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आईआईटी संस्थानों में प्लेसमेंट से पैर पीछे खींच रहे स्टार्टअप

पिछले दो-तीन वर्षों से आईआईटी संस्थानों में सबसे ज्यादा जॉब ऑफर और बेहतर पैकेज देने वाली **प्लेसमेंट ट्रेंड्स** *स्टार्टअप इंडस्ट्री छात्रों को प्लेसमेंट देने के बाद मुकर रही है। कई कंपनियां बंद हो गई हैं जबकि कुछ शर्तों में बदलाव करना चाहती हैं।*

प्लेसमेंट का ऑफर वापस ले रही हैं कंपनियां

आईआईटी संस्थानों में स्टार्टअप्स कम्पनियां प्लेसमेंट के बाद अब पीछे हटना शुरू हो गई हैं। दिसंबर में शुरू हुई प्लेसमेंट की प्रक्रिया में इन कंपनियों ने बढ़-चढ़कर हिस्सा लिया था। लेकिन अब दिल्ली, मुंबई, रुड़की और गुवाहाटी में कुछ स्टार्टअप्स ने अपने जॉब ऑफर वापस ले लिए हैं और कुछ कंपनियां जॉइनिंग डेट्स को लगातार आगे बढ़ा रहे हैं। कुछ मामलों में छात्रों के जॉब ऑफर में दी गई शर्तों में बदलाव की शिकायत भी मिली हैं। इसका मुख्य कारण यह है कि कई स्टार्टअप्स फंड की कमी के कारण या तो बंद हो रहे हैं या कॉस्ट कटिंग का फॉर्मूला अपना रहे हैं।

शर्त बदलकर भविष्य में जॉइनिंग का वादा

प्लेसमेंट प्रक्रिया खत्म होने के कुछ महीने के भीतर ही आईआईटी, दिल्ली में दो स्टार्टअप्स ने जॉब ऑफर वापस ले लिए, वहीं दो अपने कमिटमेंट पर कायम नहीं रहे हैं। आईआईटी बॉम्बे में छह छात्रों को ऑफर दे चुके एक स्टार्टअप ने अपने जॉब ऑफर विड्रॉ कर लिए हैं और अन्य स्टार्टअप जॉइनिंग डेट्स बढ़ा रहे हैं। ऐसे ही आईआईटी गुवाहाटी में एक स्टार्टअप ने पांच छात्रों को दिए जॉब ऑफर वापस लिए हैं। आईआईटी रुड़की में तीन स्टार्टअप्स ने ऑफर बदल लिए हैं, एक ने अपने ऑफर कैंसल कर दिए हैं और दो स्टार्टअप्स जॉइनिंग में देरी कर रहे हैं।

2014 की तुलना में 100 फीसदी तक जॉब ऑफर्स में हुई बढ़ोतरी

आईआईटी संस्थानों में इस वर्ष के प्लेसमेंट सीजन में भी 2014 की तरह बड़ी संख्या में स्टार्टअप्स ने हिस्सा लिया था। आईआईटी दिल्ली, वाराणसी, बॉम्बे, कानपुर, गुवाहाटी और रुड़की में प्लेसमेंट के लिए आने वाले स्टार्टअप्स की संख्या में 100 फीसदी तक का इजाफा देखने को मिला था। आईआईटी कानपुर में 2014 में जहां 50 स्टार्टअप्स कम्पनियां आई थीं, वहीं इस वर्ष यह संख्या बढ़कर 80 हो गई। आईआईटी दिल्ली में 20 नए स्टार्टअप्स प्लेसमेंट प्रक्रिया में शामिल हुए थे। आईआईटी रुड़की में 2014 में 40 स्टार्टअप आए थे, वहीं इस वर्ष यह आंकड़ा 75 रहा था। ऐसे ही आईआईटी गुवाहाटी में 66 फीसदी और आईआईटी कानपुर में 40 फीसदी ज्यादा स्टार्टअप्स आए थे, जबकि आईआईटी बॉम्बे में पिछले साल के मुकाबले 15 से 20 ज्यादा कंपनियां इस प्रक्रिया में शामिल हुई थीं।

पिछले वर्ष की तुलना में सैलरी भी ज्यादा

स्टार्टअप्स द्वारा ऑफर की गई पिछले वर्ष की सैलरी में इस वर्ष बढ़ोतरी देखने को मिली है। पिछले वर्ष की तुलना में इस वर्ष एवरेज सैलरी में 25 से 30 फीसदी का इजाफा हुआ। स्टार्टअप्स द्वारा इस वर्ष सबसे बड़ा सैलरी ऑफर आईआईटी गुवाहाटी में दिया था, जो कि 40 लाख रुपए प्रति वर्ष का था। वहीं और भी कई स्टार्टअप्स ने 20 लाख प्रति वर्ष के भी ऑफर दिए थे।

कारण: फंडिंग में कमी और कॉस्ट कटिंग

मैनेजमेंट संस्थानों में स्टार्टअप्स का कम होता क्रेज पहले ही दिखने लगा था। आईआईएम और अन्य शीर्ष बी-स्कूलों में इस साल प्लेसमेंट की प्रक्रिया में स्टार्टअप्स की भागीदारी पिछले साल के मुकाबले कम रही। अब यही हालत इंजीनियरिंग सेक्टर में भी देखने को मिल रही है।

- स्टार्टअप्स फंडिंग की समस्या से जूझ रहे हैं। कई बंद होने की कगार पर पहुंच चुके हैं। कई ने अपने ऑपरेशन बंद कर दिए हैं। 2015 में 13 फूड टेक्नोलॉजी स्टार्टअप्स ने ऑपरेशन बंद किए।
- 2014 का वर्ष स्टार्टअप्स के लिए टर्निंग पॉइंट की तरह था। उस समय भारत में कई अरब डॉलर का निवेश आया था। लेकिन अब एक बार फिर निवेशक ट्रेडिशनल कंपनियों की तरफ मुड़ रहे हैं।
- पिछले तीन वर्षों में जबरदस्त हायरिंग के बाद कंपनियां अपने कामकाज को कंसोलिडेट करना चाहती हैं। नई नियुक्तियों से परहेज का यह भी एक कारण है।

Deccan Herald ND 12/05/2016 P-03

IIT students plan to sell cheap sanitary napkins

Inder Singh Bisht

NEW DELHI: Appalled by the sight of women using unhygienic cloth and even jute to deal with menstrual bleeding, a bunch of IIT-Delhi students have set up a unit to produce sanitary pads which even the poor can afford.

It was during an education trip to Rajasthan last year that the group of 10 students came face to face with the problems village women face.

Back in Delhi, the group conceptualised a project named 'Titli' and went to the slums and villages of Delhi to understand more about the issue.

"During our visit, we met women who were using cloth pad, piece of blouse – in which the metal hooks were causing infection to them – and some were even using sand to manage their menstrual blood," said Aasavari, a first-year Mathematics student at Indian Institute of Technology-Delhi.

"Most of them were using cloth or other objects as their mothers had been using them for generations. Even though they were aware of sanitary napkins, they found them too expensive," said Abhishek Agarwal, a second-year student of Chemical Engineering.

(From left) Mahek, Abhishek, Akansha, Apurv, Aasavari and Aakash.

"The menfolk in such households preferred not to talk about the topic, and hence the women never thought of it from a health perspective," he added.

After market research, they found that a man in Uttar Pradesh's Vrindavan city was making low-cost sanitary napkins.

The students went to Vrindavan and after meeting with Mahesh Khandelwal decided to buy a sanitary napkin-making unit from him.

They bought it with the help of an NGO, Deepalaya. Agarwal said the actual cost of the machine is Rs 1.5 lakh, but they paid only Rs 75,000.

The group has installed the unit in Tilak Nagar. They have also hired six women, all from the lower income group, to work on the machine.

The unit uses minimal electricity and runs mostly on manual power. According to the students, with minimal profit margin and no sales and marketing costs, the price per unit will be among the lowest in the country.

"Currently we are in the process of finding a market for our product. The cost price of a packet of sanitary napkin is Rs 12.50, and we will sell it at Rs 20. Each packet contains 8 pieces, making it affordable to even the poorest users," said Apurv, a second-year Chemical Engineering student.

The pricing model is meant to ensure that the project is sustainable and at the same time the napkins cost little.

"Obviously there is no profit motive behind the project. We are doing it for the benefit of society and at the same time learning the ropes of entrepreneurship which will help us in our future," said Aakash, a first-year Mathematics and Computing student.

Apart from 'Titli', the group is also involved in two other projects, called 'Nirmal' and 'Arth'.

"While Nirmal is about waste segregation and recycling of garbage, Arth is about organic farming and how to make it profitable for the farmers," said Agarwal.

"We are privileged to be studying at IIT here and want to give back to society," he added.

DH News Service

Tribune ND 12/05/2016 P-12

Athar credits IIT Mandi for success

TRIBUNE NEWS SERVICE

SHIMLA, MAY 11

Terming his four-year stint at IIT Mandi the cradle where he could evolve his worldview and nurture his dreams, Athar Aamir Khan, who has been ranked number two in the IAS examinations, has credited his success to his teachers.

"I am thankful to you, Sir, and the IIT Mandi faculty for the support, guidance and love. I am proud to be an alumnus of IIT Mandi," he wrote back in response to a congratulatory message sent by Prof Timothy A Gonsalves, Director, IIT Mandi. Hailing from Anantnag in Jammu and Kashmir, Athar joined the IIT Mandi in 2010 as BTech (Electrical) student and passed out in 2014.


Athar Aamir Khan

Sharing the message he sent to his students, Director Gonsalves wrote, "Dear Aamir, congratulations on your stellar achievement in the Civil Services Exam! I'm sure that your state will benefit from your services in the years ahead."

Athar wrote back, "I would like to extend my heartfelt thanks to the student community of IIT Mandi for their warm wishes and love. With warm regards Athar Aamir Khan (A proud IIT alumnus)."

Gonsalves said Athar while at IIT Mandi took part in Practicum 2012 for building an oil spill removing and oil recovering machine. He also co-founded the Society for Collaborative Research and Innovation (SCRI) and Electronics Club. He also edited Essent, SCRI-IIT - Mandi Technical Magazine.

IIT, IIM students all for govt internships in Rajasthan

http://timesofindia.indiatimes.com/city/jaipur/IIT-IIM-students-all-for-govt-internships-in-Rajasthan/articleshow/52230167.cms

Jaipur: Students from premium institutes like IIM, IIT and NIT, are showing tremendous response towards joining internship programmes, which would be run by the state's directorate of local bodies (DLB).

In a first-of-its-kind move, the DLB has decided to rope in students from premium institutes for urban planning and for implementing state and central government schemes at the ground level. After the applications were invited from the candidates for participation, the DLB has been receiving a good response. "There is a requirement of 70 interns and so far 53 applications have been received within no time."

Official informed, students of IIT (Kharagpur), IIT (Roorkee), NIT (Jaipur), School of Planning and Architecture (Delhi and Bhopal), College of Engineering (Pune) etc. have applied for these programmes. During the internship, the students will work towards heritage conservation, urban designing, green space master plan, master plan for road network, street

vending, slum development management etc. "These interns will also work to implement Central government's Atal Mission for Rejuvenation and Urban Transformation (AMRUT) and smart city mission scheme."

A senior DLB official said, "For the first time in the country, a government department is running such an internship programme. We have proposed to introduce this concept as this would bring freshness of ideas for existing employees, while students would be able to get first-hand experience of the ground reality. Moreover, this will be a learning experience for the department officials too."

The duration of internship would be between 40 days and six months. The students will also be paid a stipend during internship. "Stipend will be provided to the candidates based on the course that they are pursuing in their institutes. Students who are pursuing diploma will be given Rs 6,000 for two months, while students who are doing graduation and post-graduation courses will be provided Rs 10,000 and Rs 12,000, respectively," said an official.

He added, "The successful candidates will work under a mentor, who will be a department official. After completing internship, the candidates will submit reports about their suggestions and experiences. Based on these reports, the department would implement new ideas."

We should have more IIT's: Scientist

http://timesofindia.indiatimes.com/city/chandigarh/We-should-have-more-IITs-Scientist/articleshow/52229435.cms

Chandigarh: "The problem of unemployed engineering graduates can be solved by having more IITs," said Anil Kakodkar, nuclear scientist and former chairman of the board of governors of IIT-Bombay. Kakodkar was present at the Central Scientific Instrument Organization (CSIO) for the national technology day lecture in the city on Wednesday.

"For around 40-50 years, we had six IITs and the number remained same. Now the strength of engineering students has gone in millions and then we worry about the unemployed engineers. Everybody gets employment in IITs. So, going by that logic, we should have more IITs," said Kakodkar while talking to TOI.

On the unemployed graduates that the educational institutions are producing in India, he said that the institutions are not to be blamed for this but the 'cultural makeup' has put us in silos. "For creating technology and people who can deliver things, you need to train the individuals. But that training should not be classroom training but hands-on training, which should not be restricted to hypothetical laboratory work but it has to be in the field," said Kakodkar.

Teaching, research, translation of that research to technology and successfully migrating that to marketplace should happen in a higher education institution, particularly in higher technical institutions, added Kakodkar. He also said that that there is a need to have a very conducive innovation ecosystem, where work is done together to translate idea into innovation faster.

"Translation of research into technology is an issue and a deep one, the problem needs to be addressed by universities, policy-makers, industry and society," said Kakodkar.

Kakodkar is also the architect of the historic Indo-US civil nuclear agreement. Talking about the scenario of nuclear energy in India, he said that nuclear energy as a source of power generation is inevitable in the country, despite countries like France shifting from nuclear to renewable energy.

At a time when France is reducing the emphasis on nuclear energy as a source for power generation, India is focusing

more on nuclear energy. On this, Kakodkar felt that we need to move eventually towards the production of non-fossil hydrocarbon fuel.

"Instead of using the nuclear power plants for electricity, France wants to dedicate some of these plants for production of hydrogen. They planned to have a program to produce biomass and process that biomass to generate hydrocarbon substitutes -non fossil hydrocarbon fuels," he said.

There were recent news reports that the Republican presidential front runner, Donald Trump, mentioned Pakistan's nuclear capability as a 'problem' and countries like India could help to resolve it. When asked about this, Kakodkar reflected, "I do not know what he meant. We have been a reluctant nuclear weapon country. If Pakistan and China had no weaponisation, we would not have gone for the same."

Pioneer ND 12/05/2016 P-04

Now students can evaluate teachers!

HRD Min decides to bring fundamental changes in the way performance of teachers assessed

PTI ■ NEW DELHI

For the first time, college and varsity students will have a say in evaluation of teachers as the Smriti Irani led HRD ministry has decided to bring fundamental changes in the way the performance of those in the teaching profession is assessed.

The process of changing the present criteria of Academic Performance Indicators (API) scores, which relied heavily on co-curricular activities and research in the evaluation of teachers has been initiated and a notification will be issued soon, officials said.

"As per the new norms, students who have an attendance of 75 per cent, will be able to give feedback of their teachers. The predominant weightage in evaluating teachers has been given to their teaching, learning and evaluating capacity," a senior HRD ministry official said.

Explaining the reason for bringing this change, the official said that under the previous criteria of API scores, a 30 per cent weightage was given to co-curricular activities and another 30 per cent to research.

Many teachers' bodies have agitated against the API system which was introduced in 2010 as it was often perceived to be not fair. "The result of making research an essential component on the basis of which a teacher would be assessed and promoted, was that a lot of substandard in not very significant journals took place. Moreover teachers who focused more on teaching than say on extracurricular activities like refereeing a basketball match sometimes found themselves at a disadvantage," another HRD official said.

In several colleges, including many in rural areas, the adequate support for research is not there, officials said.

Activities like presentation of paper on various subjects will also be given weightage. "The main focus of the changes that we are bringing in this criteria is that a teacher's performance should be linked with - how well does he teach," a senior HRD official said.

Official sources said that a committee formed under the chairmanship of former UGC chairman Prof Arun Nigvekar had been constituted by the HRD ministry last year to evaluate the API regarding the entry point and career advancement of teachers and these changes were made based on its recommendations.

"The UGC has approved the proposed changes in the API mechanism and they will come into effect in a day or two when the notification is issued," officials said. Last week, while speaking in a debate on the functioning of her ministry in the Rajya Sabha, HRD minister Smriti Irani had indicated that her ministry would soon change the API score criteria.

"A teacher's promotion needs to depend on the promotion of his class, that is, when a teacher totally dedicates himself only to the education of the student, does not get involved in extracurricular activity that teacher, in no way, should be penalized," Irani had said in her speech.

Officials said that under the new norms, steps would be taken to ensure that high quality research published in journals of repute is rewarded. They added that research in regional languages too will be included in the criteria.

Times Of India ND 12/05/2016 P-16

Where higher education is headed in the 21st century: Unbundling the clock, curriculum and credential

Anant Agarwal

When massive open online courses (MOOCs) first launched over four years ago, we had no idea what to expect. And even today – with dozens of global institutions and millions of learners participating – we, as an industry, have so much more to learn as we puzzle out online education. One thing that both supporters and critics of online education agree on is that the MOOC movement has ignited a spirited conversation about the future of higher education.

I am often asked where the greatest opportunities for residential campuses to evolve are. I certainly do not have all the answers, but I know that today's students want a broad education. They also want to fold in industry experience. As a result, many educators are now asking probing questions about traditional degree pathways.

Should we require university students to obtain a degree in a specialised field? Should the concept of a degree as the defining credential itself be revisited? Shifting from traditional approaches might even change the very manner in which universities are structured, and unbundling will be key to these shifts.

While there are substantial benefits to students coming to campus to work closely together with faculty, we should re-examine why four years on campus is considered to be a magic number for a college degree programme. Why not

Unbundling the clock might mean that a student takes the first year of college fully online, maybe even while in high school

imagine an alternative path of life-long continuous education, where students come into college after having taken the first year subjects through MOOCs or other advanced courses during high school or pre-university?

In searching for answers to these questions, we should consider unbundling the clock, the curriculum and the credential.

Unbundling the clock might mean that a student takes the

first year of college fully online, maybe even while in high school. The student would then study for two years in person at a university to experience what my MIT colleague Sanjay Sarma calls the "magic of campus". This would be followed by a stint in the workforce to gain real-world skills. Finally, he or she would take MOOCs or other online courses as needed throughout their career – in place of the traditional final year.

I do acknowledge that although two years might be more affordable, it is unlikely to provide the same rich campus experience as a four-year programme. As such, those students with means might still opt for the four-year experience. However, by unbundling the clock, we're able to provide a wider variety of options and open up the college experience to students who might otherwise have not had the chance to participate.

In such a lifelong continuous education world, universities might also be able to unbundle the curriculum. Traditional, three-year or four-year higher education institutions try to provide all types of content and degree programmes to learners. While this is possible for some of the older institutions, newer colleges find it harder due to the challenges in attracting professors, building out curricula, etc.

Unbundling the curriculum can address this challenge by focussing on what the university cares most about, for example, a broad liberal arts education, while allowing their students to take a programme in computer science online from a third party provider or an online learning destination, such as edX.

Unbundling the credential will offer even more educational opportunities. This might mean that a student obtains a digital credential for a smaller amount of online work, for example a MicroMaster's credential, for about six months worth of online Master's level work. This microcredential can stand on its own, showing knowledge in a field, can be paired with other credentials or can lead to and be incorporated in campus programmes.

By offering a variety of unbundled opportunities, we can tear down the current one-size-fits-all model of college and open the doors to more determined students. I truly believe this is where residential campuses are headed with their approach and it represents the future of higher education overall.

The writer is an MIT Professor and CEO of edX, a nonprofit online learning destination. He is also advisor, Bennett University