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Amar Ujala ND 08/04/2015 P-13

आईआईटी दिल्ली के निदेशक के नियुक्ति की कवायद तेज

नई दिल्ली (ब्यूरो)। दिल्ली आईआईटी के नए निदेशक की नियुक्ति को लेकर मानव संसाधन विकास मंत्रालय में कवायद तेज हो गई है। मंत्रालय आईआईटी के निदेशक आर शेषगावकर का इस्तीफा मंजूर करने जा रहा है। लिहाजा, मंत्रालय नए निदेशक की नियुक्ति को लेकर जल्द ही आवेदकों के लिए इंटरव्यू की तारीख घोषित कर सकता है। अगले हफ्ते तक इसे लेकर मंत्रालय आदेश जारी करेगा। मंत्रालय ने तीन आईआईटी के निदेशक की नियुक्ति की प्रक्रिया को मूर्त रूप देने के बाद इस विवाद को भी दूर करने की कोशिश की है।

Can IITs make it to the top global league?

KALPANA PATHAK
Mumbai, 7 April

It's a problem that has been flagged from time to time. Back in 2011, Infosys Chief Mentor NR Narayana Murthy rued about the broad decline in the academic standards at IITs, or the Indian Institutes of Technology. Murthy lamented that the lack of focus on research was taking away IITs distinctive appeal and turning them into just another teaching institutions in the country. "We all know it is not the way to go about it," he said.

A year later, IITs failed to make it to the top 200 institutions in Quacquarelli Symonds World University Rankings that was released in September. Since then, IITs have been consistent in their absence from global ranking lists, with the most recent being the Times World University Reputation rankings.

What has changed, however, is IITs attitude towards this problem. Instead of being dismissive about their absence from ranking lists, they are now actively looking at remedies to make their presence felt on the world stage.

"As academicians, we have only believed in doing our work well and have never paid attention to making ourselves more visible. We have now realised that we need to create more visibility for our research and development initiatives and our research programmes," says an IIT director who was part of a committee set up by the Union ministry of human resource development to look into ways to boost IITs international ranking.

One problem coming in the way of IITs international glory is the number of citations of its research papers in peer reviewed journals. The more the number of citations, the better the chances of a higher academic ranking. The frequency of publication matters as it helps gauge the influence a research paper or an article has on the rest of the world. For IITs this has been a sore point.

"Going by the number of citations we generate, it is unlikely that any of the Indian institutions will figure in the top 100 in the next 10 years unless we change our strategy, mindset and focus," says M K Surappa, professor and director, Indian Institute of Technology Ropar (Punjab). Surappa, who presented a paper on IITs ranking to the President of India last year, says the gap on citations between Indian institutes and the global best like Massachusetts Institute of Technology is only growing wider. On an average, citations per publications for IITs and the Indian Institute of Science has grown from five to six earlier to eight now. In contrast average citations for MIT has increased from 22 to over 30 now. (See table)



RESEARCH MATTERS The IIT Kharagpur campus in West Bengal

TIMES RANKING OF INSTITUTIONS BASED ON CITATIONS

Institution	Number of citations	Average citations per publications
Cal Tech	131,925	32.98
Stanford	218,237	35.42
MIT	215,848	34.39
National University of Singapore	65,843	12.43
IIT Kanpur	74,145	9.37
IIT Kharagpur	60,642	6.96
IIT Delhi	58,418	7.42
IIT Bombay	39,908	6.35

"Impactful research papers will do the trick here. We are producing a large number of papers but not creating much impact. We need new ideas to be reflected in these papers," says Surappa. For better citation numbers, IITs should also look at promoting their work by participating in international conferences, says another IIT director who does not want to be named.

As things stand today, India does not have a single institution with enough research prowess to make it to global uni-

versity surveys. To Phil Baty, editor for the Times Higher Education Rankings, India's absence is a matter of concern, especially as all other BRIC nations have at least one university in the Times World University Reputation rankings.

Apart from boosting the number of citations, IITs also need to pay more attention to working with industry in order to take their research to the real world. Currently, not much is happening on this front. Creating a world-class infrastructure and research facility to attract foreign faculty and students is another aspect that requires attention.

A large part of IITs problem stems from the financial pressures it is facing. IITs raised their tuition fees from ₹50,000 for the full year to ₹90,000 last academic session. Still, that covers just a fourth of the ₹3.5 lakh that they spend on a student in a year. "We have a responsibility as public institutions. We cannot expect student fees to take care of the entire expense," says the IIT director mentioned above.

But it is not all gloom and doom for IITs. Despite over 40 per cent of its teaching posts lying vacant, they have one of the best faculty-student ratio at 1:15 in the country. Over the next five years, the ratio is expected to improve further as IITs are working on a plan to train more PhDs to make faculty shortage a thing of the past.

What emaciated higher education

Consistency in growth rate can be achieved only by resurrecting our universities

REPORTER'S NOTEBOOK

SIDHARTH MISHRA



Another academic year is all set to begin. The 'gushup' during the morning walks in parks these days is focused on the concern of the parents whose children are about to move from secondary level to the universities. The air is rife with speculation whether Delhi University would have a cut-off which could make it impossible for several bright and meritorious students to get an admission; there are also discussions on the possibility of finding credible educational avenues outside the national Capital or even abroad. "Why not, if one can afford it, why not," is the common refrain; which I wonder whether to welcome or to be worried about.

A few days back at a workshop of principals organised by the Academic Staff College of Jamia Millia Islamia, I ended up ruffling quite a few feathers when I tried to put forth the point that the academic monoliths under the government's patronage were facing a serious threat from the universities coming up in the private sector. I could see an instant closing of ranks under the tutelage of a top honcho of the University Grants Commission (UGC), who found me propounding something which they thought, was absolute blasphemy. It's another matter that a few days later a former chairman of the UGC Professor Hari Gautam came out with the report declaring the commission-where this gentle-

man was a long time secretary-as an utter failure. While there is a general consensus over the fact that the major universities in our country have degenerated over the years, there is a need to examine what has brought higher education under government patronage to a stage where a radical overhaul is being called for.

The setting-up of universities by the British from 1857 onwards, is denounced by a large section of scholars, though with superficial arguments, as being responsible for bringing an education system which trained clerks for the empire. However, many seasoned and respected social scientists do not agree with this line of thought. Sociologist Andre Beteille says these universities opened up new horizons both intellectually and institutionally.

Another celebrated historian Ramchandra Guha argues that while prejudices relating to caste and gender did not immediately disappear here (on the university campuses) but they came to be questioned and gradually the logic of British rule was also examined here. There is enough evidence on record that in the colonial period the Indian universities were not just promoted as centres of higher education but also those of research.

Another high point of the pre-Independence era was the effort of educationists like Sir Ashutosh Mukherjee and Madan Mohan Malviya to make these aforementioned universities a diverse social amalgam. If pragmatism and pluralism were hallmark of the pre-Independence era, post-1947 the campuses slowly got overtaken by parochial concerns. Even the once prestigious Delhi University has failed to escape from this scourge.

The other major challenge which



Representative Image

Another high point of the pre-Independence era was the efforts of educationists like Sir Ashutosh Mukherjee and Madan Mohan Malviya to make these aforementioned universities a diverse social amalgam. If pragmatism and pluralism were hallmark of the pre-Independence era, post-1947 the campuses slowly got overtaken by parochial concerns

was faced by the universities in the post-Independence period was the erosion of their research base with the creation of institutions like Council for Scientific and Industrial Research (CSIR) and similar establishments in the humanities and commerce streams of learning. The creation of parallel centres of higher education like the Indian Institutes of Technology (IITs) emaciated the universities both in the matter of human and financial resources. The university teaching levels further came to suffer from what Max Weber had deplored and warned against, with the professors trying to inculcate their belief and ideology in their students and discouraging critical free thinking in their pupils.

The maladies enumerated above left university campuses across the country weakened. A significant part of the blame can be apportioned to

various teacher movements, which produced, promoted and protected mediocrity. I know this would invite a fusillade of barbs but the fact remains that today chairs in several staff rooms of the Delhi university colleges are occupied by people who would fail an ordinary test in the very subject they claim to teach.

Last month when I visited a private university for a seminar in Noida, I was surprised to meet very bright and articulate students, who said that the academic drill on their campus was very hard and they had no time "for fun" all through the day. I am sure no Delhi University teacher can say the same for his or her college. Both the students and the teachers have all the time for fun. This has brought the traditional universities face to face with private universities in competing for the best and the brightest.

Courted with the challenges of the market and lack of employability of the pupil and with a caste system among the universities and colleges, have left campuses patronized by the government in a Catch-22 situation: whether to seek catharsis or continue with the status quo. The Hari Gautam committee report on functioning of the UGC states that the commission "failed to fulfil its mandate and was not able to deal with emerging diverse complexities."

It further adds, UGC is "plagued in the main by reductionism in its functioning." The report states, "It (UGC) has side-stepped its function of being a sentinel of excellence in education and embraced the relatively easier function of funding education." Down the line, the universities and colleges have imbibed these "qualities" of reducing themselves to be mere disbursing counters for teacher salaries. Attempts at ending absenteeism among teachers have been repeatedly stonewalled. Everybody from the UGC downwards knows that tutorial classes are not held in colleges but they still find mention in the timetables to create the requisite workload to justify salary for teachers. For the resurrection of Indian universities as centres of excellence, commitment and innovation; research has to find a place of primacy. Sustainability of the university system can be achieved by encouraging investment in terms of both human and financial resources, and also insure an effective system of monitoring progress. India can achieve a consistency in growth rate only by resurrecting its centres of higher education, which is not an impossible job.

(The author is president Centre for Reforms, Development & Justice and Consulting Editor, Millennium Post)

Differences with Smriti Irani, HRD ministry official shifted to rural development ministry

New Delhi: A senior officer in HRD ministry, who was shifted from technical education recently supposedly due to differences with Minister Smriti Irani, has been transferred to the Rural Development Ministry.



HRD Minister Smriti Irani

<http://www.tkbsen.in/2015/04/differences-with-smriti-irani-hrd-ministry-official-shifted-to-rural-development-ministry/>

Amarjeet Sinha, who served as an additional secretary in the HRD ministry, is a 1983-batch Bihar cadre IAS officer.

According to sources, Sinha and Irani were not on the same page on a number of issues, including crucial appointments in a number of institutions like the IITs.

He was divested from the IIT portfolio and given the little-known statistics department in the HRD ministry last month due to alleged differences within the ministry over the appointment process for the directors of three IITs.

The ministry had conducted the selection afresh on March 23 after scrapping the earlier process.

Sinha is not the only one to have been moved out of the ministry in recent months.

As many as five senior officers have left the Ministry lately, the most recent being Radha Chauhan (joint secretary), who joined the Unique Identification Authority of India last week.

Besides, senior officers Veena Ish, Jagmohan Raju and Praveen Prakash have been moved out of the ministry over the last couple of months.

IIT HRD clears names of 3 IIT directors?

<http://www.financialexpress.com/article/industry/jobs/iit-hrd-clears-names-of-3-iit-directors/61276/>

Names of Rajeev Sekhar, Sarit Kumar Das and Pushpak Bhattacharyya are understood to have been cleared by the HRD Ministry as the new directors of IITs in Ropar, Bhubaneswar and Patna respectively.

The Ministry, which held a marathon round of day-long selection process on March 22 and interviewed 36 IIT faculties for the three posts, zeroed on these three names, sources said.

Chairman of IIT Bombay's board of governors, Anil Kakodar had skipped the meeting of the selection panel days after he had stirred a controversy by resigning from his post, unhappy over the selection process, though he later withdrew it.

The interview on March 22 was called afresh after the Ministry had quashed an earlier selection process to appoint the new directors for the three IITs.

In case of IIT-Ropar, the names of Manoj Dutta of IIT- Delhi and Rajiv Sekhar of IIT-Kanpur was also doing rounds but sources said Sekhar's name was recommended.

Bhattacharyya is a professor of computer science and engineering at IIT-Bombay and Das is a professor of mechanical engineering in IIT-Madras. Sekhar is from IIT Jodhpur.

Meanwhile, sources said the Ministry is expected to finalise its stand soon on the director of IIT Delhi, R Shevgaonkar, whose resignation is yet to be accepted.

Shevgaonkar had resigned on December 22 amid controversy, seeking to be relieved by the first week of January. He has now served his mandatory notice of three months.

His resignation had stirred a controversy with more than two years of his tenure left as reports suggested that he was under pressure from the Ministry.

IIT Jodhpur students block institute's entrances; bring work to standstill

<http://economictimes.indiatimes.com/news/politics-and-nation/iit-jodhpur-students-block-institutes-entrances-bring-work-to-standstill/articleshow/46841338.cms>

JODHPUR: Students of IIT Jodhpur, who have been boycotting their classes for past one week demanding removal of Director C V R Murti, today brought academic and administrative work to a standstill by blocking all the entrances of the institute.

"We made human barriers at all the entrances of the institute to stop both academic and administrative staff from entering the premises," said one of the protesting students.

Following this, the Director sent a letter to the students asking them to call off their agitation and not to block the administrative functioning of the institute.

The students have been demanding the removal of Murti after the institute sacked one of its faculty members Ganesh Bagler.

Bagler, who was working on probation, had moved the court to protest against his termination from the institute.

According to IIT spokesperson Amar Deep Sharma, Bagler's services have been found to be unsatisfactory by a review committee following which he was terminated with effect from April 9.

Some of the faculty members, who have been supporting the agitation of the students, yesterday met Jodhpur MP Gajendra Singh Shekhawat to bring the issue to his notice.

The MP said that he would discuss the matter with the students and faculty members before taking it up with the Union HRD ministry on Thursday and would make sure that the issue is resolved as soon as possible.

IIT-Jodhpur students bury 'peace of mind' in mock funeral, urge director to quit

<http://scroll.in/article/718653/IIT-Jodhpur-students-bury-%27peace-of-mind%27-in-mock-funeral,-urge-director-to-quit>

The director CVR Murthy has come into question for terminating teachers, closing research facilities and his 'dictatorial' code of conduct.

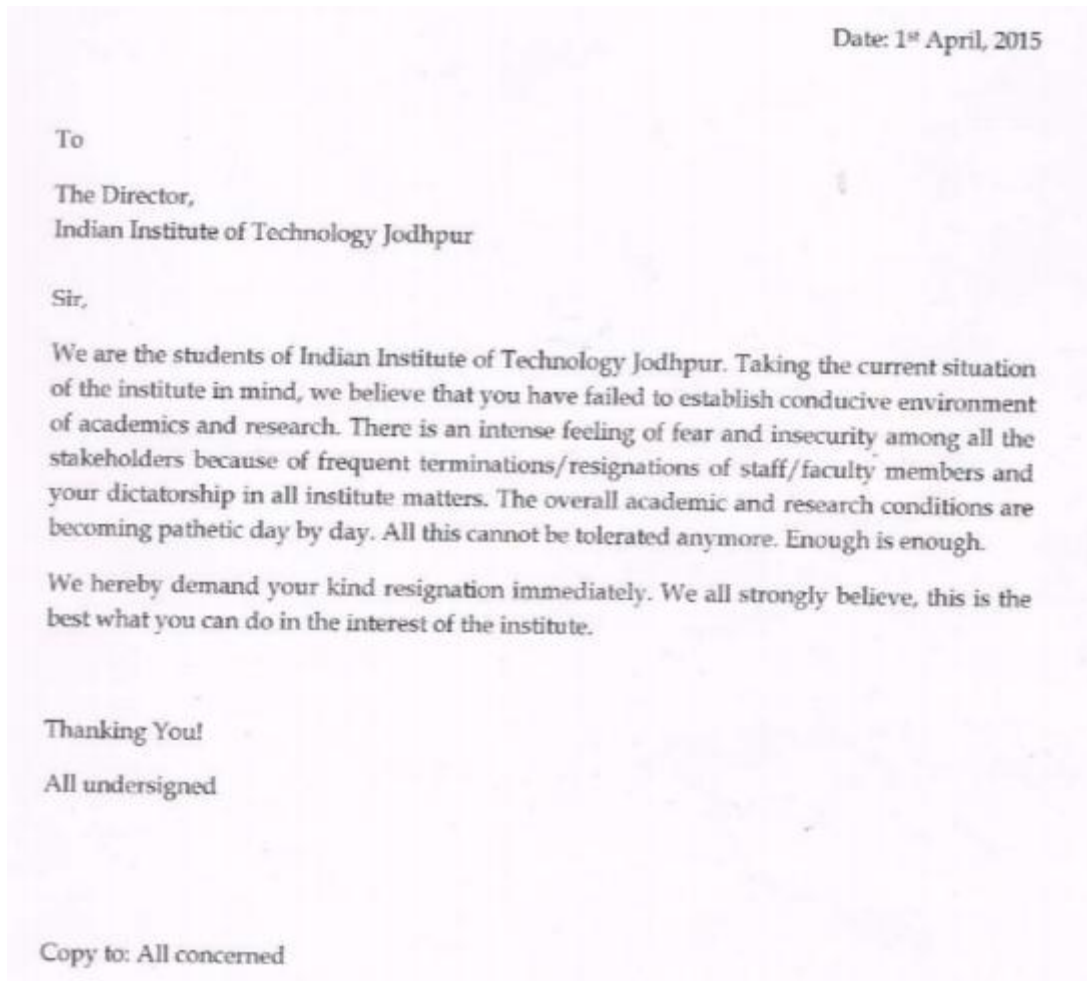


Photo Credit: iitjrevealed/Quora

On April 1, an [anonymous blog](#) sprung up on the question-answer website Quora that seemed to confirm the rumours about the troubles brewing at the Indian Institute of Technology in Jodhpur. As posts started coming in, the anger among student against their "dictator director" who is facing a tough time in office due to resistance against his orders, be it termination of teachers or a questionable code of conduct, was clear.

On Sunday, the institute woke up to an unusually frenzied weekend morning. Students could be seen roaming around in groups getting the logistics right before they finally erected a tombstone in the middle of the campus for what was

going to be a mock funeral. Students, who had been agitating against the director CVR Murthy since January, sat in silence as they buried “peace of mind” in their attempt to send him another scathing message.



The demand letter that students sent with over 200 signatures

"It is the peace of our mind, which has been snatched away from us and to mark this, we have organised a mock funeral of peace and mind," a student [told PTI](#).

Code of Conduct

The agitation in the institute against the director has been going on for months now but only gained momentum in January when a new "code of conduct" issued. The code put many restrictions on the students, such as barring them from speaking to the media about the institute. This led to an instant backlash from the students, who said the directives were "dictatorial" and even "unconstitutional".

The code also bars them from writing anything controversial about the institute on any forum, associating directly or indirectly with a political outfit and even prohibits them from writing anything of political nature for any publication.

"This code of conduct is one of the worst things that could happen in an IIT where students are expected to rise and shine," said Deepshi Garg, a student of engineering at the institute. "We have been barred from speaking about the institute completely and this is a big question on freedom of speech and even constitutional applicability of this unlawful order."

Another student explained that even the teachers are united in the protest against the director. “He has done more harm than imaginable to the institution that once stood for quality,” the student said, adding that several staff had been sacked in recent months. “The code of conduct is the final nail in the coffin for him.”

Disappearing faculty

Students alleged that nine faculty members have been terminated in the past year, and eight others have resigned. “His attitude resembles that of a dictator,” said one student. “The teachers were terminated for vague reasons, citing internal committee reports which have never been made public. Even after filing a Right To Information application, we couldn’t access those reports.”

A group of protesters said in an email message that the faculty shortage is one of the problems that the agitation aims to highlight. As against the requirement of more than 90, there are only 43 teachers present at the moment, the students said. Blaming the director, their email message said, “Due to his dictatorial mindset, which is intolerant of any criticism, faculty attrition has increased like never before. Most of them [faculty members] complained about internal politics, lack of freedom to work, and harassment by the director as the reasons for leaving.”

Lab lockdown

Students have also spoken against the shuttering of research and entrepreneurship facilities at the institute. “For reasons we still cannot understand, he’s shut down every single research and entrepreneurship facility,” [wrote](#) Samrat Oberoi, a student from the institute in a blog post. “He shut down the NI [National Instruments] Lab and the SoC [System-of-Chip] Labs, and also closed the IIC [Innovation and Incubation Centre], inaugurated by the President of India. This means tremendous amounts of national funds and manpower are wasted,” the post further said.

The lack of teachers and facilities has left research and doctoral students in the lurch. “It’s now or never for this IIT,” said a student pursuing research. “He has always divided students and ruled but now every one is finally united against him.”

Following termination of another professor Ganesh Bagler on 29 March 2015, protests took a serious turn as the students approached the Ministry of Human Resources and Development to terminate the director along with a petition signed by 770 students.

The director did not respond to an email requesting a response, but he has previously dismissed these allegations. “After completing a year’s probation, a committee reviews standards of faculty members and takes a call on retention or termination,” Murthy was [quoted](#) in the *Times of India* as saying.

घेराव के डर से दफ्तर नहीं पहुंचे आईआईटी निदेशक

जोधपुर

<http://rajasthanpatrika.patrika.com/story/rajasthan/fear-of-siege-the-iit-director-not-reached-office-972441.html>

भारतीय प्रौद्योगिकी संस्थान (आईआईटी) के निदेशक प्रो. सीवीआर मूर्ति सोमवार को छात्रों और शिक्षकों के घेराव के डर से दफ्तर ही नहीं आए।

आईआईटी के प्रशासनिक खण्ड में छात्रों के साथ शिक्षक भी धरने पर बैठे, लेकिन प्रो. मूर्ति शाम तक आईआईटी नहीं पहुंचे। निदेशक के नहीं आने पर आधे कर्मचारी भी घर चले गए।

उधर, आईआईटी में कार्यरत जीव विज्ञान शिक्षक गणेश बाघलेर, जिनके निष्कासन के बाद छात्रों ने यह आंदोलन शुरू किया था, को वापस लेने की शिक्षकों की अपील को निदेशक प्रो. मूर्ति व बोर्ड ऑफ गवर्नर्स ने नामंजूर कर दिया।

निष्कासन के बाद अस्पताल में भर्ती बाघलेर को अब अपने गृह नगर महाराष्ट्र लौटना पड़ेगा। छात्रों व शिक्षकों का कहना है कि वे बुधवार को भी निदेशक प्रो. मूर्ति का घेराव करेंगे।

आईआईटी के छात्र-छात्राएं अपने शिक्षकों के साथ सोमवार सुबह 8.30 बजे प्रशासनिक खण्ड के बाहर बैठ गए। छात्र और शिक्षक निदेशक प्रो. मूर्ति का इंतजार करते रहे, लेकिन वे नहीं आए।

छात्र प्रो. मूर्ति को हटाने की मांग को लेकर करीब एक पखवाड़े से आंदोलन कर रहे हैं। उनका आंदोलन आईआईटी में प्रोबेशन पर कार्यरत बाघलेर के निष्कासन के बाद शुरू हुआ है।

छात्रों का आरोप है कि निदेशक प्रो. मूर्ति पिछले कुछ समय से एक दर्जन शिक्षकों को बगैर किसी ठोस कारणों के निष्कासित कर चुके हैं और उनका कामकाज का रवैया भी खराब है। वे प्रो. मूर्ति को हटाने की मांग कर रहे हैं।

Decoding smart cities through online education



ONLINE LEARNING

Ankit Khandelwal

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We often hear of the term smart cities. But what does it actually mean? Does it mean creating new cities or just supplementing existing infrastructure with modern information technology?

The government's recent announcement to create 100 smart cities in the future has only added to the excitement. How can you be part of this? Online education has got all the answers. Here is a list of free online courses that will help you understand this new phenomenon.

INTRODUCTION TO METRICS SMART CITIES (BY IEEE)

If you know a bit about a city, then this course will tell you that smart city is indeed an interdisciplinary subject that addresses different needs of a particular city. Starting April 23, this course tackles different areas: urbanisation, education, transportation and some other key areas, indicating how to establish key performance indicators necessary to measure a smart city. At the end of this course, you will be able to measure how smart your city is. You can also learn how it can be

made smarter. Log on <https://www.edx.org/course-search> to register for this course.

TECHNICITY (BY OHIO STATE UNIVERSITY)

This course is on offer from March to April and will examine how our cities are evolving. It will look into how technology is being used to engage with the public at large to support decision-making and the creative ways in which people are using technology to improve their cities.

You will get to engage with a topic you are most interested in to create a project in your own city. Find out more at: <https://www.coursera.org/course/techcity>

FUTURE CITIES (BY ETH ZURICH)

Starting from the first week of April, this course looks at urbanisation issues. Through this course, you will be able to understand, shape, plan, design, build and manage continuously adapting cities and cope with a more resilient world. You can even earn an honorary code certificate on successful completion. Log on to <https://www.edx.org/course-search> to register for this course.

So what you are waiting for? Enrol in these courses and start creating your own smart city.

The author has designed own International MBA by taking around 50 MOOC over a period of two years. He shares his journey at www.ankitkhandelwal.in

Now, IIT-K students to teach school teachers

Hindustan Times (Lucknow)

AS PART OF THEIR INITIATIVE, THEY WOULD NOT ONLY TEACH STUDENTS, BUT ALSO IMPART TRAINING TO SCHOOL TEACHERS

Students of the Indian Institute of Technology (IIT-K) have decided to contribute their bit in improving the academic standards of government primary schools. As part of their initiative, they would not only teach students, but also impart training to school teachers.

A group of students have joined hands with an NGO Akshay Patra Sanstha (APS) to impart training to school teachers. The first such training started on Tuesday and would conclude on Wednesday.

One of the M Tech students of IIT-K Anshik Gangwar, who is also associated with APS, said in the first phase teachers of about 25 primary schools were selected for the training programme.

In case the experiment proved successful more schools would be covered under the programme, he said. The teachers of schools situated in Govind Nagar, Barra, Kidwai Nagar and Kalyanpur were given training at a school under Kalyanpur block.

They were given tips of adopting easy and attractive methods of teaching for subjects like mathematics, science, English, Hindi and computer science, which were mostly not liked by the children.

Teachers were told about interesting models which could be used for teaching boring or difficult subjects.

He said that a 21-member team of IIT-K students, led by senior professor Dr HC Verma, prepared subject lectures in the simplest and most attractive form for the students.

A kit of these simple lectures was given to teachers which would help them to promote the practice of learning by playing, he said.

Teachers were also advised to make their students learn by applying drawing or through pictorial methods. They were told about the 132 activities through which students of Class 6 to 8 could be taught in the most effective manner.

‘Japan wants to attract Indian students’

Hindustan Times (Delhi)

Takeshi Yagi, the Japanese ambassador to India, discussed the possibility of boosting collaborations with Indian institutions and invitational programmes for Indian students wanting to study in Japan at the IndiaJapan Education Summit. Excerpts: Are there any new policies that the Ministry of Education, Culture, Sports, Science and Government (MEXT) has devised for Indian students?

MEXT has designated The University of Tokyo India office as ‘Coordinator in India for Higher Education in Japan’. MEXT has also designated four universities, such as the University of Tokyo (UTokyo), Nagaoka University of Technology, Japan Advanced Institute of Science and Technology and Ritsumeikan University, as representatives of the Re-Inventing Japan project, especially for India. Though there are no direct policies for students, these attempts will make Japanese universities more familiar with Indian students. Tell us about the

Coordinator of Study in Japan project (India). Its task is mainly to deliver the information about Japanese higher education to Indian students, teachers and parents; build a good relationship between them and to gather information about Indian situation of education. Are Japanese universities collaborating with

Indian universities? UTokyo has collaborated with IIT



Kharagpur in the field of railways. RITS signed an MoU with IIT Hyderabad to promote educational and academic exchange. Nihon University sends students to Goa University every year. We also have a student exchange programme with Delhi University. Have Japanese universities announced initiatives to attract more Indian students? Recently, many Japanese universities have started offering the English medium course recognising the fact that one of the biggest barriers for Indian students to study in Japan is language. The Japan Science and Technology Agency (JST), working closely with MEXT, has launched a new short-term invitational programme for Indians up to 40 years of age. The Sakura Science Exchange Programme in Science will invite some 300 Indian university students and young professors to Japan for up to three weeks in 2015-16 with the necessary costs borne by JST. All the applications should be submitted by a Japanese host institute. Details at ssp.jst.go.jp/EN/index.html.