NDRF TRAINS OVER 1 LAKH ACROSS INDIA

NEW DELHI, 3 July

With an aim to create resilience and prepare better against disasters, the NDRF has trained a record over 1 lakh people across the country within a month to effectively respond and undertake the basic do's and don'ts during man-made or natural emergencies.

The feat was achieved between June 1 to 30 as part of a special initiative when instructors and trainers of the National Disaster Response Force reached 482 villages, towns and cities to sensitise people about disasters that occur specifically in these areas and also in general.

“The aim of this first-of-its-kind exercise was to sensitise the vulnerable sections against disasters and bring about a sense of community capacity building.

“Every year we see a number of calamities happening in the country like floods and earthquakes and hence it is our belief that every man should be trained and prepared with basic skills to counter such challenges.” NDRF director general O P Singh told PTI.

Singh, who is behind the initiative, said records show if a community is well prepared to combat such issues, the loss of life and property could be brought to a minimum as possible.

“Community awareness and sensitisation on disaster issues holds good for India. While we have reached over a lakh people in a month, many more are still left,” he said.

In the month-long Community Awareness Programme (CAP), a total of 1,07,112 people in 22 states as part of 482 such sessions were trained in basic understanding of disaster management and combat by the NDRF.

The force also trained school going students as part of this initiative.

Data shows under the total people trained, there were 3,078 senior citizens, 3,057 men and 6321 women. A total of 29,732 girls and 35,902 boys were also trained under the same programme.

People, as part of these sessions, were told to undertake basic vigil steps in the event of a disaster and basic medical aid help to those affected by it including other steps to evacuate and help others.

The initiative has been launched as the NDRF feels that with disasters of both small and big magnitude occurring frequently in India, it is essential that citizens are “trained” in combating both man-made and natural catastrophes.

The view has also been endorsed by a recently published IIT Delhi case study on the working of the force.

“We empower the community on a regular basis as part of our commitment which also works as our external branding. We do this when we are not tackling disasters,” DG Singh said.
IIT Jodhpur researchers produce Squalene using sand

JODHPUR, PTI: A research team at IIT Jodhpur has claimed success in using Rajasthani sand to produce 100% pure Squalene, a naturally occurring compound used by cosmetics, nutraceutical and pharmaceutical industries.

The discovery will also help curb the killing of sharks, the primary source for Squalene, and reduce the Indian industries' dependency on foreign companies for the essential hydrocarbon, the researchers said.

The researchers - Rakesh K Sharma, a Chemistry faculty, and postdoctoral fellow Vineet K Soni - succeeded in producing Squalene, using Rajasthani sand as a catalyst under a project titled "Catalytic upgrading of algal oil into transport fuel".

Squalene, a naturally occurring compound helpful in treating heart disease, diabetes, arthritis and hepatitis besides use in skin care, is found in the liver of sharks but in very meagre concentration of 3%.

In low quantities, Squalene is also found in olive and palm oils.

The team, for the first time, used Rajasthani sand as a catalyst to produce 100% pure saturated hydrocarbon, Squalene.

"During our research with Rajasthani sand, we first used the sand as water-purification agent and then proceeded to put it to some industrial application because of the pillared structure of this sand and its stability at high temperature up to as high as 1,000 degree centigrade," said Sharma, an expert in catalytic agents and reactions.

"So, we first took normal sand, homogenised it followed by its purification using water and acid and crushed it into fine powder form. It was then mixed with an inexpensive metal salt and the algal oil obtained from the refinery waste and heated up to 500 degree centigrade, which provided 100% saturated hydrocarbon called ‘Squalene’," Sharma explained.

Assistant Registrar of IIT Jodhpur Amardeep Sharma said, "We have already filed for the patent of this discovery and are pleased to announce that a provisional patent has been granted."

Sharma claimed this was for the first time that a research on such an important ingredient in cosmetics has taken place in the country. He said industrial queries have started pouring in due to both the compound being 100% saturated and being many times cheaper than the product available now.

The research has also found a place in a reputed European scientific journal "Chemcatchem", Sharma said, adding, "We are receiving inquiries from different industries."

The team has now proposed to crack "Squalene" into pieces to convert it into a high grade Jet fuel.
UGC: Under-Going Crucial reforms

For decades, students and academicians have been demanding reforms in the functioning of the higher education regulatory body, the University Grants Commission (UGC), and higher education in general. A number of new initiatives have been announced by the UGC.

Among other things, the granting of deemed university status will be made easier. There are new regulations for deemed universities, according to which there will be no bar on the number of off-campus centres such institutions may set up, even as quality has to be assured. Student-specific reforms include increase in the period of maternity leaves for PhD scholars. Also, foreign-university collaboration has been made simpler for colleges and universities.

G Viswanath, president, Education Promotion Society for India, and chancellor, VIT, Vellore, is of the opinion that some salient decisions like bringing total transparency and objectivity in the sanctioning process for new institutions would bring about a complete change in the mindset of regulatory agencies under the domain of HRD ministry. “The time-frame for academic experts to submit their reports and to completely video-graph their inspections and upload them on the UGC website within 24 hours is going to be a big relief for the private sector,” he said.

Further, the UGC has amended regulations regarding the Academic Performance Index (API)—a mandatory requirement for universities and colleges to select and promote faculty members. API has been a controversial topic since 2010, and recently faculty at Delhi University and Jawaharlal Nehru University, among others, protested against a regulation which increased the number of teaching hours under API. Following the protests, the HRD ministry rolled back the regulation but kept a clause in which students with 75% and above attendance will have a say in teachers’ appraisals. On the protest, Prasant Bhalla, president, Manav Rachna Educational Institutions, said, “In this case, faculty members were less than professionally prudent in blatantly opposing increase in contact hours. It gave an impression to the student community and general public that the teachers were shying away from their duty. They could have explained about their research obligations and the need for preparation—work—which can be a time-consuming process—in a more cogent and acceptable manner.”

Another welcome step is increasing the period of maternity leaves for PhD scholars from 180 days to 240 days. Surinder Janwal, deputy director, Research, Tata Institute of Social Sciences, said that TISS has always upheld the vision of supporting women in pursuing higher education. “UGC’s move to provide a 240-day maternity break would definitely encourage more women to pursue and complete higher education and research,” Janwal said. On the proposed step towards legalizing PhD programmes in distance mode so as to enable more working people to pursue research, Janwal added, “Yes, if it is modified to meet the requirements of working scholars through blended mode, why not? While course work and paper writing must be mandated, other components can be completed long-distance.”

At the same time, there are several areas in which the UGC still needs to focus. Janwal believes that providing more scholarships, particularly to women, and financial support through higher TPS and NET scholarships to help other scholars steadied. “More infrastructural support such as hostels, library and grants for attending and presenting in conferences and seminars for doctoral scholars as well as financial support to young faculty to undertake research and research dissemination are some areas where the UGC needs to work,” added Janwal.

Clearly, even as the HRD ministry’s efforts signal a better future for India—the New Education Policy is also on the anvil—regulatory bodies, including the UGC and the AICTE, must work as true enablers of such initiatives.
Skilling the gaping holes

The New Education Policy can help bridge the skills gap by making certain skills an integral part of the curriculum. It must also make practical training mandatory.

SANJEEL DUGGAL

The New Education Policy 2016

Revival and rejuvenation mark the primary objective of the laboriously drafted New Education Policy (NEP) 2016. The Indian higher education landscape, plagued with the usual set of woes, needs a paradigm shift and policy push to make it grow in the global arena. The existing state of affairs of these learning spaces is not a must-haunt tale; colossal vacancies in teaching positions, little emphasis on research with skewed funding, and paltry employability of higher education graduates are indicators of this slowdown, with only 30% of the current youth being recognized into the fully employable category. The last decade has seen debates, discussions, and deliberations on the demographic dividend the country has with the youngest working population in the world. Numbers support this growth—India is about to enter into the golden years of the global labour growth in the coming times. The demand for quality higher education and the subsequent jobs is set to go north, with the UNDP figures predicting it to touch a billion by 2030.

But these burgeoning numbers will serve no purpose if they do not obtain the skills required to match the global work standards. The country is still struggling with a huge pool of low-skilled workers. What is needed is a drastic change in the entire education ecosystem to make it more suitable to the changing times. An effort has been made in this direction by the proposed draft of the NEP 2016.

Employability and current quality of education have emerged as the core concern in policy discourse, and rightly so. The demographic dividend is being portrayed as colossal changes in the work environment, businesses all over the world are seeking workers with specific skills to harness this change to its maximum potential. We need sincere efforts to make strong and robust linkages between higher education and skill-based vocational education.

Work in progress

Led by former cabinet secretary TSR Subramanian, the Committee for Reforms in Education (NCERT) New Education Policy has recommended a slew of measures to take the baton of higher Indian education farther. Through five voluminous reports of 360 pages containing nearly 900 recommendations, significant interventions have been suggested. The need is to overhaul the education system has been gaining momentum. Against the 4% gross national expenditure (GNE) Indian spending on education spending as a percentage of GDP India has been spending a mere 3% of its GDP to impart education to its children and youth. This shows there is a need to bridge the gaps, the GNI, which is growing, and the quality of education in terms of student takeaways.

There have been many challenges, but the perception of the market is that everyone needs to be a doctor or an engineer—a hangover to the mindset of the 1960s and 1970s—which has tragically hamstrung efforts at skill building at its most important stage during schooling. But times are changing and today, there is a need to make State-level skill training more satisfying, lucrative and attractive careers. In fact, CBSE and ICSE offer some vocational courses and the National Curriculum Framework (NCF) 2010 provides guidelines to train teachers to train students in the use of ICT. But there is a need to make these guidelines mandatory for all schools to ensure the education system no longer allows for such a large load of students, compromising on the quality of teaching.

The NEP 2016 in this respect, has moved in the right direction by proposing the introduction of vocational education to be an integral part of the curriculum. Further teachers need to be imparted training to train students in these areas, as well as more training to improve their employability.

The demographic dividend, if not given the treatment of skills, may simply turn into a demographic disaster. The imbalance between too few skilled workers and even fewer jobs for the medium and low-skilled workforce is pointing towards the impending disaster.

The perfect blend

A number of recommendations by the committee point towards the mandate of the NEP. The amendments proposed in the RTE Act 2009. With the aim of making the NEP law easier to implement, the NEP 2016 has proposed the introduction of a National Vocational Training System (NVTS) to train teachers in the use of ICT.

By recognizing the importance of skill development in the curriculum, the NEP 2016 also proposes the introduction of a National Vocational Training System (NVTS) to train teachers in the use of ICT. The NEP 2016 has proposed to increase the number of schools that offer vocational courses, which will help make students more employable. The NEP 2016 also recommends the introduction of a National Vocational Training System (NVTS) to train teachers in the use of ICT.

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One hundred and eight years after the first MBA students stepped into a classroom at Harvard University, most people agree that the programme, while lubricating its last legs, is in a state of maturity. The question is whether it needs to change itself to remain relevant.

For some, the future lies in MBAs that focus on increasingly narrow sectors of business, such as hospitality revenue management or thoroughbred horse racing (offered by business schools in Liverpool and Charleston, respectively). These hyper-specialised MBAs may have their place in business education. But some academics fear they have grown too fast, to the potential detriment of business as a whole.

Andrea Masini, associate dean of HEC Paris’s business school, says there is still a need for Jacks of all trades at the senior level of firms, executives who are able to oversee those with more specialised knowledge. The move towards MBA programmes that are narrower in focus, he thinks, runs the risk of leaving organisations without a generation of bosses able to manage those in the middle tiers.

Yet these “MBAs in something” continue to grow in popularity. Mr. Masini is aware of the dilemma. HEC Paris itself has strengths in the French luxury and energy sectors. But, he explains, the world is increasingly complex and heterogeneous. Business needs people able to handle that complexity; skills that come, he believes, with a solid educational base garnered from a generalised MBA.

Specialised MBAs risk placing people in silos, he says, and go against the original purpose of the degree to help those who have gained specialised knowledge in a certain field to move into a more general management position.

Stefano Caselli, vice-rector of international affairs at Bocconi University in Italy, raises a different concern. By moving away from the general and towards the fragmented, the MBA runs the risk of damaging its reputation. Masters of Science degrees in business disciplines have become more popular over the past decade and more, and are now many top universities’ flagship programmes. Running a niche MBA in finance, for example, will put it into direct competition with an MSc in finance, he says. The MBA may lose out.

“The concept of MBAs is to create top quality managers in many areas of management,” Mr. Caselli says. To specialise in an MBA is to ignore that. MBAs in specific topics are useful, but chasing the trends can sometimes do more damage than good. The business school world is highly competitive, and institutions must do what they can to differentiate themselves from rivals in a crowded market. But they must also be aware that they are the supply chain for the managers of tomorrow, and must not lose sight of the requirements of executive boards. Knowing everything about the thoroughbred horse racing industry has its uses, as long as that is not at the expense of learning how to run a balance sheet.

—The Economist
निदेशकों के साथ बैठक. आईआईटी से गठबंधन पर विचार कर रहा परिवहन मंत्रालय: गडकरी

नई दिल्ली। सड़क परिवहन एवं राजमार्ग मंत्रालय अपनी बुनियादी ढांचा परिवर्तनों में भारतीय प्रौद्योगिकी संस्थान (आईआईटी) की विशेषता का इस्तेमाल करने पर विचार कर रहा है। सड़क परिवहन एवं राजमार्ग मंत्री नितिन गडकरी ने इस दिशा में पहल करते हुए शुक्रवार को मानव संसाधन एवं विकास मंत्रालय के बैठक अधिकारियों तथा कई आईआईटी के निदेशकों के साथ बैठक की। अधिकारियों ने बताया कि बैठक में प्रतिष्ठित प्रौद्योगिकी तथा इंजीनियरिंग संस्थानों की विशेषता का इस्तेमाल करने पर विचार हुआ, जिससे सड़क परिवहन क्षेत्र की परिवर्तनों का विवादवचन बेहतर तरीके से किया जा सके। गडकरी ने ट्वीट किया कि सभी आईआईटी निदेशकों के साथ बैठक की। बैठक में सड़क परिवहन एवं राजमार्ग मंत्रालय के साथ उनके गठबंधन करने की योजना पर विचार हुआ।

दाइनिक जाग्रन ND 03.07.2016 P-2

अब खुश रहने का सबक भी पढ़ाएगा आईआईटी

दाइनिक ट्रिब्युन ND 03.07.2016

P-1
New education policy under-utilises technology: Experts

Areeba Balkak
NEW DELHI

The Ministry of Human Resource Development (MHRD) has released the recommendations for the Draft National Education Policy (NEP) and the document titled "Some Inputs for Draft National Education Policy 2016" has been made public on the www.mhrd.gov.in website for people to review and share opinions. However, some experts said that the NEP lacks in identifying opportunities for specific technological advancements that can be introduced in the Indian education system. Questions have also been raised by some about the transparency of the consultation process.

Lokesh Mehra, vice-president, Centre for Education Growth and Research, and also the director for education services, Sumantra, said, "From an IT background perspective, I find that some important issues have not been addressed. Technology has introduced several useful aids into classroom teaching like BOYD (Bring Your Own Devices), mobile learning. Flipped classrooms etc., which the report has failed to recognise. While District Information System for Education (DISE) has been given required attention, there is no mention of data privacy."

Mehra added, "The usage of Information and Communication Technology (ICT) has failed to identify the needs of differently-abled students. For example, the website of MHRD and other affiliated institutions like UGC, NET etc., lack accessibility for the visually impaired. Also, ICT capacity building of teachers should be at par with UNESCO's standards. There is no recognition of the need to manage e-waste in education institutions. Our youth needs skill training that can be recognised across borders so that there is ease in migration."

On the subject of Distance Education (DE), the report is surprisingly mute. At present, institutes cannot open DE centres outside their states which hampers the whole cause of DE.

Mehra suggested that the ministry should try to think out-of-the-box. "A student lifestyle management system can be introduced which can facilitate issuing digital identification cards to students. Another important need that the MHRD must acknowledge is to bring in a policy to ensure cyber security in educational institutions and deter students from misusing the web," Mehra said.

Also, the issue of transparency, the State Platform for Common School System, an organisation of senior educational activists, had apparently questioned the validity of the consultations that the ministry undertook at the grassroots level in gram panchayats, districts and blocks.

Former Cabinet Secretary, and NEP 2016 drafting committee's head, T.N. Subramaniam said, "The committee cannot be held responsible for ensuring transparency in the process because this is the ministry's job. The committee only worked with the inputs that the MHRD collected through a consultation process. The process of consulting grassroots level stakeholders had already been started by the MHRD before the committee was formed."

Hinline at differences in the drafting committee's recommendations and the ministry's published inputs, Subramaniam added, "Members of the committee had gone to different states and met various educationalists to collect inputs. Our job was to understand those inputs and file recommendations and we have delivered that. How the ministry interprets them and uses them to make the final policy is their discretion."

The report in the website has so far received over 200 submissions from the general public giving feedback on the inputs for draft NEP 2016.

Some of the most common suggestions included the demand to revamp the curriculum to increase the visibility of Indian personalities representing various communities, banishing the module that encourages rote learning, making students "politically" and "morally" conscious, de-commercialising school education and requested reforms in the fees structure.
लार से हो सकेगी डायबिटीज की जांच

राजीव सिंह, नई दिल्ली

डायबिटीज (मधुमेह) की जीवन जीने से कड़ी होती है। हा-प्पी जीवन रहने के लिए आवश्यक उपाय उठाने और स्वास्थ्य का सम्बन्ध रखने के लिए एक अत्याधुनिक तकनीक इस्तेमाल की जाती है। इसमें महंगी की नौकरी अत्यन्त अत्यधिक सक्रियता उपलब्ध है। ऐसी महंगी की नौकरी अत्यन्त स्वास्थ्य और शीर्ष का मुक्ति से ही ज्ञात भी होती है।

इस तकनीक में डायबिटीज के योजना का उपयोग किया जाता है जिसके लिए डायबिटीज के बीते हुए बीमारी की जांच की जाती है। उपलब्धि: डायबिटीज की बीमारी की भाल निहित लुनामा भर में बढ़ कर होती है। डायबिटीज को जांच करने का लक्ष्य है।

विशेष

टेक्नो जागरण

आप्रवृत्ति: डायबिटीज की बीमारी का गार्डन तक बढ़ जाता है। इसकी उपलब्धि, इंसुलिन ब्लॉक और इंसुलिन ब्लॉक के लिए एक समय-वातावरण का उपयोग किया जाता है।

शेष 6.2 करेड कारोबार डायबिटीज के मरीज

डायबिटीज की बीमारी को नियंत्रित रखने के लिए एक समय-वातावरण का उपयोग किया जाता है। इसकी उपलब्धि, इंसुलिन ब्लॉक और इंसुलिन ब्लॉक के लिए एक समय-वातावरण का उपयोग किया जाता है।

725 टेक्नो जिस के मरीज के लिए विशेष रूप से विशेष सुविधाएं प्रदान किए जाते हैं। इसमें 67 सारणी और 65 डायबिटीज के मरीजों के लिए विशेष सुविधाएं प्रदान किए जाते हैं।

एम्प के जीवन रहने के लिए एक समय-वातावरण का उपयोग किया जाता है। इस कारण है कि इसमें 725 टेक्नो जिस के मरीज के लिए विशेष सुविधाएं प्रदान किए जाते हैं।
IIT-Kgp to set up lab in search of formula for happiness, positivity

1st Workshop Likely To Be Held In Aug

Kolkata: Wouldn't it be wonderful if happiness were an equation? A definite LHS = RHS, and pretty you are happy? IIT-Kharagpur is setting out to do just that.

Since 2,500 years after Socrates stunned Athenians by declaring that happiness can be "achieved" by human effort, India’s oldest IIT is in pursuit of cracking the happiness code. "Through its seat of excellence — Rekhi Centre for Science of Happiness, named after its alumnus Smt.indra Singh Rekhi — it aims to promote "happiness, and positive psychology," among its students to begin with.

And yes, you can do a certificate course here and take your CV a happy notch higher.

All human beings have one common goal — to live a happy and meaningful life. We live in a stressful world with a web of complexities where we are pushed to our emotional limits. The upcoming centre is a unique initiative that will research and help develop an ecosystem of happy and successful KGPians who become effective leaders, innovative engineers, caring employers, smarter and creative employees.” Rekhi told TOI.

This feel-good factor will expand from KGPians to the people they touch, thus growing exponentially and improving society, he says.

It was a conversation with IIT-Kgp director Partha Pratim Chakrabarti that inspired Rekhi to do something to "assess and improve students’ sense of happiness". "This led to the idea of setting up a dedicated centre to promote science of happiness," said the IIT-Kgp director.

"Research is needed to truly understand the underlying facets of this multidimensional domain through a convergence of psychologists, neuroscientists, cognitive scientists, management experts, sociologists, humanitarians scholars, engineers who measure various kinds of human signals as well as academics who wish to develop this into a holistic learning framework."

In addition to sponsoring the centre, Rekhi will be its chairman. It will cost Rs 4 million to set up the centre over a period of three years.

Space for the centre has been marked out and construction will start soon, sources say. The first international workshop on the ‘Science of Happiness’ could be held as early as August 2016.

The centre will now pursue its goals through courses, research and ground activities on and off campus.

Deccan Herald ND 02.07.2016 P-5

Super 30 founder gets teaching offer from MIT’s online initiative

PATNA: Super 30 founder Anand Kumar has got an invite from MIT in the USA to join their open online initiative for teaching mathematics.

Kumar has got the offer from edX, a massive open online course (MOOC) provider and an initiative of Massachusetts Institute of Technology (MIT) and Harvard University, to be part of it, a statement by Super 30 said here on Friday.

EdX hosts online university-level courses in a wide range of disciplines, including some free of cost, for students world-wide in English, Mandarin, French and Spanish.

It also conducts research into learning based on how people use its platform.

Anant Agarwal, Professor, MIT, has written to Kumar as to how his Super 30 initiative was similar to edX and the two by working together could reach out to more and more students.

“We would be delighted to explore how we might be able to work together by taking your Super 30 content onto our platform,” the MIT professor said. “edX is trying to accomplish goals similar to yours by providing opportunity and leveling the educational playing field for millions of students in India and around the world,” he added.

Kumar said it was an honour that institutions like MIT were taking note of his initiative.

“It is nice to hear that they too are working for underprivileged students across the globe and making available quality content to them,” Kumar, who himself could not go to Cambridge University for want of money, added.

Kumar has been running Super 30, an initiative to mentor students from underprivileged sections free of cost for IIT JEE.

The program has recorded success for the last 14 years by helping more than 325 poor students crack IIT since 2002. This year 28 out of 30 students of Super 30 got into IIT.

PTI
गेट के लिए आवेदन एक सितंबर से

ध्यान रखें

इस समय इंटरनेट से ऑफ़-लाइन आवेदन का विचार अभी भी ऐसा है कि आपके सामने आयेंगे। आवेदन का अंतिम समय 4 अक्टूबर 2016 है। बदलाव के बाद आवेदन का समय 16 नवंबर 2016 होगा। इसके बाद आवेदन का समय 8.18 लाख तक आएगा।

आदि संस्थाओं में एमटीएस के द्वारा खोली गई आवेदन की तारीख 31 जुलाई 2016 है। यह सरकारी एवं अन्य संस्थाओं में आवेदन को रखने के लिए 31 जुलाई 2016 का अंतिम समय है।

इस घोषणा का अंतिम समय 4 अक्टूबर 2016 है। इसके आवेदन का समय 16 नवंबर 2016 है। इसके बाद आवेदन का समय 8.18 लाख तक आएगा।

आदि संस्थाओं में एमटीएस के द्वारा खोली गई आवेदन की तारीख 31 जुलाई 2016 है। यह सरकारी एवं अन्य संस्थाओं में आवेदन को रखने के लिए 31 जुलाई 2016 का अंतिम समय है।

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