मोदी पहुंचेंगे आईआईटी!

प्रमुख संवाददाता, नई दिल्ली

दिल्ली आईआईटी में आज से शुरू हो रहा है 'इंडिया इंटरनेशनल साइंस फेस्टिवल' मगर अब तक मोदी के पहुंचने को लेकर स्थिति साफ नहीं हो पाई है। 4 से 8 दिसंबर तक चलने वाले इस फेस्ट में मोदी कब पहुंचेंगे या पहुंचेंगे भी नहीं, आईआईटी तक इसे लेकर कार्यक्रम में है। आईआईटी का गुरुवार तक इसकी कोई खबर नहीं मिली थी। हालांकि, पीएमओ की ओर से कहा गया है कि मोदी 5 दिसंबर को आईआईटी कैपस पहुंचेंगे, जबकि फेस्ट के पार्टनर विज्ञान भारती की ओर से कहा जा रहा है कि 7 दिसंबर को शाम में मोदी के आईआईटी पहुंचने की उम्मीद है। इस बीच इस मेगा साइंस सेलिब्रेशन को तैयारी लगाने पूरी हो चुकी है।

5 दिसंबर को 'इंडिया इंटरनेशनल साइंस फेस्टिवल' का मेगा उद्घाटन है। इस सैरनगरी में प्रधानमंत्री नरेंद्र मोदी के पहुंचने की उम्मीद है। पीएमओ आफिसर्स के मुताबिक, मोदी इसी दिन आईआईटी कैपस पहुंचेंगे। हालांकि, आईआईटी के आफिसियांटी डायरेक्टर निर्देशक गुप्ता कहते हैं, अब तक आईआईटी को इसकी कोई खबर नहीं मिली। विज्ञान भारती के सेक्रेटरी जनरल जय कुमार ने बताया कि मोदी 7 दिसंबर को शाम को आईआइटी पहुंच सकते हैं।

फेस्ट को आईआईटी होस्ट कर रहा है और तैयारी और शोर से चल रही है। फेस्टिवल के आर्गनाइजर है साइंस और टेकनॉलजी और अर्थ साइंस निदेशक। फेस्टिवल में करीब 5000 लोगों के शामिल होने को उम्मीद है। 4 दिसंबर को मेगा साइंस एक्सपो का उद्घाटन डॉ. हर्षवर्धन करेंगे। जय कुमार बताते हैं, इसी दिन साइंस फिल्म फेस्टिवल की भी शुरुआत होगी, जिसमें पूरे फेस्ट के दौरान साइंस एजुकेशन से जुड़ी करीब 400 फिल्मों की स्क्रीनिंग होगी।
2K students to conduct experiment at IIT-D in bid to create world record


The Ministry of Science and Technology is aiming at creating a Guinness World Record of the highest number of students conducting experiment at the same venue.

New Delhi: The Ministry of Science and Technology is aiming at creating a Guinness World Record of the highest number of students conducting experiment at the same venue and has organised an event at Delhi-IIT where 2,000 students are expected to assemble.

The event will be part of India International Science Festival, which will be held from December 4 to 8. The experiment in chemistry will be done on December 7 at IIT-Delhi.

"The main thrust of the event will be on students and young innovators. Some 400 research papers are likely to be presented in the event," Harsh Vardhan, the Science & Technology and Earth Sciences Minister, said.

Ireland holds the record of around 1,300 students conducting an experiment at the same venue. "We have working as per the guidelines mentioned by the Guinness World Record authorities," the minister said.

The festival will host a Young Scientist Conference, Techno-Industrial Expo, Science Film Festival, industry-academia conclave and interactive workshops and informative sessions on various topics.

The programme will also display innovations from students and young researchers, who have been funded by INSPRIE scheme of the Ministry.

"There will he some 250 stalls by different agencies which will display activities related to science and research," he said.
IIT-D placements: Students turn down foreign offers for domestic companies

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NEW DELHI: The first phase of placements at the Indian Institute of Technology has seen students junking international offers to work for domestic companies at a lower pay.

Since the placements began on December 1, four students who were offered jobs in foreign locations, out of the total eight, rejected them. The pay package ranged between $100,000 and $140,000 (₹60,00,000-₹84,00,000) per annum. Instead, they opted for domestic offers where, according to the college, the pay was much lower. But, the college refused to reveal the figure.

We have had eight international offers with fat pay packages as of now. Half of the students turned them down. This signals a change among students who now prefer to stay and work in the country. These are initial trends. We have to see how it turns out.

ANISHYA O MADAN, industrial liaison officer at IIT

“...We have had eight international offers as of now and half of the students turned down these offers with fat pay packages. This signals a change among students who now prefer to stay in the country and work here. These are initial trends and we have to see how it turns out in coming days,” Anishya O Madan, industrial liaison officer at IIT, told HT.

So far, 275 students have accepted job offers, said Shashi Mathur, professor-in-charge of the Training and Placement Cell. “Some of them were pre-placement offers given to students while they were interning,” he said.

Madan said the mix also included a good number of startups.

“There are quite a few startup companies coming for placements at the IIT-D. We try to have a mix of companies from all kinds of sectors, including consulting firms, banking, coding and core companies,” Madan said.

Forty companies came for placement on the first day while 38 each came on the second and third days, Mathur said.

The first phase of placement session will continue till December 19. The next phase will start in January and go on till June end. “In the ongoing session, we will have around 1,200 students sitting for placement,” he said.
IIT स्टूडेंट्स भी नहीं बताना चाहते अपना पैकेज

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नई दिल्ली: एक करोड़, दो करोड़, बाँट करोड़... हैरान कर देने वाले स्टूडेंट्स के इन सुपर पैकेज पर देश के सभी आईआईटी में नहीं बदल चल रही है। हाल ही में आईआईटी खड़गपुर में सभी आईआईटी ने मिलकर कार्यालय निकाय की है कि अब इस प्लेसमेंट सेंटर से सैलरी पैकेज का खुलासा नहीं करेंगे। हालांकि, आईआईटी दिल्ली का कहना है कि आफिसर तौर पर इस पर दिल्ली कॉलेज में कोई फैसला नहीं लिया गया है। पैकेज एनाउंस करने या छिपाने की पहले भी कोई पूर्वसूची नहीं थी। हालांकि, आईआईटी दिल्ली के टीवी से यह माना जा रहा है कि इस तरह से पैकेज को अनाउंस करने से बाहर स्टूडेंट्स और उनसे परेशान होते हैं और कंपनियों को भी सैलरी पैकेज का एलान करने में दिलचस्पी नहीं है।

आईआईटी दिल्ली के ड्रिंग और प्लेसमेंट सेल के प्रोफेसर-इन-चार्ज प्रो. शशी माधुर कहते हैं, करोड़ों के पैकेज का मिलाया में आना चाहिए सलाह में शुरु हुआ है। यह बाहर लोगों की मोटिवेशन देता है, लेकिन ज्यादातर स्टूडेंट्स नहीं चाहते कि पैकेज सबके सामने लाए जाएं क्योंकि हाई पैकेज सिर्फ एक या दो स्टूडेंट्स को मिलता है, बाकी सब को इससे काफी कम सैलरी ओफर होता है। पिछली बार आईआईटी दिल्ली का एक वीडियो पैकेज 9 लाख रुपये सालाना था।

प्रो. माधुर का मानना है कि स्टूडेंट्स इसलिए भी यह अनाउंसमेंट नहीं चाहते क्योंकि हाई पैकेज पाने वाले स्टूडेंट्स के लेख के कई स्टूडेंट्स को इसके बाद फिक्र होने लगती हैं, उनके पैकेज भी अधिक। पैकेज वेदान्त रहते हैं। आईआईटी के इंजीनियरिंग रिसेएंट सामना नहीं करते हैं, आईआईटी में वैसे भी बहुत कम रहता है, ऐसे में प्लेसमेंट के वक्त और दिक्कत आती है। साथ ही, करोडों का पैकेज पाने वाले कुछ स्टूडेंट्स की अपने दोस्तों की खातिर शी यह ऐलान करना पसंद नहीं होता।

आईआईटी टीवी का मानना है कि कंपनियों भी सैलरी का खुलासा नहीं करना चाहते, क्योंकि हर कंपनी बड़ा पैकेज नहीं देती। साथ ही, कई स्टूडेंट्स को 7-8 कंपनियों से ऑफर मिलते हैं और ऐसे में कंपनियों ऑफर तुकाराम की खबर भी आउट नहीं करना चाहते हैं।

आईआईटी दिल्ली के ड्रायिंग और प्लेसमेंट सेल के प्रोफेसर-इन-चार्ज प्रो. शशी माधुर कहते हैं, अभी इसे पता हमें अपूर्व नॉटिस नहीं मिला है और प्लेसमेंट में सैलरी पैकेज के बारे में बताने या छिपाने को लेकर आईआईटी दिल्ली की पहले से ही कोई पूर्वसूची नहीं रही है। हम पहले भी एक वीडियो पैकेज के बारे में ही बताते थे और अब भी वहाँ करें। आईआईटी दिल्ली के ड्रायिंग और प्लेसमेंट सेल के इंजीनियरिंग रिसेंट आफिसर अनिश्चय और मदद बताते हैं, साल में एक दो स्टूडेंट्स को ही करोड़ों तक के पैकेज मिलते हैं, बाकी का पैकेज इससे भी बहुत कम होता है, ऐसे में पैकेज को ऐसे उद्घाटना गलत है। हम इस बार भी हाई पैकेज के स्टूडेंट्स के नाम का खुलासा नहीं करेंगे।
IISc Bengaluru Ranked 16th Among BRICS Institutes

http://www.newindianexpress.com/nation/IISc-Bengaluru-Ranked-16th-Among-BRICS-Institutes/2015/12/04/article3159803.ece

NEW DELHI: The Indian Institute of Science, Bangalore has been ranked 16th in a list of top institutes in the BRICS countries in a latest ranking list followed by IIT Bombay at the 29th position.

According to the Times Higher Education Ranking of the best universities in the BRICS and other emerging economies for 2016, 16 Indian institute find place among the top 200, which otherwise is dominated by Chinese institutes.

While most of the IITs have been placed within the top 100, Jadavpur University in Kolkata has been ranked at the 80th place, Punjab University at 121, Aligarh Muslim University at 150 and Delhi University at 154th place.

Amrita University and Andhra University have been ranked at 181 and 193 respectively, said a statement on Thursday after the rankings were made official.
“It is good news for India that 16 of its institutions feature in this year’s list of the best universities in the BRICS nations and emerging economies.

However, India will have to work harder to compete with other developing nations, such as Russia, which have a higher proportion of institutions atop the table. India is the only BRICS nation without a university in the top ten,” said Times Higher Education World University Rankings Editor Phil Baty.

China dominated the rankings, with institutions from there occupying first and second places, half the Top 10 and 39 places in the Top 200. Taiwan came a distant second with 24 universities in the Top 200 and India emerged as the third best represented country. The 2016 rankings include 200 institutions from 35 countries, up from 100 from 18 countries in 2015.
Science’s challenge in rural schools

EFFECTIVE Rural schools face different problems than urban schools when it comes to teaching science. Making the subject fun to learn and enabling the teachers to stay on is crucial, says RVM Chokkalingam.

Rural India has been and continues to be a vital part of the nation. In conditions that can vary greatly across states, various economic conditions can make a major difference from one rural community to the next. Poverty in urban areas affects the quality of a community as well. Most often our rural initiatives focus on rural economic development and agriculture and are not involved in rural science education. The nature of teaching science can be different in rural areas than urban areas.

Rural science education reflects the circumstances, challenges, and contexts of place. Rural schools face different problems than urban schools when it comes to improving their instruction in science. Many of the issues are based in financial constraints but take on different forms. The biggest challenge has been finding teachers who are willing to work in a rural community, which traditionally means their salary will be slightly lower than in nearby urban schools. Staffing problems are compounded by a lack of facilities. In very rural areas, middle-schools in particular, there are simply no laboratories. Together, these challenges can discourage teachers from accepting rural positions or cause them to leave rural positions or rural schools after a short teaching stint. Making a special contribution to rural science education is a top priority, while enabling home-grown prospective science teachers to remain in rural schools is a high priority. Indispensable tools and ongoing science teachers to remain in their communities.

Improving policies

Very little research has been done on preparing science teachers to work and stay in rural communities and teach in rural schools. The teaching of science has long been viewed as problematic within classrooms of rural areas. In fact, many of the educational standards for best practices were born out of necessity long ago in the rural schools, including cooperative learning, multiple grade classrooms, and informal learning activities. Given the shortage of qualified science teachers in rural areas is not a new phenomenon, teachers not qualified in that specialization they teach are now required to seek the necessary certification in order to continue teaching in that specialization. Also, rural schools are less likely than urban or suburban schools to have any classroom laboratories, and so schools are not very different, as a general rule, between urban schools and rural schools. In these rural schools, students have less access to laboratory equipment and less opportunity to engage in science activities. Thus, rural schools face a challenge in teaching science to their students.

Special preparations for new science teachers to teach in rural schools include preparing them for the dynamics of life in rural communities, developing and adapting curricula and activities to meet the needs of students in rural communities, creating selfdirected professional development practices, using a variety of resources and technology to reduce the barriers to isolation, and focusing on community service areas other than teaching. One suggestion that comes from science teacher and rural school principal is that rural school teachers, in partnership with local businesses that lend their time, money, and resources, to help teach science to rural students.

Rural schools teachers are often the smallest in terms of students and curriculum and have a limited number of students. Classroom size is smaller at rural schools and science teachers have fewer students to teach. Rural school teachers and science teachers find it difficult to prepare for the conditions of rural teaching. Rural policy makers have found it difficult to recruit and retain science teachers in rural schools. Rural educators have long been calling for special preparations for new science teachers to teach in rural schools. There is a vital need for policy options to help rural schools address the challenges of improving student performance and retaining a qualified science teacher workforce. There is a need to encourage the recruitment of rural teachers.

Backdrop science

There are few gifted students in rural areas, but it is better to teach children while they are young. Science is the most important subject for all students. Teachers should be better, have better expectations, and participate in more positive role models. There is a need to break down negative stereotypes about teaching in rural schools. Rural educators have long been calling for special preparations for new science teachers to teach in rural schools. There is a need for more policy options to help rural schools address the challenges of improving student performance and retaining a qualified science teacher workforce. Science activities stimulate curiosity, provide practical opportunities to explore concepts in easy ways, develop appreciation for understanding the concepts. Nothing energizes students and teachers more than examples of what they can do and the impact of what they already have. Stimulating hands-on-backyard science activities such as launching rockets, and building weather maps, will enable teachers and students to learn science.

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Nature study is a popular practice in rural schools to learn about the natural world. Bird watching, plant examination, and nature exploring, further the curiosity and knowledge of students. This provides the setting for practicing observation skills and awaken students to the beauty of nature. Field trips are an opportunity to involve students in outdoor activities. This gives students an opportunity to explore science in a practical way. Science activities stimulate curiosity, provide practical opportunities to explore concepts in easy ways, develop appreciation for understanding the concepts. Nothing energizes students and teachers more than examples of what they can do and the impact of what they already have. Stimulating hands-on-backyard science activities such as launching rockets, and building weather maps, will enable teachers and students to learn science.
Cancer: scientists’ proton theory in final stages

Members of the multi-national research team behind the PRAVDA (Proton Radiotherapy Verification and Dosimetry Applications) project, led by the University of Lincoln (UK), are now building the instrument that will produce for the first time detailed three-dimensional images of a patient’s anatomy, using protons rather than x-rays.

To produce these Proton CT images, the world-first technology will use the same high energy particles that are used to destroy a tumour during proton therapy treatment.

Like x-rays, protons can penetrate tissue to reach deep tumours. However, compared to x-rays, protons cause less damage to healthy tissue in front of the tumour, and no damage at all to healthy tissue lying behind, which greatly reduces the side effects of radiation therapy. Led by Nigel Allinson from the University of Lincoln, the PRAVDA team aims to become the first in the world to produce clinical-quality Proton CT imagery. They are currently working near Cape Town at the South African National Cyclotron – a type of particle accelerator.

Allinson said: “Proton therapy is an improved approach for treating challenging tumours especially in the head and neck, and near critical organs. It is likely to become the preferred radiotherapy method for most childhood cancers, as the unwanted exposure to radiation of healthy tissue is much reduced and so the risk of second cancers later in life is also much reduced.”

He added that having the ability to administer a high dose in a small region is the main underlying advantage of proton therapy, however accurate planning is absolutely essential to ensure that the dose does not miss the target tumour.

PRAVDA researchers believe that Proton CT will soon be used as part of the planning process for cancer patients, as well as during and after treatment.

Proton therapy is rapidly gaining momentum as a cancer treatment.

The NHS will open two proton therapy centres in 2018 and up to another four private centres are also being planned for the UK.