

Newspaper Clips

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Times Of India ND 08/07/2015 p-11

Bombay top choice of IIT kids, Delhi next

65 Of Top 100 Rankers Opt For Powai

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Mumbai: Sixty-five of the top 100 rankers of JEE (Advanced) this year have picked IIT-Bombay, helping it retain its position as the most sought-after campus ahead of 17 other premier Indian Institutes of Technology.

The figure from the first allotment round on Tuesday marked an increase over last year, which saw 58 among the top 100 opting for the Powai institute. In fact, 2014 was the first time in years that fewer than 60 of the top 100 had picked Powai.

IIT-Delhi emerged as the second choice for aspirants, with 30 students choosing the campus, a drop from last year's 36. IIT-Madras and IIT-Kanpur were a distant third and fourth, with three and two students, respectively.

Of the top 100 JEE (Advanced) rankers, 34 belonged to the IIT-Bombay zone and, therefore, the institute was an obvious choice. Interestingly, many of the 28 rankers from the IIT-Madras zone seem to have opted for IIT-B as only three chose the former.

"A majority of students perceive it as the top institute. At 18, most students make their choices based on what their friends and family would recommend. Computer science and engineering (CSE) and electrical engineering were the popular choices for students in the top ranks," said Devang Khakhar, IIT-B director.

The opening and closing ranks for CSE at IIT-B were 1 and 59, indicating that most in the top 60 have chosen the programme. At IIT-Delhi, it opened at 31 and closed at 102. At Kanpur it started at 26, and



THE ACHIEVERS: Saroj brothers Raju and Brijesh with their family

Saroj duo get courses of choice

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Allahabad: Uttar Pradesh's Saroj brothers — the face of thousands of IIT aspirants who have the merit but not the money — crowned their success story on Tuesday by landing the institutes and streams of their choice.

Raju Saroj, the younger one who ranked 167, will pursue electronics and electrical communication at IIT-Kharagpur, while Brijesh, who ranked 410, will study engineering physics at Powai. "We are so happy to get institutes and courses of our choice. We are raring to begin our classes," Raju told TOI.

For the full report, log on to www.timesofindia.com

at 61 in Chennai. Admission to the electrical engineering programme in IIT-B opened at rank 9 and closed at 240. Electrical and mechanical engineering followed CSE as the sought-after courses at Powai and Delhi.

If the old favourites — Madras and Kanpur — have slid in the rankings, Kharagpur and the newer ones, Roorkee and Guwahati, have not man-

Funds pour in for Goan who cleared JEE

Nida Sayed | TNN

Call it the season of fulfilled ambitions. The day TOI shared the story of Goa boy Adil Dangui, who cracked the JEE but didn't have money for admission, help poured in from all over.

SBI's Cuncolim branch offered him a loan, while the Rotary Club of Panjim Riveira pledged to buy him a laptop and the expensive course books he'll need. Adil, however, has agreed to mining major Fomento Resources' offer to fund his entire education. He will study electronics and telecommunication at IIT Ropar.

For the full report, log on to www.timesofindia.com

aged to get even a single student from the top ranks. IIT officials attributed this to the low representation of students from the North-East.

"Students' choices indicate that they do not pick institutes just for academics and campus life, but a lot of them are influenced by what is in store outside the campus too," said former IIT-Delhi director R K Shevgaonkar.

Times Of India ND 08/07/2015 P-22

Govt to spend \$2.4m over 5 years on Indian kids in Carnegie Mellon

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New Delhi: The government has decided to spend \$2.4 million in five years on advanced studies in STEM (science, technology, engineering and mathematics) by outstanding Indian students at the Carnegie Mellon University (CMU) in Pittsburgh, US. An agreement to this end was recently signed between India's Science and Engineering Research Board (SERB) and CMU.

The SERB move is aimed at providing stipends to at least five students each aca-

India hosts the largest concentration of CMU alumni outside US with more than 1,300 students from India attending the varsity last year, making it CMU's one of the largest international student contingents

ademic year for their doctoral degrees at CMU, beginning 2016 fall. CMU will encourage all doctoral students from India to apply for the SERB fellowship.

The agreement was signed by CMU president Subra Suresh and SERB secretary TK Chandrashekar in the presence of department of science and technology

secretary and SERB chairman Ashutosh Sharma on the eve of CMU's first major event in New Delhi. The country hosts the largest concentration of CMU alumni outside US, and more than 1,300 students from India attended the CMU last year, making it one of the university's largest international student contingents.

"We look forward to working with the board to develop the next great generation of scholars, scientists, and engineers who will help address many of the 21st century human challenges," said Suresh.

"Through this programme, Indian scholars will be able to pursue research in frontier areas which are of relevance to India. I am sure this partnership will gain strength in the years to come," said Chandrashekar.

SERB was created in 2010 to promote basic research in science and engineering and to provide financial assistance to them.

आईआईटी रुड़की बनेगा बुलेट ट्रेन का रिसर्च सेंटर

<http://navbharattimes.indiatimes.com/india/the-research-center-will-be-a-bullet-train-iit-roorkee/articleshow/47978096.cms>

रस, देहरादून : देश में हाईस्पीड ट्रेनों और बुलेट ट्रेन प्रोजेक्ट को लेकर आईआईटी-रुड़की में रिसर्च सेंटर बनाने की कवायद चल रही है। रिसर्च सेंटर के रेलवे इंजीनियरिंग में काम कर रहे वैज्ञानिकों को शामिल किया जाएगा। आईआईटी-रुड़की में रेल प्रोजेक्ट पर यूके की साउथम्टन यूनिवर्सिटी के साथ भी एक एमओयू साइन हुआ था। भारत का रेल मंत्रालय भी अब आईआईटी-रुड़की में रेलवे रिसर्च सेंटर खोलने की कवायद में जुटा है। इस प्रक्रिया को अंतिम दौर में बताया जा रहा है।

The Digital India push for education

We need to measure the success of ICT in schools and facilitate the scaling up of innovations that have a demonstrated impact on student learning



ASHISH DHAWAN & NAMITA DALMIA

Digital India is a promising opportunity to use technology to revitalise our education system and address the huge learning crisis that our country faces. Although technology, on its own, is not a silver bullet solution to India's education challenges, evidence from international examples points to the possibility of a positive impact. Innovative technologies today are creating new forms of adaptive and peer learning, increasing access to trainers and mentors, and providing useful data in real-time. Digital India, implemented with vision and commitment, can catalyse such initiatives by creating an enabling environment across the country.

According to the World Bank, in 2010-14, only 15% Indians had access to internet. Under the ICT@Schools scheme, the government has spent a total of ₹2,585 crore since 2004 to install infrastructure in schools. Yet, by 2013-14, only 60% secondary schools were equipped with computers. Programmes such as this have failed, often due to the lack of a comprehensive vision that links the use of technology for improving student learning, building teacher capacity or providing better governance.

For Digital India to succeed in impacting education, it needs a coordinated and targeted approach to integrate technology into our vast and complex school system. A comprehensive vision to achieve integrated use of technology in education must be built on the following pillars.

Instructional tools for individualised student learning: We see significant investment in the production of e-content such as digitised textbooks, animations and videos. But much of this is merely duplicating rote-learning methods and lacks strong pedagogical principles. Technology can create individual learning paths for children, make learning interactive and fun through gamification and can provide them numerous practice opportunities.

Personalised digital learning platforms such as Khan Academy allow students to learn and master skills at their own pace. Using these products can help students to receive instant

feedback as their performance data are captured continuously. Khan Academy already receives the third-highest number of users in the world from India, indicating latent demand for such content. In India, platforms such as Mindspark are providing digital learning tools for children.

We need to build learning tools to address the diversity of languages and state curricula. Such content could either be developed locally or high quality global content could be localised. The government launched the National Repository of Open Educational Resources in 2013 to build a repository of high quality content in local languages. But greater efforts are needed to make such resources available across platforms, adopt a nationwide, open licensing policy for content creation, and train teachers to use them. Central Square Foundation is working with Khan Academy to develop the

ing models of teacher education by creating competency-linked training programmes, and enables teachers to connect with peers, and receive coaching from experts remotely.

Although teachers receive minimal training in the use of technology in BEd and DEd, there are signs of technology adoption. Government teachers in Maharashtra, Gujarat, Uttarakhand are using WhatsApp groups to exchange knowledge and ideas with each other. The Karnataka Open Educational Resources platform is enabling teachers to create digital content. There are two specific models by which professional development capacity can increase.

• **Blended courses** where teachers learn on an online program in addition to working offline with a coach. Content on the online program includes reading, videos and formative assessments. For example, QUEST, an NGO in rural Thane, Maharashtra, hosts an online course for

schools can record, maintain, track and analyse student-level performance data and use it for school-wide goals as well as teacher- or classroom-specific goals. Kerala, Maharashtra, Gujarat and Odisha have taken steps to implement such solutions.

As we design specific schemes, we must ensure that the education ecosystem is supportive of these initiatives. Beginning with the design phase through implementation support and monitoring, there must be adequate investment to ensure the success of these programmes.

In the design phase, educators and edtech solution providers should be consulted and their feedback must inform how technology can effectively be integrated into education.

In implementation phase, we must ensure high-speed internet access in schools, and appropriate technology hardware and content for children.

Smartphone usage in India grew 55% in 2014, and as its adoption continues to rise, there is an opportunity to create low-cost models that can provide learning opportunities outside the classroom. In addition, we

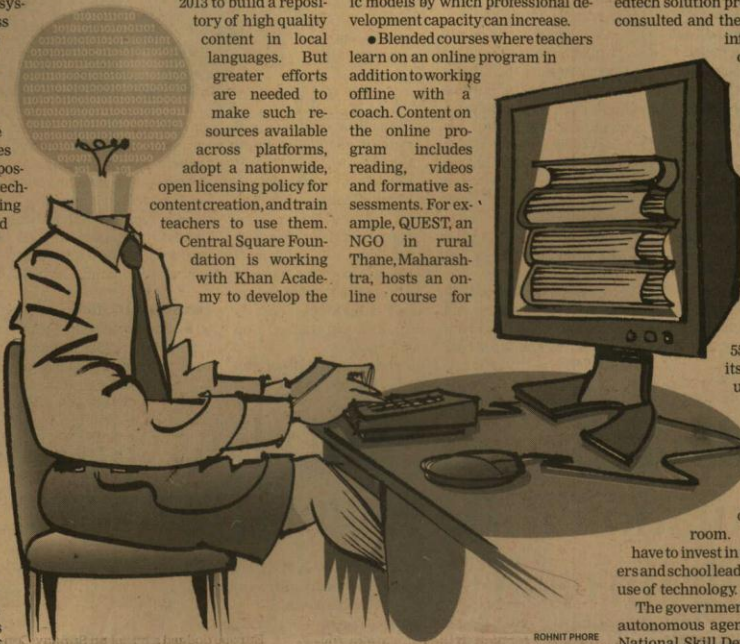
have to invest in training for teachers and school leaders in the effective use of technology.

The government can establish an autonomous agency, similar to the National Skill Development Corporation, to encourage innovation and develop the ecosystem for digital learning solutions. This autonomous agency can be staffed with talent from the private sector and must fund and leverage private operators to create these platforms.

Finally, as education technology is a nascent area, we need to track it closely to understand its efficacy. We have to measure the success of ICT in schools and facilitate the scaling up of innovations that have a demonstrated impact on student learning.

Digital India is a huge opportunity for us as the government pushes for the use of technology. Let us not duplicate the mistakes of the past by assuming that providing hardware and connectivity to schools will result in the uptake of technology. Instead, let us approach the opportunity with a vision and commitment to adopting a comprehensive approach to using technology to improve the education of our children.

Ashish Dhawan is founder & CEO and Namita Dalmia is associate director-EdTech, Central Square Foundation



An autonomous agency, similar to the NSDC, to encourage innovation and develop the ecosystem to create digital learning solutions is needed. This agency can be staffed with talent from the private sector. Also, we must not wrongly assume that providing hardware and connectivity to schools will result in the uptake of technology

Khan Academy-Hindi platform, which will have maths video tutorials and practice exercises, mapped to NCERT curriculum, in Hindi for students in classes 5 to 8.

• **Tech-integrated programmes for competency-linked teacher training:** We face a huge challenge of teachers lacking adequate training. While those in government schools have access to professional development and academic support, only 31.5% of them actually received in-service training in 2013-14. Teachers in private schools, who now educate 43% of our students, lack access to training, with training for teachers in low-fee schools being minimal. Technology allows for reinvent-

ing mathematics teaching that includes instructional videos, online coaching and peer support.

• **Platform for accessing repository of digital resources** such as videos demonstrating best practices in pedagogy. Such platforms powered by facilitated discussion forums enable teachers to learn from each other.

• **Data collection and analytics for strong governance:** Despite the significant quantity of school-related data collected by the state and central governments, it is largely inaccessible to the end-user since it is disaggregated, not yet digitised, and only available after a considerable time lag. With the help of robust Management Information Systems,

Central varsities to go ahead with CBCS system

PNS ■ NEW DELHI

Amid widespread protest from a section of academicians, students and political parties against the implementation of controversial Choice Based Credit System (CBCS) in Central Universities, the Vice Chancellors of majority of the universities have agreed to introduce CBCS from ensuing academic session.

Following the day long deliberations on the issue by V-Cs in the Capital, it was decided that the CBCS would be rolled out by all Central Universities from the coming academic session. The meeting was chaired by Higher Education Secretary V S Oberoi in the absence of HRD Minister Smriti Irani. Visva Bharti Vice Chancellor Sushanta Dattagupta, who was served a show-cause notice last week, stayed away from the meeting.

While all the universities



National Students Union of India (NSUI) workers at a protest against Union HRD Minister Smriti Irani at Jantar Mantar in New Delhi on Tuesday PTI

including Delhi University "unanimously" agreed to its roll out, a few sought one more year, but eventually agreed to embrace it from the coming academic session. HRD Ministry sources said BHU is planning to implement it in phases in different departments.

"All the V-Cs assured that

their preparations are complete and they will be starting the CBCS this academic session," said a HRD Ministry statement after the meeting. It added that out of 39 Central Universities, 37 have introduced CBCS at the post-graduate level. It said that while 13 new Central Universities do not have under

graduate programmes, 18 have already introduced the CBCS at this level.

The UGC has developed syllabi on 103 subjects, 85 of which are main line courses and 18 are specialised courses, giving 30 per cent choice to universities to make amendments in the courses. The next meeting of the V-Cs is slated in October before the President (the Visitor) reviews the institutes performance in November.

Earlier in the day students and teachers protested against implementation of the CBCS from the ensuing session. Indian Youth Congress, Nation Students Union of India (NSUI) and teachers' body Academics for Action and Development organised a joint protest at Jantar Mantar. Delhi University Teachers' Association and Federation of Central Universities' Teachers' Associations also staged a protest outside Vigyan Bhawan.

IIMC Faculty Up In Arms Over New Service Rules



NEW DELHI: The government wants to introduce a new set of rules of conduct for the faculty members of its premier journalism school, Indian Institute of Mass Communication. A section of the institute's faculty said the move would curtail their freedom and linked it with the developments at the Film and Television Institute of India. Officials at the Ministry of Information and Broadcasting said the proposal to adopt central civil services conduct rules was just being considered and that the rules would safeguard the rights of the faculty members, add more decorum to the functioning of the institute and place accountability on actions. "The central civil services conduct rules are being followed in JNU, AIIMS and several other universities... Jamia Millia has a professional code of ethics for teachers. There is no reason why teachers at IIMC should be exempted from them," an official said.



Kiren Rijiju with the first female twins to climb Mt Everest, Tashi & Nungshi Malik in New Delhi.—PTI

What They Don't Teach You at Harvard Business School

Indian startups sign up for Draper University of Heroes programme

Evelyn.Fok@timesgroup.com

MITHUN SRIVATSA
Cofounder, Blowhorn

The programme was designed on startup ethos and was super dynamic at a very high level

and mentoring sessions.

"The programme was designed on startup ethos and was super dynamic at a very high level. Draper was observing everyone in a keen manner and was super helpful to everyone," said Srivatsa. Past speakers include Elon Musk and Zappo's Tony Hsieh.

The top entrepreneurs of every class are then funded by Tim Draper himself. Besides Blowhorn, Draper has also put money into Fyne, a food startup that is about to launch in Bengaluru. Meanwhile

Glavio, started by TED Fellow Apurv Mishra, has received funding from the Draper family and is currently setting up shop in Bengaluru. Other successful alumni of the programme so far include female health device company nVision and marketing analytics company Loopd.

"It was a really good entry point into Silicon Valley," said Raman Shrivastava, cofounder of Fyne, who ran a crowdfunding campaign to support his tuition at Draper University. "Now, I have deep connections there and have raised money in the US, and the network is still very useful in terms of connections."

The programme costs \$9,500 (₹6 lakh), which includes room, board, and office space. Scholarships are available, and successful applicants receive assistance with obtaining a visa to enter the US. The most recent class of 70 hailed from 33 different countries, Tim Draper told ET.

Entrepreneurs Take their Lead from the Top, says Tim Draper

ET Q&A What has been the influence of Draper University

internationally so far?

Draper University is a Silicon Valley-based school for entrepreneurs to become extraordinary, and for some, it is a ticket into the Draper ecosystem. There have been 170 companies created by Draper University students so far. Roughly half of those are from outside the US. Our most recent class of 70 comes from 33 different countries.

How has the potential of India's startup ecosystem evolved over the past few years?

I am thrilled that India has a new prime minister. At least the early indications

are that he is trying to root out corruption. Transparency and honesty help economies thrive. Entrepreneurs take their lead from the top.

DFJ was one of the first revered global VC firms to set up in India. Why did DFJ and the Draper Venture Network stop operations here?

We had a number of instances where the entrepreneurs we backed in India either ran away (in the case of a failing company) or did not disclose information or renegotiated (in the case of a successful company). We decided that we would rather back Indian entrepreneurs in the Valley and other countries where they operate in a stable environment.



No 'outsourcing' of PhD, UGC tells VCs

Step taken after representation by MDU professor

<http://www.tribuneindia.com/news/haryana/no-outsourcing-of-phd-ugc-tells-vc/103590.html>

The University Grants Commission (UGC) has directed the Vice Chancellors of all universities across the country to ensure that the research supervisors for guiding MPhil/PhD students are allocated from amongst the regular faculty members at the university teaching department or its affiliated PG colleges/institutes.

"It has come to the notice of the UGC that some universities are hiring the services of the supervisors who do not happen to be regular teachers of those universities or their affiliated PG colleges/institutes for awarding MPhil/PhD degrees. This practice is in violation of the UGC (minimum standards and procedure for awarding MPhil/PhD) Regulations, 2009," maintains a UGC communiqué.

The communiqué, shot off on July 6 by Dr Jaspal S Sandhu, UGC Secretary, clarifies that any PhD/MPhil degree awarded by a university under the supervision of a supervisor who is not a faculty member of the university or its affiliated PG colleges/institutes would be in violation of the UGC Regulations. It warns the

Vice Chancellors/officials concerned that any violation of the regulations would be dealt with seriously.

The step comes after a representation on the "outsourcing of PhDs" submitted to the UGC authorities by Prof SPS Dahiya, head of the department of English and foreign languages at MDU here. "I am grateful to the UGC authorities for issuing the clarification in the larger academic interest," said Prof Dahiya, who had also moved the Supreme Court regarding the matter.

Dr Raj Kumar, president of the Haryana Federation of University and College Teachers Organisations (HFUCTO), has also welcomed the UGC move.

Dr Raj Kumar had also submitted a representation to the UGC authorities in this regard in 2013, pointing out how many private universities across the country were flouting the UGC regulations by allowing a researcher to work for his PhD at any university/institute across the country under the guidance of teachers of other universities. In certain cases, the research supervisors were from outside the country.

Spate of suicides by depressed students at Kota coaching centres rocks Rajasthan

<http://echoofindia.com/port-blair-spate-suicides-depressed-students-kota-coaching-centres-rocks-rajasthan-88961>

Rising number of suicides by students undergoing coaching for JEE at reputed coaching hub of Kota, Rajasthan, has sent shock waves all around. Over the past month alone, five suicides have been reported in the city. According to a report published by a national daily, on 1st July, the last case reported was that of an 18-year old boy from Gopalganj in Bihar who committed suicide by hanging himself from a ceiling fan. The common underlying factors are rising performance pressure and bouts of homesickness among adolescent students, claimed the police. Other reasons behind the suicides include love affairs and financial crisis.

According to Addl SP, Kota, in 2013, 26 students committed suicide, in 2014 another 14 cases were reported whereas so far this year 11 cases have already come to light. Alarmed by the rising numbers of suicides, coaching centres in Kota have started running helplines for children and also counsel parents to help the children cope with the academic pressure.

The coaching for JEE at Kota, doesn't come cheap. It costs at least Rs. 2 lakh per year, which puts more pressure on students from middle class families, especially when they are unable to perform and meet the high expectations of their families.

Many students from Andaman whose parents can afford to bear the expenses, are also undergoing coaching at Kota. "We are always worried about the wellbeing of our son who is studying in XI class and also undergoing coaching for JEE. There is a great deal of academic pressure and the students can hardly find time for sports or any other co-curricular activity. We remain constantly in touch with our son to boost his morale so that he may not feel depressed due to homesickness," said a doctor couple.

Looking at the brighter side of the expensive coaching facility at Kota which almost ensures a seat in IIT, the local Member of Parliament, Mr. Bishnu Pada Ray has proposed to the A&N Administration to prepare a plan scheme for sponsoring 3 meritorious students from poor families from each of the 7 Tehsils for 2-year coaching-cum-studies for preparing the students for IIT entrance exams. However, Ray's well-intentioned proposal has failed to take into account the psychological risk factors involved, especially for the children from poor background hailing from remote areas.

"There are risks involved. Who will shoulder the responsibility if a child commits suicide? Will the LG or the MP take responsibility for such a tragedy?" asked the owner of a small shop at Garacharama whose daughter is good at studies but who is unwilling to send her away to a distant place like Rajasthan. However, he would prefer a suitable facility for his daughter close at home which might help enhance her career.

Asked if the Administration was prepared to take the responsibility if some untoward incident happened with a child sponsored by it, the Secretary (Education), Mr. Devinder Singh Nijjar replied in the negative. "The Administration can only provide financial assistance while overall responsibility for the decision to send students for coaching and studies in the mainland institutions, including Kota, Rajasthan, and their safety and wellbeing during the two year stay there can only be taken by the parents."

However, Mr. Nijjar lauded the MP's idea of having a Plan Scheme for financing coaching for meritorious students from poor families. At the initiative of the MP, the Scheme has been included in the Annual Plan 2014-15 and 2015-16. The Education Department has already issued a circular to all the 9 Zonal Education Officers to identify meritorious candidates belonging to poor families to provide necessary financial help to

such students whose parents are willing to send their wards to coaching institutes in mainland including Kota, Rajasthan.

Appreciating the concerns of the parents and in the larger interest of the student community, the Education Department, as per the directions of the Lt. Governor, had taken a new initiative to provide free coaching for Joint Entrance Exam (JEE) and All India Pre Medical Test (AIPMT) from 6th April 2015 to 2nd May 2015, at RBV Port Blair. Hundreds of students were imparted free coaching by the best available teachers. The Department proposes to continue providing the same free coaching in future too. If required, services of experts from mainland can also be availed, assured the Secretary. According to Mr. Nijjar, such a nice facility at home can take care of avoidable exposure to risk factors like pressure of homesickness, fear of failure and academic non-performance, depression, suicidal tendencies etc while undergoing coaching and studies for two long years away from the islands in mainland.

IIM Lucknow's interim director steps down

TROUBLE IN TOP INSTITUTES

Hindustan Times (Bhopal)

The interim director of the Indian Institute of Management, Lucknow (IIML) quit citing health grounds on Monday, the latest in a string of top-level resignations to have hit premier higher educational institutions. The B-school, leading the campaign against the government's proposed changes in management of the IIMs, has been without a full-time director since September last year.

“Prof Rajiv Kumar Srivastava has stepped down today totally on his own request,” said Jamshed J Irani, chairman of the board of governors, IIM-L, in an email to HT on Monday. “There is no news yet from the HRD ministry (about a successor),” Irani said.

The latest controversy follows one triggered by the resignation of Anil Kakodkar, chairperson of the governing body of IIT-Bombay, in March amid alleged disagreements over the selection of directors of three IITs — Ropar, Bhubaneswar and Patna.

Earlier, IIT- Delhi director Raghunath K Shevgaonkar resigned on December 22 last year amid a public row with the HRD ministry over the reimbursement of back wages to former teacher and BJP leader Subramanian Swamy and a purported demand for a cricket academy to be set up on campus under the stewardship of legendary player Sachin Tendulkar.

The ministry strongly denied that any request had been made by Tendulkar to run such an academy or that the government had forwarded Swamy's request to the institute.



On July 1, Hindustan Times reported on the administrative crisis at IIM- L, saying Prof Srivastava wanted to relinquish his additional responsibility citing health reasons. This is the latest in a string of top-level resignations to have hit premier higher educational institutions. Follows a controversy in March when Anil

Kakodkar, chairperson of the governing body of IIT-Bombay, resigned amid alleged disagreements over the selection of directors of three IITs. IIM Lucknow has been without a full-time director since September last year. J J Irani, the chairman of the board of governors, had hinted at an administrative crisis in IIM Lucknow. Irani had said that the institute was suffering in the absence of a full-time director.


Fund crunch forces IIT-P to slash facilities

Hindustan Times (Patna)

From what was planned on the drawing board to the execution of project on ground, the Indian Institute of Technology, Patna (IIT-P) has had to curtail several facilities, which it had planned on its permanent campus at Bihta here.

FUND CRUNCH

- 50% curtailment in project funds of IIT-Patna (pic) from what was conceived in its detailed project report
- Fund constraint forces IIT-Patna to compromise on gymkhana, lecture hall complex, auditorium, girls' hostel, guest house, hospital, schools and market facility
- As per initial DPR, the project cost of Bihta campus was ₹2,200 cr (approx) of which ₹950 cr earmarked for first phase



- With the Centre reluctant, the DPR for first phase was revised to ₹560 cr, of which the Centre paid ₹400 cr
- IIT-Patna sought additional ₹600 cr, but the Centre earmarked only ₹100 cr for 2015-16

Reason: To fund the new IITs - announced at Tirupati, Raipur, Jammu & Kashmir, Goa and Kerala, the Centre has curtailed up to ` 1,000 crore funds of existing IITs.

The IIT- Patna, which has had to cut corners to complete its permanent campus at Bihta, 35km west of its existing temporary campus in Patliputra Colony here, has been severely affected.

The nearly 50% curtailment in funds from what was conceived in its detailed project report (DPR) for the first phase has forced the premier institute to compromise on many facilities at its permanent Bihta campus.

These include gymkhana, lecture hall complex, auditorium, girls' hostel, guest house, hospital, primary and secondary schools, an additional boys' hostel and market facility. 50% curtailment in project funds of IIT-Patna (from what was conceived in its detailed project report

Fund constraint forces IIT-Patna to compromise on gymkhana, lecture hall complex, auditorium, girls' hostel, guest house, hospital, schools and market facility

As per initial DPR, the project cost of Bihta campus was 2,200 cr (approx) of which 950 cr earmarked for first phase. With the Centre reluctant, the DPR for first phase was revised to 560 cr, of which the Centre paid 400 cr

IIT-Patna sought additional

600 cr, but the Centre earmarked only 100 cr for 2015-16

Central universities to hire 3,000 teachers over next six months

Hindustan Times (Indore)

THE INSTITUTIONS WILL HAVE TO FILL UP TO AS MUCH AS 80% OF THE TEACHING POSITIONS THAT ARE LYING VACANT AT PRESENT

NEW DELHI: Central universities will be hiring around 3,000 teachers over the next six months, a move aimed at plugging acute shortage of faculty that plagues institutions of higher learning across the country.

The central universities – there are 39 of them – would have to fill up 80% of more than 4,000 teaching positions lying vacant, sources said.

Vice- chancellors, however, will revisit the work load of teachers and decide the actual number of positions that need to be filled up. The move came after some V-Cs expressed concern that that actual requirement might be lower than what the figures projected. The universities had two weeks to send their reports to the university grants commission (UGC), the regulator for higher education, sources said.

The decisions were taken when the V-Cs met senior UGC members and human resource development ministry officials here on Monday.

Delhi University alone has about 900 vacancies, though it has made some appointments lately. Jawaharlal Nehru University needs around 280 teachers, Banaras Hindu University is short of 700 and the Aligarh Muslim University around 480. The V-Cs also unanimously resolved to move towards a choice- based credit system from this term itself. It basically means that all the central universities will have semester system and will break down their course work in a uniform number of credits.

The UGC has already completed the ground work. It has prepared model syllabi for 85 mainline and 18 specialised courses and has held workshops to familiarise the universities.

While a major part of the courses will be uniform, the universities will be allowed to modify 30% of the syllabi to suit their needs.

Eventually, the choice-based credit system is expected to lead to two big changes. One, students will be able to take optional courses outside their subject and earn credits for it. Second, it will also allow students to shift from one central university to another.