Newspaper Clips

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Hindustan Times, ND 17/05/2012 P-15

IIT 2012: 10 lakh papers, but only 200 revaluations

DEFENCE JEE officials describe intiative as great success, say small number of complaints reflect students are satisfied

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NEW DELHI: Unperturbed by complaints on wrong answers and ambiguity in questions, the JEE officials have described their new initiative, of providing solutions and uploading the answer sheets of the aspirants before declaring the results, a 'great success'.

"We have got only 200 applications for revaluation. Considering the fact that there were around 10 lakh papers (2 for each candidate), this is such a small number. Does this not reflect that the students are satisfied by our evaluation and marking," organising chairman Dr GB Reddy said.

IIT had uploaded the corrected optical response sheets of every candidate on the JEE website to maintain transparency and avoid any errors. It is for the first time that the candidates got a chance to go through their answer sheets to see if they have been evaluated properly.

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- **IIT had uploaded the corrected optical answer sheets of every candidate on the JEE website to maintain transparency**
- **Ever since the solutions were uploaded, there have been complaints from students and academicians on incorrect solutions and ambiguous questions.**

The evaluated answer sheets were available online from May 5 to May 10. The facility to submit requests for revision closed at 5 pm on May 10. Ever since the solutions were uploaded by IIT, there have been complaints from students and academicians on incorrect solutions and ambiguous questions. One such complaint refers to a 'mistake' in question no 28 in paper 2 of Chemistry paper.

The complainant, Vijay Pratima Mittal, a professor of Chemistry claims the answer that has been mentioned in the solution sheet uploaded by IIT was wrong. Submitting reference material to justify that the answer provided by IIT was incorrect, the professor said she had written to the organising chairman and HRD ministry but had got no response.

"The question carries four marks and can affect the future of so many aspirants," she said.

Some ambiguity has also been found in a few questions. "The question 6 in Paper 2 of Physics is ambiguous," says a professor of Physics.

The IIT has admitted that two questions in the JEE 2012 paper were incorrect and had given zero marks to the candidates in these questions.

Tribune, ND 17/05/2012
P-18

COMMON ENGINEERING TEST

Most IITs reject weightage to school exams

ADITI TANDON/TNS

NEW DELHI, MAY 16

The government's proposed common engineering test 2013 for admission of students to centrally funded technical institutes has hit a virtual roadblock, with faculties of premier IITs rejecting it in its present form.

The senates (faculty bodies) of six out of seven old Indian Institutes of Technology have put their foot down so far as treating the proposed exam as an admission test to premier institutes is concerned.

In their representation to HRD Minister Kapil Sibal, Senates of all IITs - Bombay, Madras, Kanpur, Kharagpur, Delhi and Roorkee (with the exception of Guwahati) have categorically said school board exam performance "will not to be used for the preparation of the final merit list in respect of admission to IITs and IITs will prepare this final list on the basis of an IIT advanced test."

A majority of the professors in the IIT system have resolved that the current practice of admissions to the undergraduate program to the IITs (through IIT-JEE) should continue unchanged for 2013 and the national screening test should be held only from 2014.

IIT faculty has however red-flagged a key element of the proposed common national exam - admission of students to central technical institutes including IITs on the basis of this test whose merit list would be prepared after factoring in the school board marks and results of an objective type aptitude test. IIT teachers say they would select the top students from the national screening and subject them to an IIT advanced subjective type test to prepare their final merit list for admission to the premier institutes (eight new ones have been added in the recent past).

In their statement to Sibal, the senates have said, "From 2014 onwards, the national entrance test be used as a screening test for the purpose of admissions to undergraduate programmes to IITs. From the national screening test, a fixed number of candidates (about 50,000) will be chosen who will become eligible to appear in the advanced test to be conducted by the IITs." This practically puts IITs out of the purview of the test.

IITs say the merit list of advanced test would not factor in board exam marks and structure would be prepared in due course.

Telegraph Kolkata 16.05.12 P-4

14 marks that can scuttle IIT hopes

BASANT KUMAR MOHANTY

New Delhi, May 15: Thousands of students aspiring for a seat in the Indian Institutes of Technology may have wasted precious time chasing 14 marks in this year's IIT-JEE exam, where the multiple-choice answers to four questions were either incorrect or confusing.

The errors came to light once the answer-keys — the correct answers to all the questions — were published on the IIT-JEE website early this month after all the Optical Response Sheets had been evaluated.

Over five lakh candidates appeared in the IIT-Joint Entrance Examination on April 8 this year to qualify for nearly 10,000 seats in the 15 IITs, IT BHU and the Indian School of Mines, Dhanbad.

The results will be declared on May 18.

According to the answer-keys, all four options to a chemistry question (No. 23 that carried three marks) and a math question (No. 60 that carried four marks) were incorrect.

The options for the other two questions that carried seven marks, both in physics (No. 6 and 15), included more than one correct answer.

In the case of the first two — the questions in chemistry and mathematics — JEE authorities have decided to award no marks to students whether or not they attempted them.

GRIM TIDINGS?

This means students who tried to tackle these two questions spent time and effort only to be marked zero.

As for the physics questions, many students would have skipped marking what they felt was the correct answer to avoid negative marking after racking their brains.

IIT-JEE vice-chairman Rajesh Khanna told **The Telegraph** that certain questions were found to be erroneous and all candidates who attempted them had been awarded zero.

Anybody who has blackened one of the correct answers to the other questions would be awarded marks, he added.

The JEE authorities are clueless about how the errors in the questions, set by eminent professors for the most competitive engineering entrance exam in India, crept in. "I cannot say how the erroneous questions found place in the question papers. I do not know who prepared the questions," Khanna said.

An IIT Delhi professor, who did not want to be named, said students who attempted the questions with the wrong answers were being "penalised" for the mistakes of those who had set the question papers. "In the case of the questions having more than one correct answer, a serious student after thorough calculation would have skipped the questions lest he or she should attract negative marking," the professor added.

IIT Delhi conducted the test this year.

"It is unfortunate that IITs commit mistakes in setting question papers. Such mistakes have no excuse. Action should be taken against persons responsible for such oversight," a parent said.

This is not the first time that the premier tech schools have committed mistakes in setting JEE papers.

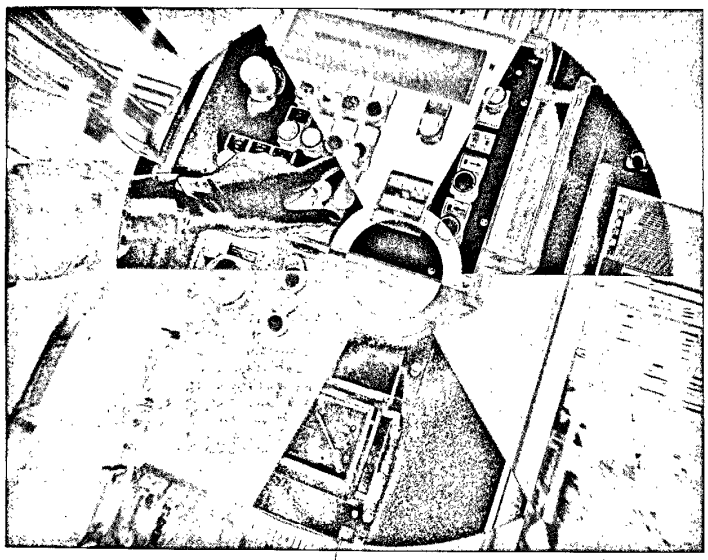
In 2006, the JEE papers had carried erroneous questions worth 23 marks. In 2008, wrong questions carried 18 marks. The 2010 exam saw printing mistakes and ambiguous instructions, while last year erroneous questions carried 30 marks, sources said.

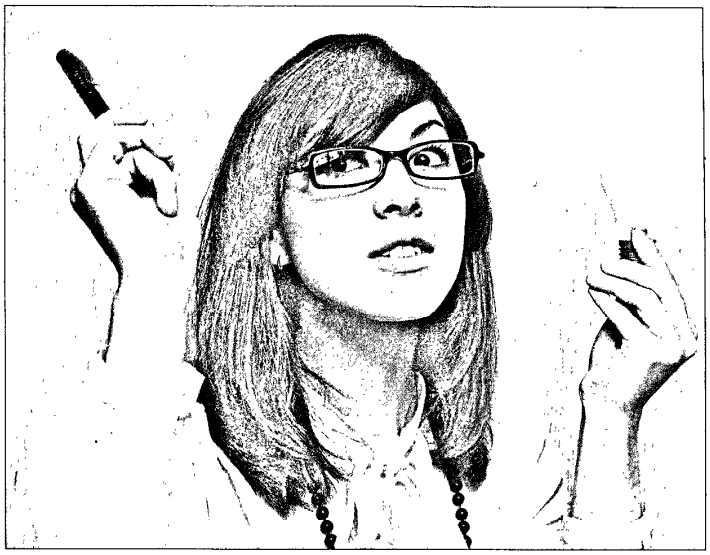
Indian Express Pune 16/5/12 p-8

IIT panel looking at JEE error

NEW DELHI: Two questions worth 14 marks were found to be having errors in the IIT-JEE this year. On Tuesday, Director of IIT-Delhi R K Shevgaonkar said a committee with representatives from all the IITs is "looking into the matter and will take appropriate action regarding the details of the problem". Sources in IIT-Delhi said the two questions are being treated as "deleted" as they could be "perceived differently by different students". **ENS**

Deccan Herald ND 17/05/2012 p-6





Bringing change through education

Trends in our technology-driven economy indicate that we need to take initiatives to overhaul our education system and produce more innovative minds, writes **M A Siraj**

Technology, jobs and education are increasingly getting tied into a triangular relationship. The nation's educationists, educators and economists will be required to maintain a constant watch on this triangle in order to meet the challenges of economic growth as well as employment generation.

The last two decades have witnessed a huge transformation in the employment and economic scene. Old jobs are dying very fast and new jobs that are being generated are less likely to enjoy permanence. Every turn in technology is bringing a kaleidoscopic change in the employment scene. The days when we earned a degree and continued to do the same job for the next four decades before sliding into retirement, may well be over or are about to vanish. The Internet, computers, iPhones, digital cameras, iPads and the latest androids are urging continuous learning, unlearning, relearning and acquisition of new skills.

Losing ground

What this means is that all routine jobs that involve no creativity or analytical skills are all likely to be lost due to automation, digitisation, computerisation, and possibly outsourcing. What has happened to the Americans may well happen to Indians ten or twenty years hence, though not in the same pattern. The jobs outsourced from America fell in our kitty largely because we — mainly the South Indian states and Maharashtra — had a large pool of English-knowing, technically skilled workforce. Trends show that South East Asian nations particularly Thailand, Vietnam, Indonesia and the Philippines may well prove to be more attractive destinations for these jobs in the near future as they outdo us in work ethics.

> ACCORDING TO A REPORT, THE REAL COST OF PERFORMING A STANDARDISED SET OF COMPUTATIONAL TASKS FELL AT LEAST 1.7 TRILLION-FOLD BETWEEN 1850 AND 2006 IN THE UNITED STATES, WITH THE BULK OF THIS DECLINE OCCURRING IN THE LAST THREE DECADES.

Creation of new jobs or loss of old ones is dependent upon how our economy behaves. In the past it happened in two ways. The productivity of an average professional went up considerably in the wake of the advent of calculators, computers, cameras, and printers. These have eliminated the jobs of several assistants and associates. Most journalists now cover events, compose reports, run spell-checks, some of them even record events on cameras and directly feed the reports to the newsrooms. They have thus taken away the jobs of compositors, photographers and proofreaders.

Jobs eliminated

Chartered accountants crunch numbers by themselves. Artists, architects and developers prepare their own sketches and maps, broadsheets, blueprints and webcast them for the benefit of their clients. Stockbrokers need fewer clerks and secretaries. A news agency that employed 15 documentarists in its Delhi office until 1995, today employs just three of them today. Professors and researchers in universities require few research associates. They can prepare their own PowerPoint presentations. Google and other search engines have eliminated these jobs and also reduced the required space for data banks and libraries. Automatic tele-callers, ATMs, ticket-vending machines, and interactive voice response systems are also taking away positions earlier manned by people.

The second way it happens is by shifting the work load from company-employed servers to users. This has not happened in a major way in India, but if economy of operations has to be achieved, the course is inevitable. For instance, we may have to pump our own petrol, wash our own cars in automatic car laundries, and pack and bag our own grocery in malls. Routinised jobs are thus constantly threatened with extinction. There is another factor too. Those who do these routine jobs fall easy prey to attrition. Computers don't. Thirdly, it is not easy to manage workers. Computers need mere maintenance.

Job tasks that primarily involve organising, storing, retrieving, monitoring, and manipulating information are increasingly being codified in computer software and performed by machines. In this context the report titled *Grand Challenges in the Study of Employment and Technological Change* by Lawrence Katz and David Autor of Harvard University provides some guidance. According to them, the real cost of performing a standardised set of computational tasks fell at least 1.7 trillion-fold between 1850 and 2006 in the United States, with the bulk of this decline occurring in the last three decades. There was a drastic fall in four 'middle-skill' occupations — sales, office workers, production workers and operatives — which accounted for 57 per cent of employment in 1979 but only 46 per cent in 2009 and the trend is clearly downward.

What is clear is that all kinds of service jobs, unless they are creative, will be on notice. However, this will not affect low-skilled jobs that involve physical and manual work done by policemen, bakers, cooks, masons, plumbers, electricians, delivery-boys, nurses, therapists, lorry drivers, waiters or bartenders as they cannot be replaced by computers. But these depend on the state of the economy and paying capacity of society. So future workers will have to ask themselves if they are adding value to their work and if he or she is doing something unique and irreplaceable.

The future is different

How do we prepare the next generation for employment? The future does not belong to behemoths like HAL, BEL, BHEL, or HMT employing 25,000 people. Towns of the future may have 100 companies each employing 25 to 50 persons. The economy will be driven chiefly by innovation, together with greater efficiency and productivity. A company that does not constantly innovate will fall behind others. These are the future challenges our education system will have to address.

Innovation is the outcome of critical thinking and reasoning, abstract analytical skills, imagination, judgment, creativity and calculation. This demands a high degree of contextualisation and insight. It requires the ability to read a situation and create something new. Secondly, since a large workforce will be dependent on computers in the future, there will need to be frequent collaborations and frequent communication between workers. Compatibility of systems, measurements, yardsticks etc too will require greater engagement between workers and work units. So the education system will need to target the whole person and not merely produce top-scorers. The most crucial element in the change we need to bring about will be teachers.

Looked at from this angle, our education system is way behind in terms of the challenges staring us in the face. Our higher education system has got into a rut. It produces neither innovative ideas nor individuals. Academicians now get skyrocketing salaries only to remain on seminar circuits. There is no way the research in universities can be regulated and researchers made more accountable. The education system needs overhauling as we need expert teachers to produce manpower that is totally in sync with the emerging trends in the economy.