

Newspaper Clips

May 3-4, 2015

May 4

Times Of India ND 04/05/2015 P-7

'Depressed' over poor grades, IIT Bombay student kills self

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Mumbai: A 21-year-old student of the Indian Institute of Technology, Bombay (IIT-B) was found dead on a hostel terrace on campus on Saturday. Jitesh Sharma, a third year chemical engineering student, was believed to be depressed due to academic stress. He also left a suicide note. IIT officials said the body was found on the terrace of hostel 15, while Sharma was a resident of hostel 8.

Sharma usually kept to himself and didn't interact much. "The suicide

note stated that he regretted passing JEE to make it to IIT," said a cop. "He had previous subjects to clear and was depressed and was taking psychiatric treatment for the past one year."

Investigation revealed that Sharma had consumed a poisonous substance from the institute laboratory.

IIT-B director Devang Khakhar said, "Though he was poor in his academic performance he was coping with it. It has more to do with his emotional status."

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

डॉ. काकोडकर के नेतृत्व में आईआईटी आएगी कमेटी

<http://naidunia.jagran.com/madhya-pradesh/iit-361873>

इंदौर। मानव संसाधन मंत्रालय की चार सदस्यीय कमेटी शनिवार को आईआईटी इंदौर पहुंचेगी। इसकी अध्यक्षता परमाणु ऊर्जा आयोग के पूर्व अध्यक्ष डॉ. अनिल काकोडकर कर रहे हैं। हालांकि दौरे की मुख्य वजह छिपाई जा रही है, लेकिन सूत्रों के मुताबिक यह पूरी कवायद डायरेक्टर के चुनाव से जुड़ी है। यही वजह है कि अब तक आईआईटी ने डायरेक्टर के लिए विज्ञापन जारी नहीं किया है। मौजूदा डायरेक्टर प्रदीप माथुर का कार्यकाल भी पूरा हो चुका है। इंदौर के अलावा हिमाचल प्रदेश के मंडी आईआईटी के डायरेक्टर की नियुक्ति भी की जाना है। संभवतः पंद्रह-बीस दिन में स्थिति स्पष्ट हो जाएगी। -

See more at: <http://naidunia.jagran.com/madhya-pradesh/iit-361873#sthash.0mzhmsa6.dpuf>

Asian Age ND 04/05/2015 P-5

IIT-B student kills himself

AGE CORRESPONDENT
MUMBAI, MAY 3

Jitesh Sharma, a third-year chemical engineering student in IIT-B, committed suicide by consuming poison on Saturday on the terrace of one of the hostels that is located on the campus.

While a suicide note has been recovered from the student's room, neither the institute nor the police are divulging the contents of the note. According to students living in the hostel where Sharma lived, he was under pressure due to the failing rates (FR) and had also failed to secure internship. Hence, he could have taken the drastic step.

According to IIT students, they came to know about Sharma's death through social messaging applications.

However, the fact that Sharma committed suicide in another hostel has baffled all of them.

"Jitesh's room was in Hostel 8. Though he was not doing well in his studies, he used to take active part in other extra curricular activities," said another third-year chemical engineering student. The student added that Jitesh had not fared well in the previous semester and was worried about getting FRs in the recently concluded exams also.

"His name did not feature in the internship list. That coupled with the FRs

● **According to students living in the hostel where Sharma lived, he was under pressure due to the failing rates (FR) and had also failed to secure internship. Hence, he could have taken the drastic step.**

could have caused him to go into depression and take the extreme step," said another student.

Third-year students said that after Jitesh was nowhere to be seen, his friends went searching for him and after being told that he was seen going

towards Hostel 15, they went to look for him there.

"Messages on the students' group on Whatsapp say that Jitesh's friends found him on the terrace of Hostel, 15 frothing from the mouth.

They rushed him to a local hospital, where he was declared dead," said another student.

The student added that everyone was debating as to why Jitesh went to Hostel 15 as it is meant for freshmen. The police confirmed that Jitesh had consumed some poisonous substance.

Jitesh's parents in Rohtak also came to Mumbai after they were informed of their son's death on Saturday.

कॉमन काउंसलिंग से आईआईटी और एनआईटी में एडमिशन होगा

जेईई एडवांस की वेबसाइट पर सूचना, 18 जून को एडवांस, 24 को जारी होगी ऑल इंडिया रैंक

भास्कर न्यूज | कोटा

देश के प्रतिष्ठित इंजीनियरिंग कॉलेजों में साल 2015-16 के लिए कॉमन काउंसलिंग के जरिए ही दाखिला मिलेगा। जेईई एडवांस की वेबसाइट पर इस संबंध में डिटेल्ड रिपोर्ट जारी कर दी गई है। सीट एलोकेशन की टाइम लाइन की जारी कर दी गई है। अब जेईई एडवांस की ऑल इंडिया रैंक 18 जून और जेईई मेन्स की ऑल इंडिया रैंक 24 जून को जारी कर दी जाएगी। 25 जून से 15 जुलाई तक काउंसलिंग होगी।

इसके बाद 16 जुलाई से आईआईटी व 23 जुलाई से एनआईटी, ट्रिपलआईटी और सेंट्रल व स्टेट फंडेड इंस्टीट्यूट में सेशन शुरू हो जाएगा। ज्वॉइंट सीट एलोकेशन ऑथोरिटी की वेबसाइट पर संस्थानों की कैटेगरीवार सूचना जारी की जाएगी। अब तक जेईई मेन्स के आधार पर एनआईटी और ट्रिपलआईटी सहित अन्य संस्थानों में और एडवांस के जरिए आईआईटी संस्थानों में दाखिले के लिए अलग-अलग काउंसलिंग होती थी। मनपसंद आईआईटी और ब्रांच नहीं मिलने पर कई स्टूडेंट्स मेन्स के स्कोर के आधार पर एनआईटी में एडमिशन लेते थे, इस कारण आईआईटी की सीट खाली रह जाती थी। गौरतलब है कि आईआईटी के 20, एनआईटी के 31, ट्रिपलआईटी के 16 जीएफटीआई के 18, आईएसएम के एक कालेज के लिए 01 कालेज में कॉमन काउंसलिंग से एडमिशन मिलेगा।

एडवांस की रैंक से लेकर सेशन शुरू होने तक की प्रक्रिया

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| 18 जून: जेईई एडवांस की ऑल इंडिया रैंक। | 12 जुलाई: भरने वाली, खाली रह गई सीटों का विवरण। |
| 24 जून: जेईई मेन्स की ऑल इंडिया रैंक। | 12 जुलाई: तीसरे राउंड का सीट एलोकेशन। |
| 25 से 29 जून: स्टूडेंट्स ऑनलाइन चॉइस भर सकेंगे। | 13 से 15 जुलाई: सीटों का ग्रहण करने का समय। |
| 28 जून: मॉक एलोकेशन सीट जारी की जाएगी। | 16 जुलाई: आईआईटी और आईएसएम में एकेडमिक सेशन की शुरुआत। |
| 30 जून: आईआईटी और एनआईटी की सीटों का वैरिफिकेशन। | 16 जुलाई: रिक्त सीटों और भर चुकी सीटों का विवरण। |
| 1 जुलाई: पहले राउंड की सीटों का आवंटन। | 16 जुलाई: आईआईटी और आईएसएम में प्रिपरेटरी कोर्सेज और एनआईटी, ट्रिपलआईटी व अन्य संस्थानों में चौथे राउंड का सीट एलोकेशन। |
| 2 से 6 जुलाई: सीटों को ग्रहण करने की अवधि। | 17 से 20 जुलाई: संस्थानों में सीट ग्रहण करने का समय। |
| 7 जुलाई: भर चुकी और खाली सीटों का विवरण डिसप्ले। | 23 जुलाई: प्रिपरेटरी कोर्स और एनआईटी, ट्रिपलआईटी और अन्य संस्थानों में सेशन की शुरुआत। |
| 7 जुलाई: दूसरे राउंड का सीट एलोकेशन। | |
| 8 से 11 जुलाई: दूसरे राउंड में आवंटित सीटों की एक्सपर्टेंस। | |

फायदा: जल्दी शुरू होगा सेशन

कॉमन काउंसलिंग से सबसे बड़ा फायदा यह होगा कि एनआईटी सहित संस्थानों में सेशन जल्द शुरू हो जाएगा। पिछले साल तक करीब सात जुलाई के आसपास ऑल इंडिया रैंक घोषित होने के बाद जुलाई अंत और अगस्त पहले सप्ताह तक काउंसलिंग चलती रही। नए शिड्यूल के अनुसार इस साल 23 जुलाई से ही सेशन शुरू हो रहा है। वहीं स्टूडेंट्स को भी अलग-अलग वेबसाइट पर जाकर ब्रांचवाइज सीटों की जानकारी हासिल करने के जटिल प्रोसेस से राहत मिलेगी।

बोर्ड रिजल्ट भी पहले आएंगे

जेईई मेन्स की मेरिट में मेन्स का 60 प्रतिशत स्कोर और नॉर्मलाइजेशन प्रोसेस से बोर्ड का 40 प्रतिशत वेटेज लिया जाता है। सभी बोर्ड को अपना रिजल्ट कॉमन काउंसलिंग से पहले ही जारी करना होगा। **जेईई रजिस्ट्रेशन शुरू:** जेईई एडवांस 2015 की परीक्षा के लिए एडमिशन रजिस्ट्रेशन 2 मई से शुरू हो गए हैं। यह 7 मई तक चलेंगे। इसमें मेन्स में पास स्टूडेंट हिस्सा ले सकेंगे।

Amar Ujala ND 04/05/2015 P-13

86. संस्थानों की 32 हजार सीटों पर समान मौका

देहरादून (ब्यूरो)। देश के नामी तकनीकी शिक्षा संस्थानों में एक ही काउंसिलिंग की शुरुआत होने के बाद इंजीनियरिंग करने वाले युवाओं को कई लाभ होंगे। एक ओर इंजीनियरिंग की सीटें खाली नहीं रहेंगी तो दूसरी ओर छात्र का समय भी बचेगा। एक ही काउंसिलिंग से छात्र आईआईटी, एनआईटी के कोर्स के विकल्प भर सकेंगे।

देश के 20 इंडियन इंस्टीट्यूट ऑफ टेक्नोलॉजी (आईआईटी), एक इंडियन स्कूल ऑफ माइंस (आईएसएम) धनबाद, 31 नेशनल इंस्टीट्यूट ऑफ टेक्नोलॉजी (एनआईटी), 16 इंडियन इंस्टीट्यूट ऑफ इंफॉर्मेशन टेक्नोलॉजी (ट्रिपल आईटी) के अलावा 18 से ज्यादा केंद्रीय, राज्य सहायता प्राप्त तकनीकी शिक्षण संस्थानों की करीब 32 हजार सीटों के लिए एक ही काउंसिलिंग इस साल से होगी। मुंबई में हुई बैठक के बाद इसका शेड्यूल जारी किया गया है। इससे छात्र को कई लाभ होंगे। हालांकि, आईआईटी और एनआईटी में दाखिलों की योग्यता अलग-अलग है, लेकिन छात्र अगर आईआईटी की जेईई एडवांस क्वालिफाई कर चुका है तो वह न केवल आईआईटी की सीटों पर दावा पेश कर सकेगा, बल्कि एनआईटी का विकल्प भी एक साथ भर सकेगा। इससे एक फायदा यह भी होगा कि एक छात्र कई सीटों पर दावा नहीं कर सकेगा। उसे केवल एक ही सीट मिलेगी।

- आईआईटी की संयुक्त काउंसिलिंग से इंजीनियरिंग में क्रांतिकारी बदलाव
- अब सीटों का आवंटन सामान्य होगा, सीटें खाली भी कम रहेंगी

इस साल अब यह होगा काउंसिलिंग शेड्यूल

- जेईई एडवांस की रैंक लिस्ट जारी होगी : 18 जून
- जेईई मैस की सीएमएल जारी होगी : 24 जून
- व्हाइस भरने की तिथि : 25 से 29 जून
- मॉक सीट एलोकेशन का डिस्प्ले : 28 जून
- प्रथम चरण का सीट आवंटन : 1 जुलाई
- प्रथम चरण के दाखिले : 2 जुलाई से 6 जुलाई
- बची हुई सीटों का डिस्प्ले एवं आवंटन : 7 जुलाई
- द्वितीय चरण के दाखिले : 8 जुलाई से 11 जुलाई
- तृतीय चरण के लिए बची सीटों का डिस्प्ले एवं आवंटन : 12 जुलाई
- तृतीय चरण के दाखिले : 13 जुलाई से 15 जुलाई
- आईआईटी व आईएसएम में नया सत्र प्रारंभ : 16 जुलाई

JEE: Joint Seat Allocation Authority meets for the first time, signs memorandum of agreement

<http://timesofindia.indiatimes.com/home/education/news/JEE-Joint-Seat-Allocation-Authority-meets-for-the-first-time-signs-memorandum-of-agreement/articleshow/47137925.cms>

NEW DELHI: The Joint Seat Allocation Authority (JoSAA) had its first meeting in the IIT Bombay Campus on Saturday. A Memorandum of Agreement was signed between the Joint Admission Board (JAB), Joint Entrance Examination (JEE-Advanced) 2015 representing the IITs and ISM Dhanbad and the Central Seat Allocation Board (CSAB) 2015 representing the NITs, IIITs and other technical institutes funded fully or partly by Central or a State government.

The business rules for the joint seat allocation were finalised during the meeting. These will be made available on <http://jeeadv.iitb.ac.in>. Seat allocation for academic programmes offered by 88 Institutes will be done jointly through the Joint Seat Allocation Authority for the academic year 2015-16. The process of joint seat allocation will commence through a common web portal from June 25, 2015.

The JoSAA has been set up by the ministry of human resources and development to manage and regulate the joint allocation process for admissions in around 80 IITs, NITs, IIITs and other centrally funded technical institutions. Unlike individual processes followed by both sets of institutions for many years, all courses offered by these institutions will be available on the same online platform from this year.

New IITs: Challenges ahead; Innovation in pedagogy is key

As we expand opportunities for more students to study engineering, we need to find ways to train faculty that is otherwise not geared to pursue a career in research.

<http://www.financialexpress.com/article/industry/jobs/new-iits-challenges-ahead-innovation-in-pedagogy-is-key/69071/>

otherwise not geared to pursue a career in research.

May 3, 2015 11:18 pm

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In 2007, the government of India decided to establish eight new Indian Institutes of Technology (IITs) across the country. The move was met with apprehension by IIT faculty and alumni that these new institutions may not succeed as expected, given that the existing IITs themselves had challenges with hiring and retaining faculty—a resource that is at the heart of any academic enterprise and, so, very scarce. With top teachers and researchers difficult to come by, they felt the “IIT” brand would take a beating. And yet, the decision to establish more IITs was long overdue, given that the IIT system, left to itself, had grown at about 2% per annum over a 50-year period, a period with high demand for IIT graduates and increasing educational aspirations of young men and women. The IITs, along with BITS Pilani, were perhaps the only institutions that could grow without compromising on quality. Others did not have the ecosystem or the governance structures to do so.

Benefiting from hindsight, however, the manner in which the new IITs were established must be faulted. The eight new IITs were established in the same year (and at a time when the existing seven IITs were struggling to

expand student strength in undergraduate and postgraduate programmes by 54% on account of OBC quota), forcing them to compete among themselves and with the existing IITs for the same pool of available faculty.

Another major challenge was the decision to locate these new IITs in cities or towns where available infrastructure is weak. Today, potential faculty members opt to work at an institution but only if they have ready access to high quality infrastructure, including employment opportunities for spouses, good schools for children, medical facilities and connectivity to the rest of the world.

Of these eight IITs, at best three are on track to succeed largely because of location and partly because of the leadership in these institutions. It would have been better if, for instance, a new IIT was set up every two or three years, and in locations adjacent to major metropolitan cities. This would have allowed the new IITs to invite superannuated professors from existing IITs to kick-start their programmes.

There are still ways for these new IITs to improve. While attracting and retaining faculty will remain a challenge, they should adapt practices that similar institutions in India or abroad have found to be fruitful in recruiting and retaining faculty.

First, consider sourcing faculty from the world over, including the Asia-Pacific, Europe and North America—the powerhouses for producing good PhDs in science and engineering. Reaching out to PhD graduates and post-docs using visits abroad, meaningful presence on the internet, and advertising in places that matter is needed. What is also needed is using technology to engage with potential faculty and taking decisions quickly—essentially letting them know how much their talent is valued by making them offers that they cannot refuse. This could include a personal pay that recognises their potential for excellence as also research-initiation grants that help kick-start their research careers. Above all, each new IIT must create a supportive environment that is conducive for faculty members to excel in teaching and research, and grow within their professional community.

Other innovations might be worth exploring. For example, creating a separate track for faculty members that are expected to specialise in teaching. Such “Professors of Practice” could receive necessary training in subjects they are expected to teach as also in pedagogy that includes handouts, practice sessions and teaching/learning materials specific to the courses. The latter may include selective use of content developed for courses offered as MOOCs. And blend the same with hands-on practice sessions in classrooms with fewer students. This approach will also be relevant particularly in a network of colleges that follow the same curricula.

As we expand opportunities for more students to study science or engineering, we need to find innovative ways to train faculty that is otherwise not geared to pursue a career in research. The one issue that academic leaders and university administrators have shied away from addressing has to do with revising wholesale the compensation structure for faculty, at least in good institutions in India. Unless we take that up head-on, we will continue to debate and struggle to discover ways to address faculty shortages, while the best talent is lured away seeking careers elsewhere, including multinational research labs in India or universities abroad.

Bijendra Nath Jain

The author is vice-chancellor, Birla Institute of Technology and Science (BITS) Pilani. Views are personal.

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ASHISH NANDA/IIM AHMEDABAD

If IIM bill promotes centralization, it's bad news

BY PRASHANT K. NANDA
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NEW DELHI

If the proposed bill on Indian Institutes of Management (IIM) is used to bring about centralization of key processes, it would be bad news for these institutions and their autonomy, believes Ashish Nanda, director of IIM Ahmedabad (IIM-A) India's best-known business school. In an interview, he said some people have concerns not about what is written in the bill, but how it will be implemented. Nanda spoke about his vision for the school, and his efforts to take it to the global stage. Edited excerpts:

When you joined IIM-A, people thought it's the first step to internationalization... How is it progressing?

We try to ensure that our students view and experience the interconnections that link enterprises and people across the world. We encourage our students to go on exchange programmes to other schools abroad and have students from those schools come to IIM-A. Last year, approximately 130 of our students went abroad and approximately 80 students came from abroad. The exchange programme works well with schools in most European countries because their terms and our terms match. It does not work as well with US schools because terms do not match as well. To encourage visits to and from North American universities, we have introduced immersion programmes, which are shorter, intense immersion experiences. We plan to publicize the PGPX (one year post-graduate programme in management for executives) programme more aggressively internationally—not only for Indian-origin students

mint INTERVIEW

but for students in general. This will lead to some more international students coming.

Are you creating supernumerary seats for international students?

In the PGP programme, thus far we were not allowed to select international students beyond some limited categories, such as NRIs (non-resident Indians). We requested our board and the government if we could create supernumerary seats, i.e., keep the PGP class size intact, but add up to 10% additional international students. The board and the government agreed. This year, we have just done some alpha testing; next year, we plan to roll it out more comprehensively. We are not targeting a number, although there is an upper cap to the seats, which is 10% of the class size. We are very clear that the international students we select should be of the same quality level as the domestic students we select in our PGP programme.

Any geography you are targeting for international students?

We are not targeting a specific geography as yet... they would come mostly from the littoral states of Indian Ocean, e.g., English-speaking parts of East Africa, the Middle East, Saarc (South Asian Association for Regional Cooperation) nations, and Southeast Asia. They will find this an intriguing opportunity. However, we do need to publicize this programme for interested persons to apply.

How are you internationalizing the faculty?

We have 95 full-time faculty members at IIM-A. Of these, only three are international. The major constraint to recruiting world-class international faculty is that the compensation of faculty members in India is much



ALOK BRAHMBHATT/MINT

ASHISH NANDA

Ashish Nanda is the director of IIM-A. Before joining the B-school, he was Robert Braucher professor of practice at Harvard Law School and before that a faculty member at Harvard Business School. He has a Ph.D from Harvard University and a B.Tech from IIT Delhi. He is also an alumnus of IIM-A (1981-83) from where he received his post-graduate diploma in management.

lower as compared to that in top international universities. To partially bridge the gap, we are requesting organizations and alumni to support endowment of chairs and fellow positions. I hope the result of this will begin to show in another 12 months.

The L&T chairman has become the chairman of your board again. What can IIMA leverage from him and his companies?

To have someone like him (A.M. Naik) chairing the institution gives us the opportunity to do two things. One, he maintains a close touch with the ground realities of business. One of our key challenges is how relevant our work is to the practice of management. People such as he, and others, such as Mr Pankaj Patel (chairman and managing director, Cadila Healthcare Ltd, and Mr D. Shivakumar (chairman and chief executive officer, India Region, PepsiCo India Holdings Pvt. Ltd), on our board ensure that we maintain relevance. Two, we are trying to strengthen our connect with the world of practice. We are trying to strengthen it by growing our

executive education; increased case writing, having people in practice come to our class, and having them contribute financially to the institution. Mr Naik and others on the board have been terrific in talking to those in practice and bringing them on board as our partners.

The government is bringing an IIM bill. How beneficial or challenging will it be for IIMs?

Assuming the bill is very similar to the draft that was shared with the IIMs, I think the IIM bill would be beneficial—it allows IIMs to grant degrees as opposed to diplomas. That's less of an issue for an institution like IIM-A because we have an established reputation, but some of the newer IIMs don't have to go through the rigmarole of having to convince potential recruiters and other academic institutions that their PGDM (post-graduate diploma in management) diplomas are "as good as" MBA degrees. The IIM bill also provides a platform for the various IIMs to talk to one another and learn from one another.

The concern some people

have with the bill is less about what is written in it and more about how it might be implemented. The bill is good if it encourages best-practice sharing and coordination; not so good if it reduces autonomy and discourages innovation. If the bill is used to promote centralization of processes such as choice of curricula and selection of faculty, that would be bad news. Then, people leading the IIMs would feel disempowered and less responsible for performance of their institutions. It is important for overall excellence that the government allows various IIMs to learn from one another, but also give them room to experiment, compete, and lets the stronger institutes benefit from superior performance. If the IIM system becomes too centralized, we might avoid some wasteful duplication, but we might also lose out on experimentation.

Several voices are coming about the need for fee control. What's your view?

I have not heard those voices from the government. However, I

do hear occasionally populist claims often made by "concerned individuals" who don't just belong to the government about the "outrageous fee" being charged at the IIMs and the need to immediately bring that fee under control.

How do we determine whether the fee charged is reasonable or unreasonable? One metric is return on investment. Last year, when *The Economist* ran such a metric for business schools worldwide, IIM-A came out the fourth-most economical school in the world. Another way is whether any deserving student is unable to attend an institute because of fee considerations. Several commercial banks compete head-over-heels to provide loans to IIM-A students, as they see those as some of the best quality loans they can make.

Capping IIM-A fee at some level below cost to make it "affordable", as some have suggested, would be an extremely regressive form of taxation. If we artificially reduce fee for all students to below cost and have government cover the shortfall, then the general public, most of which is relatively poor and whose money the government is spending, would be subsidizing MBA students who are going to shortly become high-income upper middle-class executives. Why would such an approach ever be considered fair? I think the topic of fee capping is a red herring. If fee are capped to below cost, you are making IIMs financially unviable, thus forcing them to rely on external financial assistance. Financial subsidy does not come without strings; with the influx of subsidy, your autonomy goes. When we strive to retain the right to determine our fee, in the shadows of that debate is the real struggle: our commitment to retaining autonomy in running our institution.

Dainik Bhaskar ND 04/05/2015 P-1

पैसे भी बचेंगे, पर्यावरण भी

ट्रेनों की छत पर लगेगे सोलर पैनल

एक ट्रेन से बचेगा 90 हजार ली. डीजल

प्रवीण धींगरा | जोधपुर

रेल के डिब्बों में लाइट और पंखे चलाने के लिए अब कोच की छत पर सोलर पैनल लगाए जाएंगे। इससे डीजल की बचत होगी। रेलवे में इसके लिए पहला प्रोजेक्ट राजस्थान में जोधपुर की वर्कशॉप को दिया गया है। शुरुआत में डीएमयू ट्रेन के 50 कोच पर 600 पैनल लगाए जाएंगे। एक कोच पर 300 वॉट के कुल 12 पैनल होंगे। पायलट प्रोजेक्ट पर करीब 1.95 करोड़ रुपए खर्च किए जाएंगे। शेष पेज | 4

**कुछ इस तरह
लगेगे पैनल**



■ पहला प्रोजेक्ट जोधपुर के वर्कशॉप को मिला

■ फिलहाल 50 कोच पर 600 पैनल लगाए जाएंगे

■ सोलर पैनल का मॉडल आईआईटी चेन्नई से तैयार

पेज एक के शेष

ट्रेनों की...

सोलर पैनल का मॉडल आईआईटी चेन्नई से तैयार करवाया गया है। रेलवे वर्कशॉप के डिप्टी चीफ मैकेनिकल इंजीनियर एसवी यादव ने यह जानकारी दी। उन्होंने बताया कि दो साल विचार करने के बाद अब रेलवे बोर्ड ने पायलट प्रोजेक्ट बनाया है। प्रोजेक्ट के तहत फिलहाल दिन में चलने वाली डीएमयू पर प्रयोग किया जाएगा। इसके बाद कोशिश होगी कि रात में चलने वाली ट्रेनों की जरूरत को बैटरी के माध्यम से पावर सप्लाई दी जाए। अगर ये प्रयोग सफल रहा तो इसे मेल एक्सप्रेस और सुपरफास्ट ट्रेनों में लागू किया जाएगा। इस प्रयोग से एक ट्रेन से सालभर में करीब 90 हजार लीटर डीजल की बचत होगी। बीते साल

आईआईटी बंगलुरु ने ट्रेनों में सोलर एनर्जी के उपयोग को लेकर लंबी रिसर्च की थी। इसके लिए एक ट्रेन चुनी गई। इसमें पांच एसी कोच, 12 अन्य श्रेणी के कोच और एक पेंट्री व दो पावर कार सहित 20 कोच माने गए। सभी कोच की छत पर सोलर पैनल लगाकर उत्पन्न होने वाली बिजली का आकलन किया गया। प्रयोग में पाया गया कि एक साल में 20 कोच की ट्रेन करीब 188 फेरे करती है। इसमें लाइट और पंखे चलाने के लिए जितनी बिजली चाहिए उसे पैदा करने के लिए 90 हजार लीटर डीजल खर्च करना पड़ता है। इसके साथ ही इतना डीजल जलने से करीब 240 टन कार्बन डाईऑक्साइड निकलती है। इस डीजल पर जितनी लागत आती है उसे बचाने से तीन साल में सोलर पैनल का खर्च निकल जाएगा। उसके बाद जितना चला वह रेलवे का मुनाफा ही होगा।

Deccan Herald ND 04/05/2015 P-6

Panel for easing norms for teaching post

NEW DELHI: A parliamentary standing committee has asked the government to consider easing existing norms for recruitment of faculties if this could help fill up the teaching positions, laying vacant in higher educational institutions for long.

In its report tabled in the Parliament recently, the panel recommended that Human Resource Development (HRD) Ministry must increase number of research fellowships and introduce new schemes for "teaching assistantship".

With higher educational institutions citing lack of qualified teachers for non-filling of vacant posts, which ranges from 43 per cent to 82.85 per

cent, the committee suggested that the ministry should evaluate the quality and standard of the PhD holders across the country to understand why a suitable candidate were difficult to find.

Expressing displeasure over the acute shortage of teachers, it said the HRD ministry must play a "proactive role" to expedite the filling up of the existing vacancies.

Apart from possibility of inadequate number of qualified teachers, the committee felt that there should be only two other reasons for the persistent shortage of faculties—either the country's students are not attracted towards the teaching profession or the recruitment process is complex.

"In case the stricter norms for the appointment of faculty is coming in the way, the University Grants Commission (UGC) and other regulatory bodies should review them on regular basis and bring in necessary changes so as to fill up the vacant posts at the earliest," the panel, headed by BJP MP Satyanarayan Jatiya, said,

To generate interest among students towards the teaching, the ministry should take steps to "enhance the prestige of the teaching profession", it said.

"The committee would like to have an evaluation report, if any, about the quality and standard of the PhD holders across the country to understand why suitable candidates are difficult

to find for the vacant positions. May be we need to re-orient the entire system of evaluation of PhD and other research scholars," it added.

The committee also examined the status of technical institutes run by the private entities and expressed concern over the lack of faculties as well as quality in such institutions, pulling up the government for "inaction".

"Last year, the committee had recommended that an assessment may be made about the quality of faculty and its positions in private universities and institutions. However, the committee is at loss to find that no action has been taken in this regard so far," it noted.

DH News Service

Hindustan ND 04/05/2015 P-1

शोध : दिल्ली में पुराने नहीं, नए वाहनों से ज्यादा प्रदूषण फैल रहा

नई दिल्ली | प्रभात कुमार

नेशनल ग्रीन ट्रिब्यूनल (एनजीटी) द्वारा 10 साल पुराने डीजल वाहनों पर प्रतिबंध लगाए जाने को आईआईटी दिल्ली ने अतार्किक बताया है। संस्थान ने अपने

शोध के हवाले से कहा है कि पुराने वाहनों के मुकाबले नए वाहन राजधानी को ज्यादा प्रदूषित कर रहे हैं।

दिल्ली सरकार ने डॉ. मोहन की इस शोध रिपोर्ट को एनजीटी में पेश किया है। आईआईटी दिल्ली के शिक्षक डॉ. दिनेश

मोहन ने शोध के हवाले से कहा, दिल्ली में 10 साल पुराने वाहनों की संख्या महज 6% है जबकि 15 साल पुराने 1% वाहन हैं। इनकी प्रदूषण फैलाने में भागीदारी नहीं के बराबर है।

शोध में कहा गया है कि नए वाहनों से ज्यादा प्रदूषण फैलने की संभावना इसलिए अधिक है क्योंकि नए वाहन पुराने की तुलना में 9 गुना अधिक चलते हैं। प्रो. मोहन ने इस सिलसिले में केंद्रीय सड़क परिवहन व राजमार्ग मंत्रालय के संयुक्त सचिव संजय बंधोपाध्याय को पत्र लिख अपनी चिंताओं से अवगत कराया है।

● खतरनाक स्तर तक बढ़ेगी ओजोन : पेज-5

आईआईटी के शोध को केंद्र ने एनजीटी में रखा

राजधानी में प्रति वर्ष ..

9 हजार किलोमीटर के करीब चलते हैं पुराने वाहन
18 हजार किलोमीटर के करीब चलते हैं नए वाहन

शोध में तर्क दिया गया ...

दिल्ली में पुरानी डीजल कारें 2016 में लगभग 13.5 करोड़ किमी चलेंगी। वहीं, इस साल बेची 64 हजार नई कारें 2015 तक 1.15 अरब किमी के करीब चलेंगी। इससे जाहिर है नई कारें ज्यादा प्रदूषण फैलाएंगी।

शोध पीपुली
आंकड़ों के
हिसाब से है

Indian Express ND 04/05/2015 P-10

FOREIGN HAND AGAIN

A government disconcerted by non-governmental activity looks insecure and out of sync

IN QUICK SUCCESSION, the government has painted itself into two embarrassing corners. By putting the Ford Foundation on a prior permission watchlist in the interest of national security, it is inviting international ridicule. Earlier, it had amused the international community by imposing travel restrictions on a Greenpeace activist, an approach to managing dissent that fell from grace with the close of the Middle Ages, and which must reliably fail in the age of pervasive communications.

In pursuit of its stated aim of building capacities and institutions, the Ford Foundation provides financial support for research programmes in at least 10 institutes of national importance, including an IIT, an IIM, the Jawaharlal Nehru University and the Tata Institute of Social Sciences. In addition, its earliest interventions in India included the development of physical infrastructure like Kennedy Hall at the Aligarh Muslim University. To suggest that the foundation's interests are spurious or disreputable brings all these institutions — and senior staffers handling funds — into similar disrepute. And since the Indian government has frequently contributed to these projects or founded the organisations in which they run, the interests of government officials who okayed the Ford Foundation's financial support begins to look suspect, too. This is a tricky corner for a government to be in.

If a government which seeks to engage with the world and prepare India for a global role conducts itself in a seemingly xenophobic manner, the dissonance can be striking indeed. A government whose first instinct is to stifle dissent instead of persuading the dissenter is sadly anachronistic, and a handicap for a nation in search of a larger international role. Equally out of time is the convention barring non-profit organisations from indulging in or promoting "political" activities. The idea of what constitutes politics has been expanded sharply by 20th century reform movements like feminism. Today, the personal is the political. A political dimension may be read into almost every act, and these acts are performed in a world that is essentially borderless. In this globalised milieu, to insist that non-profits must be unwaveringly non-political is unrealistic, and anxieties about the "foreign hand" are symptomatic of medieval paranoid that last reared their head prominently in Indira Gandhi's regime. But it is not just the Modi government. Its predecessor too was deeply disconcerted by non-governmental activity. This trend is dangerous and can end up isolating India in an increasingly open world.

Financial Express ND 04/05/2015 P-12

New IITs: challenges ahead

INNOVATION IN PEDAGOGY IS KEY

As we expand opportunities for more students to study engineering, we need to find ways to train faculty that is otherwise not geared to pursue a career in research



BIJENDRA NATH JAIN

In 2007, the government of India decided to establish eight new Indian Institutes of Technology (IITs) across the country. The move was met with apprehension by IIT faculty and alumni that these new institutions may not succeed as expected, given that the existing IITs themselves had challenges with hiring and retaining faculty—a resource that is at the heart of any academic enterprise and, so, very scarce. With top teachers and researchers difficult to come by, they felt the “IIT” brand would take a beating. And yet, the decision to establish more IITs was long overdue, given that the IIT system, left to itself, had grown at about 2% per annum over a 50-year period, a period with high demand for IIT graduates and increasing educational aspirations of young men and women. The IITs, along with BITS Pilani, were perhaps the only institutions that could grow without compromising on quality. Others did not have the ecosystem or the governance structures to do so.

Benefiting from hindsight, however, the manner in which the new IITs were established must be faulted. The eight new IITs were established in the same year (and at a time when the existing seven IITs were struggling to expand student strength in undergraduate and postgraduate programmes by 54% on account of OBC quota), forcing them to compete among themselves and with the existing IITs for the same pool of available faculty.

Another major challenge was the decision to locate these new IITs in cities or towns where available infrastructure is weak. Today, potential faculty members opt to work at an institution but only if they have ready access to high quality infrastructure, including employment opportunities for spouses, good schools for children, medical facilities and connectivity to the rest of the world.

Of these eight IITs, at best three are on track to succeed largely because of location and partly because of the leadership in these institutions. It would have been better if, for instance, a new IIT was set up every two or three years,

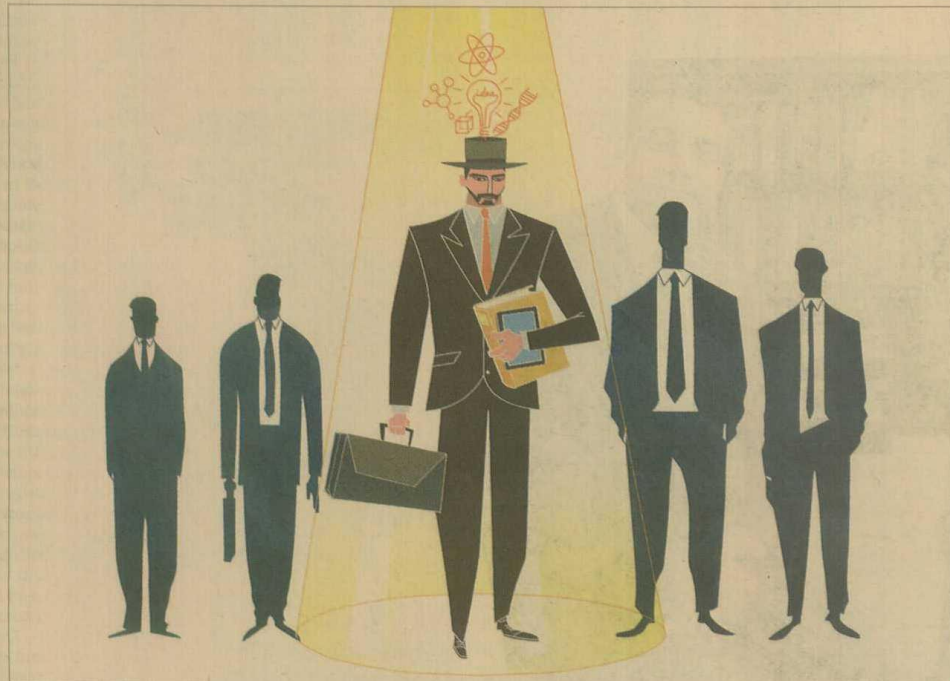


Illustration: SHWAM

and in locations adjacent to major metropolitan cities. This would have allowed the new IITs to invite superannuated professors from existing IITs to kick-start their programmes.

There are still ways for these new IITs to improve. While attracting and retaining faculty will remain a challenge, they should adapt practices that similar institutions in India or abroad have found to be fruitful in recruiting and retaining faculty.

First, consider sourcing faculty from the world over, including the Asia-Pacific, Europe and North America—the powerhouses for producing good PhDs in science and engineering. Reaching out to PhD graduates and post-docs using visits abroad, meaningful presence on the internet, and advertising in places that matter is needed. What is also needed is using technology to engage with potential faculty and taking decisions quickly—essentially letting them know how much their talent is valued by making them offers that they cannot refuse. This could include a personal pay that recognises their potential for excellence as also research-initiation grants that help kick-start their research careers. Above all, each new IIT must create a supportive environment that is

We should consider sourcing faculty from the Asia-Pacific, Europe and North America, which are the powerhouses for producing good PhDs in science and engineering. For that, we need to reach out to PhD graduates and post-docs using visits abroad, having a meaningful presence on the internet, and advertising in places that matter

conducive for faculty members to excel in teaching and research, and grow within their professional community.

Other innovations might be worth exploring. For example, creating a separate track for faculty members that are expected to specialise in teaching. Such “Professors of Practice” could receive necessary training in subjects they are expected to teach as also in pedagogy that includes handouts, practice sessions and teaching/learn-

ing materials specific to the courses. The latter may include selective use of content developed for courses offered as MOOCs. And blend the same with hands-on practice sessions in classrooms with fewer students. This approach will also be relevant particularly in a network of colleges that follow the same curricula.

As we expand opportunities for more students to study science or engineering, we need to find innovative ways to train faculty that is otherwise not geared to pursue a career in research. The one issue that academic leaders and university administrators have shied away from addressing has to do with revising wholesale the compensation structure for faculty, at least in good institutions in India. Unless we take that up head-on, we will continue to debate and struggle to discover ways to address faculty shortages, while the best talent is lured away seeking careers elsewhere, including multinational research labs in India or universities abroad.

The author is vice-chancellor, Birla Institute of Technology and Science (BITS) Pilani. Views are personal

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Hindustan Times ND
04/05/2015 P-9

3 OF 4 STUDENTS WANT DEGREE IN HUMANITIES

MUMBAI: While the country has witnessed a spurt in the number of students opting for the humanities stream in recent years, a recent survey found that three out of every four students across the country aspiring for a college degree were interested in humanities.

Out of the 36,000 students who took part in the survey from over nine cities, 74% of the students were interested in pursuing humanities. Science with biology had only 11% takers, science with mathematics 9% and commerce 6%. In Mumbai, where commerce has been the most sought after stream in First Year Junior College admissions in the last two years, 63% students said they were interested in humanities. The survey was conducted by a private career solutions firm, CareerCo.

"I am not surprised by the survey... Science is getting tougher by the day with government policies and private colleges charging exorbitant fees," said Jyoti Thakur, external co-ordinator, Jai Hind College, Churchgate.

PUJA PEDNEKAR

IIM-R to switch to 10-pt grading system soon

<http://www.nyoooz.com/ranchi/97643/iimr-to-switch-to-10pt-grading-system-soon#>

The Indian Institute of Management, Ranchi (IIM-R) will introduce grading system from the next session like that of other IIMs in the country. During the fourth convocation of the premier B-School, Director-in-Charge and Professor Anindya Sen said for the convenience of the students, they will shift to a 10-point grading system instead of the 4-point grading system. "It is easy to mark the percentage level of a student's performance with 10 point grading system.

Even for the PSUs, it would be easy to identify a student's performance in terms of placement. The four point grading system creates complication. So, we have taken the decision to update the grading process," said Sen.

The cradle was in need of adequate permanent teachers since long. Sen announced the recruitment of eight new faculty members who are to join shortly. Presently, there are 13 faculty members here.

IIM-R functioning temporarily on the fifth and sixth floor of Suchana Bhawan since its inception in 2010 has not been able to begin campus construction at the 94.36 acres land allotted at Cheri under Kanke block in 2013. Sen said out of the allotted land, they are yet to possess 4.

22 acres raiyati land. "I have requested Chief Secretary Rajiv Gauba to provide atleast 50 acres land near HEC. They are working on it.

We hope to get a response within a month," he added. Gauba and Human Resource Development Secretary Aradhana Patnaik are the new Board members of IIM-R. Retired Brigadier of Army Aviation Corps VS Saini has been appointed as the new Chief Administrative Officer (CAO) of IIM-R in April.

Sen said he was selected after former CAO Colonel BK Nair took voluntary retirement. The institute has also selected an acting Chairman after RC Bhargava left early this year. Meanwhile, Founder of Rediff.

Com Ajit Balakrishnan who is also the Chairman of the Board of Governors of IIM Calcutta suggested the students to be prepared for the professional debates on Land Bill. He said, "There i...

Varsities should involve scholars in courses: UGC

<http://timesofindia.indiatimes.com/City/Kolhapur/Varsities-should-involve-scholars-in-courses-UGC/articleshow/47137380.cms>

KOLHAPUR: The University Grants Commission (UGC) has issued a circular asking universities and colleges to involve scholars, policymakers and skilled professionals in academic courses. The commission's objective is to tide over the shortage of faculty and boost education skills across all universities.

In a circular dated April 27, the UGC said it is imperative that the expertise and experience of such individuals, who are outside the mainstream academic system, flow into the universities. The circular stated that this would enhance, strengthen and improve the quality of teaching, training and research. "The current phase in higher education and the huge diversity in programmes also necessitates that faculty resources be augmented by using academic outside the university system," it said.

The circular suggests that for this, reputed scientists, engineers, physicians, advocates and artists, civil servants including skilled professionals, serving as well as retired be included.

A Shivaji University, Kolhapur (SUK) official on the UGC circular said that the decision to appoint or invite adjunct faculty members to a particular college or university will always be welcome.

"The UGC has given a gentle reminder to universities nationwide to put into practice guidelines to enhance academic communication between the experts and the students. This scheme of introducing adjunct faculty positions for professional courses was drawn long ago and has received a positive feedback from institutions" the official said.

The UGC started the scheme of appointing adjunct faculty and visiting faculty since 2009 in universities across the country.

According to its earlier September 2009 circular, professionals and experts from the institutions such as research organisations supported by the Atomic energy commission (AEC), Indian Council of Agriculture research (ICAR) and Council of Scientific and Industrial Research (CSIR) along with overseas academicians and researchers will be involved.

In its 12th five-year plan in 2012, the UGC stated a hike in remuneration of such faculties to increase their involvement in academics.

Kolhapur: In view of tackling faculty shortage and to enhance the education skills across the universities, the University Grants Commission (UGC) in its fresh circular has asked universities and colleges to involve scholars, policymakers, skilled professionals and the practitioners in the academics.

In its April 27 circular, it stated that it is imperative that the expertise and experience of such individuals, who are outside the main stream academic system, flows into universities.

According to circular this would enhance, strengthen and improve the quality of teaching, training and research. "Current massive expansion phase in higher education, mandating huge programmatic diversity also requires that faculty resources be augmented by utilizing the services of academics outside the university system," it said.

For this, the circular suggests to include reputed scientists, engineers, physicians, advocates, and artists, civil servants including skilled professionals, both serving and retired.

A Shivaji University, Kolhapur (SUK) official on the UGC's circular said that the decision to appoint or invite adjunct faculty members to particular college or university will always be welcome these days.

"The UGC has given nothing but a gentle reminder to universities across the country to put into practice the guidelines for enhancing the academic communication between the experts and the students. This scheme of introducing the adjunct faculty positions for the professional courses from experts in the academics was drawn long back ago and has received positive feedback from institutions" added the official.

It has to be noted that the UGC had started the scheme of appointing the adjunct faculty/visiting faculty from the year 2009 across the universities across the country.

According to its earlier September 2009 circular, for the scheme, professional and experts from the institutions such as research organisations supported by the Atomic energy commission (AEC), Indian Council of Agriculture research (ICAR), and Council of Scientific and Industrial Research (CSIR) along with others, including overseas academicians and researchers should be involved in it.

The UGC in the year 2012, in its 12th five year plan, it stated to hike the remuneration of such faculties so as to increase their interaction across the academics.

Delhi University okays UGC's choice-based credit system

<http://timesofindia.indiatimes.com/home/education/news/Delhi-University-okays-UGCs-choice-based-credit-system/articleshow/47143540.cms>

NEW DELHI: Delhi University has decided to go ahead with the introduction of Choice-Based Credit System (CBCS) from the upcoming academic session apparently without the "mandate" of the varsity's Executive Council.

In an official communication to deans of all faculties on April 29, DU's joint registrar (academics) has directed them to start preparations for the implementation of CBCS.

The registrar's communication came after a meeting between the vice-chancellor, Dinesh Singh, and the deans to discuss its implementation on April 23.

"I advise you to start the process of preparation of the syllabi for all undergraduate courses within the structure laid down by the University Grants Commission (UGC). The detailed guidelines, course structure, draft model syllabi for the 19 undergraduate courses which are available on UGC's website may be carefully pursued by you before starting the process," the letter said.

CBCS allows students' "seamless mobility" across higher education institutions and transfer of credit earned by them.

However, members of the executive council, which is the supreme decision making body of the varsity, said the matter has not been reported before it.

"The matter has not come for its perusal before the executive council. Like the FYUP, this matter is also being forced in a fast-track manner following the UGC diktat. The university has all the rights and autonomy to reject the proposed programme," Abha Dev Habib, an EC member said.

"How can the faculty deans decide on the matter with the vice chancellor and initiate the proceedings without the EC mandate?" she asked.

The communication sent to deans and faculties to roll out CBCS merely refers to the meeting held between them and vice chancellor Dinesh Singh but did not elaborate further.

The decision of the university came against the backdrop of a section of its teachers submitting a feedback of 40 affiliated colleges to the UGC opposing implementation of CBCS on the ground that its roll out without exhaustive deliberation would prove to be "disastrous" for the varsity.

May 3

Economic Times ND 04/05/2015 P-17-18

Surviving the Shakes

Predicting an earthquake may not be possible, but preparing for one certainly is. A peek into the experiments under way within the labs of IIT-Roorkee

S :: **Shantanu Nandan Sharma** sitting in a small corner room overlooking a large laboratory in IIT-Roorkee, professor Ashok Kumar decides when to engineer the next big earthquake. Unlike the natural and destructive tremors, however, which can't be predicted, Kumar can rely on the press of a button to cause a shock and, for good measure, determine its intensity.

Welcome to the earthquake testing laboratory of the department of earthquake engineering in IIT-Roorkee that is currently testing three models that

are expected to withstand earthquakes of higher magnitude than the one that devastated Nepal and parts of India and Bangladesh last weekend.

"The model building that I have been working on now does not use cement at all. It's 40% less costly than a conventional building, it's environment-friendly and I expect it to withstand earthquakes of 8.5 magnitude (on the Richter scale) and more," says Amit Goyal who has been pursuing a PhD degree in the institute and wishes to patent the structure if successful (the Nepal earthquake was of 7.9 magnitude).

Goyal's claims will be tested in a fortnight when his model structure is placed on a platform called a 'shake table' and a device called a 'controller' is switched on to create an artificial earthquake. Goyal and his guides will then video-record the event to assess the dynamic behaviour of the experiment. If cracks do appear on the model structures on the

An Experiment with Structural Models

Step 1

Making structural models, including those of multi-storeys

Need about 3-15 days to prepare a one-room building model

Step 2

Cranes are used to carry the building model to a shake table

Step 3

A device is switched on to shake the table

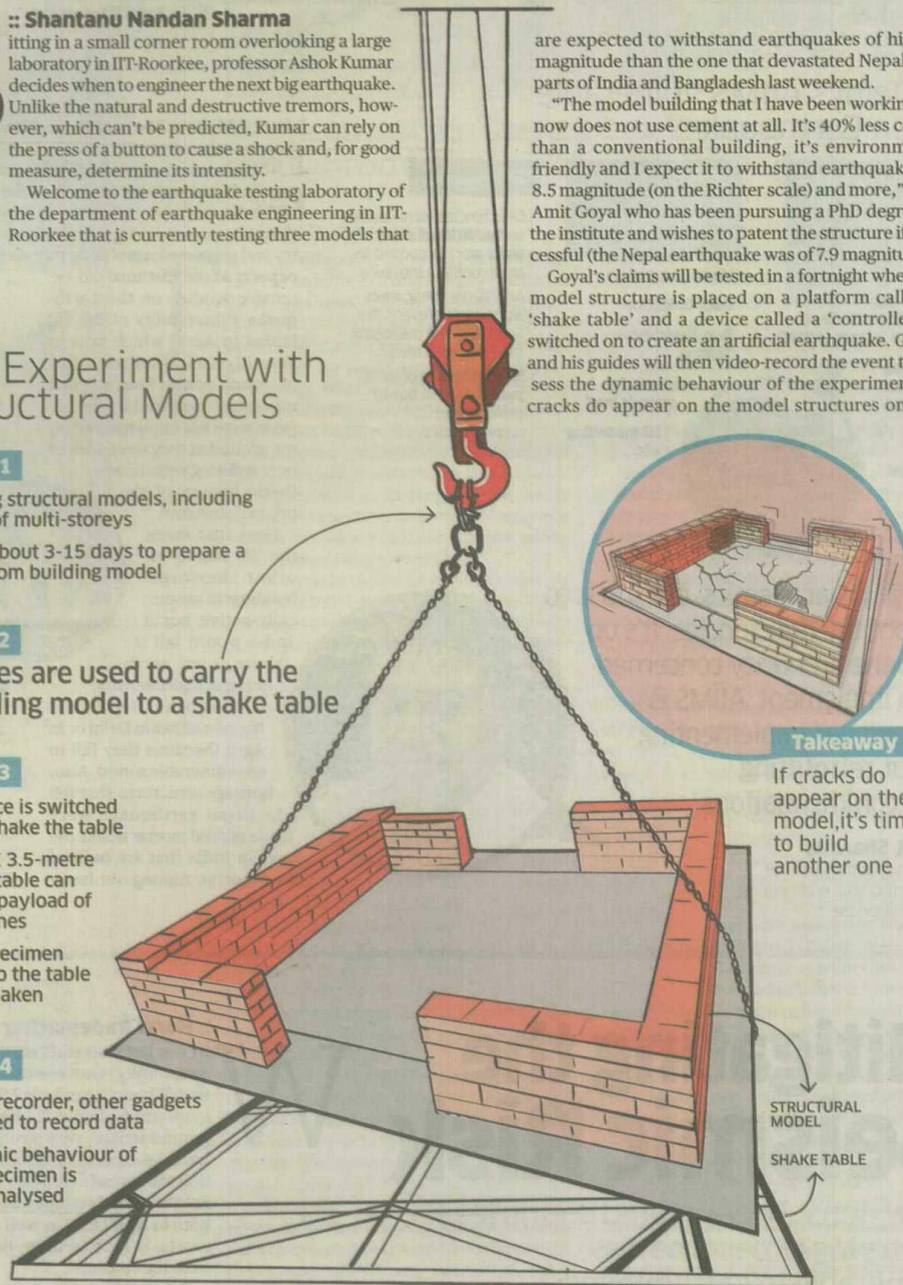
A 3.5 X 3.5-metre shake table can take a payload of 20 tonnes

Test specimen fixed to the table gets shaken

Step 4

Video recorder, other gadgets are used to record data

Dynamic behaviour of the specimen is then analysed



Takeaway

If cracks do appear on the model, it's time to build another one

3 Models Are Being Currently Tested in the Lab

1 Interlock Block Masonry
AMIT GOYAL, a PhD student, has been experimenting with this model where he uses:



No cement
Rubber separators
 He claims the structure will be **40% cheaper, environment friendly and sound-proof**

And yes, Goyal expects the model to **withstand a quake of more than 8.5 magnitude** on the Richter scale once it is placed on the shake table

2 Reinforced Masonry Model
SHERMI has been working on new ways of reinforcing an existing structure. This PhD student's model:



Is **2.25 metre by 2.25 metre in size, and 2 metre in height**
Will need 3 more days to complete
Will have a curing period of 28 days before it's placed on the shake table

And she claims the model will be able to **withstand any earthquake of Zone V intensity**

3 Dampers Load Bearing Structure
NITESH AHIR, a student, has already tested this structure successfully. This model



Has **4 storeys with dampers being used**
The dampers dissipate kinetic energy and act like shock absorbers
Is costly but highly effective against earthquake of highest intensity

This structure is often used for high sensitive buildings such as nuke plants

Is Delhi's AIIMS vulnerable to an Earthquake?

Seismic engineers and experts from IIT-Roorkee audited three hospitals located in Delhi last year

Experts deployed the following methods to find out the deficiencies

Visual Inspection
Data Collection
Non-destructive Testing

Analysis for seismic load
3D modelling etc

The Findings

Deficiencies were spotted and **additional shear walls** were proposed as an immediate measure

Additional shear walls alone can't prevent the building from collapsing, the findings added

Strengthening of infill panels against out-of-plane failure recommended

shake table, it will be back to the drawing board for Goyal and his team.

The lab, which was set up in 1960 as a school of research and training in earthquake engineering within the erstwhile University of Roorkee, has over the years assessed many a building across the country and suggested retrofitting measures. In the 80s, experts at the institute did extensive studies on the earthquake vulnerability of the Taj Mahal in Agra, which falls in Zone III on a scale of one to five of seismic zones. The remedial measures suggested by the experts were not implemented on the ground as they were seen to be interfering with the aesthetic beauty of the original structure.

Does that mean the Taj Mahal or other heritage buildings in seismically-active north India would fall if there is an earthquake of high intensity?

"First of all, Nepal can't happen either in Delhi or in Agra (because they fall in less vulnerable zones). Also, heritage structures that fell in Nepal earthquake were made of mud mortar unlike the ones in India that are built of lime mortar. Among our herit-

age buildings, those built with stone (like the Red Fort) are, however, more vulnerable than those in bricks. The challenge is: how do you retrofit without altering any original feature," explains professor DK Paul of IIT-Roorkee who also chairs a panel in Bureau of Indian Standards (BIS), which decides on codes for regulating construction activities for buildings, flyovers, metro tunnels and the like.

What about Taj Mahal, Red Fort?

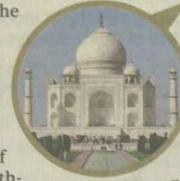
Red Fort in Delhi (Zone IV) and **Taj Mahal** in Agra (Zone III) don't fall in the highest risk zone, or Zone V

But...

An IIT-Roorkee assessment in the 80s found the Taj Mahal as vulnerable. But no remedies were

implemented, as retrofitting would have marginally altered some features of this 17th century Mughal monument

Indian heritage buildings are better off, as compared to those in Nepal as **they used lime mortar and not mud mortar**



All India Institute of Medical Science (AIIMS)
Guru Teg Bahadur Hospital
Hindu Rao Hospital



As academics, our job is to spot the deficiencies. It's up to the authority concerned to implement. AIIMS is however implementing our retrofitting recommendations"

ML Sharma, head, department of earthquake engineering, IIT-Roorkee



North Indian cities house a large number of structures that can't withstand high-magnitude earthquakes.

For example, the All India Institute of Medical Sciences (AIIMS), which was set up six years before BIS-prescribed building codes were released in 1962, was declared vulnerable by a team of IIT-Roorkee experts after extensively auditing the building last year. Now the panel's recommendations are being implemented to strengthen the structure.

"As academics, our job is to spot the deficiencies. It's up to the authority concerned to implement," says ML Sharma, head of department of the institute.

Nai Duniya ND 04.05.2015 P-1

मप्र के 125 आदिवासी बच्चे आईआईटी की दहलीज पर

जेईई मेन्स की क्लियर, पहली बार बैगा छात्र भी सफल

सभी बच्चे एकलव्य और सरकारी स्कूलों के

अफसरों ने की निगरानी, उम्मीदों से बढ़कर आए नतीजे

भोपाल (ब्यूरो)। न लाखों की फीस के बूते कोचिंग का सहारा, न सुपर 30 जैसी क्लास। इनके पास था तो सिर्फ कठोर परिश्रम और आसमान जैसे लक्ष्य को भेदने का जुनून। सफलता की ये कहानी है मप्र के आदिवासी जिलों के उन 125 बच्चों की, जो सरकारी स्कूल में पढ़कर आईआईटी जैसे संस्थान में दस्तक देने को तैयार हैं। जेईई मेन्स के बाद अब वे इस संस्थान से सिर्फ एक कदम दूर (जेईई एडवांस) हैं। दो साल पहले ये संख्या सिर्फ 17 थी।

इनकी सफलता इस मायने में ज्यादा बड़ी है कि ये जिन जिलों के ग्रामीण क्षेत्रों में रहते हैं, वहां आईआईटी में प्रवेश का सपना कोई शायद ही खुली आंखों से भी देखता हो।

आदिवासी बहुल प्रदेश होने के बावजूद दो साल पहले तक जेईई मेन्स जैसी परीक्षा पास करना आदिवासी बच्चों के लिए सपने की तरह था। लेकिन बच्चों की मेहनत, व्यवस्थित पढ़ाई और सही मॉनिटरिंग के चलते चमत्कारिक रिजल्ट सामने आ गया। झाबुआ, धार, बड़वानी, खरगोन, मंडला, बैतूल और बालाघाट जैसे जिलों से ठेठ ग्रामीण इलाकों के आदिवासी बच्चों ने अजब दर्जे में जेईई मेन्स की परीक्षा में सफलता पा ली है। अब उनके सामने जेईई एडवांस परीक्षा का लक्ष्य है इसके बाद देश में तकनीकी शिक्षा के सर्वश्रेष्ठ संस्थान आईआईटी में उनका चयन पक्का हो जाएगा। पास हुए 125 बच्चों में 28 बच्चे एकलव्य स्कूलों के हैं। बाकी सभी ने शासकीय स्कूलों की पढ़ाई के दम पर यह मुकाम हासिल किया है।



नईदुनिया
संदे स्पेशल



सफलता के सूत्र

इन बच्चों में से 28 एकलव्य स्कूल के हैं, बाकी सरकारी स्कूलों में पढ़े हुए हैं। जेईई के लिए इन्होंने कठोर परिश्रम तो किया ही, टीचर्स की ओर से लगातार मॉनिटरिंग भी की गई। साथ ही कोर्स को व्यवस्थित रूप से बांटकर बच्चों ने समय से पहले तैयारी की और कई बार रिवीजन भी किया।

व्यवस्थित तैयारी

“मंडला जिले में ज्ञानार्जन प्रोजेक्ट चलाया। बच्चों के लिए सभी विषयों का पहली बार टीचर्स को यूनिट के हिसाब से सिलेबस का समय तय किया। सॉफ्टवेयर के जरिए मॉनिटरिंग की गई। बच्चों के लिए कठिन लगने वाले साइंस के विषयों पर विशेष मेहनत की गई। दो साल की मेहनत का नतीजा उत्साहजनक रहा। - लोकेश जाटव, कलेक्टर मंडला

मेहनत रंग लाई

“इस बार झाबुआ जिले के बच्चों की सफलता देख सभी उत्साहित हैं। बच्चों के लिए हॉस्टल, एक्स्ट्रा क्लास एवं कोचिंग व्यवस्था के अलावा समर्पित शिक्षकों की मेहनत रंग लाई है। आईआईटी के लिए बस एक सीढ़ी चढ़ना बाकी है। - धन राजू, सीएमओ

गुदड़ी के लाल कहलाने के हकदार

आदिम जाति कल्याण विभाग ने कलेक्टरों एवं स्कूलों के टीचर्स के बीच सेतु का काम किया। ट्राइबल कमिश्नर उमाकांत उमराव बताते हैं कि आदिवासी वर्ग के 900 बच्चों में से 125 ने सफलता पाई है। वाकई ये बच्चे गुदड़ी के लाल कहलाने के हकदार हैं। एडवांस परीक्षा के लिए हॉस्टल, कोचिंग, एक्स्ट्रा क्लास एवं स्टडी मटेरियल समेत लाइवरी जैसी सुविधाएं दी जा रही हैं। कितने बच्चे प्रवेश पाते हैं यह तो जेईई एडवांस के नतीजे बताएंगे, लेकिन मौजूदा पड़ाव से भी अक्के इंजीनियरिंग कॉलेज के दरवाजे खुल गए हैं।

पहली बार बैगा छात्र हुआ सफल

इस सफलता में बालाघाट-मंडला का बैगा समुदाय के छात्र संतोष कुमार का नाम भी शामिल है।

IIT, NIT in Andhra Pradesh to start from 2015-16

<http://www.deccanchronicle.com/150503/nation-current-affairs/article/iit-nit-andhra-pradesh-start-2015-16>

Hyderabad: Though they are yet to be set up, the Indian Institute of Technology (IIT) at Tirupati as well as the National Institute of Technology (NIT), Andhra Pradesh, will be taking in students for the 2015-16 academic year.

The Joint Admission Board (JAB) of the IITs and the Central Seat Allocation Board (CSAB) of the NITs have included these two yet-to-be-set up institutions in their joint list for counselling released on Monday.

Counselling this year will also be common for all the IITs, NITs, ISM Dhanbad, central varsities and other colleges, unlike individual counselling processes followed by different institutions every year. The JAB and CSAB signed an agreement to this effect forming the Joint Seat Allocation Authority.

According to the schedule released on Monday, the results for JEE (Advanced) will be declared on June 18, while the JEE (Main) ranks will be out on June 24. Candidates will have to fill their choice of seats between June 25 and June 29. The first round of seat allocation will be on July 1, while the second and third rounds of seat allocation would be on July 7 and July 12 respectively. Academic sessions at the IITs will begin from July 17.

This year, because of common counselling, students can choose to apply for IIT, NITs and central varsities at the same time. Students who obtain ranks in JEE (Advanced) and JEE (Main) will be eligible to participate in the counselling process. Confusion prevailed for several months regarding whether the new institutions in Andhra Pradesh will begin operations this year. But the announcement of the participating institutions' list has dispelled all doubts.