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THE FAULT IN OUR TUMTUMS

06

ARE MONETARY FINES FAIR?

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▲Mansi Sood

As one walks across the Hall Manager's office, it is no longer a strange sight to find a list of defaulters attached to the notice board. In an attempt to prevent them from repeating offenses, they can be fined for many things - for causing damage to the hostel property or for returning library books late, for carrying alcohol into the campus or for consuming said alcohol, for smoking inside hostels, for violence on the premises or simply for feeding dogs in the hostel. More than that, though, fines in the institute are a display of non-tolerance towards any manner of violation of the institute norms.

At the surface, this rationale seems palatable, but upon some thought, four key questions immediately come to mind - can the severity of offenses really be assigned a monetary value? If not, why was this system put in place anyway? On a more pragmatic note, though, is the system achieving the goals it set out to? How best, then, can it be tweaked to create more impact?

What can money quantify?

Imposing a monetary value on, say, causing civil damage to the hostel or institute property seems intuitively reasonable as the students who are responsible for (willfully or otherwise) causing damage to public property seem like the ideal sources to procure the funds required for replacing said property. It seems less clear, on the other hand, what cost (if any) a student should pay to society in return for having broken one of the Institute's rules that cannot directly be measured monetarily.While a relatively well-off family will face little trouble paying, say, INR 10,000 for the night their ward was caught consuming alcohol, their middle-class counterparts might not - essentially letting one's economic standing dictate the civil liberties awarded to them.

Given the broad range of punishable offences listed by the Institute, it's nearly impossible to accurately attribute relative monetary values to each offence without consulting external legal experts. Moreover, after having paid off the fine, most students agree that there exists no incentive to prevent them from repeating the offence - just one to prevent them from being caught for the offence.

Of note is the fact that there existed no norm of collecting fines before April 2007. Previously, a student who was found violating any institute rule was either let off with a warning or had to face a DAC in serious cases. As the cases began to grow numerous, the authorities came up with monetary penalty to serve as a middle path. A protocol was also set up to define the minimum monetary punishment for breaching various rules.

> Fines essentially let one's economic standing dictate the civil liberties awarded to them.

Professor Ratikanta Panda from the HSS Department asserts that monetary fines serve no purpose in reforming the student. While it hardly makes a difference to most, it becomes a huge burden upon others, acting as a punishment for the parents and not the students. Very often, students also lie to their parents to procure the required amount to pay the fine.

How do universities elsewhere treat it?

Fines at most foreign universities are imposed for two reasons - to indicate what practices are discouraged among students, and to set an example to would-be offenders. Institute rules are strictly adhered to in most universities and are given much more importance than they are here at IITB. Further, the range of economic backgrounds that students at IIT Bombay belong to happens to be a lot wider than the populace at most Universities, further aggravating the disparity in inconvenience caused to offenders.

A comparative study of offenses revealed that actions like substance abuse aren't treated as offenses at all in most institutes - as they have neither a physical nor a psychological impact upon anyone except the person involved.

Conclusion

Giving a rational thought over whether substance abuse should be considered a punishable offense at all, there is no compelling reason because it is an independent personal choice of the student to be involved in it and there is little or no tangible harm that is being caused to any of his peers. The only speculation that remains even now is whether a monetary fine is sufficient to prevent repeat offences - and empirical evidence suggests that they've been unable to do so in the past, leading some to suggest alternative punishments such as community service to help reform students, given the success it has enjoyed in creating long-lasting changes in people's attitudes.

Prof. Panda believes that a change has to be brought about in the culture which students get exposed to in the campus. Had the students belonged to a hostel environment in which substance abuse was never encouraged, they would never have resorted to committing the same. He, therefore, concludes that proper counselling at the hostel level right from the beginning can have much more impact on the student than that which can be achieved by having them pay huge sums of money.

ROAD TO INTER-IIT 2014 >>>>

ABHISHEK GORE, ANANT KEKRE, ANUKRITI CHAUDHARI, ASHWIN KANHERE, JIVRAJ KARWA, PALKA PURI,
PRANAV PRAKASH SRIVASTAVA, PRATYARTH RAO, SHARDUL VAIDYA, SHREYA GUPTA, TEJAS GAWANDE

The Mecca of Sports for every sportsperson at the IITs, the Inter IIT Sports Meet is the biggest inter-collegiate tournament in the country in sheer scale. It is an eight-day long affair held in December every year, where students from all 16 IITs battle it out for the coveted General Championship Trophy. All the able IITs take turns hosting the meet.

The 50th Inter IIT Sports Meet is to be held in three phases - the Aquatics Meet from 30th September to 4th October, the main Students Meet from 12th to 19th December and the Staff Meet from 22nd to 26th December, and IIT Bombay is all set for hosting the grand event. With work for the Golden Jubilee in full swing, we bring to you updates on all the work that has already gone into preparing for the meet, and details about everything planned hereon.

The Hosting Committee
The InterIIT 2014 organizing body has a very well-defined administrative structure. The Organising committee is headed by the Director, and there are a number of faculty members involved in the hierarchy - at the bottom of which is the Inter IIT student team. There are 3 Overall Coordinators, one handling sports, one handling the administrative aspect of the event and the third being the General Secretary of Sports Affairs who acts as the main link between these OCs and the authorities. The team has further been divided into specific departments - with each department being assigned its own Managers (who are chiefly responsible for execution) and Faculty Advisors.

Execution
Given that hosting the InterIIT is a huge honour for any IIT, there is influence from the Main Building in all major decisions regarding the events, thus limiting the extent of freedom enjoyed by the student organizers. Unlike other institute bodies like MI, TF and E-Cell, the students have strictly recommendatory powers and the final approval for decisions comes through the FacAds. The Inter IIT team was selected after a rigorous interview process, much like any other IB, and consists of students who have shown considerable leadership traits elsewhere.

As InterIIT 2014 is currently in its planning stage, there is currently no need for organisers and co-ordinators. However once the Meet itself is at hand, the team will face a unique predicament in being able to attract volunteers for the event, given that there is no incentive that they can offer those that are involved with the event this year, in contrast to the clear, demarcated raise in hierarchy that other IBs promise volunteers in exchange for their efforts. It is thus that the team plans to capitalize on the "Sports-senti" factor that pervades a significant subsection of the student populace.

Events
A Board Meet, co-chaired by the Director and the Dean of Student Affairs, was conducted by IIT Bombay in the first week of August in which two Sports Officers and the General Secretary of Sports from all the 16 IITs reviewed the rules and number of events to be conducted at the Sports Meet. This semester has also seen regular informal events such as screening of movies and matches being conducted by the Inter IIT team at regular intervals. The Sports Mela was held on 29th August to celebrate the National Sports Day. Also, the first-ever contingent meet was organized successfully with inspiring talks from sports officers and the Dean SA. The special person of honor Dr. Madhavan, a retired professor of IIT-Bombay, who was also a member of the first ever IIT Bombay Basketball team in 1961, reminisced about his experiences to motivate the IITB contingent.

Food, Travel and Accommodation
Accommodation is indeed one of the biggest challenges faced by the Institute for hosting the event. With 16 IITs participating (each with an upper cap of 162 students), the total space required is nearly equivalent to that taken up by 1st, 2nd and 3rd year UG populations on campus combined. While girls are expected to be given accommodation in apartments within the campus, NITIE and MTNL guesthouses will be used for accommodating the male population in addition to Hostels 15 and 16.

Food is another major issue since the Student Meet followed by the Staff Meet will last for approximately two weeks during which a centralized mess will have to cater to such a large population. Even now, for team practices during the semester, it has been proposed that the messing time and place be shifted to a common mess with extended mess timings at no extra cost, since practice slots often clash with the usual dinner timings. The execution of both contracts is currently in the pipeline.

Sports Infrastructure
This year will see a number newly constructed sports facilities being utilized for hosting the events. A two-storied building measuring 55,000 sq. ft area in front of H11 will house three Squash courts and a Table Tennis hall on the ground floor, three Badminton courts on the first floor, a full-fledged Gymnasium, a viewing gallery and a pavilion on the second floor. The SAC phase 2 being built opposite H3, measuring 42,000 sq. ft., will boast of three Volleyball courts, two Basketball courts and three indoor Cricket pitches. Apart from the construction of these new structures, almost the entire existing sports infrastructure will be renovated. The Gymkhana Grounds have been revamped, to provide a better playing surface for athletics and field sports like Football, Hockey and Cricket. The old tennis and basketball courts will be replaced by new surface and the surface of the badminton courts will be replaced by new, imported mats. The lights of tennis courts, football field, basketball courts and badminton courts will also be replaced. The official expected date for completion of all the sports facilities is the 1st of November and the team and authorities involved appear confident that this timeline will be followed. On a sidenote, there is no truth behind the rumours of a cricket stadium being built behind H13.

Let the games begin —
Inter IIT Aquatics Meet
The first phase of the sports meet – Aquatics, will be conducted from 1st to 4th October. The opening ceremony for the event will be held on 30th September, with Indian swimmer Virdhawal Khade, an Olympics and Asian Games champion as its chief guest. This will be followed by water polo, 6 swimming events for men and 5 swimming events for women, ending with a gala dinner and a cultural night on 3rd October. The prize distribution and closing ceremony will be held the next day. The chief guest for the prize distribution is 22-year old Bhakti Sharma, who holds the distinction of being the youngest to have crossed seven seas.

For IIT Bombay, this Inter IIT Sports meet is more than just a sports competition. It is that one event in which other IITs will challenge the prestige of our Institute, and where we fend them off with the cliched blood, sweat and tears. As the Inter IIT wave passes, we shall have international standard infrastructural facilities for all sports enriching the institute's infrastructure and ensuring a better experience for all in the institute. With less than a month to go, Insight wishes the contingent all the best and looks forward to covering some winning numbers!
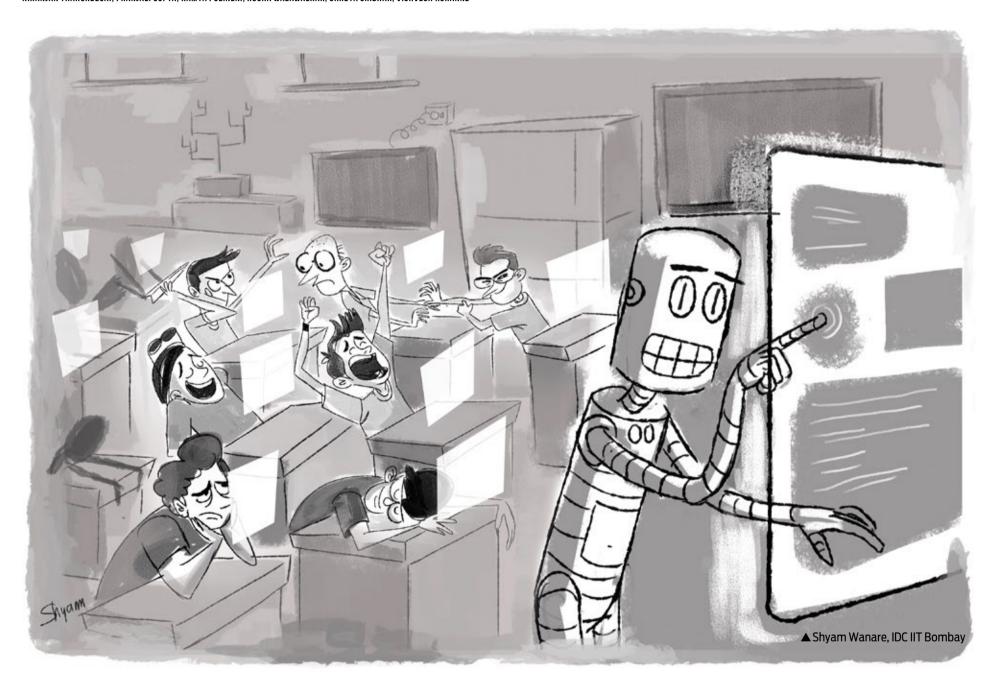
EXPERIMENTS WITH PEDAGOGY
Innovative Teaching Practices on Campus

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▲ Shyam Wanare, IDC IIT Bombay

We see professors following a wide variety of teaching practices across the institute, with most of them willing to try out innovative new methods if they believe it would help their students. An influx of enthusiastic young professors has helped to accelerate this process. Here, we look at some of the most innovative and effective teaching methods employed across campus, and analyze each for its potential pros and cons.

Flipped Classroom

The classroom is typically envisioned as a place with a blackboard and chalks which the teacher uses to teach. However, there are teaching models which do not conform to this idea. One such model is the flipped classroom.

The Flipped Classroom is a recently developed pedagogical model that completely redefines the concept of the traditional classroom. In this model, students are required to watch video lectures uploaded by the in-

structor before attending classes. The teacher has the discretion to employ various learning strategies in class such as tutorials where problems can be solved and concepts can be discussed. By employing such a method, students learn outside the class at their own pace and utilize the class timings to strengthen concepts.

In IIT-B, a few professors have begun testing new waters by 'flipping' or 'partially flipping' their classrooms.

> The regular classroom setting often leaves the smart students bored and the below-average ones frustrated.

It was first attempted by Professor Kannan of the Chemical Department, and is currently being implemented by Professors Kameswari and Bhaskaran Raman of the CSE Department, among others. They observed that the flipped classroom method provided students an opportunity to learn at their own pace, thereby benefiting all categories of students. Professors also felt that the flipped classroom attempts to set all students on an equal footing. In a regular classroom setting, most

professors are of the opinion that they ought to teach to the average student in class. They find it difficult to teach for 60 to 90 minutes and keep the whole class intellectually stimulated throughout. This often leaves the smart ones bored and the ones below average frustrated.

Flipped classrooms are remarkable in their ability to cater to the whole class. Video lectures may be paused or re-watched at one's convenience. If there is something that the student does not understand, they can instantly summon the entirety of the internet to their aid. It also promotes peer-to-peer discussion among hostelmates. It is a big bonus in large classrooms with an audience of 150+ students, wherein one-on-one interaction is nearly impossible. The flipped classroom technique is especially beneficial for students weak in English, who may take time to grasp concepts in class. Using video lectures, they may ask their friends to explain the videos or decelerate and replay videos for better understanding. In class, students are more inquisitive and enthused to discuss and clarify doubts and solve problems. Much

of the valuable class time is now used to deepen their understanding of concepts. The introduction of this model saw an increase in student-teacher interaction in class, with the students being active participants.

However, being an avant-garde model, most professors are skeptical of its success and prefer to stick to the conventional teaching practices. This method relies heavily on the cooperation of the students to watch video lectures prior to class, failing which it becomes completely ineffective. Some professors believe that to counteract this, students can be motivated to watch video lectures and put in efforts by conducting weekly quizzes.

Also, the luxury of being able to access the lecture whenever one wants, undoubtedly makes some students take things easy. Most professors consider decreased face-time with the class a major downside. Arguably,the flipped classroom lacks the simplicity of the classic old-school classroom!

> To keep a class of 100 or more engaged, theatrics become a must.

Innovative Assignments

Some professors, instead of adopting radical new teaching methods, simply choose to augment the existing orthodox method with some interesting ideas for assignments and exams.

For instance, dividing the class in random groups of 2 in the tutorials, where you pair up with a different classmate each week, as is done by Professor Ballal. The benefit of such discussions is that you get to learn different approaches and perspectives to a problem with which you might arrive at a solution. This teamwork is required in any field. It also promotes interpersonal skills, as you will have to work with a person you may or may not get along with at your workplace in the future. In addition to this, it ensures participation of the whole class.

Now this may sound too cool to be true, but Prof. U.K. Anandavardhanan sometimes releases the entire question paper on Moodle prior to the exam, with some portions blanked out. Thus, barring the actual problems, students know exactly which type of questions to prepare for, which builds their confidence and challenges them to prepare for tougher problems at the same time.

Another method involved students making group presentations which then decide their grades. Some professors, liked Professor Kashyap, expected students to make their own presentations instead of uploading the class slides, while some assigned diverse topics for the presentation.Thus, the students are compelled to read up research papers, science journals or theses for their presentations. Additionally, Professor Kashyap expects each student to submit a certain number of questions

> Students' learning via TPS was found to be more than double of what it was without TPS.

before each exam. He then prepares some portion of the question paper from this pool of questions. He believes this ensures that students cooperate and learn from each other

Many professors also believe in creating assignments and exam problems based on real life applications. The student ends up solving a problem which he/she may have actually experienced, thus adding a practicality to their learning process. Professor Kedare of the Civil Department had an exam paper which had a specific theme; railways. So all the questions were modelled around various mechanisms and processes involved in it.

Seeing how social networking is a major part of students' lives nowadays, professors such as Ganesh Ramakrishnan, R.B. Sunoj and Abhijeet Majumdar now use online forums like Piazza and Facebook to interact with their class. Many professors now maintain Facebook pages of their course, where general discussion and doubt-solving takes place.

Think, Pair, Share

Think, Pair, Share is a teaching method wherein a problem is first presented to students in class, after which they are given some time to think about possible solutions. They then discuss their solution with their neighbours, and finally present an answer to the whole class. On campus, this technique was pioneered by Prof. Sridhar Iyer from the CSE department.

Prof. Iyer, winner of the "Excellence in Teaching award" in 2013, believes in TPS as a teaching method because it aligns with his philosophy that the emphasis of a teacher should be on student learning, rather than on how much of the topic is covered. He believes that TPS improves his students' learning and in order to confirm his intuition, he partnered with research scholars and professors in the Educational Technology Department in the Spring of 2013, to measure students' learning and class participation. The sample on which the study was done was the freshmen batch of CS 101 during Spring 2013. What they found was that, contrary to the belief that undergraduates don't participate in class, on average 83% of the class was found to be doing the activities presented by Prof. Iyer, a number confirmed by students' own reporting in a survey.

Further, students' learning via TPS was found to be more than double of what it was without TPS. There are various benefits to this model. The students are continuously engaged in class which of course prevents them from falling asleep! Further, students learn from each other and get into the habit of discussing problems with their friends, simultaneously obtaining multiple solutions to the same problem.

A professor needs to practice it consistently to get students to believe in the method. They may feel that not

> Hindi Tutorials conducted this year for the Quantum Physics freshmen course demonstrate how the enthusiasm of TAs can be a valuable contributor to students' learning.

much is happening in class as the lectures are fairly atypical. In the past, instructors too have felt that that too much time is spent on one activity, and that the net content covered in the class is insufficient. But according to Prof Iyer, these are only perceived cons as both issues can be taken care of with sufficient planning. So he recommends that instructors use TPS to explain a concept every alternate class, rather than relegating it to special occasions or tutorials. He also recommends TPS for the in-class component of flipped classroom to guide classroom discussion.

One of the professors who has started using TPS after Prof. Iyer is Prof. Ganesh Ramakrishnan, also from the CSE department. According to him, the professor should not be biased by a small fraction of the class that is tuned in, since a large part of the class often remains left out. With TPS, he gets a chance to involve all the students and meet the needs of as many people as possible. He believes that students who go really fast may be a bit complacent about what they're learning; they may think that they fully understand the subject matter even when they don't. So, he likes to give students time to think on their own just to be sure that they've mastered what they're learning.

Prof. Ramakrishnan also partnered with the ET IDP (Educaton Technology Interdisciplinary Program) to perform formal studies in his classroom and their results were consistent with what was found in Prof. Iyer's class - that student engagement and learning increased significantly by implementing TPS. However, some students reported that the class was too slow. So there is a lesson to be learned regarding how long these activities should be planned for. Also, Professor Ganesh believes that it is important to explicitly mention the usage of the TPS technique in class for it to be more effective.

In conclusion it appears that TPS, when used in moderation, is great for involving students and improving their learning of subject matter.

Theatrics and Enthusiasm

The professor is an instrumental factor in the learning process of a student. Enthusiasm begets enthusiasm and it has generally been observed that students like professors who are active in the class themselves. Now you may say that there may not be a correlation between "liking a professor" and "extracting knowledge from him/her", but such professors definitely pique the curiosity of the student through deeply engaging lectures, short videos or challenging questions to ponder over at home. Intent on the part of the professor rubs positively on the students as well. The proof of this lies in the popularity and effectiveness of professors like R.B. Sunoj and Punit Parmananda.

Every class must be inclusive. The grasping ability of students varies widely within a class and it is important that the professor is able to let every student take something away from the course. A bright student may

> The method relies heavily on the cooperation of the students to watch video lectures prior to class, failing which it becomes completely ineffective.

find going over the same topics again boring, so the professor must constantly fuel his interest by giving him/her challenging questions and concepts to think over. On the other hand, the professor must also cater to the needs of the student who is finding it difficult to cope up with the material. Striking this balance can be a lot more difficult than it sounds and the success of a professor in keeping the entire class engaged depends on it.

To quote Prof. R.B. Sunoj, teaching in a large class is like performing. If you don't perform well, you won't attract a crowd. To keep a class of 100 or more engaged, theatrics become a must. This may involve waking up sleeping students and inviting them to sit on the first bench (and occasionally by threats of eliciting dance performances from them) or connecting course concepts to relatable stories and memorable jokes.

This year we saw a tutorial for the Quantum Physics freshman course being conducted in Hindi, to facilitate the learning of students who are not very comfortable with English. This shows that the enthusiasm of TAs can also be a valuable contributor to students' learning.

Many professors believe that teaching is an art-form. Novel teaching methods are aids which help students think and learn differently. There is, however, no single teaching method which works well for all courses, professors and students. It is, thus, up to the professor to choose the method which their students benefit most from. This is also indicated by the fact that Professor Iyer (pioneer of TPS), Professor Sunoj (proponent of more orthodox teaching methods) and Professor Ballal (who encourages his students to solve practical prob-

> Prof. U.K. Anandavardhanan sometimes releases the entire question paper on Moodle prior to the exam, with some portions blanked out.

lems) have all won Excellence in Teaching awards.

In the words of Professor Ganesh Ramakrishnan, the aim of experimenting with different teaching methods is not to find the single "best" method. At the end of the day, it the pursuit of knowledge that is most important. As for the effectiveness of different teaching methods - to each, their own.

THE TUMTUM TUMULT

KUSH MOTWANI AND SREESH VENUTURUMILLI

Since the morning of 5th September, Tum Tums have not been plying in the Institute. According to the Hostel Affair (HA) Council, the drivers have gone on a strike, halting the entire service, using the mid-sems as an opportunity to meet their demands as students will need it the most during this time. Surprisingly, what we learnt after meeting the drivers was in stark contrast to this. It seems that the roots of the drivers' demands go back a long time.

Early Days and the roots of the Demands
In 2007, the Student Welfare Society (SWS), a non-profit organisation funded by the student body was set up by the institute with the sole purpose of managing the day-to-day functioning of Tum-Tum facilities. Initially, 17 drivers were hired and subjected to a heavy workload of 8.5 hours in exchange for less than competitive daily wages. The drivers tell us that they fall under the 'highly skilled' labour category, but were subject to reduced wages corresponding to 'skilled' labour category.

According to government rules, if a driver works for more than 365 days as a temporary worker, he/she will be employed permanently. Several other employees like the Security staff are employed on such grounds, and enjoy access to a host of benefits including PF(Provident fund), Fixed Monthly wages of atleast ~Rs. 18k, Medical facilities, etc.

Depending on whom you ask, somewhere between 2007 and 2009, the number of Tum-Tums running were hiked up from the initial number of 9 to 12, and the number of hired drivers first crossed 20. This is relevant because the Employee's Provident Fund Act (1952) decrees that Provident Fund (PF) account benefits be extended by all establishments that employ 20 or more people. Thus, the SWS was responsible for providing Provident fund to all drivers employed. However, the necessary diligence wasn't performed, probably due to inexperience and lack of information on the part of the SWS - given that PF is being provided to almost all other regular workers in the campus.

Later on, the drivers also demanded other facilities like medical facilities on campus and an identity card listing their terms of employment. The drivers argue that two of their colleagues had passed away on duty in independent incidents, after being denied emergency treatment at the IITB Hospital, and that medical expenses outside were far too expensive for them to afford. They add that the compensation given to the driver's family was around Rs. 30k, which is very less compared to the

Rs. 1-1.5 lakhs compensation that would have been disbursed had they been part of Medical facility. Although dissatisfied at the start, the drivers were hopeful that with the passage of time the institute would listen to their demands, so that they could continue their service.

Fast forward to 2014
The drivers are still on daily wages of the skilled labour category; they haven't received neither their Provident Fund, nor any Medical facility. Resultantly, in 2013, they decided to join the "Bhartiya Kamgar Sena", a workers' union affiliated with the Shiv Sena party in order to understand the legal aspects of the issue. At present, all 34 drivers are part of this union and have considerable confidence in its abilities.

> Having still not received their PF demands, the Tum-Tum drivers decided to join the "Bhartiya Kamgar Sena", a workers' union affiliated with the infamous Shiv Sena party.

Further, they approached the PF commissioner in Thane to lodge a complaint about SWSs refusal to grant them their PFs who, in turn, issued an order to the institute to contribute towards the workers' PF.

As a compromise, the drivers, in January 2014, were told that they could avail ESI, a medical facility for contracted workers by the SWS committee - but were eventually unable to do so since they weren't working under a contractor.

Apart from all this, there is yet another case running in the labour court which has moved to the high court regarding the permanency of the drivers. According to the drivers, there was no representation of the SWS in the court hearings which led the Labour commissioner to forward the proceedings to the High court favoring the drivers.

The Demands
The demands of the drivers that they want met ASAP are:
» Salary hike to match the government specifications of 'Highly skilled' employees
» OPD facility (Medical facility) as is given to the other institute employees by the IIT Hospital
» PF as put forward by the PF commissioner (2-sided PF)
» Identity card listing down their terms of employment

Of Court Cases and Debates : The Provident Fund
SWS has been paying the drivers their Provident Fund since November 2013, but are yet to pay back past dues which date back to 2009. The PF rules mandate that the employee and his/her employer contribute an equal amount of his/her salary towards the fund and this necessary mutual commitment is the main source of the problem. Although SWS as an employer is responsible, the past errors were committed jointly by both parties. The workers were aware that PF was not being deposited, and they were taking home their contribution instead of depositing with the PF.

Although the SWS committee told the drivers to be patient and that all problems would be sorted out with combined efforts, the drivers proceeded to file a case with the PF court (as mentioned earlier) probably because of the lack of faith in the SWS administration which hasn't responded to their demands smoothly. Further, every worker has the right to seek redressal of grievances in case of a perceived violation of his/her rights.

The PF commissioner has issued his verdict stating that the SWS has to pay both sides of the Provident Fund, which sums to about Rs.35 lakhs, which include the contribution of both the drivers and the SWS. The contribution of the drivers, Rs. 17.5 lakhs, which has already been paid to them as cash, can be deducted from their salaries in the upcoming years and the Society can eventually cover its costs.

According to the Dean SA, who heads the SWS, the reason it's all taking so long is that the required money for PF was not generated from the student body during 2007 - 2013 period. In fact, the Dean adds, if students were to pay the market value of the services they currently draw, it would cost them somewhere between Rs. 2500 -Rs. 3000 per student per year. However, student representatives who were a part of the SWS Executive Committee have for long argued that students not be charged more than the current Rs. 1000 per year. In such a scenario, the SWS has no funds to make such payments and can only generate the funds at a slow rate. The Dean SA further added that the workers were themselves aware that money for their Provident Fund was not being generated at that time, and should thus give authorities the necessary time to make the correction. But now that the PF commissioner has taken a decision nothing can be reverted, and so, the drivers have been demanding the two-sided PF payment from the SWS.

White Tum-Tums and the Maintenance of the existing ones

In 2012, an independent committee referred to by the SWS, decided that the best solution to the prevalent Tum Tum issue was to outsource additional service to a transport contractor. The Institute then entered into an agreement with "Aaron Travels" for operating five buses and has been paying a monthly sum of INR 1 Lakh per bus to the contractor - who employs drivers and their supervisors directly accountable to him. The drivers question the source of funds used to procure the outsourced Tum-Tums, which could have been used to meet their PF demands in the first place.

Expectedly, in December 2013, Tum-Tum drivers protested against the privatization of the bus services. As a mark of protest, they halved the number of plying buses and with some aid from the aforementioned union, they successfully managed to prevent the contractors' buses from entering the campus.

In what has become a recurring theme, the institute has been pretty slow in delivering on its promises, leading to an worsening trust deficit between the drivers and the administration. Even in August, only 2 out of the procured 5 private buses were running, in addition to 10 out of 20 Tum-Tums. The other ten are dysfunctional due to maintenance issues. A total of just 12 Tum-Tums is severely insufficient to cater to the current student population, considering that the same number of buses served the Institute way back in 2010 - when the number of students was significantly lower. Given that the limit of only 2 in 5 buses being operational is one that has been artificially created due to intervention by Tum-Tum drivers, it is likely to remain in place till all pending PF payments are released by the Institute.

Over the years, the SWS has come to realize that, it is not a contractor, or a 'bus agency', which has the necessary experience/skills to provide the Tum-tum service to the students, at prices under the market cost. The Dean SA also told us that the drivers were also given the option to be employed not by the SWS but through a common institute labour contractor as are all other casual workers. This was then explained to the drivers, saying that if a labour contractor takes care of the legalities concerning their employment, the SWS will be able to focus on efficiently providing the service, and channeling the required funds. However, the drivers have vehemently refused this, and thus this has not been able to happen so far, despite approval from the Director.

This refusal is probably because of the drivers lack of faith in the SWS in general, and they believe that over a period of time, the SWS will scrap all the 'original' tum-tums, which they've already started doing, by no longer repairing those tum-tums which need maintenance, ultimately dismissing them from their jobs.

The fifth of September

On the night of the 4th of September, the drivers tell us that the SWS asked them to accept the current wages, without any Medical facility or any salary hike and to turn this in writing to them, otherwise the keys to the Tum-Tums wouldn't be handed over to them.

Expectedly, they refused to take up the keys and with the help of the Union did not allow the Outsourced buses to ply in the institute - bringing the Institute transport to a complete halt. All of which is contrary to what the Hostel Affairs council tells us about the planned strike.

What now?

An agreement between the drivers and the SWS is yet to be reached.

The Dean SA says that there has never been lack of empathy from SWS side to the workers. The drivers believe that they will give their 100% to the service once the demands are met just like in the past. Also, they further add that their opinion hasn't been taken in some important decisions such as outsourcing of some buses as they were not allowed to attend the SWS meetings.

The IITB students' council seems to have merely acquiesced to the administration's agenda of privatizing TT services rather than calling for a larger debate among the student body about it all. There is much that the student representatives in the SWS can do to mitigate the mutual suspicion that drivers and students have for one another. Communication lines between the two parties need to be revitalized, given that both have the highest stake in the successful running of TT services. Afterall, we ourselves fund the service for our benefit.

To sum up

Providing basic facilities to the drivers isn't a favour that we're doing the drivers; it is rather a necessity as these basic facilities will help them lead a better life. The SWS should have approached the issue much more professionally right from the start.

Amidst all these disagreements, promises, threats and inaction, it is the students who are suffering the most. The buses are not running as per schedule, and even if we assume that we'll have 5 functional private buses and 10 Tum-Tums before the end of the month, the number of buses then functional will still be too few to cater to the ever-increasing student population.

Considering that the SWS has proven fairly irresponsible so far, for the expansion of the Tum-Tum service, the move to privatization could be needed so that the current drivers are subject to proper treatment. That said, discontinuing the existing service where we have already invested a lot of resources (over Rs. 1 crore) in the procurement and maintenance of buses would be inadvisable too. Barring not more than two or three buses, none suffer from major maintenance issues, and we already have 34 drivers in our employ too - who seem to be dedicated to provide proper service if their demands are met. This should ensure better management of the service, and deny the institute itself direct responsibility for any future problems.

It is clearly possible for the institute to revive the existing Tum-Tum service to all of its past glory without a lot of changes - most of which need to be made to appease the drivers in our employ, that have been outlined above.

Facilities available to drivers working for around 7 years

	Govt Minimum (Temporary) Highly skilled	Govt Minimum (Permanent)	Tum Tum Drivers	Drivers in BARC
Wages	Rs. 16,500 per month (Daily wages)	Rs. 18,200 per month	Rs 12,000 per month (Daily wages)	Rs.18,500 per month
Provident Fund	Yes	Yes	Not yet	Yes
Medical	ESI, if under a contractor.	Yes	Not yet	Yes
Identity Card	Depends	Yes	Not yet, in process	Yes

Editors' Note

Hey,

We're proud to finally bring you the first print issue of the academic year, and really hope you have had as much fun reading it as we did creating it.

We're constantly looking for feedback, article ideas, news and coffee. Feel free to contact us if that sounds like something you'd be interested in.

For regular campus updates, do visit insighiitb. org or just look us up on Facebook.

Anshul & Chirag
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Average Montly Expenditure

5115	5175	6783	5588	5671	3735
UG	IIT	/Dr.		Non IIT	
1810	2250	6816	4970	3421	3382

Average Monthly Stipend

Mode of Payment?

- 4.5% Card
- अकाउंट में लिख दे
- 55% Cash

Do you save?

- I save. — I am the hero they need, have, deserve and like. Mind it.
- I can manage from my stipend.
- Not my money. Not my savings. — बाप का माल
- 14%
- 48%
- 19%
- 19%

HOW DO WE SPEND

Rahul Jain, Shravasti Misra, Sidharth Prasad, Tanvi Kataria

Its interesting to know, how Inky, Pinky and all others spend, ask and lie about money, as students of IIT. Let PacMan help you trace the results of our findings. of a survey we conducted on 250+ people of various kinds.

A [coin] to the reader -

Because, knowledge is money.
Remember. There are some things that money can't buy.
For everything else, there is...
Money.
Also, remember, it's Levi-O-sa, not Levio-Sa.

How much do you spend per month on...

- Tasty explorer — Rs. 668
- Tech/Cult/Club/POR — Rs.216
- Academics
- Rs. 455
- ForEx
- Rs. 1594 — Canteens & Food Deliveries
- Rs. 560 — (True) Spirits
- ग्रहस्ती खर्च — Rs. 1068
- I went to buy sandals, when I saw those bags. So, I bought these clothes.

36% of the people underestimate their expediture

ie. the sum of their expenses in individual fields exceeds their own estimate.

No wonder you go broke before the end of the month or lie to your parents.

Among those who do spend on relationships.

Choose two - Money, GF, Acads, Friends, Sleep

Uh. GF, Acads. — Wrong. Choose ONE

Average expenditure on would be/wanna be ~Rs.2200 p.m. (40% of monthly expenses)

High maintenance zone
- >Rs.10,000 pm — 5%
- Rs.5000 — 16%
- 53%
- 26% — ~Rs.1000
- ~Rs.3000

How do you ask your parents for money?

- Maa Ek hi time khana khata hun
- जय माता दी
- Mom ko senti
- I have their card
- And others
- Maa Passport ke lye paise chahiye. Goa jana hai.
- Pehli baar ghar se nikla hun. Survival. They understand.
- 'तू पैसा पैसा करता है, बता कहाँ खर्च करता है'
- **DON'T PANIC!**
- 19% people say their parents are strict. They send only after justification.
- 33% say their parents send them more than they need. Pizza's on the house. Literally

- 11% say 'I don't. I send them money'. I am kid they kid they need right now. (cough)

Do you lie to your parents about expenditure?

- I was drunk. The insti slapped me a fine of Rs 10,000. I told my parents, 'I broke my hostel drum-kit'.

- I don't tell them about the Mess Refund — **evil inside** — I hike my fees by Rs. 10,000

- **WHO'S YOUR DADDY** — I don't, my parents scold me.

- 9% says 'Too many pens, pencils and projects'.

- 59% say their parents are too cool — **THE INCREDIBLES**

- 28% tell 'Mess food sucks'. HAPPY hours

- "Canteen mein kha raha daily, Mess mein to saalon se ek hi gravy chal rahi hain Maa"

Where do you cut down?

- Walking, because, autos, are too mainstream — **THE WALKING DEAD**
- Not wasting on unnecessary stuff, like anything, that's not FOOD — **Foodie & the Feast**
- Swag Rapunzel.
- 15% Don't buy Local Tickets
- 36% accept Ditching Haircuts
- 12% people share toiletries
- And more
- Remaining hungry. If can't go to the mess
- Do not give TREAT, to anyone, AT ANY COST.
- 15% people fight with the Pizza delivery guy
- 63% use only E-books
- "The pizza is so cold, it gave me Frost bite."
- 14% accumulate laundry
- Chaddi baniyan be like, 'Do Not Wash'.
- दो बूँद लाइफबॉय

▲ Rahul Jain