Newspaper Clips
March 27-28, 2016

March 28

IITP to host international conference on 5G
http://paper.hindustantimes.com/epaper/viewer.aspx#

The IITPatna will organise the first international symposium on 5G between March 29 and 31. Union minister of communications and information technology Ravi Shankar Prasad will inaugurate the event. IT and education minister, Bihar, Ashok Choudhary will grace it on March 30.

Water and energy interlinked; scarcity of one affects the other, says IIT(M) Professor
http://timesofindia.indiatimes.com/city/madurai/Water-and-energy-interlinked-scarcity-of-one-affects-the-other-says-IITM-Professor/articleshow/51578316.cms

Madurai: 'Water and energy are closely interlinked and there should be more research on this aspect," said S Mohan, professor, environmental and water resources engineering division, department of civil engineering, Indian Institute of Technology-Madras. He was addressing a session organised by the Indian Water Works Association-Madurai chapter at the Institution of Engineers, Madurai, on Friday as part of the World Water Day celebrations.

Explaining the link between water and energy, Mohan pointed out that water is involved in energy production. Thermal power consumes a lot of water to generate steam as well as coolants in thermal power plants. Unfortunately, out of total installed capacity of 261006 MW, thermal plants contribute to 1,82,666 MW followed by hydro power at 40,867 MW and nuclear power at 5,780 MW; the rest is through non-conventional sources like wind and solar.

Water is required in power plants for producing steam and it acts as a coolant. Similarly, energy is required to draw water and transport and distribute it. Energy is also crucial in recycling and treatment of water. "Both are closely interlinked for, scarcity of one puts pressure on the other," he said.

The relationship between water and energy is straining due to various reasons including global climate change. Even in river-interlinking projects this water- energy link is going to play a crucial role. The country cannot manage the amount of energy required to link rivers like Ganga and Cauvery. "It requires enormous energy, which is the reason we advocate linking of rivers within basins or adjacent basins," he said. Mohan stressed the need to carry out more research into the link between water and energy and suggested tapping Himalayan rivers to produce hydro-energy. At present there is a proposal to install

40,000 MW power generation project in this regard. He also touched upon virtual water and the trade related to it.

The professor spoke about green jobs that are involved in preserving the resources and building green economy. Green jobs should be promoted and encouraged with incentives. Trades like electrician, plumbers, construction workers and others involved in erecting green buildings or in green jobs should be paid more, he added.

Punjabi varsity makes software to check plagiarism in research

http://paper.hindustantimes.com/epaper/viewer.aspx#

PATIALA: Punjabi University, Patiala, has developed a software to check plagiarism in research being conducted by university scholars in any language. Usually, universities have software to check plagiarism in English language only. Dean, research, of the university, Dr Gurnam Singh, said that following the orders of vice-chancellor, Dr Jaspal Singh, the university developed the Unicode system and was already using it for checking plagiarism in Punjabi and Hindi languages besides English. This will give a boost to the standardisation and authentic development of Punjabi for the promotion of which the university was primarily established, he added. This has been done to meet the standards and norms fixed by the University Grants Commission (UGC) to check the copypaste or cutpaste methods adopted by certain PhD scholars while completing their studies. To meet the requirements of the MoU, signed between the university and the UGC , it will be possible to check plagiarism through the Urkund portal while submitting synopses, presubmission seminars and final theses by scholars. It will be necessary for the students to submit theses in Unicode fonts in Punjabi and Hindi after April 1, said Gurnam Singh. Additional dean of research Rakesh Mohan Sharma said only the matter typed in standard fonts will be put on the website 'Shodganga' which will be available to any researcher.

Universities must focus on research, says UGC secretary

http://paper.hindustantimes.com/epaper/viewer.aspx#

478 GRADUATES AND POSTGRADUATES GET DEGREES DURING FIRST CONVOCATION OF SRI GURU GRANTH SAHIB WORLD UNIVERSITY

PATIALA: University Grants Commission (UGC) secretary Dr Jaspal Singh Sandhu said here on Saturday that universities must give impetus to research work and innovations as research holds the key in the field of academics and can change the contour of the education system and propel the country towards development. Students in a jubilant mood after the first annual convocation at Sri Guru Granth Sahib World University in Fatehgarh Sahib on Saturday. Dr Sandhu was speaking at the first convocation of Sri Guru Granth Sahib World University at Fatehgarh Sahib. Lauding the university for quality research and bagging several research projects from the department of science and technology, the UGC and other research funding agencies, Dr Sandhu said that the aim of the UGC was to promote research to enable academicians to innovations which can contribute to development of the state and the country. Dr Sandhu said most private universities didn't promote research as their focus remained on covering the curriculum only. The present time is for making innovations, he said, while citing examples of various

international universities, which has made their mark in research and contributed to economies of their respective countries. Former army chief and General (retd) Bikram Singh, who was confer red honorary degree of Doctor of Science (honoris causa), asked the students to use knowledge for betterment of the country and society. He asked youngsters to fix their ambitions and plan accordingly to meet them. Hard work, honesty and humility are the key to success, he said, asking students to adopt time management skills. As many as 478 students from different graduate and postgraduate streams were awarded degrees during the convocation. Ten students were honoured with medals for their outstanding academic record. Former IFS officer Bhagwant Singh Dalawari was also conferred honorary degree of Doctor of Literature. President of the Shiromani Gurdwara Parbandhak Committee (SGPC) Jathedar Avtar Singh Makkar, who is chancellor of the university, highlighted the plans to make the university one of the leading universities at the international level. Vicechancellor Dr Gurmohan Singh Walia dwelt on major achievements and activities of the university.

IISER director appointed editor of new ACS journal

http://timesofindia.indiatimes.com/city/pune/IISER-director-appointed-editor-of-new-ACS-journal/articleshow/51577751.cms

Pune: K N Ganesh, the director of the Indian Institute of Science Education and Research (IISER), Pune, has been appointed as chief editor of the American Chemical Society's (ACS) new multidisciplinary chemistry journal ACS Omega.

A statement issued by IISER, Pune, said this is probably the first time that an Indian scientist has been given this honour.

The statement added that in addition to Ganesh, the editorial team will include Cornelia Bohne (University of Victoria, Canada), Luis Liz-Marzan (Centro de Investigacion Cooperativa en Biomateriales, Spain) and Deqing Zhang (Institute of Chemistry, Chinese Academy of Sciences). The four editors have authored an aggregate of more than 850 peer-reviewed research articles, book chapters and patents.

Ganesh said, "There is a great need for the creation of a suitable publication platform that documents the data-rich research that all too often goes undocumented in a form that is accessible to the larger research community. I am happy to be a part of a journal created by the premier chemical society of the world that will capture such data and will no doubt contribute to advancing research on a global scale."

The journal will begin publication in mid-2016. The four chief editors will constitute an editorial board of researchers with diverse expertise and backgrounds from chemistry, chemical engineering and allied interdisciplinary scientific fields.

IISc study calls for caution in reclaiming closed landfills

http://m.dailyhunt.in/news/india/english/deccan-herald-epaper-deccan/iisc-study-calls-for-caution-in-reclaiming-closed-landfills-newsid-51354201

While the City may be expanding at a rapid rate, scientists at the Indian Institute of Science (IISc) have warned that any attempt to try and reclaim land for development from former landfills will have to be done carefully as they pose a threat to the environment as well as human health.

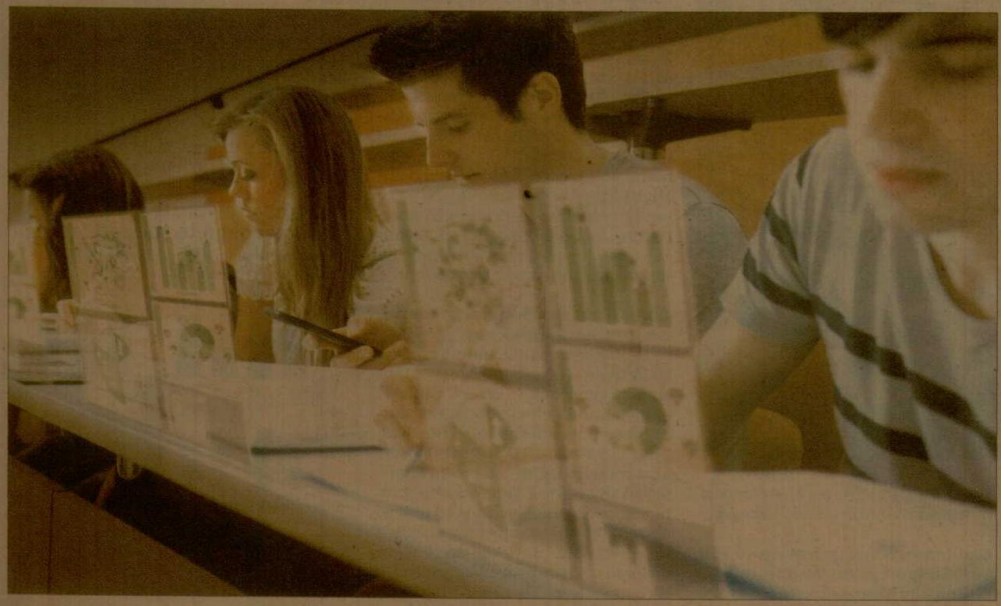
The researchers from the institute conducted a study on leachate, the contaminated liquid that drains through the bottom of the solid waste disposal facilities such as landfills. The study aimed at understanding the effect of ageing on the characteristics of leachate. The team selected a landfill located at Gundlahalli village in Doddaballapur. "We collected leachates from two different parts of the site. Sample one was from the location with old waste and sample two from the location with relatively recent waste," said B P Naveen, lead author of the study and a PhD scholar at the Department of Civil Engineering.The samples were analysed to test the physico-chemical characteristics. The LPI (Leachate Pollution Index) of both samples was then calculated. The LPI is an ascending order scale index used to represent the overall leachate contamination potential of a municipal solid waste landfill. "This analysis helped us in understanding the age of the waste. We found that the sample one was more than 10 years old and sample two was about four to five years old," Naveen said. Analysis showed that the leachate from fresh waste was a bigger pollution threat compared to that from old waste. It also indicated that ageing has little effect on reducing the harmfulness of the leachate, said Naveen. While landfills, once stabilised, it is usually reclaimed or reused as a disposal facility or for other purposes. "The rising cost of land, especially in urban areas, has made it necessary to reuse existing or abandoned landfills. Thus, any attempt to reclaim land for development should understand the characterisation of waste with their physical and geo-technical properties along with their chemical composition," said Naveen, emphasising the importance of this study. "Leachate may percolate through subsoil causing pollution to ground water and surface water resources. Our future study will focus on understanding these relationships," Naveen said.

Financial Express ND 28/03/2016 P-12

Can technology reshape the future of education?

The cloud is emerging as a new delivery model and a platform of choice for a number of educational institutions

UDAI SINGH



This is the age of technology disruption, where digital is the way to go. The world, as we have known, has transformed in just under a decade, growing and evolving on the wings of revolutionary digital innovations that are now visible everywhere.

The extreme connectedness, ease-of-technology access and availability of all we need and want at the press of a few keys have made new technology—including mobility, cloud, analytics and social—a 'must have' in virtually every area of life. From healthcare to governance to manufacturing to education, there is no domain that is not being powered by technology. Education is one area where new technology will have the greatest transformational impact.

For a country such as India that is facing gargantuan problems in the educational sphere, technology can certainly serve as a panacea.

India's schools and higher education system are under great pressure. Lack of infrastructure, poor quality of teaching, teacher absenteeism, high dropout rates of students and a host of other challenges have prevented the country from achieving its goal of 100% literacy.

Technology can reverse this situation and play an important role in making education a key pillar of national development. Education can serve as the tool that will help India convert its currently uneducated youth into employable, job-ready resources that can help the country leverage its much talked about demographic dividend.

India, which will have 47 million people in the working age group by 2025, will only be able to put this high potential manpower to use if the country can educate and train it in the right manner.

Here's where technology can step in. Our education system, especially private sector institutions, has already embraced state-of-the-art methodologies to deliver premier education that conforms to highest global standards. In such schools, whiteboards have replaced blackboards, and tablet computers, projectors, digital cameras and online games have made an appearance.

This trend, of course, has to become widespread. In 2016, therefore, we can expect to see a significant churn in the education vertical—a change that is led by technology innovation.

We are sure to see technology, especially e-learning, making a real difference to the school education system sooner rather than later. This will allow high quality education material to reach remote locations, thereby enabling teachers to expand their reach. As a result, the overall efficiency of the education system is expected to improve. With the introduction of technology in the classroom, students are likely to take more interest in the curriculum and unleash their creativity. Technology will also bring the fun back into learning. The new academic year will certainly be a showcase of many out-of-the-box ideas that deliver 'student delight'.

We also expect to see greater deployment of the cloud to deliver learning flexibly and conveniently to users. As it has become more secure, the cloud has emerged as a new delivery model and a platform of choice for institutions including colleges, schools and universities. These citadels of learning are expanding their footprint across India (some even across the world), and reaching the unreached without making heavy financial investments. They are leveraging the infrastructure provided by service providers to host their programmes and make available online courses 'off-the-cloud'.

Others, meanwhile, are setting up their own campuses in the cloud, as a pathway to higher growth. Over the course of the year, we are likely to see more cloud campuses appearing on the landscape and high-quality education being accessed by a large number of learners, on a 'pay-per-use' basis.

Research has shown that social media platforms, when integrated with student programmes, can boost student participation and reduce dropout rates. Also, collaborative learning will soon go mainstream. It will be fuelled by portals such as Moodle, which enables students to share notes and course content, upload assignments, and chat with peers and teachers

Another trend that is expected to gain momentum is the delivery of video over the cloud—a model that several countries in Africa are successfully deploying to train teachers and make faculty world-class cost-effectively.

With mobility proliferating in India, another platform for providing learning, going forward, will be the smartphone/tablet. Educational institutions will be looking to link their teachers and learners over the mobile platform and use it to offer content, tools, data and services.

Finally, social media will be the other big game-changer in the emerging educational landscape. Increasingly, educational institutions are using their social media sites to communicate with their learners, connect them to faculty, create discussion and feedback platforms, share content, and scale their learning experience. Recent research has shown that social media platforms, when integrated with student programmes, can boost student participation and reduce dropout rates (source: BBC Active).

Further, we can expect collaborative learning to go mainstream. This trend, fuelled by portals such as Moodle—which enables students to share notes and course content, upload assignments, and chat with peers and teachers—will become more visible.

We can also expect to see more and more educational institutions integrate with and leverage social media apps such as Twitter, Facebook and LinkedIn to offer content to learners.

It is becoming increasingly apparent that technology will be the tool that will draw India's educational system into the 21st century, making it a powerful driver of the country's economy.

The author is chief strategy officer, NIIT Ltd

Financial Express ND 28/03/2016 P-12

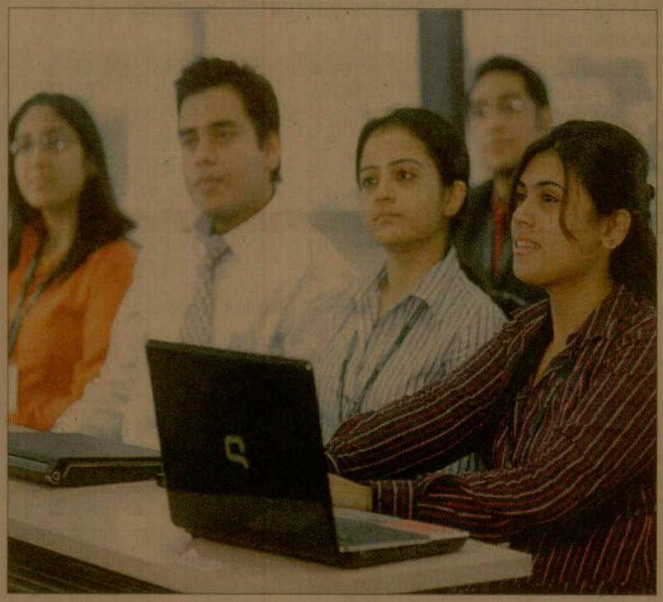
The role of Ed-techs in bridging educational gap

PIYUSH AGRAWAL

It is unfortunate that the Indian higher education system, by and large, has been stagnant for a while. Over the years, we have seen that there is more focus on attracting talented students and retaining good faculty, rather than driving research and publications.

We are all aware that 'education' is a key enabler for socioeconomic growth, whilst nurturing the youth who could reshape the future of our country. With more than 20 million students enrolled every year, the Indian higher education system is the third largest, after the US and China, in terms of sheer numbers. According to a recent EY report, this number is expected to rise to 140 million by 2030, which could easily make it the largest pool in the world. Today, higher education forms nearly 60% of the sector, and is poised for an average growth of 18% CAGR until 2021. However, the gross enrolment ratio (GER) in higher education is around 20%, with only 24 million students enrolled in higher education, of the potential 120 million, way below the global average of 26% GER. To meet the rising demand, there are more than 33,000 colleges and 600 universities in the country. But is this enough?

The main challenges that plague our higher education system include access, parity and merit. Meeting these challenges is possible with the help of technology. While infrastructural constraints and delivery issues prevail, the dependence on technology for imparting education will continue to grow, thereby attracting increased investments in the sector. There have been several advancements in this area (including the MOOCs) that have disrupted the way education is delivered, creating a new gold-class industry sector called Educational Technology or Ed-tech.



We have to focus on improving the gross enrolment ratio (GER) in higher education, which is only around 20%

Technology-enabled learning provides several advantages. These could be in the form of integrated approach of learning in universities or simply as standalone knowledge modules to enhance or substitute the learning that happens in higher educational institutes. The uniqueness lies in providing the learner an opportunity to access study material anytime, anywhere, on any connected device or platform. Online platforms provide access to quality education from top educators to millions of deserving students in the remotest of regions. Ed-tech is instrumental in addressing the demand-supply gap for quality education.

Interestingly, the gradual transformation of the industry from the conventional brick-and-mortar model to digital education has led to significant changes. Although online learning in India stands at less than $1 billion, it is growing at a healthy CAGR of 40%. Further, the emphasis on Digital India has given impetus to Ed-tech and is expected to have a positive impact on the education sector, creating a platform for aspiring students to pursue their education and enhance their career prospects. Functioning as a support system to higher education in the country, e-learning offers an array of unique benefits, such as cost-convenience, customised pace of progress, anytime-anywhere access, benchmarked quality of course material, unrestricted access to faculty, availability of online mentors, among others.

While low-cost, flexibility and quality education are major motivations for many students, others cite the ability to pursue and imbibe specific skills online as an advantage. In this digital era, with educational applications and websites available to us at the click of a button, the growth of higher education through technology is a promising one, having a positive impact on the academic and career dreams of students from any part of the country.

The author is CEO & Founder, SuperProfs, the online platform for exam preparation

Times Of India ND 28/03/2016 Education Times P-05

MBA or PGDM?

By JK Goyal

Many students who wish to study a postgraduate programme in management get confused when some institutions offer them a postgraduate diploma while others promise an MBA degree. They fail to distinguish between the two. The situation becomes more complicated when many institutes offering PG diplomas say that the qualification is equivalent to an MBA degree. It is not clear what they mean by the term 'equivalent'. Students and their parents, therefore, face the difficulty of choosing between a diploma and a degree. Let's try to clear the confusion.

In the statutory set-up of India's higher education system, a degree can be awarded only by a university recognised by the University Grants Commission. There are four types of universities in India -- central, state, deemed and private self-financing universities. A number of universities have the authority to affiliate colleges/institutes. Students studying in these affiliated institutes are awarded degrees by the affiliating university. In the field of management education in the country, Indian Institutes of Management (IIMs), do not have university status to date. Therefore, they cannot award MBA degrees. They offer postgraduate diplomas.

The regulator of technical education in India, All India Council for Technical Education (AICTE), had given its approval to many institutions from 1990 onwards. Such an institute could offer a postgraduate diploma in management without university affiliation. These autonomous institutes also, therefore, did not award degrees. This is the case as far as the statutory difference between a degree and diploma is concerned.

>> OTHER FACTORS

Let us now address the next issue. In practice, as far as corporate employers are concerned, they are least concerned whether a student holds a diploma or a degree. Often, parents prefer a degree more than a diploma. This may be particularly so in the case of subjects such as economics and English.

The issue has also been addressed by many institutes offering diplomas. In India, the Association of Indian Universities (AIU), which has the power to grant equivalence status to any diploma or degree awarded by any institute outside the Indian university system. Some AICTE-approved autonomous institutes have obtained the MBA equivalence status for their PGDM programme. A diploma without an MBA equivalence status does not allow a student to pursue a career in teaching or enrol on a PhD programme. A Master's degree is a must for these options. However, in the case of institutes which offer diplomas awarded equivalence to an MBA degree, students completing the programme are eligible for teaching posts and PhD enrolment. Since an MBA degree is awarded by a university, its fee structure is regulated by the state. And in most cases, the fee is much lower than what AICTE-approved autonomous institutes charge for postgraduate programmes. So, for students whose objective is just to acquire a PG qualification in management, an MBA degree is a cheaper option than a diploma. However, barring a few instances, autonomous institutes offering the PGDM attempt to score on the placement record.

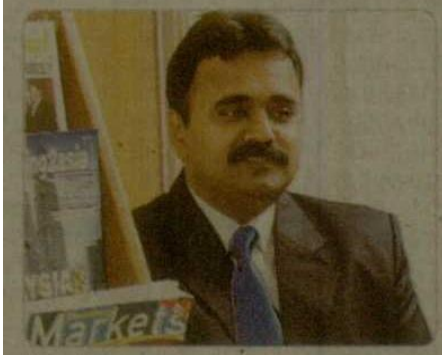
The student should, therefore, take a decision depending on his/her personal circumstances, purpose and fee structure of the various options available to him/her.

– The author is director of Jagan Institute of Management Studies (JIMS), Rohini, Delhi, an AICTE-approved institute set up in 1993 and granted equivalence to an MBA degree by AIU since 2004. For more details, contact at 011-45184000/01/02 or visit www.jimsindia.org *or email the director at* jkgoyal@jimsindia.org *or* jims@vsnl.com

Times Of India ND 28/03/2016 Education Times P-05

Distance MBA

R Prasad, director, academics, The Institute of Chartered Financial Analysts of India, on the MBA programme offered at the institute



R Prasad

What does the MBA programme at ICFAI focus on?

The distance learning Master of Business Administration (MBA) programme offered by ICFAI is designed for working professionals.

Spread over four semesters with five subjects in each semester, the two-year course is open to graduates from across disciplines.

Students pursuing the course are provided self-learning material (SLM) which is internally developed by faculty members and updated periodically to ensure its relevance in the Indian context with feedback from students.

To evaluate learner progress, examinations are conducted four times a year in the months of January, April, July and October through the computer-based test (CBT) model.

Apart from the SLM, does the institute provide any other learning aids to students?

The programme adopts a learner centric approach through the Hub and Spoke model that provides the scaffolding for further learning. The SLM, which provides the base material covering the curriculum for the programme is the hub and learning aids such as the practices, experiences and perspectives (PEP notes), workbooks, bullet notes and case studies are the spokes of the learning process. The spokes are designed to serve as quick five-minute references for students.

PEP notes involve model questions to help students prepare for their examination. Workbooks help in absorption of learning through questions based on real-life incidences. Bullet notes introduce important concepts of each unit/lesson through flow charts and summaries. Case studies illustrate concepts through real-world occurrences in a documented form.

These learning tools help learners integrate their or other workplace experiences with the management concepts and frameworks elaborated in the SLM.

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March 27

Dainik Jagran ND 27/03/2016 P-10

उपलब्धि : किट से जांच करने का पूरा खर्च मात्र 50 रुपये, रिपोर्ट भी मिल जाती है पांच मिनट के अंदर

आइआइटी छात्र ने बनाया सबसे सस्ता सेप्सिस जांच किट

सबसे सस्ता सेप्सिस जांच किट बनाने के लिए राष्ट्रपति की ओर से दिए गांधियन यंग टेक्नोलॉजिकल अवार्ड को दिखाते प्रशांत कलिता।

मुकेश ठाकुर, दक्षिणी दिल्ली

अस्पताल के आइसीयू और सीसीयू में भर्ती मरीजों को सबसे अधिक खतरा सेप्सिस संक्रमण से होता है। शोध के अनुसार सेप्सिस संक्रमित हो चुके मरीजों का मृत्यु दर 50 से 60 फीसद तक है। इसका एक बड़ा कारण सही समय पर सेप्सिस की जांच नहीं होना है। यह जांच इतनी महंगी होती है कि गरीब परिवार के मरीज उसके खर्च को वहन नहीं कर सकते हैं। इसके साथ ही इसकी जांच सामान्य प्रयोगशाला में भी नहीं हो सकती है। इसकी जांच रिपोर्ट के आने में भी काफी समय लग जाता है, लेकिन अब इन सभी समस्याओं का निदान आइआइटी के शोध के छात्र द्वारा तैयार किट से हो जाएगा। रैपिड इंडोटॉक्सिन इनट्रैपमेंट एंड डिटेक्शन ऑन सरफेस-इंजीनियर्ड ग्लास सब्सट्रेट्स देश का पहला सेप्सिस जांच किट है। इसके अलावा यह दुनिया का सबसे सस्ता व सबसे तेजी से परिणाम बताने वाला किट भी है। इसे आइआइटी, दिल्ली के शोध के छात्र प्रशांत कलिता ने बनाया है। वह केमिकल इंजीनियरिंग विभाग में सीनियर रिसर्च फेलो (पीएचडी) है। आइआइटी में डॉ. शालिनी गुप्ता और डॉ. वी. श्रीथरन उनके गाइड हैं। मूलरूप से गुवाहाटी, असम के निवासी प्रशांत ने तेजपुर यूनिवर्सिटी, असम से बायोइलेक्ट्रॉनिक्स में एमटेक व नैनोटेक्नोलॉजी में एमएससी किया है।

प्रशांत ने बताया कि सेप्सिस जांच में 13 हजार रुपये लगते हैं व इसकी रिपोर्ट आने में छह से आठ घंटे का समय लगता है, लेकिन उनके इस किट से जांच का पूरा खर्च मात्र 50 रुपये आता है और रिपोर्ट पांच मिनट के अंदर प्राप्त हो जाती है। वर्तमान में देश में उपलब्ध सभी जांच किट यूरोपियन देश स्विट्जरलैंड व स्वीडन से आयातित है। इस किट से अब थोड़े-थोड़े अंतराल पर सेप्सिस की जांच हो सकेगी। जिससे संक्रमण फैलने के पूर्व ही उसे रोका जा सकेगा।

क्या है सेप्सिस संक्रमण

किसी प्रकार की बीमारी होने पर हमारे शरीर के अंदर स्थित रोग प्रतिरोधक प्रणाली खून में कुछ रसायन छोड़ती है जिसे इंडोटॉक्सिन कहते हैं। कई बार छोटे बच्चों, बुजुर्गों और काफी बीमार लोगों में यह प्रणाली आवश्यकता से अधिक रसायन छोड़ने लगती है। ऐसे में मरीज सेप्सिस जैसे संक्रमण का शिकार हो जाता है। सेप्सिस होने पर बुखार, दिल की धड़कन व सांस की गति का बढ़ना, कमजोरी, बेहोशी, शरीर पर चकते आना आदि लक्षण दिखते हैं। बीमार अवस्था में सामान्य लक्षण होने के कारण पहले चरण में डॉक्टरों को भी इसका पता नहीं चल पाता, लेकिन देर होने की स्थिति में इससे दिल, किडनी और लिवर प्रभावित होता है और उनके फेल्योर होने की संभावना रहती है।

मिला गांधियन यंग टेक्नोलॉजिकल इनोवेशन अवार्ड

प्रशांत ने बताया कि 13 मार्च को उन्होंने अपने इस प्रोजेक्ट को राष्ट्रपति भवन में आयोजित हुए फेस्टिवल ऑफ इनोवेशन मे प्रदर्शित किया था। इसमें उनके प्रोजेक्ट को राष्ट्रपति की ओर से गांधियन यंग टेक्नोलॉजिकल इनोवेशन अवार्ड 2016 से सम्मानित किया गया। इसके तहत प्रमाणपत्र, मोमेंटो और 15 लाख रुपये दिए गए।

कैसे होती है जांच

इसकी जांच सामान्य खून जांच में उपयोग आने वाले स्लाइड से होती है। खुद से तैयार केमिकल ट्रीटमेंट पर मरीज के खून के सिरम का एक बूंद डाला जाता है। अगर स्लाइड पर काले धब्बे हो जाएं तो वह व्यक्ति सेप्सिस से पीड़ित हो सकता है। काला रंग जितना गाढ़ा होगा वह उतना अधिक पीड़ित होगा। उन्होंने इसे पेटेंट के लिए भेज दिया है। इसे एक इंच के जांच किट के रूप में विकसित किया जाएगा। यह प्रेग्नेंसी जांच किट की तरह होगा।

AICTE to take legal advice for approving courses

http://indianexpress.com/article/cities/mumbai/aicte-to-take-legal-advice-for-approving-courses/

In a first, the All India Council for Technical Education (AICTE) has decided to take legal advice before approving courses or technical programmes, and is getting lawyers on board for the process of giving nods to courses in new and existing institutes.

The decision was taken after a series of complaints of institutes submitting false and wrong information to seek approval came to light.

According AICTE officials, the move is to ensure that colleges do not resort to shortcuts or submit fake information, as the approval process has gone online and there is no physical verification of details provided.

An official from AICTE western region said, “Ever since the process went online two years ago, AICTE has received numerous complaints of institutes not sharing accurate details or providing misleading information. It was found that multiple colleges were operating from the same campus or building, while rules state that each institution has to have an independent structure.”

“Norms on number of faculty, classrooms and laboratories were also being flouted. Hence, it was decided to include lawyers and advocates along with academics in the committee that verifies the documents,”the official said.

“This will not only help verify legalities of the documents but also in initiating legal action against those providing false information,” he added. AICTE has even published advertisements inviting experts and the legal fraternity to join them.

Dr S K Mahajan, director of Directorate of Technical Education, Maharashtra, said that AICTE follows a self-disclosure policy while giving sanctions and does not visit every college. “Only when there is a complaint that we take action against the college concerned,” he said.

Institutes under the purview of AICTE have to seek annual approval to continue technical courses and for the in-take capacity of courses. The approval is sought on the basis of 10 norms they have to comply with. These include infrastructure, facilities such as library, laboratory and number of teachers, among others.

PhD Aspirants Face Guide Crunch as UGC Enforces New Norms

http://www.newindianexpress.com/states/odisha/PhD-Aspirants-Face-Guide-Crunch-as-UGC-Enforces-New-Norms/2016/03/27/article3348434.ece

BHUBANESWAR: Even as Odisha is witnessing a rise in the number of PhD enrolments across State-run universities, there are not enough research guides to supervise their work.

To make things worse, the directive by University Grants Commission (UGC) on not engaging retired faculty members as guides is all set to have an impact on PhD enrolments from 2016-17 academic year that begins in September. Although the directive was issued last year, it would be implemented for new PhD scholars from the ensuing academic year.

As per the guideline, only existing faculty members can guide PhD scholars in their thesis work. "University shall allocate the supervisor from among regular faculty members in the department and its affiliated Post Graduate colleges as well as institutes depending on the number of students per faculty member, the available specialisation among the faculty supervisors and the research interest of the student," the UGC directive reads.

Ironically, none of the State Government-run universities has sufficient faculty members who can double up as guides. Also, the faculty recruitment process has been abysmally slow except for Utkal University. Under these circumstances, the universities mostly depend on retired faculty to meet the demands of an increasing number of PhD scholars. According to the All India Survey on Higher Education report by Ministry of Human Resources Development, in 2013-14 academic year, 886 scholars had enrolled for PhD in Odisha and the number increased to 1,539 in 2014-15 academic year.

Educationists said the new norm will increase the problems for universities as existing teachers are already overburdened with academic and administrative works. They added that barring retired faculty members from being PhD guides is not a step in the right direction as age of retirement of university teachers in the country is not uniform.

Vice-Chancellor of Utkal University Ashok Das said the intellectual capacity of a teacher does not deteriorate till the age of 70. "Hence, UGC should allow retired faculty members who are already associated with any university to work as guides for PhD scholars. We have also written to the UGC about it," he said. Das informed that in the current academic year, there are some faculty members in the university who also serve as guides to scholars and would retire in next one year.

Varsities Told to Appoint Anti-discrimination Officers

http://www.nyoooz.com/kochi/405246/varsities-told-to-appoint-antidiscrimination-officers

KOCHI: The University Grants Commission (UGC) has directed all universities in the country to appoint Anti-discrimination Officers (ADO) from among faculty members, to look into complaints of caste-based discrimination, said UGC chairman Ved Prakash. Speaking to mediapersons on the sidelines of a function held here on Wednesday, Ved Prakash said, "The Vice-chancellors have also been told to take action on complaints of caste-based discrimination on campuses within the time stipulated in the guidelines issued by the UGC. Accountability has been fixed for every stakeholder on the campus, right from the Anti-discrimination Officer to head of the institution." Ved Prakash said the UGC was preparing a Regulation for Massive Open Online Courses (MOOC), and that teachers were required to upgrade their skills to handle the MOOC courses. "Online courses are emerging as an important alternate system of higher education across the world. The UGC has already developed the template and credit system, and

also identified the courses that could be introduced as online programmes. “Around 12,000 modules have already been prepared, and capacity building of institutions is in process,” he said, and expressed concern over the phenomenon of ‘inbreeding’ in institutions, wherein candidates take up job in the same institution after completing the course, and superannuate from there. “Such persons could cause deterioration of the institution as a whole as they don’t grow academically.” Referring to the Gross Enrolment Ratio (GER) in higher education, Prakash pointed out that the GER of 23.7 per cent in India was far below the global average. “If we have to address the issue of enrolment, we will have to target the lower class and the lower middle class who cannot afford the high fees charged by private institutions,” he said.. . .