‘30 तारीख को होगी ‘इकेविट एक्चर स्कूल पेरेंट्स पार्टनरशिप’ वर्कशॉप अभिभावकों की दिक्कतें दूर करेगा आईआईटी"

जय दिली| कार्यालय संवाददाता

इंडियन इंस्टीट्यूट ऑफ टेक्नॉलॉजी (आईआईटी) अभिभावकों को बच्चों को बेहतर शिक्षा और उनके विकास के लिए सार्वजनिक शिक्षा के पूरे सिखाएगा। आईआईटी द्वारा अभिभावकों के सार पर यह इस तरह का पतला प्राप्त है कि 130 दिसंबर को होने वाली इस वर्कशॉप में दिल्ली सहित पूरे भारत के स्कूलों को आमंत्रित किया गया है। ज्ञात हो यह वर्कशॉप मुख्य तौर पर आईआईटी की चार्टर्ड कॉन्सेंस 'एक्चरिसियें इस स्कूल पेटनरशिप' का एक अहम हिस्सा होगा।

आईआईटी के प्रबंधन अध्यायन विभाग द्वारा आयोजित वर्कशॉप ‘इकेविट एक्चर स्कूल पेरेंट्स पार्टनरशिप’ में मुख्य तौर पर छात्रों की बेहतर शिक्षा में अभिभावकों और स्कूल की भागीदारी पर जोर दिया जाएगा। 130 दिसंबर को होने वाली यह वर्कशॉप दोपहर 3 बजे से शाम 6 बजे तक चलेगी। इडियन इंस्टीट्यूट ऑफ टेक्नॉलॉजी के आयोजक हिमंत ने बताया कि आयोजित पर अभिभावक अपने बच्चों को अनुसार स्कूल में डालने के बाद उसकी पूरी जिम्मेदारी स्कूल की ही हो जाएगी। उन्हें नए विकास और उन्नति के लिए जिम्मेदारी देनी है।

हिंदुस्तान न्यूजेंस 19-12-11
INDIA's leading technical and research institutes are encouraging entrepreneurship and business innovation in clean-tech by providing the foundation on which creativity can flourish and individuals can succeed.

India's leading technical and research institutes are encouraging entrepreneurship and business innovation in clean-tech by providing the foundation on which creativity can flourish and individuals can succeed.

Clean & Green

India's leading technical and research institutes are encouraging entrepreneurship and business innovation in clean-tech by providing the foundation on which creativity can flourish and individuals can succeed.

An Initiative by The Financial Express & Emergent Ventures

EnNature's litter eTwin VVCs, besides enabling high-efficiency recycling of paper printed with its ink, RhineTel, says, "We are currently selling to classical printing companies and doing business with other national regions. We are also looking for opportunities that offer promising returns, regardless of sector. Our target is to evolve our technology further to produce value-added products and services.

The company provides innovative solutions in the area of natural resource management, GIS, remote sensing and integrated database management. The solutions are highly user-friendly and interactive using GIS interfaces, says Nandhini Kaur, Director, INNRF, Emergent Ventures.

Innovate 2014

The Indian government has set a target of reducing its carbon emissions by 2020. The country is determined to be a leader in clean energy technologies and has launched several initiatives to encourage innovation and entrepreneurship in the sector.

The process of innovation in India has been driven by various factors, including the country's rich heritage of scientific and technological advancements. The government has taken several initiatives to promote innovation, such as the National Mission for Innovation and Sustainable Development (NISD) and the National Mission for Enhanced Bio-Energy and Bio-Products (NMEBio).

The country is also a major player in clean technology and is known for its robust research and development (R&D) infrastructure. The government has set up several R&D institutions, such as the Indian Institute of Science (IISc) and the Indian Institute of Technology (IIT), which are known for their excellence in scientific research and technological innovation.

The government has also launched several schemes to promote entrepreneurship, such as the National Entrepreneurship Policy (NEP) and the National Startup Policy (NSP). These schemes aim to foster a culture of innovation and entrepreneurship and provide support to entrepreneurs and start-ups.

The country's clean technology sector has been growing at a rapid pace, and the government is committed to achieving its targets in the field of clean technology. The country is expected to achieve significant milestones in the coming years as it continues to focus on clean technology and innovation.
No Word from Centre on IIM-A Autonomy

PARAG DAVE
AHMEDABAD

The Centre's indecision in approving a new memorandum of association (MoA) of the Indian Institute of Management, Ahmedabad, threatens to push the IIM autonomy issue to the backburner.

IIM-A was the first among four IIMs — Bangalore, Indore and Kozhikode — to prepare a revised MoA and submit it to the human resource development ministry in May. A formal nod is believed to pave way for the institute's functional and financial autonomy and remove doubts on the issue, raising question marks on the much-sought freedom to the IIMs.

IIM-A has been knocking on the ministry's door, but has yet to get a stamp of approval. Its board will meet on December 23 to decide on disbanning a search committee formed under the MoA in August.

The committee headed by Arvind chairmain Sanjay Lalbhai with members like Rama Bijapurkar, Harit Jhupura, Pratul Ambha and Kartikeya Sarabhai was formed as per the new MoA to find a successor to Raymond chairman enunciated Vijiypath Singhania who completes his five years as IIM-A chairman in March 2012. The new MoA allows the institute to shortlist three candidates each for the posts of chairman and director, who are currently appointed by the ministry.

"The revised MoA was approved in principle and we were expecting an approval. We started the process by forming a committee to shortlist candidates for the post of chairman as per the new MoA. Without approval, we are unsure if we should continue with the committee," Samir Barua, IIM-A director, told ET.

Last reminder to the ministry was sent a week ago. The IIMs, set up as centres of excellence, have been seeking freedom to appoint their chairmen and directors, decide faculty salaries and student fees, sell purchase assets, and set up campuses abroad. Set up by the government for imparting management education, the institutes now argue that they have come of age and need minimal government intervention to maintain high standards and compete with global B-schools that may be allowed to set up in India campuses.

"We started the process of shortlisting names for the post of chairman. However, the MoA has not been approved till date and therefore, the process is stalled. We can start the process again only if the revised MoA gets approval by the ministry," said a committee member.

He added that a government representative demanded that the committee should have representation from central and state government. Gujarat government has already approved the revised MoA of the institute.
The Greatest Mystery

The scientific method has its uses, but it’s a mistake to apply it to human behaviour

Sunil Khilnani

On a big news week like the last one – US out of Iraq, Britain out of Europe, Europe out of money – one could be forgiven for missing the fact that scientists may just have discovered the secret of what allows the universe to exist. As a leading American cosmologist put it, the identification of the Higgs boson, if borne out, is "perhaps one of the greatest triumphs of the human intellect in recent memory".

After a series of experiments conducted in the world’s largest laboratory for subatomic physical research – an underground concrete donut known as the Large Hadron Collider – researchers at CERN in Geneva let it be known that they might be closing in on the nature of the universe. The scientists’ formulation was tentative, and their evidence had been gathered by two separate teams of physicists whose experiments were independent of one another. These two distinctions are entirely in keeping with the scientific method and spirit that sustains the CERN project.

Scientists have pursued the Higgs boson because it taps the root of a fundamental paradox. The more one breaks the material world down into its constituent elements, the more elusive it becomes to pinpoint what it’s actually made of. Modern physics tells us that matter consists of infinitesimal particles structured in space. That is, it is empty space as much as particles that create matter. And, when we add up the individual weights of these particles, their collective weight is less than the weight of an atom they comprise. Where, then, does the mass of an object come from? What gives the universe its quiddity?

The Higgs boson takes its name in part from the Indian scientist S N Bose, whose work on quantum physics identified the existence of particles that were, ambiguously, both force and matter in their nature. Later, British physicist Peter Higgs postulated that even what we would consider empty space is in fact permeated by a mysterious something – a field always ready to "resist" the presence of any particle it may encounter, and thus endows them with mass by effectively condensing momentarily around the particles it encounters. Without this mass-giving effect, nothing would exist.

The experimental pursuit of the Higgs boson is a vindication of how positive science is supposed to work: through identification of a problem and formulation of a testable theory, repeated experiments and amassing of independently gathered data, and interpretation in light of the theory. This is the scientific method as its best, intellectual inquiry as it should be.

Unfortunately, the power of the scientific method – its satisfying promise of certain knowledge – has embodied many to see it as a universal method, as applicable to humans as it is to the physical world. Some of the most fundamental forms of human creativity and activity – how we use language, our religious beliefs, economic exchange, morality itself – are increasingly studied by means of statistical models borrowed from a partial understanding of science. Sometimes, significant patterns and shapes are revealed, while other times what’s discovered may be more akin to the face a child detects in a cloud formation than a basic causal connection.

One impulse of those who apply the scientific method to human activity is to reduce action, intellection and belief to instrumental functions. Religion and ethics, for instance, are viewed as serving evolutionary aims – one impulse of those who apply the scientific method to human activity is to reduce action, intellection and belief to instrumental functions. Religion and ethics, for instance, are viewed as serving evolutionary aims. Religion itself is as essentially a biological system, and ideas become neurological emanations.

The historical irony is rich. From its origins, human civilisation has been driven by an urge to escape the constraints of nature. The scientific method was a human invention designed to understand nature better, precisely to escape its over-sight. So humans could escape its exigencies and expand the realm of their free action. Yet now, the method’s intellectual rampage seeks to imprison us within nature – by telling us that any action we believe to be freely chosen is in fact determined and necessitated by nature’s purposes. Thus generalised, scientific method is transformed into scientism: less a predetermined biological reflex than a superstitious, ideological choice about how to see the world.

Consider the discipline of economics – perhaps the most spectacular example of scientism’s impact. An obsession with modelling, market efficiency, individual rational expectations, and with pure technical prowess, has populated financial institutions with experts focussed on narrow imperatives. Certain of their ability to master uncertainty, they have in fact massively proliferated it – and as such bear a large responsibility for the crisis of the global economy.

Admittedly, policy economists are today deeply divided over how to get out of the crisis – some advocate severe austerity, others expansionist spending. But very few indeed have felt any need to examine the recent evidence and seriously question the foundations of their discipline.

Those economists, and all aspirants to science, would do well to reflect on the physicists in pursuit of their fundamental particle. If firmly established, the Higgs boson will confirm extensive theories of the nature of the universe. If the CERN experiment disproves its existence, our view of the universe will be thrown into crisis. Physicists don’t seem to shy away from that prospect, and seem to be almost hoping for evidence that may upend the certainties of our world-picture. That openness to new uncertainty is the part of the scientific method that needs to rampage a little wider.

The writer is director of the India Institute, King’s College, London.
Apple logs in to school labs

Schools and institutes switch to tablets to make learning fun for students

Mumbai, 18 December

Virshesh Dokania, grade 1 student of Universal High Malad, uses his Apple iPod. His reasons, “I can play lots of games, all even talks back to me!” His father affirms that his son has become more excited about going to school after he went digital. The Universal Education Group (UEG), an educational enterprise based in Mumbai, uses Apple devices in several of its institutes in Maharashtra. UEG schools use iPod Touch and the Apple iPad in primary and lower secondary classes. Approximately 3000 students across 7 UEG institutions are currently using Apple devices, including iPads that were introduced in June 2010.

Across UEG Institutes, every child is handed out an individual iPod or an iPad for a specified time interval in a scheduled manner. Though there is no specific plan to include a wider range of Apple devices, the management clarifies that as number of students grow, additional devices would be added.

For Pragya Sanghvi, a grade 4 student of Universal School Tardeo, studying now has become a fun activity. “There are lots of interesting games, quizzes that I get to play on my iPad,” she says. Her mother quickly adds that she has not become addicted to the iPad. “For her it is just like another learning medium, but a very effective one,” says the mother.

Both parents claimed that they were happy to invest in a premium device like iPad that their children learn than an affordable solution like Aakash tablet that was introduced by government.

Datawind, in collaboration with the students of IIT Delhi, developed the Aakash tablet, keeping in mind the students’ needs. But most private schools are not ready to invest in a subsidised tablet that costs just Rs 1700 for students.

Students like Sanghvi and Dokania are happy to play and learn from wood-puzzle style apps on their Apple devices that develop motor skills or ABC PocketPhonics that help them trace letters, and even Math Bingo app that helps them with basic maths.

Jesus Lall, chairman & CEO of UEG lists, "Our initiative may appear very 'high tech' but the key principle behind it is rather simple — learning outcomes are best achieved when learning is experiential and fun. The idea is to use technology to deliver a fun, engaging & interactive educational experience. If tomorrow some other company came up with a better "kramen" to reach our "end", we would not hesitate to shift to that company — even if it has a lower perceived premiumness." Lall insists that UEG institutions have seen improvements in communication skills development and fine motor skills development since they began their digital drive.

Most private school opts for a tie up with Apple for educational discounts for other Apple products like the Macbook Pro laptops and iPads which students and parents can add to.

In Bangalore, 40 teachers of Canadian International School have begun receiving training in the use of instructional technology in the classroom to enhance learning. In this academic year, an iPod-based learning environment will be explored and by August 2012 all students will have iPads. Sheena Saxtri, executive director of the school explains, "Apple products are very conducive to education per say. iTunes U is a powerful distribution system for everything from lectures to language lessons, films to labs, it is an innovative way to get educational content into the hands of students." iTunes U stands for iTunes University which is a platform where some of the leading universities like Stanford, Yale, Oxford have their lectures available for anyone to access.

Even middle and high school education at Mumbai’s Podar International School are ready to move to iPads. In a recent circular dated December 9, the school management informed parents that it has decided to introduce iPad2 in classrooms from the next academic year. iPad2, which starts at about Rs 30,000, will be introduced to students between Standard VI and XII of Podar International School.

Delhi Public School, Surat, is yet another institution that stands by the Apple devices. Principal G.R. Sivakumar says, "I have personally used an Apple iPhone, iPad and can vouch for their usefulness. Nearly 100 teachers of the school use iPad as a self-improvement device. There is a technology centre on our campus where 40 iPads are used by our students of primary and pre-primary classes. We also have iMacs for senior students at our Apple Creation Centre (school lab). We plan to add more devices by next year."

While schools are using Apple devices to generate interest among their young students, smaller post graduate colleges too have realised the benefits of doing out premium tablet PCs to their students. At the Acharya Institute of Management Studies, while professors discuss management theories, students do not scribble notes. To revise the lessons learnt, students can just access recorded lectures on their iPads.

Debayan Chakraborty from the Institutes’ MBA course says, "The iPad gives me a lot of advantages in my studies. The iBooks (Apple’s free online digital library) app allows us to group study with my friends through FaceTime (video chat facility on iPads). The smoothness and sophistication of the device is awesome."

Priyanka Reddy, Chief Operating Officer of Acharya Institute of Management Studies, says, "Apple products are expensive, but in the long term we tend to save costs with respect to electricity consumption, licences. Apple products are a part of our digital initiative, as we would be looking also be deploying a Learning Management System (LMS) soon." The institute has gone for iPads to its first year students of MBA, PGDM, and BBM on a pilot basis, apart from investing in 20 Apple iMacs.

With inputs from Priyanka Reddy

**Hi-TECH LEARNING** Schools have seen improvements in communication skill development and fine motor skill development of their students since they began their digital drive.