



Girls shine in ISC, ICSE; merit list scrapped

SANJAY KAW
NEW DELHI, MAY 6

Girls once again outshone boys in the Class 10 and Class 12 board exams conducted by the Council for the Indian School Certificate Examinations, the results of which were announced on Monday. While the pass percentage for both the classes recorded an increase, the council refrained from disclosing the names of toppers, aiming to deter "unhealthy competition" among students. This aligns the

CISCE with other boards like the CBSE and those of Tamil Nadu, Maharashtra and Andhra Pradesh, which also withheld the identities of board exam toppers.

"We have discontinued the practice of issuing merit lists for board exams from this year. The move is aimed at avoiding unhealthy competition among students," CISCE chief executive and secretary Jospeh Emmanuel said.

The CBSE had last year stopped the practice of

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announcing merit lists for the both these board exams. During the Covid-19 pandemic, when board exams were not conducted due to the closure of schools and students were marked using alternative

evaluation methods, both the CBSE and CISCE had not issued any merit list. The practice was, however, resumed after the schools reopened.

A total of 2,43,617 students, comprising 53.57 per cent boys and 46.43 per cent girls, had appeared in the ICSE final exam. Despite being in the minority, girls excelled with a pass percentage of 99.65 per cent, surpassing the boys' pass percentage of 99.31. Similarly, in the ISC final exam, out of 99,901 students, 52.82 per

cent were boys and 47.18 per cent were girls. The girls outshone boys with a remarkable pass percentage of 98.92, compared to the boys' score of 97.53 per cent.

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The ICSE examination (Class 10) was conducted

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Girls shine in ISC, ICSE

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in 60 written subjects, of which 20 were Indian languages, 13 were foreign languages and one classical language. The ICSE exams started on February 21 and concluded on March 28. They were conducted over 18 days.

The ISC examination (Class 12) was conducted in 47 written subjects, of which 12 were Indian languages, four foreign languages and two classical languages. For ISC, the exams began on February 12 and concluded on April 4. They were conducted over 28 days.

A total 2,695 schools presented candidates for the Class 10 exams with 82.48 per cent (2,223) schools

attaining a pass percentage of 100. For Class 12, a total of 1,366 schools presented candidates with 66.18 per cent (904) schools attaining a pass percentage of 100.

In Delhi-NCR, the pass percentage for ICSE stood at 99.88 per cent, up by 0.20 per cent from last year. The score for ISC was 99.10 per cent, up by 0.06 per cent from last year. The girls performed better than boys at both levels.

UP marked a notable surge in pass percentages for both Class 10 and 12 examinations in comparison to the previous year. The pass rate for Class 10 went up to 99.14 per cent from 98.40 per cent in 2023, showcasing remarkable progress.

Campuses erupt in US: Can India, world learn lessons?



Shashidhar Nanjundaiah

Columbia University in New York is in the news in India after the university's president ordered police raids on the campus in mid-April, and it cannot augur well for campuses in other countries, including India. The incident triggered student protests across 50 American campuses over the Israeli aggression against Palestinians, in particular residents of the Gaza Strip, and to spotlight an ineffective pro-Palestine movement called Boycott, Divestment, Sanctions (BDS). More than 1,000 people, including professors, have been detained or arrested; St. Louis-based Washington University, a private university like Columbia, has banned six of its professors; on May 1, the police entered a Columbia campus building that the Gaza protesters had occupied.

The protesters at Columbia and elsewhere are reported to have told the news media that these demonstrations should remind us of the disastrous stand-off in 1970 between students and the US National Guard, which shot and killed four students on the Kent State University campus in Ohio. Students, protesting the US occupation of Cambodia at the tail end of the long-drawn Vietnam war, had occupied common and open spaces on campuses, considered safe spaces for voice and speech. Anxious to quell the dissent, President Richard Nixon sent the Guard to campuses.

The shooting shocked the world after it snowballed into a media event. Newspapers and magazines amplified it, using shocking photographs of students lying on the ground dead. An iconic image in the *Daily Mirror*, a British tabloid, accompanied by a scathingly caustic headline, "Death of a Bum", followed by the sub-heading "Four Killed in New Demo on Cambodia", is a case study across media

schools. The headline referred to Nixon's speech a few days before, where he had called protesters "bums blowing up the campuses" and US college students "the luckiest people in the world".

The parallel between 1970 and 2024 should not entirely be surprising: First, both protests are fights for spaces in physical and figurative senses. Second, student voices were discredited in similar ways. Third, and the broadest in its significance, the current protests are the biggest since 1970, and the government is going after protesters in an election year. A recent survey showed that the proportion of Americans who support the Israeli aggression is far more than those who oppose it. Populism surfaces the most when definable and tangible objectives are immediate and existential. Regardless of which ideology governs a nation, such events expose the populism that lurks behind moralistic rhetoric. Once populism can be effectively cloaked in imperativeness — such as that of war or other moral conflict — it lends an emotive, nationalistic purpose to the voter. For all Nixon's impending downfall, people were supportive of his hard stance against the student protests.

Predictably, the indignation game has begun: The pro-establishment media in India has seized the opportunity to call out the Biden administration, questioning how the US "lectured" India on free speech. The commentaries are right to point out the diplomatic hypocrisy. They are misleading because the First Amendment, the US equivalent of our Article 19, applies to public spaces alone. The US statements on the farmers' protest is a particularly false equivalence for our media to draw. Many of the campuses are indeed public universities; however, Columbia, Harvard and many others are not. There,

The goings-on in America should trigger thought and a sensible dialogue back home on how we can facilitate, not curb, speech.

the campus governance lies in the hands of the university. Moreover, US campuses pride themselves on being safe spaces for speech and expression, and they have remained that way without fear of violence or prevention. However, violence is treated as a law-and-order problem. Unlike in the US, where intervention of the law enforcement agencies is disruptive, dramatic, rare and highly evocative, in India, the insinuation has been silent and efficient with a chilling effect. In theory, this principle of free debate and fostering of critical thinking is also valid among Indian universities. Indeed, critical thinking appears prominently in the guiding principles of the new documents of higher education such as the new National Education Policy — although it has liberal education principles that emphasise skills-based education and critical thinking together, somewhat self-contradictorily.

In practice, many of these "safe spaces" are not truly free. In July 2021, a Central university in Madhya Pradesh organised a conference in association with a US university. The theme, "Cultural and Linguistic Hurdles in the Achievement of Scientific Temper", touched a raw nerve among many, and two of the speakers were known liberal intellectuals. After the right-wing ABVP objected, the police asked the authorities to halt the event as it might "disturb communal harmony". As most of us recognise, this is hardly a lone case. The police in India do not intervene only when protests get violent; they often prevent or interrupt even peaceful protests, triggering a chilling effect. It is in fact private universities in India that have the best chance to stay the course of rationality and permit eclectic voices, thoughts and ideas to flourish.

In targeting the US government, the Indian media

is protecting and promoting this systematic clampdown on dissent. One news show targeted the US for its stance favouring farmers during the year-long 2020-2021 protests, when the Delhi police barricaded the capital and treated farmers with brutal force. These self-congratulatory retorts, apparently made as representatives of the government, are now common. However, what has become a routine exercise in majoritarian nationalism here appears to find parallels in the world media in toeing a government line that is ideological rather than rational.

All this is not exactly a banner headline in India. Even the academic commentariat has largely skirted it. Silencing academic voices is reminiscent of the pre-modern hierarchical societies of oppression. The US action vindicates the camp that laments that there is "too much freedom". There is nothing excessive in free expression on university campuses: Disagreement with a government's stand cannot be equated with something illegal. Even if it is in forms that are rough at the edges, it is essential to the growth and sustenance of dialectical societies, the hallmark of modernity.

Majoritarian populism is the method of pragmatism that is defining the two countries' approaches. Report after global report evidences a decline in the democratic operations of one; the cracks are more visible than ever in the other. Whether the US is learning from nations like Turkey, Hungary, Israel and India is unclear, but the slide away from President Joe Biden's avowal to save democracy in 2021 is surfacing in quite an ironic fashion. The goings-on in America should trigger thought and a sensible dialogue back home on how we can facilitate, not curb, speech.

The writer is professor and dean of Hyderabad-based Mahindra University's School of Media, and the author of News Aesthetics and Myth: The Making of Media Illiteracy in India, which will be published soon. The views expressed are personal.

OBC, EWS students need free coaching too, observes HC

The Hindu Bureau

NEW DELHI

Those belonging to the Other Backward Class (OBC) and Economically Weaker Sections (EWS) are also backward and should be given the benefit of free coaching, the High Court observed on Monday while asking Jamia Milia Islamia to treat as representation a plea seeking admission of students from the disadvantaged categories in its Residential Coaching Academy (RCA).

The petition said the RCA, which is a free coaching programme for civil services aspirants, caters only to women, minorities and members of the Scheduled Castes and Scheduled Tribes but arbitrarily excludes other underprivi-

leged categories, especially the OBC and EWS students, who have limited financial means.

The court said the petitioner, Satyam Singh, a law student, should have made a representation to the university before approaching the judiciary.

Resolve issue

Though the court dismissed the petition, it stated that Jamia Millia Islamia should consider it a representation and resolve the issue.

During the hearing, the court orally observed that the people belonging to the OBC and EWS categories should be given the benefit of free coaching. "Give it to them. OBC and EWS are also backward people," the court observed.

For Indian students in the West, a souring of dreams

On October 3 last year, the United States (US) Supreme Court gave Indian students a welcome reprieve they had long sought. It forever rubber-stamped the lawfulness of the Optional Practical Training (OPT) programme, the central magnet that draws international students to American colleges and universities. OPT allows international students to work for one year after graduation with a virtually-no-questions-asked Employment Authorization Document. Most Indian students pursue graduate degrees in science, technology, engineering, and maths (STEM). The STEM OPT extension expands the work benefit to three years. OPT is a critical perch to seeking permanent employment, getting sponsored for a Green Card (permanent residence), and settling down. It fulfils a dream that first develops when a student completes the 12th-grade board exams.

However, as Indian students who will soon leave for American shores await receiving their I-20s and the coveted F-1 visa stamp from a US consulate, things are not so sweet in the land of milk and honey. Several studies have shown that US companies, especially staffing firms, exploit OPT students to force work for low wages under stressful, enslaved conditions. The number of OPT visas issued is unlimited, making it an employer's market. The government refuses to regulate employment conditions and bring the bad guys to justice.

H-1B math doesn't work. To apply for a Green Card (immigrant visa), Indian OPT students have to convince employers to hire them on dual-intent H-1B visas. The law authorises 85,000 new H-1Bs to be granted yearly, of which 20,000 are reserved for applicants who earned a Master's degree or higher from a US educational institution. The competition for H-1B visas is so intense that the American government resorts to a lottery, which, for this fiscal year, concluded on April 1. The lottery is held just once a year, so a STEM OPT student technically has three chances of winning it.

An Indian student is not restricted to only the 20,000 reserved quota, however. The 65,000 general H-1B visa pool, which attracts applications from every aspirant worldwide, including professionals from Indian tech majors, welcomes Indian student applications too. But the students are up against stiff

competition and hefty corporate law budgets. Students failing to win the H-1B are forced to return to India.

The wait for a Green Card could exceed a lifetime. Even if a student wins an H-1B visa, a significant milestone in an Indian student's journey in the US, not everything is green on the green card front. It is, again, a matter of supply and demand.

US law grants 140,000 green cards annually for employment-based applicants but stipulates that these be distributed across all countries, with no country receiving more than 7% of the allotment. So India gets 9,800 green cards a year, a pittance. With nearly 60,000 new Indian H-1Bs entering the line annually, the backlog is so long that it currently takes about 80 years to get a green card. During the wait, Indians have to seek H-1B transfer approvals when they switch jobs or get laid off.

That apart, a Goldman Sachs report said last March that generative Artificial Intelligence (AI) could impact 300 million jobs globally, with 37% of US jobs in architecture and engineering, the kind that Indian students seek, at risk. According to Layoffs.fyi, a website that tracks tech industry layoffs, 1,185 tech companies laid off 262,582 employees in 2023. The lower demand for employment hurts Indian OPT and H-1B employees even as more Indian students flock to America.

The situation in Canada is similarly glum. A YouTube short documentary called *Borrowed Dreams: The Canadian Experience*, highlighting housing, health care, education, and employment issues, has garnered over 200K views. Indian students in the United Kingdom continue to struggle with that country's strict rules for post-graduate employment and its terrible economy.

Diaspora Indians contribute immensely to India's foreign exchange reserves, and Indian students are the seed that breeds that proud diaspora. India remains the source of the globe's human capital, and the Modi government has aggressively promoted this fact as a competitive advantage.

But when the western dream fails to materialise, Indian students should reconsider whether they are better off at home in one of the world's fastest growing economies.



Rajkamal
Rao

Rajkamal Rao is managing director, Rao Advisors LLC. The views expressed are personal

HT/14

V-Cs, academics accuse Rahul of spreading rumours, seek action as per law

EXPRESS NEWS SERVICE
NEW DELHI, MAY 6

AS MANY as 181 vice chancellors and academics on Monday wrote an open letter countering Congress leader Rahul Gandhi's claim that "appointment of V-Cs is made solely on the basis of affiliation with some organisations rather than on the basis of merit and qualification". The signatories have demanded appropriate action as per law against him.

"In view of the fact that Shri Rahul Gandhi has resorted to falsehood and has defamed the Office of the Vice Chancellors at large... It is... earnestly prayed that appropriate action be taken against him forthwith in accordance with law," the letter said.

Titled 'Torchbearers being torched', the letter stated, "We strongly urge all individuals involved to exercise discernment in distinguishing fact from fiction, to abstain from spreading unfounded rumours, and to participate in dialogue that is well-informed, constructive and supportive of our shared goal of creating a dynamic and inclusive educational environment."

Those who signed the letter include Prof G D Sharma, president, Association of Indian Universities, and V-C, USTM, Meghalaya; Prof Vinay Pathak, vice president, Association of Indian Universities, and V-C, CSJM, Kanpur; Prof Pankaj Mittal, secretary general, Association of Indian Universities, and former V-C, BPSMV, Sonapat; Dr T G Sitharam, chairman, AICTE, and former director, IIT Guwahati; Prof Anil Sahasrabudhe, chairman, NETF, UGC and former chairman, AICTE.

'OVERWHELMING PUBLIC INTEREST'

Maharashtra: HC stays exemption to pvt schools from RTE admissions

OMKAR GOKHALE

MUMBAI, MAY 6

THE BOMBAY High Court on Monday stayed until further orders the February 9 notification of the Maharashtra government that exempted private schools within one-km radius of government or aided schools from Right to Education Act quota admissions.

Maintaining that the matter contained "overwhelming public interest", a division bench of Chief Justice Devendra Kumar Upadhyaya and Justice Arif S Doctor held that the impugned amendments contravened the Right of Children to Free and Compulsory Education Act, 2009, also known as the RTE.

The RTE Act requires private schools to ensure that 25% of Class 1 students belong to "weaker section and disadvantaged group in the neighbourhood". Students ad-

mitted under this quota are given fee concessions, and the state government reimburses private schools for the same. Earlier, Maharashtra, Karnataka, and Kerala diluted private schools' obligations under the RTE Act.

"It is a settled principle of law that any piece of subordinate legislation cannot be made in contravention of the principal Act itself," the bench noted.

"Even otherwise, by adding impugned provisions, the right of children to get elementary education is being hampered, which is otherwise guaranteed in Article 21-A of the Constitution," it added.

The bench granted interim relief in a batch of pleas, including a writ petition by 17 people, mostly members of management of aided schools and parents from economically backward classes.

Appearing for the petitioners, senior advocate Gayatri Singh argued that the notification be

stayed as it was contrary to the RTE Act that provides quota at municipal schools, aided schools and private unaided schools.

Due to the government's decision, many needy students are unable to seek admission, she added. While around 5,00,000 students applied through RTE last year, fewer than 50,000 students have applied so far this year, she said.


On April 29, the state government informed the high court that the last date for submitting online applications for admissions under the RTE Act would be extended from April 30 to May 10.

On Monday, the petitioners urged that an interim stay be granted in the matter because of impending admissions to be made in school starting May 10.

The petitioners argued that the amendment was not only unconstitutional, being violative of Articles 14 (equality before law) and 21 of the Constitution, but

was also in contravention of the principal Act of 2009, under which rules were formulated.

The petitioners argued that newly added rules excluded private unaided schools while the 2009 law mandated them to be included. Additional Government Pleader Jyoti Chavan for the state argued that the exclusion applied only to certain unaided schools and was "not absolute" as the government or local authority has established schools within 1-km radius of private unaided schools.

The bench said everyone is bound by the mandate under the 2009 law for 25% reservation in admission in Class 1 to children from weaker sections. Therefore, prima facie, the rule cannot be amended on the ground that sufficient numbers of government schools are available in the area concerned. It asked the respondent authorities to file their reply before the next hearing on June 12. 



SHIVANI NAG

A confusing foundation

Undergraduates appearing in UGC-NET exams will make higher learning more elitist

RECENTLY, THE UGC chairperson announced that students with four-year undergraduate degrees can now appear for the National Eligibility Test (NET), an exam that certifies eligibility for lectureship in colleges and universities in India, and PhD programmes. Earlier, the eligibility for both was a Masters' degree. In other words, if one qualifies for the NET after a four-year undergraduate degree, one can now teach other undergraduate students. Which universities would recruit these fresh undergraduates? Will these be the universities with the Institution of Eminence tag, and high NAAC ratings, positioned as the Harvards and Oxfords of India? Would it be the local public colleges which provide education to lakhs of first-generation university-goers who dream of social and economic mobility through quality higher education? It is not difficult to imagine for whom the quality of higher education stands further compromised.

The chairperson added that candidates could appear in a subject in which they want to pursue a PhD irrespective of the discipline in which they have obtained the four-year bachelor's degree. According to him, "This step will help replace the need for separate entrance tests conducted by individual universities and Higher Education Institutions (HEIs)." It is, he added, the aim of the UGC to dismantle the perception of PhD as an "elite qualification".

A PhD or a doctorate in philosophy is a

degree awarded after a candidate carries out rigorous original research for a period usually longer than two to three years. If a Master's degree in any discipline is seen as a "specialisation", a PhD reflects a research scholar's ability to think creatively, ask new and insightful questions, explore them rigorously and systematically and, through this process, enable newer insights that challenge and advance existing theories and concepts. For this, a student would need to be conceptually and methodologically informed and able to use these skills for observation and analysis. This is not to say that a PhD programme should not itself aim to strengthen the conceptual and methodological tools of the research scholars, but there is a huge difference between strengthening and refining existing tools and aiming to introduce and instil them in a short period of one year. To further suggest that the hierarchies across degrees, from undergraduate, postgraduate and research levels are indicative of "eliteness", is dangerous. To confuse a foundation attained through immersed and rigorous engagement with concepts with "eliteness" is a grave undermining of the academic process.

A rigorous conceptual and methodological preparedness at the undergraduate and postgraduate levels must be the aim. What we instead find is consistent dilution of this responsibility by first eliminating the MPhil programmes and now even the need for

postgraduate degrees. It also appears to be a misinformed understanding of PhD-level research when one sees separate entrances as a hurdle, rather than as a useful modality to align the research interest of a student with a supervisor who is an expert in the given field, in an institution with the necessary resources to support the research.

As a university faculty engaged with teaching and research for the past decade, it is clear to me that the inequities of our schooling systems have only become more glaring with time. It takes considerable mentoring and work to help students transition from a system that requires confining oneself to textbooks, to reading original and more advanced works and writing analytically and reflectively. Also, in the case of social sciences in particular, the development of questions that hold possibilities to advance an existing knowledge discourse requires active, critical and reflexive living and participation in social spaces. This, in turn, requires an entry into the various theoretical and conceptual frameworks that provide us with the vocabulary to talk about it. This is how theories on gender, caste, class, group processes, identities and many other aspects of the human world have evolved and transformed.

As a student of Psychology, the undergraduate programme was crucial in helping me become familiar with the focus and language of the discipline, but it was in the postgraduate programme that a deeper ex-

ploration of concepts became possible. Thereafter, work in clinics and classrooms enabled me to see the potencies, contradictions and gaps in the current theorisations. In the last few years, it has not been uncommon to find PhD candidates appearing in interviews without their own questions, but willing to adopt the questions of the supervisors as their own. The several critical researches that have managed to challenge the status quo would not have been possible without newer questions emerging from locations that were, till then, denied opportunities to ask and research. A related concern is also that if undergraduate degrees were to be sufficient for undertaking PhD research, it would actually lead to further "elitisation" of higher education as only those with existing linguistic and academic capital would be able to take the risk of pursuing a four-five year research programme in the absence of sufficient mentoring and preparation period.

What we need today are more publicly-funded research institutes with better infrastructure and more fellowships. This would be meaningful for individual students and the country, only if the requirements for rigour and the active provisions for sustained mentoring are not diluted.

The writer is an assistant professor at the School of Education Studies in Ambedkar University, Delhi

3C/11

DU V-C HIGHLIGHTED THAT 60% OF CA'S IN DELHI HAIL FROM SOL

DU SOL, established in 1962, celebrated its 62nd foundation day

OUR CORRESPONDENT

NEW DELHI: The Department of Distance and Continuing Education, School of Open Learning (SOL), part of the Campus of Open Learning, University of Delhi, commemorated its 62nd Foundation Day on Monday, May 6th, at the University's Convention Hall. Prof Payal Mago, Director of SOL, revealed plans to waive fees for female students achieving a CGPA of 8.5 in the upcoming academic year.

The event, themed "Contributions of Free Education in Building a Developed India," was graced by the presence of Jagdeep Dhankhar, the Vice President of India and Chancellor of DU. In his keynote address, Dhankhar underscored the pivotal role of education as the catalyst for societal progress, emphasizing that education unlocks the doors to advancement.

Prof Yogesh Singh, the Vice Chancellor of DU, highlighted a remarkable statistic, revealing that 60 percent of Chartered Accountants in Delhi hail from SOL. He also noted that SOL alumni have excelled as lawyers, civil



Jagdeep Dhankhar, the Vice President of India and Chancellor of DU, gave the keynote address at DU SOL's 62nd Foundation Day, in New Delhi on Monday

servants, educators, and policymakers.


Dhankhar expounded on the transformative power of education, tracing its historical significance in Indian society. He hailed SOL for its commitment to providing education in both formal and informal settings, echoing the tradi-



tional Gurukul system. He envisioned a developed India by 2047, fueled by collective efforts and educational empowerment. Furthermore, he commended SOL's contribution to democratizing education, enabling individuals who were previously marginalized to partici-

Dhankhar expounded on the transformative power of education, tracing its historical significance in Indian society

pate in the nation's progress. He emphasised that education is the cornerstone of a developed nation, likening the journey to a sacred ritual where each contribution propels the country forward.

Addressing the changing landscape of the Indian economy, the role of education in fostering entrepreneurship and economic empowerment, particularly among women was also acknowledged. He lauded SOL's strides in widening access to education, transcending geographical boundaries through online platforms. The Foundation Day celebrations also saw recognition bestowed upon outstanding students. Payal Singh, a top performer in B.A. Library Science, and Nancy Goyal, the leading scholar in M.A. Political Science, received accolades from the Vice President. 

Teachers' body writes to DU VC over MCC violation, asks to remove PM's pics from website

NEW DELHI: The Aam Aadmi Party teachers' body, AADTA, has written to Delhi University Vice-Chancellor Yogesh Singh requesting to take down the photographs of Prime Minister Narendra Modi and other political leaders from the varsity's website stating it violates the UGC's directives to enforce Model Code of Conduct in view of the Lok Sabha elections.

The official websites of several colleges, including the Hansraj College and Non Collegiate Women's Education Board (NCWEB), display photographs of political figures.

Asked for a comment on violation of the UGC's directives, chairman M. Jagadesh Kumar told news agency, "Following a letter received by the Ministry of Education from the ECI, emphasising the need to adhere to electoral guidelines, the UGC has written to all higher education institutions (HEIs) with a request to strictly follow the guidelines of the ECI as issued from time to time. All HEIs must adhere to the ECI



REPRESENTATIONAL IMAGE

guidelines on the Model Code of Conduct."

There was no immediate response from the Delhi University Vice-Chancellor's office.

The University Grants Commission (UGC) in a letter dated May 1 to the vice-chancellor and principals of different colleges asked them to immediately take down the photos and references of the ministers, politicians and political parties from the institute's website abiding by the Election Commission's order.

Citing the UGC's letter

while also terming it as written in a "reluctant" and "late mode", the teachers' body wrote, "We draw your attention towards the violations of the Model Code of Conduct (MCC) even after the UGC letter to the VCs and principals dated May 1, 2024.

"This aforementioned letter was written by the UGC reluctantly in 'better late than never' mode as it forwarded the Election Commission of India's (ECI) directive to enforce the MCC (which came in force on March 16) after the duration of

Take Aways

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- » There was no immediate response from the Delhi University VC's office

ance with the MCC without any further delay," the teachers' body added.

The teachers' body further demanded to cancel the 'Run for Viksit Bharat' event while stating the phrase is part of the political branding of the ruling BJP led Central government.

Citing instances from the saffron party's manifesto where the phrase 'Viksit Bharat' has been used as part of its poll campaign, the Academics for Action and Development Delhi Teachers' Association (AADTA) wrote, "This Hindi phrase has been used at least 13 times in English version of the BJP manifesto 2024, thus indicating its political specificity."

"On page 6 of the BJP manifesto, BJP president appeals to 'vote and support to build Viksit Bharat'. On the next page of the party manifesto, chairperson of the BJP manifesto committee talks about "our Viksit Bharat Campaign" and attributes importance and significance of this manifesto document lies in 'defining the vision of Viksit Bharat'." AGENCIES

one and half months."

The Academics for Action and Development Teachers' Association (AADTA) said that despite the directive of the UGC, the Delhi University's website still replete with the photographs of the prime minister and ministers, especially under Glimpses, DU Centenary, Viksit Bharat Ambassador Nari Shakti Conclave sections. "The websites of some colleges are also displaying such photographs violating the MCC. So, we request you to take such photographs and references out in compli-

Reports of NEET-UG question paper leak baseless, says NTA

Claims every question paper has been 'accounted for'

OUR CORRESPONDENT

NEW DELHI: The reports claiming question paper leak in the medical entrance exam NEET-UG are "completely baseless and without any ground", the National Testing Agency (NTA) clarified on Monday.

Stressing that every question paper has been "accounted for", the NTA said that purported images of the question paper circulating on social media have no relation with the actual paper. "It has been ascertained from NTA's security protocols and Standard Operating Procedures that the social media posts pointing towards any paper leak are completely baseless and without any ground. "To put rumours to rest, it is also stated that every single question paper has been accounted for," said Sadhana Parashar, Senior Director, NTA. Parashar said that no external person or agency can access the centres once the exami-



Candidates undergo security check as they arrive to appear for the NEET (UG) 2024 PIC/PTI

nation starts. She said that after the gates of the examination centres are closed, no one from outside is permitted access inside the halls, which are under CCTV surveillance. "All other photographs of question papers circulating in social media have no relation to the actual examination question paper which has been administered," she added. The entrance exam was conducted on Sunday at 4,750 centres in 571 cities including 14 cities abroad.

Priyanka Gandhi raises concerns over NEET paper leak, questions govt's response and anti-leak legislation

While the reports suggesting question paper leak have been doing rounds on social media since Sunday, Congress leader Priyanka Gandhi Vadra has also raised the issue.

"Once again, there are reports of NEET paper leak. The future of 24 lakh youth of the country has been messed up again. This trend that has been going on with crores of promising youth for the last ten years is not stopping. "Will the Prime Minister of the country say anything about this? To pacify the youth, a law was passed in the Parliament against paper leak. Where is that law? Why is it not implemented?" she wrote on X.

VCs, scholars slam Rahul for varsity appointment claims

PIONEER NEWS SERVICE ■
NEW DELHI

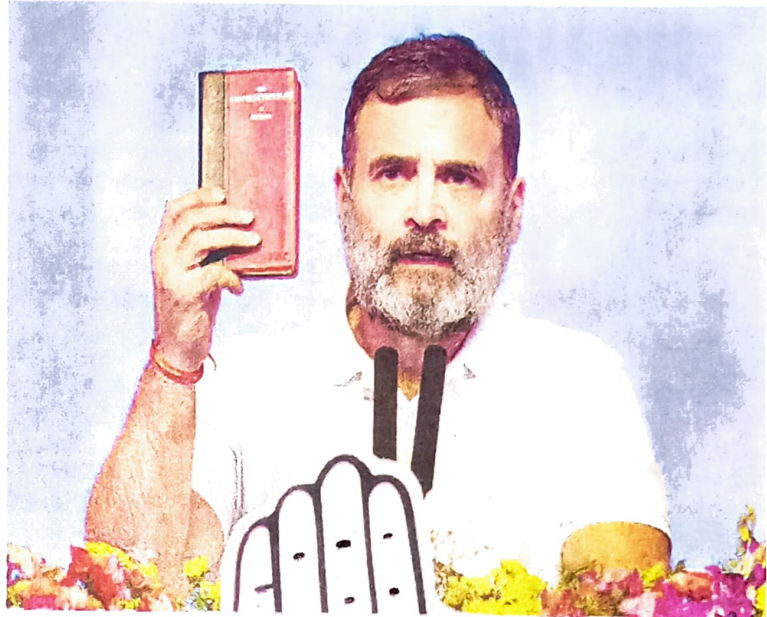
As many as 181 academicians, including Vice Chancellors (VC) and former VCs, have accused Congress leader Rahul Gandhi of spreading "falsehood" regarding the appointment process for university heads and sought lawful action against him.

In an open letter, they said the Congress leader has alleged that vice chancellors are appointed solely on the basis of affiliation with some organisation rather than merit as they slammed his claims. The process by which VCs are selected is characterised by stringent and transparent rigorous procedure grounded in the values of meritocracy, scholarly distinction and integrity, they claimed.

Jawaharlal University Vice Chancellor Santishree Dhulipudi Pandit, Delhi University VC Yogesh Singh and AICTE Chairman T G Sitharam are among the academicians who have signed onto the letter.

The selection has been completely based on academic and administrative prowess and with a vision to take universities ahead, they said. Though they did not quote Rahul Gandhi's specific claims, the Congress leader has in the past alleged that affiliations with the Hindutva organisation RSS is often the guiding factor in appointments to academia.

Among the signatories to the letter are Vinay Pathak, VC, CSJM University, Kanpur, Bhagwati Prakash Sharma, Chancellor, Pacific University,



Udaipur, N C Gautam, former VC, Mahatma Gandhi Gramodaya Vishvavidyalaya, Chitrakoot, Alok Chakkarval, VC, Guru Ghasidas Central University, Bilaspur and Vinay Kapoor, former VC, BR Ambedkar National Law University, Sonapat.

Universities in India have undergone a significant transition as evident in their ascent in global rankings, prominent accreditations, world class research and innovations, curriculum facelift narrowing the industry academia gap and higher placement prospects reaffirming their commitment to academic quality and societal relevance, they asserted.

They said, "The array of academic disciplines and professional experiences represented amongst us stands as evidence of the unbiased and inclusive nature of the selection procedure."

It reflects their dedication to cultivating an atmosphere that values and promotes diversity, encourages inde-

pendent thinking, and supports scholastic achievement, they said.

"Rahul Gandhi has resorted to falsehood and has defamed the Office of the Vice Chancellors at large with the intent to derive political mileage out of it.

It is, therefore, earnestly prayed that appropriate action be taken against him forthwith in accordance with law," they said.

The academics said in their letter that as guardians of knowledge and administrators of academia, they maintain an unwavering commitment to maintaining the utmost levels of governance integrity, ethical behaviour, and institutional integrity.

Urging everyone involved to exercise discernment in distinguishing fact from fiction, to abstain from spreading unfounded rumours, they called for dialogue that is well-informed, constructive, and supportive of their shared goal of creating a dynamic and inclusive educational environment. PCT

Reimagining Tagore's educational philosophy



RAJDEEP PATHAK

Rabindranath Tagore, the polymathic Nobel Laureate from Bengal, is celebrated not only for his literary brilliance but also for his visionary ideas on education

Rabindranath Tagore (May 7, 1861 to August 7, 1941), the polymathic Nobel Laureate from Bengal, is renowned not only for his literary brilliance but also for his progressive ideas on education. His philosophy of education, rooted in the principles of creativity, freedom, and humanism, continues to resonate with contemporary educational discourse. In today's rapidly changing world, where traditional educational paradigms are being challenged and redefined, Tagore's insights offer valuable perspectives for reimagining education in a manner that fosters holistic development and meaningful engagement with the world.

At the heart of Tagore's educational philosophy is the belief in the innate creativity and potential of every individual. He envisioned education as a process of nurturing this inherent creativity rather than imposing predetermined knowledge. In his seminal work, "Siksha: Herok Ek Jibon" (Education: A Continuum of Life), Tagore emphasized the importance of cultivating curiosity, imagination, and critical thinking skills in learners. He advocated for an education system that encourages students to explore, question, and construct their understanding of the world, rather than passively receiving information.

Further, central to Tagore's philosophy of education is the concept of "Shantiniketan," or the abode of peace - and later Sriniketan - which he established as an experimental educational institution in rural Bengal. Shantiniketan epitomized Tagore's holistic educational philosophy, integrating intellectual, artistic, and spiritual facets of human life. Education transcended traditional confines, embracing nature, arts, and community involvement. Tagore emphasized fostering reverence for nature, aesthetic sensibility, and interconnectedness with all life. He advocated for intellectual development through imagination, free thought, and perpetual curiosity. This personalized approach prioritized holistic growth, including physical development through exercises, yoga, and sports, echoing Tagore's belief: "The highest education is that which does not merely give us information but makes our life in harmony with all existence."

According to Gurudev Rabindranath Tagore, "A teacher can never truly teach, unless he is still learning himself. A lamp can never light another lamp, unless it continues to burn its own flame". In his essay 'Ashramer Shiksha' (Ashram's Teaching), Tagore extolled the virtues of patience in teaching, advocating that only those imbued with affection for their students deserve the mantle of a teacher. He rejected authoritarian teaching methods, viewing them as indicative of governance inadequacy. K M O'Connell (University of Toronto, Canada) had written that Rabindranath Tagore stands with the pioneering educators, like, Rousseau, Pestalozzi, Froebel, Montessori, and Dewey Malcolm Knowles, who have striven to create non-authoritarian learning systems appropriate to the surroundings.

Furthermore, Tagore's educational philosophy emphasizes fostering a love for humanity and advancing universal brotherhood through recognizing the interconnectedness of all beings and promoting empathy across cultures. Central to his approach is establishing harmony



HIS NOTION OF FREEDOM IN EDUCATION EMPHASISES LINKING NATURE, SOCIETY, AND LEARNERS' EXPERIENCES. HE ADVOCATES FOR LEARNING IN NATURAL ENVIRONMENTS TO NOURISH BODY AND SOUL, PRIORITISE CREATIVITY, AND ENGAGE CRITICALLY WITH TRADITIONAL VALUES AND BELIEFS

between individuals, nature, and the divine. Tagore advocates for freedom in education to unlock individuals' inherent potential and stresses the significance of moral and spiritual development alongside academic learning. His vision aims at cultivating well-rounded individuals capable of selfless service and social integration, ultimately contributing to a conscientious and harmonious society.

In today's context, characterized by rapid technological advancements, globalization, and environmental challenges, Tagore's emphasis on holistic education is more relevant than ever. The prevailing thought on standardized testing and rote memorization (read learning) often stifles creativity and critical thinking, leaving students ill-prepared for the complexities of the modern world. Tagore's philosophy, instead, calls for a shift towards a more student-centered, inquiry-based approach to learning that empowers learners to navigate uncertainty, think critically, and adapt to change.

Tagore's educational philosophy, as elucidated in his essay "The Centre of Indian Culture," emphasizes the imperative for education to reflect and engage with the socio-cultural milieu in which it operates, asserting that genuine education must be attuned to its contextual realities to foster healthy growth.

This sentiment resonates in Sunil Banga's (Lancaster University Management School) analysis - in his paper "The global relevance of Tagore's cosmopolitan educational philosophy for social justice in a post-Westphalian world" published in Journal of Philosophy of Education (August 2023, Oxford) - which underscores Tagore's cosmopolitan approach to education as a potent instrument for social justice and equity in today's

world. Banga highlights Tagore's commitment to societal transformation through education, evident in his advocacy for women's empowerment, condemnation of oppression, and advocacy for India's independence (read freedom). Despite emerging from the colonial era, Tagore's philosophy remains pertinent, particularly his emphasis on education as a catalyst for moral and social development, aiming towards societal harmony and integration to address contemporary global challenges.

Moreover, Tagore's emphasis on the integration of arts, music, and literature into the curriculum offers a counterbalance to the narrow focus on STEM (Science, Technology, Engineering, and Mathematics) education prevalent in many educational systems today. Arts play a crucial role in fostering creativity, empathy, and emotional intelligence, which are essential for navigating the complexities of human relationships and societal challenges.

Sunil Banga underscores Tagore's educational paradigm as an early advocate of global interconnectedness. Tagore posited that education's primary objective was the attainment of 'self-realization,' which he termed 'Atma Shakti,' wherein individuals harmonize with nature and society. Drawing from Hindu literature, Tagore envisions a 'universal man' embodying faith in universalism and humanity. He further advocates for personality development through arts and music, leading to a transcendent understanding of human nature. He contends that humans, upon achieving self-realization, unite with 'God or Manav Brahma,' thereby becoming the 'complete man' and soul.

Rabindranath Tagore's educational philosophy underscores the integral role of education in fos-

tering connections between individuals and humanity while promoting holistic development.

In essence, at the heart of Tagore's vision of cosmopolitan education is the idea of freedom - freedom to engage critically with traditional values and beliefs; and freedom to imagine citizenship in a globalized world, that enables an exploration and negotiation of multiple allegiances in sympathy with others. His notion of freedom in education emphasizes linking nature, society, and learners' experiences. He advocates for learning in natural environments to nourish body and soul, prioritize creativity, and engage critically with traditional values and beliefs.

Rabindranath Tagore's philosophy of education provides a compelling framework for reimagining education in the 21st century. His emphasis on creativity, freedom, holistic development, and social engagement offers valuable insights for addressing the multifaceted challenges of today's world.

By embracing Tagore's vision, educators can create learning environments that empower students to become compassionate, critical thinkers capable of shaping a more just, sustainable, and humane society and boosting student's morale.

On the occasion of Gurudev Rabindranath Tagore's 163rd Birth Anniversary, we may well reflect on his philosophy advocating for an education that transcends mere impartation of knowledge, rather instills a profound harmony with all existence. Revisiting Tagore's principles may serve as a guiding light for Indian educational institutions in this globalised age.

(The writer is Programme Executive, Gandhi Smriti and Darshan Samiti; views are personal)

VCs 'unequivocally discard claims' by Rahul Gandhi on their appointment, alleging 'intent to derive political mileage'

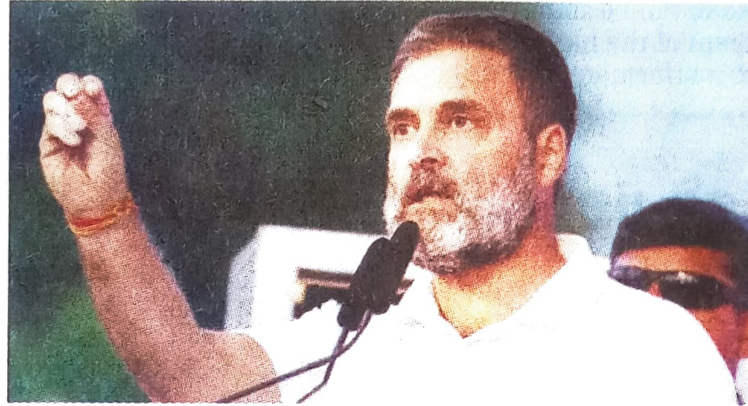
STATESMAN NEWS SERVICE

NEW DELHI, 6 MAY

Slamming Congress leader Rahul Gandhi for his alleged remarks on the selection process of University heads, Vice Chancellors and academicians across the country have written an open letter accusing the Wayanad MP of "resorting to falsehood".

"It has come to our notice from tweet and open sources of Rahul Gandhi, Congress leader, that the appointment of Vice Chancellors is made solely based on affiliation with some organisation rather than merit and qualification, thereby questioning the merit of the process through which the Vice Chancellors are appointed," read the letter.

The letter rubbished the alleged claims by Rahul Gandhi, saying, "We categorically and unequivocally discard



such claims."

The signatories of over 100 academic professionals, including VCs from top universities across the world and academicians, have been attached along with the letter dated May 5. It further delved into the appointment process, explaining that the selection is characterised by "stringent, transparent, rigorous procedure." The letter also urged people to abstain from "spreading unfounded rumours."

"The process by which Vice Chancellors are selected is characterised by stringent, transparent rigorous procedure grounded on values of meritocracy, scholarly distinction and integrity. The selection has been completely based on academic and administrative prowess and with a vision to take Universities ahead," it mentioned.

"We strongly urge all individuals involved to exercise discernment in distinguishing

fact from fiction, to abstain from spreading unfounded rumours, and to participate in dialogue that is well-informed, constructive, and supportive of our shared goal of creating a dynamic and inclusive educational environment. We would like to reaffirm our steadfast dedication to the principles of meritocracy, integrity, and excellence within the realm of higher education," it added.

Rubbishing the claims, the letter called them "baseless allegations" and accused Rahul Gandhi of defaming the office of the VCs at large with an "intent to derive political mileage." Speaking on the open letter and Rahul Gandhi's alleged remarks, Bhagwati Prakash Sharma, Vice Chancellor of Gautam Buddha University, Noida, called it "stupidity" from the Congress leader's part. *shd*

Campus protests reveal the West's hypocrisy

HARSHA KAKAR

Since 17 April, pro-Palestine sit-in demonstrations have impacted multiple American universities, bringing education to a standstill. Riot police employed force to take down protestors' encampments while arresting thousands. Clashes between students and riot police are being reported across the US as also between pro-Palestine and pro-Israel demonstrators. Protests on this scale were last witnessed during the Vietnam war. Within days, protests spread to universities in the UK, Canada, France and Australia. In most countries, riot police were called in to quell the protests.

Protesting students are accusing Israel of committing 'genocide' in Gaza while demanding that educational institutions 'divest' from businesses linked with Israel as also companies providing military equipment to them. Most US universities invest their funding, donations as also earnings, in shares of major companies including defence suppliers. Brown, Northwestern and Rutgers universities are the few to have come to an agreement with protestors.

Authorities classify these demonstrations as anti-Semitic, and controlled by 'professional protestors'. Professionals guiding protests is a global phenomenon and not a discovery of the West. Professionally organized protests in India, funded by anti-India organizations and lobbies abroad, when quelled by employment of police power led to India being accused of 'subverting freedom of speech' and lowering its 'democratic credentials.' Why are those institutions and nations, which questioned India, silent now? Hypocrisy!



In the US, even professors were manhandled and treated worse than criminals, but not a single entity objected. Universities across the West are threatening students with suspension if they do not terminate their protests. Not a single voice was raised in support of demonstrating students but many had supported protesting Indian students and farmers.

Even President Biden backed the crackdown mentioning, "Dissent must never lead to disorder." He added, "Vandalism, trespassing, breaking windows, shutting down campuses, forcing cancellation of classes and graduation — none of this is a peaceful protest. Threatening people, intimidating people, instilling fear in people is not a peaceful protest."

But this is exactly what the US condemned as suppressing 'freedom of speech and right to protest' when India cracked down on Shaheen Bagh, JNU and farmers' protests. Why these double standards?

In the US, Green Party presidential candidate Jill Stein was amongst

those arrested and handcuffed. There was not a word of criticism or support in the media. The suspension of Rahul Gandhi from parliament by courts resulted in a series of comments by US and European government spokespersons and their media.

The US media, which led the charge against the Indian government in its handling of different protests, is currently backing employment of force rather than negotiations. The New York Times had a headline, 'Crackdowns at four college protests lead to more than 200 arrests.' CNN's headline said, 'How universities are cracking down on a swell of tension months into student protests over Israel's bombardment of Gaza.' The Washington Post said, 'How a Columbia protest sparked a student revolt.'

In no case were authorities accused of employing brute force, even though videos emerging from campuses showed use of disproportionate force by riot police against peaceful protestors. There were no tweets backing the

'peaceful protestors' from Rihana, Greta Thunberg, Malala and Mia Khalifa.

In contrast, the New York Times headline on the farmers' protest in India, despite the government avoiding employing force, said: 'Modi's response to farmer protests in India stirs fears of a pattern.' The Washington Post had a headline, 'Protesting farmers are teaching India a hard - but much needed - lesson.' CNN stated, 'Angry farmers once forced India's hardline leader into a rare retreat.' Rihana tweeted, 'why aren't we talking about this?! #FarmersProtest.' Mia Khalifa tweeted, 'I stand with the farmers.' India was singled out because the farmers' protests were largely Western-funded and professionally managed.

During the Jawaharlal Nehru university protests of 2016, the Washington Post's headline said, 'Indian students called it free speech. The government called it sedition.' The New York Times mentioned, 'Sedition arrests in India inflame old free-speech tensions.' Should we not wonder why the same concept of 'free speech' becomes 'anti-Semitism' when it comes to continental US and other European campuses?

Western media avoided commenting on the crackdown in US universities. However, they feel it is their right to comment when protests arise in other nations. The BBC supported the US government when it headlined, 'Columbia students defy deadline to disband pro-Palestinian encampment.' Al Jazeera did defend the protestors when it said, 'Generation gap: What student protests say about US politics, Israel support.'

The US State department, which finds fault with every other democracy, including India on freedom of speech, will maintain

silence and blame protestors in campuses ignoring police high-handedness and use of disproportionate force. While both Trump and Biden support Israel, it is likely that the brutal crackdown will impact Biden more than Trump.

India was amongst a few nations which showed the US the mirror, but only gently, when its spokesperson mentioned, 'we are all judged by what we do at home and not what we say abroad.' Indian media reaction was also not at the level expected, possibly due to ongoing elections. Comments from the Indian spokesperson should have been more forthright.

In Germany police employed force to break up pro-Palestinian demonstrations at Humboldt University, Berlin, which comments on Indian democracy.

In Canada, protestors established encampments in multiple university campuses. Demands are being raised to employ force to evict them. Justin Trudeau had mentioned during his bilateral with PM Modi during the G20 summit, "Canada will always defend freedom of expression, freedom of conscience, and freedom of peaceful protest and it is extremely important to us."

India must remind Canada that the freedoms which Trudeau has sworn to protect must not be tampered with. Further, there would be many Indian-origin students amongst those protesting for whom the government would be naturally concerned, as Trudeau was during the farmers' protests.

It is payback time for India. Keeping quiet and displaying niceties is never globally appreciated. No nation would thank India for not commenting on their internal matters.

(The writer is a retired Major-General of the Indian Army.)

2nd/7

181 VCs & ex-VCs call for action against Rahul over 'falsehoods'

Manash.Gohain
@timesgroup.com

New Delhi: A group of 181 current and former vice chancellors (VCs) along with heads of regulatory authorities such as the AICTE have issued an open letter urging "appropriate action" against Congress functionary Rahul Gandhi. They accused him of spreading falsehoods regarding the appointment process of university heads and tarnishing the reputation of VC's office. The signatories have also initiated an online petition addressed to the Election Commission of India.

Among the signatories are incumbent VCs from institutions including Delhi

University, Jawaharlal Nehru University, Delhi, MS University (Baroda), Central University of Haryana, Mahendragarh, North East Hill University, Shillong, the president of the Association of Indian Universities, the chairperson of AICTE, former chairperson of UGC, and the director of NCERT, among others.

The official handle of Congress on April 28, 2024 posted a video of Gandhi in which he while accusing Modi and RSS of wanting "to end democracy and Constitution," went on to say in Hindi, "...You take out the list of vice chancellors in the education system of Hindustan. All of them are RSS people. They have no

idea about education."

Denying the "baseless allegations" regarding the VC selection process, the academicians assert that such claims are made to gain political advantage. They emphasised the importance of discerning fact from fiction and encouraged informed dialogue to foster a supportive educational environment.

The open letter said: "We strongly urge all individuals involved to exercise discernment in distinguishing fact from fiction, to abstain from spreading rumours, and to participate in dialogue that is well-informed, constructive, and supportive of our shared goal of creating a dynamic and inclusive educational environment." 102

Need to adopt new skills to keep pace with rapid change: Murmu

Prez presides over convocation of Central University of HP

TRIBUNE NEWS SERVICE

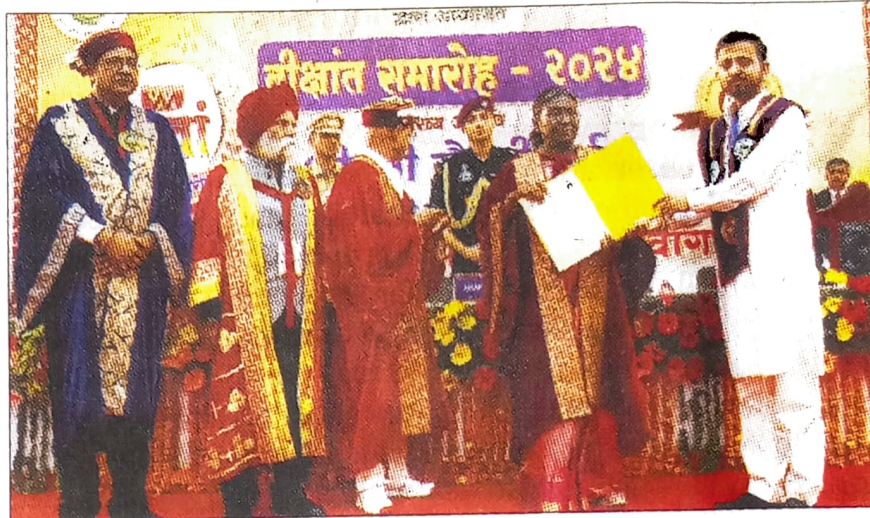
DHARAMSALA, MAY 6

President Droupadi Murmu graced and addressed the 7th convocation of the Central University of Himachal Pradesh (CUHP) in Dharamsala today.

Speaking on the occasion, the President said: "Change is the law of nature. But, the pace of change was not so rapid in the past. Today we are in the era of the 4th industrial revolution. New areas like artificial intelligence, machine learning are emerging rapidly. Both the speed and magnitude of change are very high, due to which technology and required skills are changing very quickly. At the beginning of the 21st century, no one knew what kind of skills people would need in the next 20 or 25 years. Similarly, many current skills will no longer be useful in the future."

"Therefore, we have to continuously adopt new skills. Our focus should be on developing flexible minds so that the young generation can keep pace with the rapid changes taking place. We have to strengthen the curiosity and the desire to learn among the students to prepare them for facing the challenges of the 21st century," she said.

The President said, "Our



President Droupadi Murmu hands over the degree to a student at the 7th convocation of the CUHP in Dharamsala. TRIBUNE PHOTO

EDUCATION SHOULD MAKE STUDENTS SELF-RELIANT

- The President said education should be such that along with educating the students, it should make them self-reliant and build their character and personality
- The aim of education is also to bring awareness among the students about their culture, tradition and civilisation, the President said
- She stressed that the role of teachers was very important. Their work is not limited to teaching only, and they have the huge responsibility of building the future of the nation

focus should be on 'what to learn' as well as 'how to learn'." She underlined that when students learn independently and without any stress, their creativity and imagination take flight. In that case they do not consider education as just a synonym for livelihood. Rather, they innovate, find solutions to problems, and learn with curiosity.

Addressing the students, the President said every person

has the potential for both good and evil. She advised them to keep in mind that no matter how difficult the situation they are in, they should never let evil dominate them. They should always side with good. She urged them to make human values like compassion, conscientiousness and sensitivity their ideals. She said that based on these values, they can live a successful and meaningful life. *mi*

Rahul telling lies on appointments: VCs

NEW DELHI, MAY 6

At least 181 vice chancellors of leading universities and other academicians have accused Congress leader Rahul Gandhi of spreading "falsehood" regarding the appointment process for university heads and sought lawful action against him.


In an open letter, they said Rahul alleged vice chancellors were appointed solely on the basis of affiliation with

Write open letter, seek action against him

some organisation rather than merit as they slammed his claims.

"The process by which vice chancellors are selected is characterised by stringent, transparent and rigorous procedure grounded on values of meritocracy, scholarly distinction and integrity. The selec-

tion has been completely based on academic and administrative prowess and with a vision to take universities ahead," the letter said.

"Rahul has resorted to falsehood and has defamed the office of the VCs at large with the intent to derive a political mileage out of it. It is earnestly prayed that appropriate action be taken against him in accordance with law," they demanded. — TNS 

राजनीतिक फायदे के लिए राहुल ने लिया झूठ का सहारा

कुलपतियों का आरोप

जागरण ब्यूरो, नई दिल्ली : चुनाव प्रचार के दौरान शैक्षणिक संस्थाओं और विश्वविद्यालयों में कुलपतियों की नियुक्ति में आरएसएस के लोगों की नियुक्ति किए जाने के राहुल गांधी के आरोपों पर विवाद गरमा गया है। देशभर के 181 विश्वविद्यालयों के कुलपतियों और प्रमुख शिक्षाविदों ने राहुल की टिप्पणी को खारिज करते हुए उन पर राजनीतिक लाभ के लिए झूठ का सहारा लेने का आरोप लगाया है। साथ ही पूर्व कांग्रेस अध्यक्ष के विरुद्ध कानूनी कार्रवाई की मांग भी उठाई है।

शिक्षाविदों ने अपने खुले पत्र में कहा है, 'राहुल गांधी की एक्स पोस्ट और सूत्रों से हमें पता चला है कि उन्होंने आरोप लगाया है कि



- प्रमुख शिक्षाविदों ने भी खुला पत्र लिखकर की कांग्रेस नेता की टिप्पणी पर कार्रवाई की मांग
- राहुल गांधी ने लगाया था आरएसएस के लोगों को कुलपति नियुक्त करने का आरोप

कुलपतियों की नियुक्ति योग्यता के आधार पर नहीं, बल्कि किसी संगठन से जुड़े होने के आधार पर की जाती है।' इन आरोपों को पूरी तरह खारिज करते हुए शिक्षाविदों ने दावा किया है कि कुलपतियों की नियुक्ति में योग्यता, विशेषज्ञता और ईमानदारी के साथ पारदर्शी प्रक्रिया अपनाई जाती है। ज्ञान के संरक्षक और प्रशासक के रूप में कुलपति नैतिक व्यवहार और संस्थागत अखंडता बनाए रखने के लिए जिम्मेदार हैं। कांग्रेस नेता के

आरोपों को खारिज करते हुए शैक्षिक उन्नयन को लेकर अपनी प्रतिबद्धता जताते हुए शिक्षाविदों ने दावा किया कि भारत के विश्वविद्यालयों में महत्वपूर्ण बदलाव आए हैं। वैश्विक रैंकिंग सुधारने के साथ ही विश्वस्तरीय शोध कार्य, नवाचार, इंडस्ट्री और शैक्षिक संस्थानों के बीच गैप कम करने सहित विभिन्न सुधारों पर काम हो रहा है। तर्कों के साथ बताया गया है कि राहुल गांधी के आरोप निराधार हैं और उन्होंने राजनीतिक लाभ के लिए झूठ का

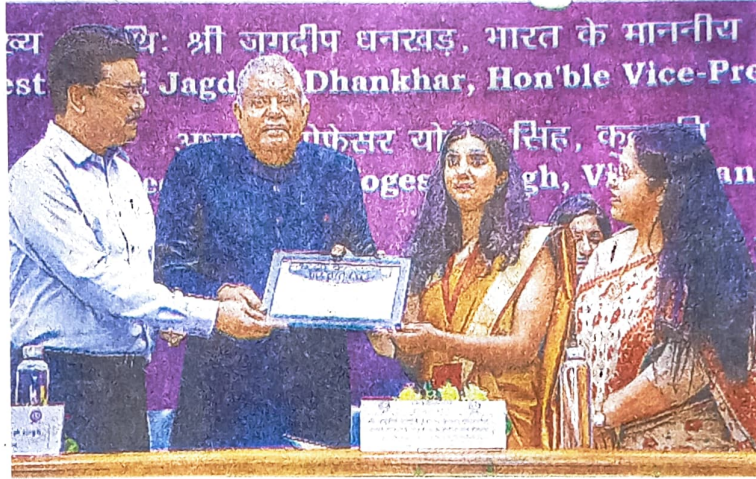
सहारा लेकर पूरी व्यवस्था को बदनाम किया है।

पत्र पर सीएसजेएम विश्वविद्यालय कानपुर के कुलपति प्रो. विनय पाठक, पैसिफिक विश्वविद्यालय उदयपुर के चांसलर प्रो. भगवती प्रकाश शर्मा, महात्मा गांधी ग्रामोदय विश्वविद्यालय चित्रकूट के कुलपति प्रो. एनसी गौतम, गुरु घासीदास केंद्रीय विश्वविद्यालय बिलासपुर के कुलपति प्रो. आलोक चक्करवल, बीआर आंबेडकर राष्ट्रीय विधि विश्वविद्यालय सोनीपत के पूर्व कुलपति प्रो. विनय कपूर, सेंट्रल ट्राइबल यूनिवर्सिटी आंध्र प्रदेश के कुलपति प्रो. तेजस्वी वी. कट्टीमिण, एआइसीटीई के चेयरमैन व आइआइटी गुवाहाटी के पूर्व निदेशक डा. टीजी सीताराम सहित कई शिक्षाविदों के हस्ताक्षर हैं।

‘देश को विकसित बनाने में शिक्षा की अहम भूमिका’

जागरण संवाददाता, नई दिल्ली: शिक्षा सबसे बड़ा अधिकार और दान है। समाज में बदलाव का सबसे बड़ा केंद्र शिक्षा है। भारत अब अंगूठा लगाने के अभिशाप से मुक्त हो चुका है। माताएं और बहनें अब कागज मांगकर हस्ताक्षर करती हैं। 2047 तक भारत को विकसित राष्ट्र बनाना बहुत बड़ा यज्ञ है। इसमें हर कोई आहुति दे रहा है। शैक्षणिक संस्थान अहम भूमिका निभा रहे हैं। इसमें कोई शंका नहीं है कि देश 2047 में विकसित बनकर रहेगा। यह बात उपराष्ट्रपति जगदीप धनखड़ ने कही। वे दिल्ली विश्वविद्यालय के स्कूल आफ ओपन लर्निंग के 62वें स्थापना दिवस समारोह के मौके पर कन्वेंशन हॉल में आयोजित कार्यक्रम में बतौर मुख्य अतिथि बोल रहे थे।

धनखड़ ने कहा कि बंगाल से अंग्रेजों ने भारत पर कई साल शासन किया। दिल्ली में विश्वविद्यालय के परिसर (ब्रिटिश शासन के वायसराय के घर) से शासन किया, लेकिन आज हम उनसे बड़ी अर्थव्यवस्था बन गए हैं। वह दिन दूर नहीं, जब हम जापान और जर्मनी को भी पीछे छोड़ देंगे। उन्होंने कहा, पहले औपचारिक शिक्षा गुरुकुल और आश्रमों में मिलती थी और अनौपचारिक शिक्षा मंदिरों, पुरोहितों



डीयू के वाइस रीगल कन्वेंशन हॉल में एसओएल के स्थापना दिवस समारोह में बीए लाइब्रेरी साइंस में टापर छात्रा पायल सिंह को सम्मानित करते उपराष्ट्रपति जगदीप धनखड़ साथ में कुलपति प्रो. योगेश सिंह व एसओएल की निदेशक प्रो. पायल मागो • ध्रुव कुमार

और संन्यासियों से मिलती थी। अब एसओएल संस्थागत ढंग से विद्यार्थियों को अनौपचारिक शिक्षा देने का कार्य कर रहा है। उन्होंने 23 अगस्त 2023 को चंद्रयान-3 की सफलता का उदाहरण देते हुए कहा कि यदि चंद्रयान-2 न होता तो 3 भी न होता। उन्होंने कहा कि मुद्रा योजना ने देश की महिलाओं को सीधे लाभ पहुंचाया है। बैंक उन तक पहुंचे हैं और उन्हें सीधे राहत मिली है। समारोह की अध्यक्षता करते हुए कुलपति प्रो. योगेश सिंह ने कहा, एसओएल का पाठ्यक्रम और परीक्षा का पैटर्न नियमित वाला ही है, केवल

शिक्षण का तरीका अलग है। उन्होंने कहा कि विकसित भारत का सबसे शक्तिशाली उपकरण शिक्षा है। सब तक शिक्षा पहुंचे, इसके लिए मुक्त शिक्षा का बहुत अधिक महत्व है। एसओएल इसे बखूबी निभा रहा है। इस मौके पर एसओएल की निदेशक प्रो. पायल मागो और प्राचार्य प्रो. अजय जायसवाल मुख्य तौर पर मौजूद रहे।

8.5 सीजीपीए लाने वाली महिला विद्यार्थी की फीस होगी माफ : कार्यक्रम के आरंभ में एसओएल की निदेशक प्रो. पायल मागो ने घोषणा की कि शैक्षणिक सत्र 2024-25 से

एसओएल की तीन छात्राओं को किया पुरस्कृत

समारोह में तीन छात्राओं को उपराष्ट्रपति जगदीप धनखड़ ने सम्मानित किया। बीए लाइब्रेरी साइंस में दिल्ली विश्वविद्यालय की टापर रही पायल सिंह तथा एमए राजनीति विज्ञान की टापर नैसी गोयल को प्रमाणपत्र एवं स्मृति चिह्न देकर पुरस्कृत किया गया। इनके अलावा अर्जुन पुरस्कार विजेता एसओएल की छात्रा दीक्षा डागर को भी सम्मानित किया गया।

एसओएल की जो भी छात्रा 8.5 सीजीपीए लाएंगी, उनकी अगले वर्ष की पूरी फीस माफ की जाएगी। उन्होंने बताया कि एसओएल सेल्फ सफीशिएंट और फंडेड है। इसने पिछले शैक्षणिक सत्र में दो करोड़ की धनराशि से गरीब विद्यार्थियों को स्कालरशिप दी है। उन्होंने कहा कि विद्यार्थियों तक शिक्षा पहुंचे इसलिए वर्चुअल कक्षाओं का माडल तैयार किया जा रहा है। उनकी शिकायतें सुलझाने के लिए 20 फोन का काल सेंटर भी जुलाई में शुरू कर दिया जाएगा।

नई शिक्षा नीति से सुदृढ़ हुई भारतीय ज्ञान परंपरा

जागरण संवाददाता, नई दिल्ली: भारतीय ज्ञान परंपरा को अधिक



प्रो. मुरली मनोहर
पाठक

सुदृढ़ बनाने के लिए नई शिक्षा नीति 2020 मील का पत्थर साबित हुई है। भारतीय पुरातन ग्रंथ और लोक व्यवहार की कला ने

समूचे विश्व का पथ प्रदर्शित किया है। विश्व को ज्ञान की प्रथम किरण

भारत से मिली है, इसी कारण भारत विश्व गुरु माना जाता है। यह बात लाल बहादुर शास्त्री राष्ट्रीय संस्कृत विश्वविद्यालय के कुलपति प्रो. मुरली मनोहर पाठक ने कही। वे डीयू के डा. भीमराव अंबेडकर कालेज में संस्कृत विभाग की ओर से भारतीय ज्ञान परंपरा और संस्कृत विषय पर आयोजित संगोष्ठी में बतौर मुख्य अतिथि बोल रहे थे।

उन्होंने कहा कि भारतीय ज्ञान परंपरा हमें अपने राष्ट्र, संस्कृति,

आचरण, संस्कार, साहित्य, सभ्यता, दर्शन और चिंतन पर गर्व करना सिखाती है। डीयू के हिंदू अध्ययन केंद्र की सह निदेशक डा. प्रेरणा मल्होत्रा ने 'द लास्ट लेसन' का जिक्र करते हुए कहा कि भाषा सिर्फ हमारे आचरण और व्यवहार का माध्यम नहीं है, बल्कि यह हमारी परंपरा और संस्कृति में भी परिलक्षित होती है। देव भाषा संस्कृत सार्वभौमिक है, अनादिकाल से मार्गदर्शित करती आई है।

ऑस्ट्रेलिया के सभी वीजा के लिए TOEFL

■ भाषा, नई दिल्ली : अंग्रेजी भाषा से जुड़े एग्जाम TOEFL के स्कोर अब ऑस्ट्रेलिया के सभी वीजा से जुड़े उद्देश्यों के लिए मान्य होंगे। एजुकेशनल टेस्टिंग सर्विस (ETS) ने कहा कि 5 मई को या उसके बाद लिए गए एग्जाम के स्कोर को ऑस्ट्रेलियाई वीजा के लिए वैध माना जाएगा। TOEFL की पिछले साल जुलाई में ऑस्ट्रेलिया के गृह विभाग ने समीक्षा की थी। इसके स्कोर को फिलहाल स्वीकार नहीं किया जा रहा था।

