NO FINAL CALL ON JEE COMMON COUNSELLING

NEW DELHI: Speculation about whether there will be ‘common counselling’ for admission to the Indian Institutes of Technology (IITs) and the National Institutes of Technology (NITs) this year has still not been put to rest. The possibility of whether a ‘common counselling’ can be implemented in 2014 was discussed at a meeting attended by representatives from the human resource development (HRD) ministry, the JEE Advanced Committee, IITs, NITs, the CBSE (which conducts JEE Main) and the National Informatics Centre (that develops the software for the counselling) last week. Sources in the HRD ministry told HT Education that a final call is yet to be taken on the issue. “During the meeting, the NIC experts said that the logic applied in the NIT counselling can be extended to the IITs for common counselling. However, some IIT professors pointed out some anomalies in the software developed by NIC. This is why there may not be common counselling this time but a final call on this is yet to be taken by the secretary, department of higher education. NIC has been asked to revert with a solution. There could be sequential counselling too, where the IITs conduct the first two rounds and NITs conduct the rest; or there could be a joint counselling, where both parties will be coordinating the efforts. The idea of common counselling is to reduce those vacancies where people tend to occupy two seats. There are cases of students who bag seats in not-so-popular courses at the IITs, and they also get seats in NITs in sought-after courses. Such students hold on to both seats and give up one only later, leaving vacant seats,” says an HRD ministry official.
Single test for IIT-JEE

The Human Resource Ministry of India has planned to introduce a joint entrance test for JEE (Mains) and Advanced from 2015. There are many pros and cons of this but students shouldn’t lose hope and give it their best, says AAKASH CHAUDHARY

CONs OF A SINGLE EXAM

■ If exams will be set as per the pattern of All India Engineering Entrance Examination (AIEEE), then it’ll make students free form variable pattern of IIT-JEE (this will be good for a student looking for AIEEE but not for a JEE aspirant). If exams will be set as per the pattern of IIT-JEE, then it will create more pressure on students. In short, variable patterns of IIT-JEE will not be good for student of AIEEE.

■ In a single entrance system for so many seats, the consistent quality and implementation of an error free system is highly questionable.

■ IIT is an internationally renowned institute and it must extract the best of talent but this will not be possible on a single platform.

■ IITs maintain the toughness of paper then those universities which are low lying in ranking get all students with negative marks. This will pose questions on the university maintaining its moral in placement of students.

■ A single test heightens the psychological burden of students because any mistake or mishap will waste their entire year.

■ Students must be perfect in each and every topic, sub-topic and all concepts in the entire two years because if questions are from his/her weak areas, it will affect his/her whole academic career and upcoming life.

A common exam can create more pressure on students as now he/she must perform her best in one go. If for any reason, it does not go well as per the expectation, then the student will not have any alternative for the year. Earlier the student had many opportunities of writing the entrance tests. The chances of getting a seat were high in their desirable engineering college. If a student lost out in one exam, there was hope. This is no cause to feel disheartened. With proper coaching, timely preparation and being armed with a determined zeal to excel, students stand a fair chance to crack the JEE at one shot.

The writer is Aakash Chandrula, Director, Aakash Educational Services Ltd.
India and New Zealand pledge NZ$500,000 each for research

I’M DELIGHTED THAT THIS NEW INITIATIVE WILL BRING KIWI AND INDIAN RESEARCHERS TOGETHER AND HELP IN KNOWLEDGE CREATION

MICHAEL APPLETON, new Zealand’s acting high commissioner to India

New Zealand is more than just its willowing mountains and captivating landscape. And if you have been dreaming of studying in the country after watching the Lord Of The Rings trilogy and Lord Of The Rings, read on.

To encourage education ties between India and New Zealand, a joint call for research proposals for Indian and New Zealand academics has been made by the University Grants Commission (UGC) and Education New Zealand (ENZ), a government agency that promotes education in New Zealand.

This is the first time that ENZ is working on a joint research grant. Under the India New Zealand Education Council (INZEC) framework, both countries have agreed to commit NZ$500,000 (over 225 crores) each.

The announcement made on the occasion of Waitangi Day, New Zealand’s national day that was celebrated recently seeks to increase research collaboration across a range of areas including food security and agriculture, community development and innovation, health, environment and sustainability, to name a few.

Applications are open to research students and academic staff employed in a tertiary education institution or recognised centre of academic research in New Zealand, and all public education institutions in India which are eligible to be funded by UGC. The maximum funding available for each project from each funding body is the equivalent of NZ$50,000 and this may cover expenses for project-related consumables (up to a maximum of 15% of the total project budget), equipment (up to a maximum of NZ$2000), travel, accommodation, etc.

Applications should be submitted on or before 5pm, March 28, 2014. Send an email attachment to india@enz.govt.nz and ugic2@gmail.com. The project starting date must be on or before June 1, 2014 and the project must be completed within 18 months.

As Ziena Jall, regional director, ENZ, points out, “This call for proposals is part of the activity we undertake in India through the INZEC initiative which was announced by both our prime ministers in 2011. All New Zealand universities feature in the top 50 globally and as a country, we are highly regarded internationally in areas such as agriculture and food processing, tourism, etc.”

New Zealand is emerging as a much sought-after higher education destination and India is the second largest contributor of international students to New Zealand (after China) with more than 11,000 students from India studying in New Zealand. Student visas issued to Indian nationals seeking to study in New Zealand increased by more than 10% last year, and more than doubled in the month of December 2013, making India one of the fastest growing student markets for New Zealand. It is also not an expensive option, with the cost of living for students around NZ$15,000 a year.

Michael Appleton, New Zealand’s acting high commissioner to India, says, “Education is a growing and exciting component of our bilateral relationship, with the number of Indian students in New Zealand increasing almost 200% since 2007. I’m delighted that this new initiative will see Kiwi and Indian researchers working side-by-side and contributing to knowledge creation in both our countries.”

In order to encourage more Indian students, New Zealand has also made changes to its work and visa policies for international students. According to Nathanael MacKay, area manager, Immigration New Zealand, “We have increased the number of work hours our international students are entitled to. All tertiary-level international students enrolled in a course with at least one academic year will be allowed to work up to 30 hours per week during each semester break/vacation.”

For more details on research proposals, visit http://www.victoria.ac.nz/appli centres/new-zealand-india-research-institute or http://www.ugc.ac.in/ugc_i.aspx
INDIAN ACADEMICS ON TOP

CLUB Academicians of Indian-origin are taking up key roles in some of world’s best universities

Vanita Srivastava

The club of Indian-origin academicians taking up key roles in the best international institutes is getting bigger and Sanjeev Kulkarni, an Indian-American, recently appointed as dean of the Princeton University Graduate School is its latest member.

Last month, Indian-American professor Rakesh Khurana joined the prestigious club after being appointed dean of Harvard College.

In 2010, Nitin Nohria made the country proud after he became the first Indian-origin head of the prestigious Harvard business school. In the same year, University of Chicago's Booth School of Business named Sunil Kumar as its dean.

"This is a natural consequence of the inflow of Indian-origin academicians in the US universities some 20-25 years ago. Their progression in their respective institutes is now reflected in their career growth," Kumar told HT.

Sri Zaheer, dean at the University of Minnesota’s Carlson School of Management believes the US provides a meritocratic environment that has helped immigrants from different nationalities to rise up to leadership positions. "I hope that in this process all of us who have a soft spot for our home countries can act as bridges, particularly in India where lot needs to be done in the education space," Zaheer said.

Sanjeev Kulkarni (2nd from left), an Indian-American who was recently appointed as dean of the Princeton University Graduate School

In 2010, Nitin Nohria became the first Indian-origin head of the prestigious Harvard business school.

Indian-American professor Rakesh Khurana was appointed dean of Harvard College.

In 2010, University of Chicago’s Booth School of Business named Sunil Kumar as its dean.

Narayananurthi Venkatesh became the dean of School of Engineering and Applied Sciences in 1998 and dean of Physical Sciences at Harvard in 2003.

Scholarships on demand

STATING THAT the money allocated for educational scholarships is going unutilised, Planning Commission’s Deputy Chairman Montek Singh Ahluwalia on Sunday said the scholarships should be made demand driven.

"Scholarships should be demand determined so that those who rightfully need the help get it," Ahluwalia said at a seminar here today.

He said ministries often tell the plan panel about funds allocated for scholarships going unclaimed, and hence, there is a need to look into the issue.

The ministries have in the past asked the planning commission to adopt various approaches, including a community focused one, so that resources reach the beneficiaries.

External Affairs Minister Salman Khurshid, who also spoke at the seminar, said there is a need to extend the schemes to the minority concentrated districts to towns with heavy concentration of notified minority communities elsewhere. Ahluwalia conceded that there is no such scheme at present and said the panel will seriously look into the matter.

PTI
Now, listen in to your bacteria

A chip that monitors bacteria signals could have medical applications

KEN SHEPARD, professor of electrical engineering and biomedical engineering at Columbia Engineering, Columbia University.

To cut infection rates
“Disrupting biofilm formation has important implications in public health in reducing infection rates,” said Shepard.

This is the first time integrated circuits have been used for such an application — imaging small molecules electrochemically in a multicellular structure.

‘Active’ glass slide
The team made an integrated circuit, a chip that is an ‘active’ glass slide — a slide that not only forms a solid-support for the bacterial colony but also ‘listens’ to the bacteria as they talk to each other.

According to Lars Dietrich, assistant professor of biological sciences at Columbia University, cells mediate their physiological activities using secreted molecules.

The team looked specifically at phenazines, which are secreted metabolites that control gene expression.

They found that the bacterial colonies produced a phenazine gradient that is likely to be of physiological significance.

May be fitted in catheters
A potential application of this would be to integrate such chips into medical devices that are common sites of biofilm formation, such as catheters, and then use the chips to limit bacterial colonisation.

The next step is to develop a larger chip that would enable larger bacterial colonies to be imaged at higher resolutions, added the study published in the journal Nature Communications.
Indian students feel unwelcome in Britain

62% Of Desi PhD Candidates Echo Sentiments Of Other Foreign Pupils, According To A Survey

Koushiki Saha

London: A majority of Indian students have admitted to feeling highly unwelcome in the United Kingdom.

A survey of the attitudes of 3100 international students by the National Union of Students (NUS) has revealed that 90% of Indian students feel unwelcome in the UK. The survey also found that 62% of Indian students are considering leaving the UK due to the unwelcoming attitude towards overseas students.

The majority of international students studying in the UK have reported feeling unwelcome, with 84% of students from India, Pakistan, and Nigeria feeling this way. The survey also found that 73% of students from India, Pakistan, and Nigeria have reported feeling unwelcome, with 84% of students from India, Pakistan, and Nigeria feeling this way.

Tremor Figures

International students contribute an estimated £7 billion to the British economy. However, a survey by the University and College Union (UCU) found that 74% of students from India, Pakistan, and Nigeria have reported feeling unwelcome, with 84% of students from India, Pakistan, and Nigeria feeling this way.

Sore Points

40% of the respondents are not happy with the way they are treated by their landlords. In addition, 74% of students from India, Pakistan, and Nigeria have reported feeling unwelcome, with 84% of students from India, Pakistan, and Nigeria feeling this way.

Students from India, Pakistan, and Nigeria say they won't advise friends or family to study in the UK. Almost 62% of Indian students are considering leaving the UK due to the unwelcoming attitude towards overseas students. The NUS has also called for a review of the government's policies towards international students.
कैसे रचें आविष्कार की संस्कृति
दुनिया में अपने झंडे गाड़ने वाले भारत के तकनीकी सूर्यव यहां अपना जोहर नहीं दिखा पाते

भारत के सच्चे सहयोग का दुनिया को टूप देने वालों के लिए भारतीय साइंस गियर का महत्वपूर्ण भाग है। इसमें एक श्रेष्ठ संस्कृति है जो नया दिशा देती है। जीवित रहने के लिए, उन्हें इसकी जटिलता पर हमेशा ध्यान दिया जाना है। यह कारण है कि भारत दुनिया में सबसे अधिक कला की दीवार करता है। लेकिन, यह महसूस किया जा सकता है कि यह प्रतिकृतियां, भारत में नहीं, देश के बाहर ही फैली हुई है।

नई तकनीकी विकासों को अपनी रिलायंस वैली में जोखिम उठाने की प्रौद्योगिकी बहुत है से पाई जाती है। इसके बाद हर कोई अपने आप में आविष्कार सामने आता है और उन्हें भारत की और दुनिया की तकनीकी समाज के साथ साझा करने का प्रयास करना होता है।

बाहर तकनीकी विकासों और कचरे प्रकाशित करने के लिए, इसे लेंकर नहीं एक जीवन शैक्षणिक स्रोत है जो नई तकनीकों को नई शैक्षणिक रूप से नवीनित कर सकता है। अंततः, इसके साथ युवा लोगों के लिए नयी संसाधनों का आसानी से पहुँच सकने का अवसर है।

भारत छोड़ अमेरिका का व्यापक है बिश्वविद्यालयों। बाहर तकनीकी विकासों के लिए, एक बड़ा नया शैक्षणिक स्रोत है जो नये तकनीकों के लिए भारत तकनीकी विकासों के लिए नयी उद्देश्य खोजना है। इसके साथ युवा लोगों के लिए नयी संसाधनों का आसानी से पहुँच सकने का अवसर है।

बाहर तकनीकी विकासों और कचरे प्रकाशित करने के लिए, इसे लेंकर नहीं एक जीवन शैक्षणिक स्रोत है जो नई तकनीकों को नई शैक्षणिक रूप से नवीनित कर सकता है। अंततः, इसके साथ युवा लोगों के लिए नयी संसाधनों का आसानी से पहुँच सकने का अवसर है।

बाहर तकनीकी विकासों और कचरे प्रकाशित करने के लिए, इसे लेंकर नहीं एक जीवन शैक्षणिक स्रोत है जो नई तकनीकों को नई शैक्षणिक रूप से नवीनित कर सकता है। अंततः, इसके साथ युवा लोगों के लिए नयी संसाधनों का आसानी से पहुँच सकने का अवसर है।

बाहर तकनीकी विकासों और कचरे प्रकाशित करने के लिए, इसे लेंकर नहीं एक जीवन शैक्षणिक स्रोत है जो नई तकनीकों को नई शैक्षणिक रूप से नवीनित कर सकता है। अंततः, इसके साथ युवा लोगों के लिए नयी संसाधनों का आसानी से पहुँच सकने का अवसर है।

बाहर तकनीकी विकासों और कचरे प्रकाशित करने के लिए, इसे लेंकर नहीं एक जीवन शैक्षणिक स्रोत है जो नई तकनीकों को नई शैक्षणिक रूप से नवीनित कर सकता है। अंततः, इसके साथ युवा लोगों के लिए नयी संसाधनों का आसानी से पहुँच सकने का अवसर है।

बाहर तकनीकी विकासों और कचरे प्रकाशित करने के लिए, इसे लेंकर नहीं एक जीवन शैक्षणिक स्रोत है जो नई तकनीकों को नई शैक्षणिक रूप से नवीनित कर सकता है। अंततः, इसके साथ युवा लोगों के लिए नयी संसाधनों का आसानी से पहुँच सकने का अवसर है।

बाहर तकनीकी विकासों और कचरे प्रकाशित करने के लिए, इसे लेंकर नहीं एक जीवन शैक्षणिक स्रोत है जो नई तकनीकों को नई शैक्षणिक रूप से नवीनित कर सकता है। अंततः, इसके साथ युवा लोगों के लिए नयी संसाधनों का आसानी से पहुँच सकने का अवसर है।

बाहर तकनीकी विकासों और कचरे प्रकाशित करने के लिए, इसे लेंकर नहीं एक जीवन शैक्षणिक स्रोत है जो नई तकनीकों को नई शैक्षणिक रूप से नवीनित कर सकता है। अंततः, इसके साथ युवा लोगों के लिए नयी संसाधनों का आसानी से पहुँच सकने का अवसर है।

बाहर तकनीकी विकासों और कचरे प्रकाशित करने के लिए, इसे लेंकर नहीं एक जीवन शैक्षणिक स्रोत है जो नई तकनीकों को नई शैक्षणिक रूप से नवीनित कर सकता है। अंततः, इसके साथ युवा लोगों के लिए नयी संसाधनों का आसानी से पहुँच सकने का अवसर है।
IIT-Kharagpur sanctions Rs.1.45 crore for green technology

Kolkata, Feb 11 (IANS) In a bid to encourage its students to develop green technologies for the campus, the Indian Institute of Technology Kharagpur has sanctioned Rs.1.45 crore under its Innovation Challenge Grant.

The grant is a research initiative under the Vision 2020 programme of the institute. Both undergraduate and postgraduate students will participate in the venture that will be funded in phases.

"The students will come up with new green technology solutions for the campus and successful ideas will be implemented...total funding amount is Rs.1.45 crore," Anirban Dhar, assistant professor Department of Civil Engineering at IIT-Kharagpur, told ANS Tuesday.

"It is expected that the students will come up with innovative and implementable technological solutions for water, energy, environment-related problems of our campus within reasonable time period," he said.

Only successful ideas will be given further funding to move forward with their projects to prototype level. In the final stage, selected successful projects will be funded for field implementation.

The students are expected to flag-off their green solution projects by the end of February.