

Newspaper Clips

November 3, 2013

BHU-IIT signs MoU with Power Grid Corporation for research

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VARANASI: Indian Institute of Technology (IIT), [Banaras Hindu University](#) (BHU) and [Power Grid Corporation](#) of India signed a [memorandum of understanding](#) for research regarding power transmission. The MoU was signed in the presence of BHU vice-chancellor, director of IIT-BHU and CMD of Power Grid Corporation of India Ltd and others, at a function held at VC Lodge on Saturday.

Speaking on the occasion, RN Nayak, CMD of PGCIL expressed his joy on the association of BHU for research work in the area of power transmission.

He said BHU was an important centre of knowledge and has enough potential to do a remarkable job in the field of power transmission.

"The transmission of power with minimum wastage has always been a challenge for us since long time. Keeping view of forthcoming challenges in future, it is necessary to reduce the wastage of power during transmission. Therefore, serious research is required to meet the coming challenges," said Nayak. Scientists of IIT, BHU will get full support from the PGCIL for their research work in this regard; he said and added that he was hopeful for the collaborative research work of BHU and PGCIL.

Addressing the programme, BHU VC Lalji Singh said advancement of technology was the need in the present scenario.

Earlier, technology was driven by science but now technology is driving science. So there is always a scope for the improvement in technology for the welfare of society, he said.

With such MoUs quality research work will be promoted and its output will be felt by the society, he added.

"By reducing wastage of power during transmission we can get enough power to supply in the rural areas and the cost of power will also be reduced at the same time," he said adding that collaboration of industries and scientist was necessary for the quality work at low cost.

The research works are meaningless if the output of research does not reach to the society and common people, he added.

Prof Rajiv Sangal, director of IIT-BHU, Prof GS Yadav, registrar of BHU, finance officer Abhay Kumar Thakur, Prof RG Singh, director of Institute of Medical Sciences (IMS), Prof RP Singh, director of [Institute of Agricultural Sciences](#), and others.

HT New Delhi

UGC programme helps reverse brain drain

Vanita Srivastava

■ vanita.shrivastava@hindustantimes.com

NEW DELHI: The faculty recharge programme of the University Grants Commission (UGC) is playing a key role in reversing the brain drain, as is indicated by the results that were announced on Friday.

Taking note of the steep decline in research environment in Indian universities and stagnation of faculty and infrastructure, the Centre through the UGC has decided to launch the faculty recharge programme to redress this situation.

The programme envisages recruitment at national level of motivated faculty with flair for research in interdisciplinary/frontier areas of science. About 1,000 teachers will be inducted over a period of 5 years for placement in Indian universities.

The faculty positions are in six basic science disciplines —

physics, mathematical, chemical, biological, Earth and engineering sciences.

Of the more than 100 people selected under the second cycle of recharge programme, nearly 50% are from abroad.

UGC chairman Dr Ved Prakash told HT: “A significant feature concerning the academic profile of the faculty selectees relates to the number of successful candidates stationed abroad. They had been interviewed through video-conferencing.”

Of the total 54 selected in cycle 1, 22 were from abroad. This time too, out of the 109 who have been selected, 54 are from outside India. “This mirrors how our programme has helped reverse the brain drain,” he said.

The programme has also opened a window for women aspirants — in the first cycle, 24% of those selected were women, while in the second cycle, 21% constituted women.

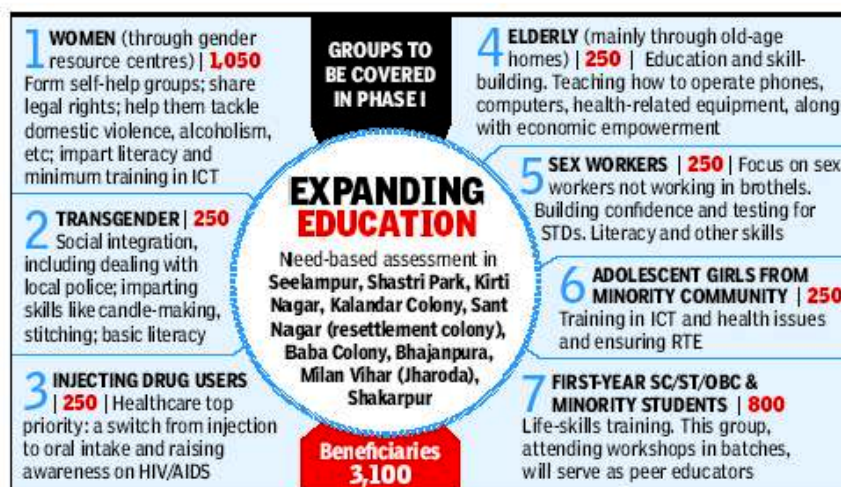
DU's research subjects to learn too

Shreya Roy Chowdhury | TNN

New Delhi: Delhi University's Department of Adult and Continuing Education and Extension (DACEE) is taking learning to what have, till now, been only areas of research. Through a new programme — Vistaar — the department intends to deploy hundreds of college students, linking them with NGOs and its own researchers, to take education — basic literacy, awareness of rights and vocational skill-building — to Delhi's vulnerable groups.

In the first phase, they will work with over 3,000 women, senior citizens, transgenders, adolescent girls and sex-workers spread over some of the city's roughest areas.

The nature of intervention, says department head Rajesh, will depend on differing requirements of the communities. "Our research scholars are already working on action-based research in all these areas and are in touch with the



communities. Now, they are also gathering data for this project," he says.

A student comparing education levels among the elderly in Pakistan and India, will assess education standards and requirements for that segment; one researching the de-

grees of social integration of transgender populations of India and Bangladesh, will get to do it for that community. Based on what they find, the department hopes to actively remedy problems it only studied.

"Intervention will be on three fronts," explains Rajesh,

"First is education. Literacy levels among many of these groups are very low. Second, we'll raise awareness on issues such as health, nutrition, sanitation, environment, communal harmony and human right. Finally we'll focus on skill-building. As part of that we'll

train communities in a variety of skills including computer-use, tailoring and how to deal with the police."

The department isn't imprudent enough to take on this massive exercise on its own. Members will be teaming-up with a number of government and non-government organizations for both study and intervention. They've already started training college students. Interestingly, at least some of the 800 first-year SC/ST/OBC & minority-community students, who will be trained in life-skills and capacity-building, will also serve as peer-educators, the only set to be both beneficiary and deliverer, at least in part of the programme.

Rajesh says University Grants Commission includes "extension", that is active community work, as a "third dimension" in addition to teaching and research. However, 12th Plan onwards, it doesn't issue guidelines or allocate resources for it. "We decided to have our own guidelines," he says.

Results of disqualified NET candidates to be processed

Anita Joshua

The University Grants Commission (UGC) has some good tidings for those candidates of the June edition of the National Eligibility Test (NET) who were disqualified for use of "unfair means" on the premise that they had made corrections on their Optical Mark Reader (OMR) sheets when the rules stipulate against any changes.

According to a UGC press release, the results of candidates disqualified for making corrections would now be processed but marks would be deducted in the instances where corrections were made in the OMR sheets.

This decision has been taken in view of the fact that though the UGC did stipulate that no corrections should be made, it did not specifically say candidates who made changes in their OMR sheets would be disqualified.

On declaration of the results of the June round of NET on October 21, several candidates complained that they had been "arbitrarily disqualified" under the category "unfair means" for either using whitener or scratching out an answer in their OMR sheets. Though the UGC did not put out a number of how many of the 5,74,448 candidates were disqualified under "unfair means", the press release said a "large number of students" had submitted representations against the disqualification on these grounds.

Akhilesh Gupta, secretary, UGC, said this is a one-time concession and candidates for future NET exams would be disqualified if they made corrections in their OMR sheets.

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M.S. Swaminathan for special drive to attract youth to farm research

Special Correspondent

To get youth interested in agriculture research, the Agriculture Scientists Recruitment Board (ASRB) must undertake a special drive, noted farm scientist M.S. Swaminathan said on Friday.

He said there should be a special analysis of the gaps in regional-level research, particularly in northeastern and tribal areas “as was done in the past.”

Special recruitment drives should be undertaken by inducting young scientist graduates from such regions and “grooming them intensively.”

He suggested that farmer scientists should be profiled so that young scientists could interact with them as a learning process.

Instead of evaluating young scientists on a “score card” basis, it should be done on an “interactive evaluation process.”

He also asked the Board to set up an international cadre within the Agriculture Research Service for facilitating research in developing countries, particularly in Asia and Africa.

While assuring Dr. Swaminathan that his suggestions would be taken on board, ASRB chairman Gurbachan Singh emphasised the need to globally circulate the vacancies and even sensitise Indian scientists working abroad to return to India.

The focus now was on basic sciences, he said, stressing the need for integrating basic and social sciences in recruitment for agriculture research.

Last year, the Board cleared 759 recruitments in five months and managed to ‘tap’ about a dozen talented scientists working in the U.S. and Europe.

Keywords: [Agriculture Scientists Recruitment Board](#), [M.S. Swaminathan](#), [special drive](#), [farm research](#)

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For women, more degrees mean less pay

With Masters, Gender Wage Gap Hits 40%

Chitra Unnithan | TNN

Ahmedabad: The more educated a woman, the higher the salary discrimination she faces at work, says a recent study by a faculty member of the Indian Institute of Management, Ahmedabad (IIM-A).

While women with no formal education earn more than their male counterparts, with

► **Hit by job breaks, P 16**

an increase in educational qualification, the situation reverses. So women with basic education like advanced certificates or diplomas earn 10% less than equally qualified men, but the wage gap shoots up to over 40% in cases where women have master's degrees.

The main reason for this is that in India, there is a general perception that a woman's primary responsibility is unpaid care work, like looking after children and family, and this perception channels them into similar work areas in the labour market, where they are paid handsomely for

SALARY SLIPS

Education	Avg pay of women (₹/year)	% diff with men
No formal education	1,41,114	12.0
< Class 10	70,584	9.4
Certificate/diploma	3,01,260	-10.3
Class 12	99,900	-14.4
3-year degrees	1,99,854	-16.7
4/5-year degrees	3,90,000	-27.8
Masters	2,70,120	-40.8
CA/CS/ICWA	4,01,400	-44.3

it. For instance, with no formal education, the average annual income of women surveyed is Rs 1.41 lakh while for men it is 1.26 lakh, indicating women are 11.99% ahead.

However, when it's two highly educated candidates, male and female, competing for a job, the study reveals that in most cases, employers favour men. "This type of discrimination is also called pre-market (past or indirect) discrimination, because it occurs before the individual seeks employment," says the survey titled 'Gender Pay Gap in the Formal Sector: 2006-2013'.

HT Mumbai

Catch'em young: Premier UK schools eye Indian students

Puja Pednekar

puja.pednekar@hindustantimes.com

MUMBAI: After western universities, it is the turn of premier British schools to scout for younger Indian students.

Armed with scholarships and admission guarantees to top universities, Britain's leading boarding schools are coming to India to enrol Indian high school students. Twelve boarding schools from the UK recently formed a federation to register 11 to 16-year-old Indian students. St Bees and St Christopher's are members of the federation.

While the federation website and school names will be unveiled only by November-end, the institutes are expected to conduct tests for students

INCENTIVES

At present, only around 100 students from India are enrolled in British residential schools. To attract students from India, the federation has announced scholarships worth Rs2 crore.

in February 2014. The exams — testing an applicant's proficiency in English, maths and general knowledge — will be conducted in 15 cities, including Mumbai, Delhi, Kolkata, Chennai, Ahmedabad, Kochi and Visakhapatnam.

Currently, only around 100 students from India are enrolled in British residential schools. "We want more Indian students as they are bright, hard-working and have

a strong moral and social perspective," says David Boddy, principal of the Anglo Schools International Services (ASIS) that is managing the federation. Boddy was the former headmaster of St James Senior Boys School, London, which, according to sources, is also one of the schools in the federation.

To attract students from India, the federation has announced scholarships worth Rs2 crore. Some schools are offering full scholarships (over 100,000 pounds) or covering the boarding fee, while others are giving a fee discount. While fee details are not available yet, sources said it will be 10% to 15% higher than in top international schools in India.

» **CONTINUED ON P3**

Catch'em young...

Residential international schools like Singapore International School in Dahisar, north Mumbai, has an annual fee of Rs6.5 lakh.

Apart from scholarships, the schools are using their "college preparation" programmes for Oxbridge as a hook to attract parents. "The federation's aim is to offer senior school places to those wanting a better guarantee of entry into a top university," said Richard Palmer, headmaster, St Christopher's School and chairman of the UK Society of Teachers.

British schools are not the first to look for Indian school students. In 2010, The Association of Boarding Schools (TABS), representing 40 institutions in Canada, the US and some European countries, had visited India. The association says it gets six to 10 admissions from India every year.

Education consultants attribute this interest among students to the surge in International Baccalaureate schools and other institutes offering Cambridge

International examination (CIE) qualifications. This has made it easier to move Indian students to foreign schools as they follow the same curriculum.

"Classes 8 to 10 are a child's formative years. Earlier, parents waited until after class 10 to send their children abroad for them to grow strong Indian cultural roots as well. But this is not the case anymore," says Francis Joseph, an education consultant.

The opinion of parents is divided. Meenakshi G, whose daughter studies at an international school in Thane, says: "It's tough to send children abroad at school level. But I would do it if it means better career opportunities. Of course, we will run a background check on the school and its neighbourhood."

On the other hand, Sonal Jain, a parent from Santacruz, is not in favour of sending a young child abroad. "Between 11 and 16, children are not mature enough to live away from their parents in a foreign country. I will send my children abroad, but only for undergraduate or postgraduate studies."

First steps at IIT Gandhinagar

After a harsh and tiring experience preparing for IIT JEE, I finally got into the IIT's and thank god it's [IIT Gandhinagar](#). It's a place with really a distinguishable environment and activities but the most important of it is the "[FOUNDATION PROGRAMME](#)" (FP).

The FP is a 35 days programme aimed to unlearn all old ideas and views, and start 'Rediscovering Ourselves'. Comprising of a large variety of activities, it doesn't leave any field untouched. It had many lectures from the fields of history, science, politics and social studies.

Many NGOs also visited IIT Gandhinagar, spreading of awareness about "Being the change". Several other speakers such as Mr. Sandip Pandey - Social Activist, Mr. K.J Alphonse - a Politician and various others helped us to understand our society and encouraged us to become the change for our country's future.

Many practical activities were organized, such as pottery, survey about educational status of the slums around and even visits to the most ancient Harappa civilization sites - Lothal and Patan. Even the concluding Function - [EUREKA](#) was a success as it received the most outstanding response from the viewers.

"It was the most outstanding Eureka I have ever experienced," said Sanket Shah.

"I truly rediscovered myself after the foundation Programme," said Ankit Agarwal (btech-13).

The programme gifted us many things starting from fun and Friends to encouragement and hopes to excel.

The Foundation Programme was really inspiring in all terms. It helped us to discover the talents which we all never thought we had in us and nurtured them. Besides, during this process of "unlearning" we all made some really great friends.

The Foundation Programme was a programme which made us believe that "whatever may be the field, if we tried we had no limits to abide by".

<http://www.coolage.in/2013/11/02/first-steps-at-iit-gandhinagar/>

IITs open doors to NIT students for PhD

Statesman, New Delhi, 1 November

Third year students of all 30 National Institutes of Technology (NITs) will be able to pursue PhD programmes at Indian Institutes of Technology (IITs) on the basis of their semester exam scores next academic year onwards. The decision is aimed at improving global rankings of IITs and ensuring quality research output.

The IIT council at its recent meeting had given its go ahead to such a scheme and asked individual IITs to finalise the procedure to select the top ten percentile NIT B Tech students for direct entry into IIT PhD courses.

NIT students may have to appear for an interview or an interview along with a written examination for enrolment in IIT's PhD programmes, said a well placed source in the Ministry of Human Resource Development (MHRD), adding that this is the first time such direct entry into the IIT PhD programme is being offered for non-IIT students. So far, only third year IIT students could avail of such facility.



The IIT Council Portal Committee

A committee has been formed to monitor the IIT council web portal activities. The committee members are the representatives from all IITs. The committee consists of the following members:

IIT Kharagpur	<p>Prof. B. K. Mathur, Dean, Planning and Coordination, Head, Information Cell, IIT Kharagpur - 721302 Tel: +91 9434038273 (Mobile) Email: mathur@phy.iitkgp.ernet.in</p>
	<p>Alokes Chattopadhyay, System Engineer, Computer Informatics Center, IIT Kharagpur - 721302 Tel: +91 9434097800 (Mobile) Email: alokes@cc.iitkgp.ernet.in</p>
IIT Bombay	<p>Shri N.S. Dabholkar, Chief Manager, Hospitality and Public Relations Officer, Publications & Public Relations Section, IIT Bombay - 400 076 Tel: +91 9833118940 (Mobile), +91 022 25767025 Email: pro@itb.ac.in</p>
IIT Madras	<p>Dr. Phanikumar G, Associate Professor, Department of Metallurgical and Materials Engineering, IIT Madras, Chennai 600 036 Tel: +91 044-22574770 (O), 22576770 (R), 0-9444465094 (Mobile) Email: gphani@iitm.ac.in phanikumar@gmail.com</p>
IIT Kanpur	<p>Registrar, IIT Kanpur, Indian Institute of Technology, Kanpur - 208 016 Tel: +91 512-2597808 Email: registrar@iitk.ac.in</p>
	<p>Rachna Agarwal, Sr. Project Engineer, IIT Kanpur 208 016 Tel: +91 512-2597465 Email: rachna@iitk.ac.in</p>
IIT Delhi	<p>Professor Aditya Mittal, School of Biological Sciences, Block IA - Rm 304, Indian Institute of Technology Delhi Hauz Khas, New Delhi 110016, India, Tel: +91-11-26591052 Email: amittal@bioschool.iitd.ac.in</p>
	<p>Mr. K Narayanan, Senior System Programmer/Manager, Computer Services Centre, IIT Delhi Tel: +91-11-26591469 Email: knraj@cc.iitd.ernet.in</p>
IIT Guwahati	<p>Professor Aloke Ghoshal, Indian Institute of Technology Guwahati, India Email: aloke@iitg.ernet.in</p>
	<p>Professor Ramgopal Uppaluri, Indian Institute of Technology Guwahati, India Email: ramgopal@iitg.ernet.in</p>
	<p>Iqbal Inam, Scientific Officer, Computer Centre, IIT Guwahati Tel: +91 - 361 - 2583359 (w) Email: iqbalinam@iitg.ernet.in</p>
IIT Roorkee	<p>Prof. Dharmendra Singh Head, Information Superhighway Centre & Professor Electronics & Computer Engineering Deptt., IIT Roorkee 247 667 Tel: +91 1332-285633, 285695 (O), 285351 (R) Email: dharmfec@gmail.com</p>

	<p>Prof. Manoj Mishra, Professor, Electronics & Computer Engineering Deptt. IIT Roorkee 247 667 Tel: +91 1332-285642(O), 285418 (R) Email: manojfec@iitr.ernet.in</p> <p>Prof. R.C. Mittal, Professor & Head, Department of Mathematics IIT Roorkee 247 667 Tel: +91 1332-285392 (O), 285193 (R) Email: rcmmmfma@iitr.ernet.in</p>	
IIT Bhubaneswar	<p>Dr. Prasant Kumar Sahu, Asst.Professor and Chairman CITSC, School of Electrical Sciences IIT Bhubaneswar Tel: +91 674-2306245 Email: pks@iitbbs.ac.in</p>	
IIT Gandhinagar	<p>Dr. Achal Mehra Dean, Strategic Planning & Special Initiatives, Professor of Journalism, Indian Institute of Technology Gandhinagar, Shed 4, Room 225, VGEC Campus Chandkheda, Ahmedabad, Gujarat 382424 Email: achal@iitgn.ac.in</p> <p>Ms. Meena Joshi, Indian Institute of Technology Gandhinagar, Shed 4, Room 225, VGEC Campus Chandkheda, Ahmedabad, Gujarat 382424 Email: meena@iitgn.ac.in</p>	
IIT Hyderabad	<p>Dr. Suryakumar. S Assistant Professor, Department of Mechanical Engineering, Indian Institute of Technology Hyderabad Ordnance Factory Estate Yeddumailaram 502205 Andhra Pradesh, INDIA Tel: +91 9494871513 (M) Email: ssurya@iith.ac.in</p> <p>Dr. Ketan Detroja, Department of Electrical Engineering, Indian Institute of Technology Hyderabad Ordnance Factory Estate Yeddumailaram 502205 Andhra Pradesh, INDIA Email: ketan@iith.ac.in</p>	
IIT Patna	<p>Dr. Sathya Peri , Assistant Professor Department of CSE, IIT Patna 800 013 Tel: +91 612-2552089 Email: sathya@iitp.ac.in</p> <p>Ashutosh K Sinha Scientific Officer, School of Engineering and Technology, Indian Institute of Technology Patna Pataliputra Colony Patna – 800013, INDIA Tel: +91 612-2552097 Fax: +91 612-2277383 Email: aksinha@iitp.ac.in</p>	
IIT Jodhpur	<p>Dr. Gaurav Harit Assistant Professor, Indian Institute of Technology Rajasthan Old Residency Road, Ratanada Jodhpur - 342011, Rajasthan - INDIA Tel: +91 291-2449059, +91 9530187322 (M) Email: gharit@iitj.ac.in</p>	<p>MHOW Road, Village Harnia Khedi, Tehsil MHOW Distt. Indore, Madhya Pradesh - INDIA Tel: +91-732-4240-758 Email: kahuja@iiti.ac.in</p>
IIT Ropar	<p>Dr. Sudarshan Iyengar, Department of Computer Science & Engineering, Indian Institute of Technology, Ropar Rupnagar, Punjab - 140001, India Email: sudarshan@iitrpr.ac.in , info@iitrpr.ac.in</p>	<p>IIT Mandi</p> <p>Dr. Suman Sigroha , Assistant Professor, School of Humanities and Social Sciences, IIT Mandi 175 001 Tel: +91 1905-237994 Email: suman.sigroha@iitmandi.ac.in</p>
IIT Indore	<p>Dr. Koushik Mondal, Systems Manager, Indian Institute of Technology (IIT) Indore, M-Block, IET-DAVV Campus, Khandwa Road, Indore – 452 017, India Email: koushik@iiti.ac.in</p> <p>Dr. Kapil Ahuja Indian Institute of Technology Indore, PACL Campus, Survey No. 113/2-B, Opposite to Veterinary College</p>	<p>IIT (BHU) Varanasi</p> <p>Dr. Senthil Raja A, Assistant Professor Department of Pharmaceutics, IIT BHU, Varanasi-221005, INDIA, Tel: +91-542-6702738, Mob: 91-9453313140 Email: asraja.phe@iitbhu.ac.in</p> <p>Dr. Rajesh Rai, Assistant Professor, Department of Mining Engg., IIT (BHU), Varanasi-221005, INDIA, Tel: +91-542-6702387; Mob: 91-9415812616 Email: rajeshrai.min@iitbhu.ac.in</p>

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Govt planning IIT, IIM, AIIMS, NIT and a Central Varsity for Seemandhra

news

Govt planning IIT, IIM, AIIMS, NIT and a Central Varsity for Seemandhra

03 Nov 2013

0 Comments



The Union government is planning an Indian Institute of Technology (IIT), Indian Institute of Management (IIM), and central varsity in the list of sops it has planned to announce for the Seemandhra region if it moves on to carve out a separate state of Telangana.

The centre is also contemplating sanctioning the establishment of a National Institute of Technology (NIT) along with a tertiary medical care centre on the lines of the All India Institute of Medical Sciences (AIIMS) for the coastal region of Andhra Pradesh.

The Union Ministry Human Resources Development (MHRD) is likely to send its views on to the Home Ministry on the proposed locations for setting up an IIT, IIM, NIT and central varsity in the Seemandhra

region.

It will also examine the feasibility of proposals to establish a regional engineering college at Rajahmundry, accord status of a central varsity to the Andhra Pradesh University at Visakhapatnam and set up an institute of national importance on the lines of the Rajiv Gandhi Institute of Petroleum Technology at Rajahmundry or Kakinada, the constituency of HRD Minister M M Pallam Raju, who has not been attending office since he handed in his resignation over the Telangana issue.

The views and recommendations of the Ministry will be taken into consideration by the Group of Ministers which is deliberating on how to address the issues of sharing assets and liabilities between the two new states as well as development of infrastructure an institutions especially in Seemandhra region.

The government is contemplating opening many higher educational institutions in the Seemandhra region as most of the institutions will go to Telangana after bifurcation of Andhra Pradesh. The views and recommendations of the HRD Ministry on the opening of new institutions will be examined by the GoM when it meets on November 7, reported Deccan Herald.