research. Like the IIM model, this also leaves them free to make decisions, and not depend on the government for faculty salaries, etc. The panel also recommends that each IIT board will be given the flexibility to design its own fee structure, depending on its own special requirements. This seems like an eminently sensible plan, to ensure no one is priced out of the prestigious institutes, while giving the schools greater latitude to run their own show.
EXAM TROUBLE

Law entrance catches students off-guard

Shaswati Das
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NEW DELHI: Thousands of aspiring lawyers found themselves defenceless after the Common Law Entrance Test (CLAT) sprang a surprise upon them with a revision in the question paper pattern that the candidates were unaware of.

"The paper was much longer than what was provided last year or what the sample papers have. The section on legal reasoning especially had very lengthy case docket. I ended up leaving about 25 questions because of that," said Sonakshi Chaudhry, who appeared for the CLAT.

Another aspirant, Dhrupad Bharadwaj, said the English section had five passages instead of just one, which gave them less time to finish the paper.

The National University of Juridical Sciences (NUJS), Kolkata authorities, who administered the test, however, maintain that the announcement regarding the change was made repeatedly in advance.

"The change was announced long time back. Maybe we were wrong in calculating the time and length (of the question paper), but it was done to put everyone on an equal footing," said MK Singh, convener of the CLAT exam.

The legal section along with the mathematics and verbal section, too, left students stumped. Only logical reasoning provided some relief to the harried students.

"We want only the best taking up law. There are students who think of this as a secondary option and others who come from lawyer families. This was done to introduce fairness in the system," added Singh.
Are humans changing Earth dramatically?

Many Feel So, & Say Humans Must Define A Geological Period

London: If alien geologists were to visit our planet 10 million years from now, would they discern a distinct human fingerprint in Earth’s accumulating layers of rock and sediment? Will homo sapiens, in other words, define a geological period in the way dinosaurs — and their vanishing act— helped mark the Jurassic and the Cretaceous?

A growing number of scientists, some gathered at a one-day symposium this week at the British Geological Society in London, say “yes.” One among them, chemistry Nobel laureate Paul Crutzen, has even suggested a new name: the Anthropocene.

Whether this “age of man” will be short or long is unknown, says Crutzen, who shared his Nobel for unmasking the man-made chemicals eating away at the atmosphere’s protective ozone layer.

For the first time in Earth’s 4.7 billion year history, a single species has not only radically changed Earth’s morphology, chemistry and biology, it is now aware of having done so.

For now, the man in the hot seat is University of Leicester professor Jan Zalasiewicz, who heads the group of geologists tasked with recommending whether the Anthropocene should be added to the 150-odd eons, eras, periods, epochs and ages into which Earth’s history has been divided.

Evidence of abrupt change — on a geological time scale — wrought by human hands would seem to be overwhelming.

The burning of fossil fuels has altered the composition of the atmosphere, pushing the concentration of carbon dioxide to levels unseen at least for 800,000 years, perhaps for three million.

The resulting global warming has set in motion other planetary-scale changes: massive melting of the parts of Earth normally covered by ice and snow, and the acidification of the oceans.

Past shifts in the biosphere — the realm of the living — show up in sediment and rock, especially mass extinctions that have seen up to 90% of all life forms disappear within the geological blink of an eye. There have been five such wipeouts in the last half billion years, and most experts agree we have now entered the sixth.

The planet’s outer skin, or lithosphere, has been transformed. “We are sculpting the Earth’s surface,” said James Syvitski, a professor at the University of Colorado, pointing to two centuries of mining, damming, deforestation and agriculture. AFP
Soon, virtual varsity for tech education

vtu to impart training through flexible, credit-based correspondence courses

Kritika Suneja
New Delhi, May 15

Here is good news for the students wishing to take up distance learning but apprehensive of the lesser value attached to the technical degrees obtained from these courses as compared to those from regular streams. The Centre is planning to establish a virtual university that will impart training on diverse technical areas to undergraduate and postgraduate students as well as the newly recruited teachers through flexible, credit-based correspondence courses.

The proposed Virtual Technical University (VTU) will offer programmes in the fields of science, technology, management, architecture, pharmacy and other areas of applied knowledge. It would come up as part of the National Mission on Education through Information and Communication Technology, an initiative of the ministry of human resource development.

"There is no question on the feasibility of the virtual university because the world is moving in that direction. We only need to implement it and though the idea has not come before the board as yet, we expect the varsity to be there in the current Plan period (2007-12)," said M Anandakrishnan, chairman, board of governors, IIT Kanpur.

The Birla Institute of Technology and Science (BITS) has a virtual university that enables off-campus students to avail of the facilities offered to a normal on-campus student registered under the same programme and get a degree from BITS.

"The piecemeal approach to distance learning is leading to its misuse and a quality check is needed. The education system is large enough to accept another type of distance learning model besides IGNOU," added Anandakrishnan.

The university will use video courses, web-based material and live lectures using satellite and web technologies

- VTU has a virtual varsity that enables off-campus pupils to avail of facilities offered to on-campus students

The VTU will have a repository of video courses created by experts in the field, a website that will host learning material while live lectures will be delivered using satellite and Internet technologies.

The virtual university may also have five different schools — one each on developing teaching methodology, engineering sciences, natural sciences, management sciences and human sciences.

Continued on Page 2

Soon, virtual...

The school of education will look at developing inner and outer strength of the individual and emotional intelligence while that of engineering would focus on different disciplines of engineering. The school of management sciences will look at industrial and management engineering. Human sciences like economics and humanities would be catered to by the school of human sciences. A high-powered panel set up by the ministry for faculty development in technical institutes had recommended that each school have a suitable number of courses in order to cater to the need of various disciplines associated with the school.

It was envisaged that VTU shall have at least 300 courses for the school of engineering sciences and engage a large pool of talented faculty from IITs, IISc and other institutions and retired faculty.
What's the finest of 'em all?
The debate's as old as the MBA itself. Once again, eminent professors explain their subjects

Marketing

The great Peter Drucker once said: "There is only one valid definition of business purpose: to create a customer." Central to understanding marketing is learning about the complex relationships between the customer and the organisation and the many actors engaged in between. Because understanding customers is pivotal to any organisation's success, marketing focuses on how to build closer and more natural relationships with them, understanding their motivations and behaviours. After all, without customers businesses founder and ultimately fail.

Strategic marketing is built around the core concepts of customer centricism and customer value. This entails understanding what we mean by value from the customer's viewpoint: how we explore it, create it, deliver it and finally enhance and evaluate it. Subjects covered include the marketing concept, market orientation, segmentation, targeting and positioning; the marketing mix; relationship marketing; and marketing metrics.

Because of the natural fluidity and immediacy of marketing, we are constantly building new areas of knowledge. For example, we continue to learn about customer relationships and customer-management processes - especially about how to create the perfect customer experience. Branding is also at the core of our skills and we dig into brand equity and customer-driven brand equity.

Marketing as a philosophy and a concept must keep up to date with technological trends. As the media drives a brand's strategy the internet is becoming ever more important, particularly through social media—from both a consumer and a business-to-business perspective. Building on the ubiquity of social media, we now also work hard on the ways in which individuals build personal brands and personal marketing plans, something which students find really helpful when it comes to exploring career options.

Finally, we have also been exploring radical new business models and firms that have been developing market-driving entrepreneurship and managing global organisations—and also when they drill down into more specific areas, such as optimising prices, setting employee compensation, regulation and analysing how modern managerial practices affect a firm's performance.

Economics

Economics is an important component of the core MBA curriculum because economic principles are behind almost all managerial activity. Economists at business schools research and teach about how markets work (and when they don't work); how scarce resources get produced, consumed and allocated; and how various participants in the economy make optimal decisions.

These issues will be relevant to managers in virtually all aspects of their work for the rest of their careers. This is true both at the broadest levels—such as strategic management, finance, organisational design, human resources, entrepreneurship—and also when they drill down into more specific areas, such as optimising prices, setting employee compensation, regulation and analysing how modern managerial practices affect a firm's performance.

The recent financial crisis has offered a useful lesson in economics. Microeconomic insights can be drawn from the way that misaligned incentives in the financial industry contributed to the crunch. On the macroeconomic side, the crisis provoked discussion about how much the government should bail out institutions, how it can stimulate the economy and how it can manage the unemployment problem. This has led to a great deal of new economic research to help the recovery (and to help avoid future crises), as well as numerous case studies that provide practical lessons for fledgling managers.

One rapidly growing area of economics that has received a lot of attention from business-school economists is market design. Traditionally, economists studied the properties of existing market institutions. More recently, however, they have taken a proactive role, and have applied economic analysis to design new markets or to improve existing ones. These range from electromagnetic-spectrum auctions to mechanisms for matching medical students to residency programmes and auctions for online advertisement slots. The best business schools include some of these key ideas in their economics courses.

At Stanford, we span the spectrum from economists who study the most abstract fundamentals of economic theory to those who focus on the most practical managerial strategy issues. But we all use the ideas from our own research, and research by others in our field, to give future managers insights into how to run their businesses more efficiently and profitably.

David James: Executive professor of marketing and growth management, Henley Business School
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Paul Dyar: Professor of economics and economics area co-ordinator, Stanford University Graduate School of Business
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Oracle gives Java a booster dose

Oracle is reviving Java, computer industry’s best-known brands and most deployed technologies, to deliver advanced mobile phones, remote processors, printers, Web cameras and practically any other device with a digital heartbeat.

JAVAFACTS
- 31 billion mobile phones and 11 billion desktop computers
- 31 times more Java machines than Apple and Android combined
- 100% of all Rambus devices powered by Java

While Oracle acquired Sun Microsystems for $7.7 billion dollars in 2010, the company has been significantly moving towards reviving Java, a technology that played a crucial role in the development of many modern applications and services. The rejuvenation of Java aims to make it more accessible and adaptable to various devices ranging from smartphones to desktop computers.

Oracle's strategy to revitalize Java involves updating the programming language and its virtual machine to ensure that it remains compatible and efficient across different hardware platforms. The company is focused on developing new Java technologies that can be integrated into various devices, enhancing user experience and broadening the reach of Java applications.

To understand the significance of this rejuvenation, consider that Java has been the backbone of numerous applications, from enterprise systems to mobile apps. It powers millions of devices worldwide, from desktop computers to smartphones, wearables, and beyond. Oracle's efforts to revitalize Java highlight its commitment to supporting a technology that continues to evolve and remain relevant in the ever-changing digital landscape.

Oracle's strategy involves not only reviving Java but also ensuring its compatibility and performance enhancements across different devices. This approach not only preserves the legacy of Java but also paves the way for its continued relevance and usage in the future.
Education in urgent need of overhaul

India's demographic advantage could well come to nought unless the inadequacies of its education system are addressed at the earliest.

David J. Karl

American politicians used the Soviet launch of the Sputnik 1 satellite on October 4, 1957, to spur massive investments in technology and education, and some observers say that China and, especially, India, are in need of some form of wake-up call. There is no doubt that both rising powers are enhancing their research-and-development profiles, charting out more scientists and engineers than the US. Yet, the caliber of their graduates is generally poor.

In India's case this reality tends to be obscured by the prominent role of India-born engineering and scientific talent in driving US prosperity and innovation, most prominently in Silicon Valley, as well as the swelling numbers of bright, diligent Indian students enrolled in American universities. For the country to become a true competitive threat, however, it must overcome the stark inadequacies of its educational system. India not only exhibits the lowest educational indicators in the Group of 20, its public-education system scores poorly relative to Brazil, Russia, China and other emerging-market countries.

Half of its children drop out of primary school. Half of the remainder fail to complete high school. Despite recent efforts to improve primary and secondary education, Indian children on average attend school several years fewer than children in many emerging countries. Deep flaws also are evident in the university system. A much smaller proportion of the college-age population is enrolled in some form of tertiary education than is common in other emerging countries. The share is twice as high in China, for example, as it is in India.

EDUCATION SYSTEM IN A STATE OF DISPAIR

Declaring that the country's "university system is, in many parts, in a state of disrepair," Prime Minister, Mr. Manmohan Singh, catalogued the problems in June 2007: "Around 10 per cent of the relevant age group is enrolled in any institution of higher education, as compared to 40 to 50 per cent in most developed economies... Less than 50 per cent of secondary-school students continue into college education in any form. Almost two-thirds of our universities and 90 per cent of our colleges are rated as below average on quality parameters. And, most important, there is a nagging fear that university curricula are not synchronized with employment needs."

Total outlays on the country's higher-education system are much lower than in many other comparable countries, affecting the capacity for teaching and research. Mr. Singh's scientific adviser has warned that research from Indian universities is "fitting an all-time low." Even the research output from the world-renowned Indian Institutes of Technology is slim.

As a result, the country has few institutions of international standing, making it difficult to attract and retain top scholars and researchers. Indian faculty members publish a comparatively fewer research articles in leading international journals.

Incredibly, given the country's high-tech image, the Infosys Science Foundation in 2009 failed to find a worthy recipient for its inaugural prize honouring an Indian researcher in the field of engineering and computer science.

Woefully inadequate: India not only exhibits the lowest educational indicators in the Group of 20, its public-education system scores poorly relative to Brazil, Russia, China and other emerging-market countries. — NYT

The Journal of the ACM, a leading journal in the computer-science field, has for a number of years not published Indian submissions, finding them lacking in quality.

The quality of graduate education in critical technology fields lags behind the US and Europe. Concerns about the caliber of India's legions of engineering graduates have mired New Delhi's bid for full membership in the Washington Accord, which governs international recognition of foreign engineering degrees. Despite the world-class reputation of India's technology sector, the country manages to produce few Ph.D.s in computer science. Indeed, Israeli graduates approximately the same number as India, despite having only 1/160 of India's population.

A senior government official in New Delhi recently acknowledged that India would never become a great power on the basis of such paltry numbers.

ACUTE SKILLS SHORTAGE

Educational deficiencies have led to an acute skills shortage. Although the country minted about 6.5 lakh new engineers a year, a recent McKinsey study reports that only a quarter of its technical graduates and only about 15 per cent of its general college graduates are suited for employment in offshore IT and business-process outsourcing industries, respectively. The rest are lacking in the requisite technical knowledge, English-language capacity and collaborative skills. The report foresees a potential shortfall of 35 lakh IT workers by 2020.

Another official in the Prime Minister's office acknowledges, "The stark reality is that our education system churns out people, but industry does not find them useful."

This view is echoed by a recent report by a Parliamentary committee, which observes that the employability of graduates from the country's technical schools "remains a matter of serious concern."

The skills gap also has acute consequences in other fields. A 2009 World Bank report concludes that an acute deficit of civil-engineering skills severely jeopardises the country's growth prospects. The number of civil-engineering graduates from Indian universities must increase three-fold in order to make good on New Delhi's ambitious plans to improve the nation's decrepit infrastructure. To expand the ramshackle energy sector, India has been forced to rely on tens of thousands of Chinese guest workers.

The chairman of the Central Electricity Authority admitted, in a recent interview, "We don't have that amount of skilled manpower in the country."

India's stunning transformation during the past two decades commands world respect, but that should not blind us to its daunting challenges, perhaps none more formidable than in the area of human-capital development. The country's prodigious demographic resources could one day be the basis for India's emergence as a full-fledged global power. For now, though, it remains an open question whether India has the capacity to distil that potential into actual achievement.

Like the US, India requires its own Sputnik moment to jolt it into a higher educational orbit.

(The writer is president of the Asia Strategy Initiative, a Los Angeles-based consultancy.)

From Yale Global
(© The New York Times News Service)
आईआईटी त्यूशन फीस बढ़ौतरी पर असमंजस में सरकार

नई दिल्ली, (भाषा): भारतीय प्रौद्योगिकी संस्थानों (आईआईटी) में व्यापक सूचना पर सूचना देने के लिए गठित अनिल काकोडकर समिति की संस्थान के पात्रत्वों के त्यूशन फीस को वर्तमान 50 हज़ार रूपए से बढ़ौते को से अति लाख रूपए करने की सिफारिश की शिष्याविदों ने विरोध किया है, हालांकि सरकार का रुख अभी भी इस पर साफ नहीं है।

मानव संसाधन विकास मंत्रालय के सूचना ने कहा कि यह अभी सिफारिश है। छात्रों पर पड़ने वाले प्रभाव सभी अन्य पहलुओं पर पहले से अधिकतम करने के बाद आईआईटी बैंक को अनिल निर्णय करेंगे। दूसरे के इस प्रतिक्रिया प्रौद्योगिकी शिक्षा संस्थान, प्रौद्योगिकी विकास में नीति में इस अप्रतिक्रिया बूढ़ि के संसाध को प्रशासनिक शिक्षा प्रदान करेंगे।

शिक्षा की आईआईटी तीनों को भारी मांग तथा आईआईटी ने बीटेक करने वालों को भी बढ़ाने वाले उच्च वेतन की संसाधन के ध्यान में रखकर इस बूढ़ि के बिल्कुल तर्कसंगत बनाया गया है।

सामग्री ने कुछ महीने पहले भी अपनी रिपोर्ट पेश की थी। जनवरी में हुई आईआईटी परिषद को बैठक में मानव संसाधन विकास मंत्री कपिल सिंहवाल ने बूढ़ि के सुझाव पर आपत्ति व्यक्त करते हुए कहा कि यह होनार्डे छात्रों के लिए बाध्य का काम करेगा।

मानव संसाधन विकास मंत्रालय के सूचना ने बताया कि काकोडकर समिति से इस आपत्तियों के बाद रिपोर्ट पर फिर से विचार करने और इसमें जरूरी सुधारकर्ताओं का काम गया था।

लेकिन शुरुआत को समिति ने अपनी पुरानी रिपोर्ट में बिना कोई संशोधन की नहीं। फिर से मंत्रालय के समक्ष पेश किया। इसलिए आईआईटी परिषद को निर्णय लेने से पहले उसका गठन अध्ययन करेंगे। शिक्षादाता एवं एमसीएचआई के पूर्व अधिकारी के विरोध ने कहा था।

समय में नदीनाल आया है लेकिन में यह नहीं चाहिए कि अपने जीवन को सुरूआत देने का लोगे के दबाव में करने पड़े।" आईआईटी की फीस में बूढ़ि के प्रस्ताव का विरोध करते हुए उन्होंने कहा कि संस्थान और सरकार को कोई स्थान निर्धारण नहीं है ताकि छात्रों की शिक्षा के अधिकार से बचाव न हो पड़े। काकोडकर समिति ने अपनी रिपोर्ट में कहा कि छात्रों को मदद के ध्यान में रखने हेतु मानव संसाधन मंत्रालय को आईआईटी के प्रतिक्रिया छात्र के लिए सालाना 1.5 लाख रुपए का बोग तैयार करना चाहिए।

समिति की शिक्षादाता में आईआईटी छात्रों को अपना बैंक बूढ़ि की सूचना सुचियां मुहूर्त करने की बात कही गई है। इसलिए इसके अलावा जिन छात्रों के परिवार को सालाना आया 4.5 लाख रुपए से कम हो, उन्हें 100 प्रतिशत छात्रबृत्ति के दबाव में लाना जाए और मासिक मानदेय प्रदान किया जाए।
आईआईटी की फीस दो से ढाई लाख रुपए करने की सिफारिश

नई दिल्ली (फ्रूट)। भारतीय प्रौद्योगिकी संस्थानों (आईआईटी) में व्यापक सुधार पर सुझाव देने के लिए गठित अनिल काकोडकर समिति ने संस्थान के पादथक्रमों के प्रयास फीस को नर्तमान 50 हजार रुपए से बढ़ाकर दो से ढाई लाख रुपए करने की सिफारिश की है। समिति ने जनहत्तरतंत्र विद्यार्थियों के लिए विशेष ऋण योजना का सुझाव दिया है। सुझाव में कहा गया है कि ऋण की इस तरह व्यवस्था होनी चाहिए की छात्रों की 90 प्रतिशत विशेष आवश्यकता पूरी हो जाए।

केंद्रीय मानक संसाधन मंत्रालय द्वारा नियुक्त अनिल काकोडकर समिति ने अपनी रिपोर्ट में बी.टेक और एम.टेक कोर्सों के लिए शिक्षण शुल्क को 50 हजार से बढ़ाकर दो-स्तर दो लाख रुपए वार्षिक करने की सिफारिश की है। इसमें होटल फीस और अन्य खर्चे शामिल नहीं है। समिति के अध्यक्ष नर्तमान वाले अनिल काकोडकर ने कहा कि फीस में वृद्धि की पूर्ति छात्र विशेष ऋण योजना से कर सकते हैं। छात्रों को ऋण आसानी से उपलब्ध कराया जाएगा। समिति ने कहा कि छात्रों को ऋण बिना किसी संपत्ति के अधानत पर दिया जाएगा। सुझाव दिया गया है कि आईआईटी प्रवेश दस्तावेज के साथ ही ऋण की गारंटी दी जाएगी। समिति ने विशेष ऋण योजना के लिए स्टेट बैंक ऑफ इंडिया से चर्चा करने का उल्लेख किया है। सूत्रों ने बताया कि काकोडकर समिति से रिपोर्ट पर फिर से विचार करने और इसमें जरूरी सुधार करने को कहा गया था। लेकिन शुक्रवार को समिति ने अपनी पुरानी रिपोर्ट में बिना कोई संशोधन किया इसे फिर से मंत्रालय के समक्ष पेश किया। इसपर आईआईटी परिषद कोई निर्णय लेने से पहले उसका गहन अध्ययन करेगी।
आईआईटी चली आईआईएम की राह

महिला कुमारीवर्ग @ नई दिल्ली

आईआईटी के लिए मौजूदा दुष्कर्ष फीस को 50 हजर रूपए से बढ़ाकर दो से लाई लाख करने संबंधी सिफारिश को मंजूरी मिलने के संकेत है। क्योंकि आईआईटी की भारत आईआईटी सिस्टम की सर्वोच्च समिति आईआईटी परिषद् इसे स्वीकृति प्रदान कर सकती है।

लेकिन इसलिए पहले फीस का भुगतान उठाने वाले छात्रों के लिए सरकार सुरक्षा बैंक की सुरक्षा सुरक्षित करना चाहती है। फिर संयुक्त संघ राज्य माध्यम के सूचना बोर्ड भी जानता है कि वह फीस का भुगतान करना चाहता है।

गरीब छात्रों के कोष पर कार्रवाई जात्म

वरिष्ठ अधिकारी ने बताया कि यदि यह सिफारिश मंजूर कर ली जाती है तो इसके तहत कमजोर आर्थिक स्थिति वाले छात्रों जिनके पारित सहायता वाले 4.5 लाख रूपए से कम हो जाती है, उसे पैसे में पूरी तरह छुट्टी होगी। यह पैसा वह छात्र के लिए सरकार जहां करेंगे।

इसी तरह जोवूरु और इंदौर सरकार आईआईटी युवाओं की खात्री के लिए भी आईआईटी में भी खात्री के हिसाब से ही छात्रों के लिए फीस का निष्पादन होगा।

उन्होंने बताया कि यह वारिष्ठ अदालतों की सरकार आईआईटी के लिए जहां छुट्टी की होगी। आईआईटी के छात्र के संयुक्त उपलब्धि में शुल्क का निष्पादन होगा।

... ताकि कोई प्रतिभावान न रहे चिंतित

अधिकारी ने बताया कि इस क्रयायद के पीछे सरकार की मूल्य अन्तरराष्ट्रीय प्रतिभाओं को देखते हुए ऐसे अतिविदेशी संस्थान के लिए उसकी गुणवत्ता खारिज करने की है। यह लेकिन इसलिए जोूरु और इंदौर सरकार आईआईटी युवाओं के लिए भी आईआईटी में भी खात्री के हिसाब से ही छात्रों के लिए फीस का निष्पादन होगा।
आईआईटी छात्रों को मिल सकेगा ऋण

नई दिल्ली, भारतीय प्रौद्योगिकी संस्थानों (आईआईटी) में सुधार पर सुधार देने के लिए गठित समिति ने प्रस्ताव पर प्रस्तावित बृद्धि से छात्रों को रहत प्रदान करने के लिए "वेबसाइट ऋण योजना" शुरू करने का सुझाव दिया है। इस समिति का गठन 2009 में किया गया था।

समिति ने अपनी रिपोर्ट में कहा कि मानव संसाधन मंत्रालय को आईआईटी के प्रत्येक छात्र के लिए क्रम से कम सालाना 1.5 लाख रुपए का कोष बनाना और छात्रों को सुगम बैंक ऋण की सुविधा मुहैया करने का आवश्यक था। उसके अलावा जिन छात्रों के परिवार की सालाना आय 4.5-लाख रुपए से कम हों, उन्हें 100 प्रतिशत छात्रवृत्ति के दायरे में लाया जाए और मासिक मानदंड प्रदान किया जाए।