



Honours for India's elite univs

The latest QS global rankings of universities points to a heartening improvement in the quality of education, research and adaptation of the best universal practices in imparting education by Indian universities.

More than the fact that 69 elite institutions have made it to the global ranking list, the fact that 72 per cent of Indian entries have either improved or maintained their rankings is a clear indication that India is catching up with the best in the world regarding university education.

Indian universities are also said to have displayed remarkable performances in science subjects and in business studies. With an AI-driven future on the horizon, proficiency in computer science, physics and chemistry and biological sciences may become even more of a prerequisite for success in landing jobs in the changing environment and finding fulfilling lives.

Of course, we are talking of elite schools in science and technology and business management offering professional courses, as in the IITs and the IIMs, where the best rankings results are being achieved year after year. The 12 Institutes of Eminence, with 47 IoE positions in the top 100, have contributed to the sanguine Indian higher education scenario.

The news must also be welcomed that the JNU leads all other Indian colleges and universities in social development studies, so there can be no complaint of the improvements being of one dimension of STEM or management studies. Knowledge in any field is power.

The explosion of research activity making Indian students and their teachers and guides the fourth largest producer of (around 1.3 million) papers after China, the US and UK is a clear sign that the mode of teaching has moved on from lectures and rote learning to a more diverse orientation wherein the student is thinking while learning. International researchers have also been helping refine this process, as evident in a 16 per cent jump in research.

It must, however, be stressed that the rankings indicate Indian elite schools are shining even as much remains to be done to improve the access to higher education for all Indian students. The difficulties of getting into desired elite schools of learning are too well-known in our self-defeating world of huge numbers.

AA/12-15

Govt appoints four new UGC members

NEW DELHI: The Centre has appointed four new members, including CEO of National Stock Exchange Ashish Kumar Chauhan and founder of Zoho Corporation Sridhar Vembu in the University Grants Commission(UGC) for a period of three years. In a gazette notification, dated 10 April, the Centre notified that it has appointed Central University of Odisha former V-C Sachidananda Mohanty, National Institute of Educational Planning and Administration V-C Shashikala Gulabrao Wanjari, along with Chauhan and Vembu as members of the body.

45/12

From NCERT to IITs, science takes a knock

It is undesirable and tendentious on the part of educational institutions to ask students to internalise fanciful hypotheses and inadequately proven opinions

The immortal closing lines of Shelley's 1820 poem *Ode to the West Wind*, "The trumpet of a prophecy! O Wind/If Winter comes, can Spring be far behind?", though not their juxtaposition of the undesirable and the desirable, came to my mind when I read about modifications in Central Board of Secondary Education (CBSE) history texts introduced by National Council of Education Research and Training (NCERT). Shocking as it is, NCERT's insistence on establishing that the Harappans later emerged in India's protohistory as the Vedic people, I did not feel shocked by the distortion since that is precisely what the Indian Institute of Technology, Kharagpur (IIT-K) did in its 2022 calendar. Is it because the imagination of a larger part of CBSE students is fired by the dream of getting into an IIT that NCERT wants to indoctrinate them by way of preparation towards that goal?

First about IIT-K. Created in 1951 with Sir JC Ghosh as its first director and BC Roy and SS Bhatnagar among its board members, its vision was to "produce global leaders in science, technology and management" and "to

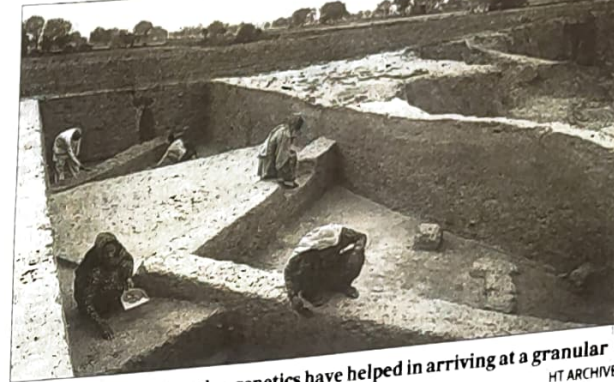
be a hub of knowledge creation". Seven decades later, the calendar, dedicated to the Centre of Excellence for Indian Knowledge Systems, was devoted to what it called the "recovery of the foundations of Indian knowledge systems". Its stated aims are: First, recognition of the secret of the Vedas; next, reinterpretation of the Indus Valley civilisation (IVC); and last, to provide a rebuttal to the Aryan invasion myth. Towards this end, it offered 12 "evidences", never mind the awkward plural. What it offered as "evidence" was a series of biased claims: The currently accepted chronology of Indian civilisation is dubious and questionable; the chronological gap between the IVC and the Vedic period is a calumny of some European scholars, a conspiracy hatched by them in order to "downgrade the cosmological and altruistic foundations of the Vedas". The calendar tried to show how the Aryan invasion myth resulted from the works of Max Müller, Arthur de Gobineau and HS Chamberlain.

It is well established that Adolf Hitler accepted the ideas of Aryan superiority from the works of de Gobineau (1816-82), who turned the name of a language (Indo-Aryan) into an ethnographic term (Aryan), and Chamberlain further made the idea accessible to the Germans. Therefore, it is clear beyond doubt that the Aryan invasion of India is not a historical fact. It is also established though that the term "Aryan" in Sanskrit had been used previously by speakers of Indo-Iranian in the Mitanni period for referring to a person, just as the term "sir" is used. How absurd it

would be as a scientific observation if centuries from now a future anthropologist were to dig up files in government archives and claim to the existence of a people called "sir"! Something similar has happened in the case of the term "Aryan".

However, there is a vast difference in the ways languages migrate and large populations do. The Rakhigarhi skeleton research opens up the question of the five-century gap between the end of the Harappan era around 1900 BCE and the beginning of the Vedic era around 1400 BCE, but a vast amount of further research will be required to close it. Demonsing European scholars of Indian civilisation does in no way prove that the historically non-existent Aryans "went out from here" rather than "came here from outside". To harbour such a belief amounts to committing the same ghastly blunder that Adolf Hitler committed but from an Indian end of the fantasy.

During the last two decades, genetics have helped in arriving at a granular grasp of prehistory which had earlier remained surrounded in mystery and open to wild guesswork. In the context of India, works like David Reich's *Who We Are and How We Got Here* (2018) and Tony Joseph's *The Early Indians* (2018) have presented cogent accounts of different waves of migrations. Similarly, David Anthony's *The Horse, the Wheel, and Language: How Bronze-Age Riders from the Eurasian Steppes Shaped the Modern World* has established a precise sequence of the rise of horse-driven wagons in the Eurasian



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HT ARCHIVE

steppes and the successive stages of the evolution of the language which, after its arrival on the western border of India, came to be known as Sanskrit. The turning point in this history was the use of copper, the control of horses and the use of wheel-run wagons which allowed ancient Eurasian steppe people to move out towards the South and the West. In the process what is described as the "Proto-Indo-European" (PIE) branched into Indo-European, Indo-Iranian and Indic. Indic was subsequently named Sanskrit. Its earliest form was related to the language of the Avesta. One notices that at least 380 words — such as Indra, Mitra, Varuna, and Homa — used in the Avesta are found in the Rig Veda.

The claim that the recent ancient DNA study of a Rakhigarhi skeleton disproves the previously established understanding of the language movement is hasty, far-fetched and agenda-driven rather than a dispassionate scientific analysis. In a 2019 paper published by archaeologist Vasant Shinde and others based on DNA study of a Rakhigarhi skeleton, the conclusion states that the DNA sample shows no presence of Iranian farmers' ancestry among IVC. It points to new directions for research on the history of agriculture in India. But it also states, "Our analysis of data from one individual from the IVC, in conjunction with 11

previously reported individuals from IVC sites in cultural contact with the IVC, demonstrates the existence of an ancestry gradient that was widespread in farmers to the northwest of peninsular India at the height of the IVC, that had little if any genetic contribution from Steppe pastoralists or western Iranian farmers or herders, and that had a primary impact on the ancestry of later South Asians. While our study is sufficient to demonstrate that this ancestry profile was a common feature of the IVC, a single sample — or even the gradient of 12 likely IVC samples we have identified — cannot fully characterise a cosmopolitan ancient civilisation."

Accounts of evolution of languages are based on comparative and historical linguistics. They firmly indicate that Sanskrit is historically a later stage of the PIE and that it has had no pre-Harappa existence in South Asia. Given the current state of various disciplines — human genetics, ancient DNA study, linguistics, archaeology and history of food and agriculture — it is undesirable and entirely tendentious on the part of NCERT to ask students to internalise fanciful hypotheses and inadequately proven opinions.

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11/12/10

Libraries can force the case for liberty, justice

When Maharaja Sayajirao Gaekwad III visited the United States (US), he may have encountered the phrase "palaces for the people," a term often used to describe US public libraries. He was certainly convinced of the importance of the public libraries system he encountered there; he appointed an American to create one in Baroda in 1910 — and thus, William Alanson Borden, created a system of free libraries in modern India.

A publisher recently told me this about Kerala, which has close to 10,000 libraries: "*Waham ki baat hi alag hai*" (Kerala stands out from the rest of the country). She reasoned that the state's near-total literacy came first, and then came the books and the culture of reading. So, if we could just hurdle ourselves forward the Kerala way, then, only a century after Gaekwad and his love of free libraries, we could set about establishing the public library system that India needs.

The publisher is right. Kerala is different from the rest of the country which has an abysmal ratio of one urban library for every 80,000 people and one rural library for every 11,500 people. But she is also wrong because people don't acquire literacy first and then books. Kerala's literacy movement was preceded by a century-long library movement.

And even Kerala may no longer be able to exercise the autonomy of the Kerala way. R Bindu, Kerala's minister of higher education, at the Union ministry of culture's Festival of Libraries, voiced her state's objection to the Centre's plan to move the library question from the state to the concurrent list. Kerala is worried that if they lose control over their libraries, they will no longer be able to maintain the quality of their system, which provides libraries at a ratio of one per 3,500 people.

The library movement in India has mostly not been led by *maharajas* or government officials. It has been a people's movement, led by those who undoubtedly understand that people have a right to places where they can meet, talk, read and think together. Leaders in the movement have come from various places and times in India: Motibhai Amin in Baroda, Sir Iyyanki Venkata Ramanayya in Andhra Pradesh, PN Panicker in Kerala. Monindra Dev Rai Mahashaya in Bengal, Master Motilal in Rajasthan, Sant Ram Bhatia in Punjab, Kumudeshwar Barthakur in Assam, among others. SR Ranganathan, who conceived of the movement on a

national scale, understood the importance of the connection between free libraries and the nation. Ranganathan is responsible not only for the Madras Public Libraries Act, the first library legislation adopted in India, but also for a Model Library Act, which alas was never adopted nationally.

The present library movement in India is also a people's movement. It is led by over 300 library practitioners and leaders from around the country and operates over 200 free library organisations. Nearly none of the libraries in the Free Libraries Network have access to the resources that would allow them to do what they do, which is to welcome all people and bar none from free membership in libraries in which literature and community thrive. The seemingly miraculous has less to do with miracles and more to do with a commitment to meet the urgency of people's need for access to information.

The free library movement describes itself as an anti-caste movement because it recognises the role caste has played in keeping people outside libraries. It recognises the role of libraries in annihilating caste. It begins with the assertion that libraries must

be free to be anti-caste.

These are combative words in India, where active exclusion of people from a reading environment occurs when a child in Rajasthan is beaten by his teacher for reaching for the 'wrong' container of water.

The People's National Library Policy 2024 (PNLP24) of the Free Library Network begins with the premise that libraries should be free of cost to all people, of all castes, religions, genders, classes, ethnicities, abilities, and should bar no one whatsoever, and further that people should be free to choose from the ideas curated within the library. The importance of freedom to choose what to read necessarily begins with adequate public funding and adequate ratio of libraries per capita and books per capita, and most importantly with local autonomy over libraries.

We can trust autonomy to create the libraries people need and good national policy, on the lines of PNLP24, to ensure a baseline rooted in the Constitution's promise of justice, liberty, equality and fraternity. The Constitution could as easily have been describing the best public library system as it described the nation we are trying to become.



Mridula
Koshy

Mridula Koshy, a writer, is a board member of Free Libraries Network. The views expressed are personal.

HT/12/20

Education's cultural impact is profound



VINAYSHIL GAUTAM

Knowledge, behaviour and spirituality are pillars of personal development. Yet, crucial aspects of learning often lack sustained attention in educational systems

The entire Greek tradition, going through Aristotle, Socrates and more, has subscribed to the theory that 'man is a learning animal.' This belief has been carefully nurtured and left a deep impact on the Greek-Roman tradition. As the Greek-Roman tradition spread through North Africa, Asia and different parts of Europe, it left its mark on human thinking and learning. That 'man is a learning animal' graduated to the level of a belief and paradigm. Deep thought makes it necessary to take a closer look at this statement.

Palpably, this is a compact thought. There is some recognition and some empirical evidence to the effect that different phases of the life cycle have different intensities and content of learning. One learns comprehensively in youth and adulthood and as one grows and mellow, some of the earlier vestiges of the learning remain. What does not remain is a similar impact of that learning on behaviour or a continuance of learning in thought and deed. Thus, like all total statements, they need to be modified, adapted and fitted into the context.

What type of learning remains in sequence and continuance and why does, some of it remain neither in sequence nor in continuance? Indeed, what kind of learning remains in patches needs to be realised with the content itself getting lost. This kind of exploration should be one of the central contexts of human growth. It is worth pondering why this kind of approach has not received the kind of attention, for learning, as other domains of scholasticism have earned.

At the end of it, knowledge, behaviour and spirituality are the three basic elements that go into a man's personality. There is a general need to create awareness of these elements amongst the general literate community that matters in this land. That will be an essential element in India becoming a 'Jagat Guru' and leading the



world through to a better future.

That may be a matter of emphasis at an operational level. To an extent that has not been sufficiently aligned with the skills that should arise out of educated knowledge and behaviour. Thus there is a need to take a yet deeper look at the foundations of Indian education and reflect it in processes of observed learning. It is also obvious that the human being has to be taught over and over again. As it happens, learning fades away and needs continuing renewal, to prevent it from slipping off. This needs intervention in many ways, including how the curriculum is designed, how it is imparted in any classroom and how it becomes a useful input to face the challenges of life and the profession.

Learning has many manifestations and begins with automatic behaviour, such as learning how to eat, how to use one's fingers and how to maintain hygiene and other values. This has to be a life-long process. However, as said earlier, there are certain

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aspects of life where repeated attempts at internalising learning have to be made. In certain areas of life, one cannot afford to make mistakes over and over again. This situation must be addressed and collectively corrected in the life cycle of the individual. It is about time 'learning' as art was made an integral part of all disciplines. To understand this proposition clearly, one needs to recognise that learning mathematics requires certain unique methods and abilities. Those methods and abilities are not the same for learning English or Hindi as a language. There are other transformations and angularities in the requirements and characteristics of the learning process, itself. Illustratively the method of learning when it comes to learning history or geography, may require its uniqueness.

It is therefore plausible to argue that for each subject matter, there needs to be an orientation to the learning method of that subject. In other words, a teacher of

mathematics needs to be very clear and explain to the students how to learn mathematics. The orientation of a teacher while teaching a language, as mentioned above, would be different and the teacher needs to explain to the students the learning methods of a language. The examples can be multiplied.

Understanding what is the core of a successful internalisation of skills, behaviours and information that comes out of learning a subject will make teaching far more effective. It will also give the approach of 'man is a learning animal' far greater reach. Like much else, learning theory needs to be made a part of the teaching plan. Somewhere it will mark the beginning of a more realistic practical orientation. It would be useful to remind ourselves that all learning affects all of us and remains a part of the life of the land we live in.

(The writer is a well-known management consultant of international repute. The views expressed are personal)

Elevate higher education with philosophy's power



BIJU
DHARMAPALAN

The National Education Policy 2020 acknowledges philosophy's importance but falls short in its implementation

Have you ever stared up at the night sky and wondered if we were alone? Or maybe you've pondered what it truly means to be "good" or "bad"? Or why do millions of birds fly in perfect unison across the sky? Philosophy isn't some stuffy subject locked away in a library. It's like gazing at a breathtaking sunset and questioning everything you thought you knew. Is that fiery orange glow "real" or just a trick of light? Does the beauty of a sunset exist even when no one is around to witness it? These are the kinds of questions that philosophers love to ask. Throughout history, philosophers from all corners of the globe have wrestled with these big questions. They've debated the nature of existence, the power of our minds and the best way to live a fulfilling life.

The scope of philosophy is vast, encompassing various subfields such as metaphysics (the study of the nature of reality), epistemology (the study of knowledge and belief), ethics (the study of moral principles), logic (the study of valid reasoning), aesthetics (the study of beau-



ty and art), political philosophy (the study of governance and justice) and many others. Philosophy also engages in interdisciplinary dialogue with other fields, enriching both philosophy and these other disciplines. The importance of philosophy in higher education is immense. The decline in the quality of higher education that we always ponder on in higher education is due to a lack of imparting philosophy in our curriculum. Students and teachers of the present generation lack an understanding of learning and teaching philosophy. Though the National Education Policy (NEP)-2020 is constructed with philosophy as the background, it fails to infiltrate the minds of students or teachers. Teaching philosophy is essential for fostering intellectual growth, ethical awareness and critical engagement with the

world, ultimately enriching both individuals and society as a whole.

Even in the PhD programme, though the degree is Doctor of Philosophy, most universities do not teach philosophy. Philosophy equips doctoral students with the intellectual toolkit needed to excel as independent researchers. Exposure to diverse philosophical perspectives cultivates open-mindedness. Doctoral students learn to consider different viewpoints, fostering intellectual curiosity and a willingness to learn from others.

This is crucial for collaboration and navigating the ever-evolving world of academic research. For instance, a science student might explore the philosophical underpinnings of the scientific method, while a literature student might delve into the concept of truth and interpretation. Philosophy hones critical thinking skills essential for doctoral research. Students learn to analyse arguments, identify biases and evaluate evidence. They develop the ability to ask probing questions, deconstruct assumptions and construct sound

arguments supporting their research. Many doctoral programs involve research with ethical considerations. Philosophy provides a framework for ethical decision-making. Students grapple with ethical dilemmas in research design, data analysis and publication, preparing them to navigate the ethical complexities of their chosen field. Students learn to articulate their research questions, defend their findings and engage in scholarly debate with colleagues. The absence of philosophy education in higher education centres could result in a less intellectually engaged, ethically informed and critically minded society, potentially hindering progress in academia, governance and societal development. Even when new branches of science emerge over the years, one subject that stays relevant in every society, even in a space colony, will be philosophy. It is high time we include Philosophy as a compulsory subject in our higher education.

(The writer is an adjunct faculty at the National Institute of Advanced Studies; views are personal)

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Former VC of MP tech univ held over fraud involving crores

Bhopal: Former vice-chancellor of a tech varsity in MP, Prof Sunil Kumar Gupta, was arrested by Bhopal police in Raipur on Wednesday night in connection with a financial fraud worth crores. Police had on April 3 announced a reward of Rs 10,000 for his arrest.

On MP CM Mohan Yadav's orders, an FIR was registered on March 3 against Gupta and five others for transferring nearly Rs 19.5 crore of university funds to private accounts and fraudulently making four fixed deposits of Rs 25 crore each. Gupta resigned as vice-chancellor of Rajiv Gandhi Proudhyogiki Vishwavidyalaya (RGPV) on March 6, and filed for anticipatory bail on April 1, but his plea was rejected.

Raipur SP Santosh Singh said "On Wednesday night, Bhopal police raided the house of Gupta's relatives where he was hiding." TNN

CUET-UG applicants opting for 4+ papers this yr, up from 2+

1.5 Lakh Dip In Number Of Candidates

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THE BIG TEST

	2024	2023	2022
**Total application (fee paid) in lakh	13.4	14.9	9.9
Male	7.1	8.3	5.6
Female	6.3	6.6	4.3

**Marginal changes in number expected after payment reconciliation with bank data

APPLICATION TREND

*Top 10 domain subjects	2024	2023	2022
General test	8,34,207	8,08,597	5,24,277
Chemistry	7,01,750	6,58,358	2,79,869
Physics	6,72,773	6,34,078	2,58,211
Maths/ Applied mathematics	4,86,365	4,87,609	2,68,752
Biology/Biological studies/Biotechnology/Biochemistry	3,91,409	4,02,224	1,61,840
Economics/ Business economics	2,13,996	2,28,125	1,50,646
Business studies	1,93,252	2,03,613	1,37,023
Accountancy/ Book-keeping	1,80,795	1,86,848	1,22,497
Political science	1,61,333	2,03,508	1,28,470
History	1,37,568	1,88,949	1,22,139

*Top 5 language subjects

Subjects	2024	2023	2022
English	10,07,336	9,72,846	5,95,403
Hindi	2,07,839	2,61,966	2,14,908
Sanskrit	8,901	6,370	9,099
Bengali	9,065	4,784	6,760
Urdu	6,726	12,800	3,522

States/UTs with 75k+ applications

Uttar Pradesh	3,43,067
Delhi	1,44,406
Bihar	99,061
Jharkhand	90,661
Rajasthan	82,633
Madhya Pradesh	77,091
Haryana	75,548

*NOTE: Each applicant can apply for multiple subjects (max 6)/universities/courses

New Delhi: The number of candidates for Common University Entrance Test — Undergraduate (CUET-UG) 2024 dropped by around 1.5 lakh this year, but the number of tests opted for more than doubled (from 28 lakh to 57.6 lakh in this period). A CUET-UG aspirant is allowed to apply for a maximum of six subjects and the latest application trend indicates that the number of subjects per applicant is up to 4.3 from 2.3 last year.

Nearly 75% CUET-UG aspirants will sit for English exam and 62% for General test this year. Subject-wise application trend for the majority of the popular domain in sciences and language papers has recorded a new high, like English breaching the 10 lakh mark.

However, there is a dip in commerce, social sciences and humanities. The test also recorded nearly a 3% increase in female participation.

This year over 13.4 lakh candidates have registered for the common entrance test for admission to central universities as well as for participating state, deemed and private universities. In 2023 the test recorded over 14.9 lakh registrations, up from 9.9 lakh in 2022 in the first edition of the test.

"Anything above 10 lakh is a big number. This is a sm-

all variation, which happens in such a large examination and 13.4 lakh anyways is a big number," said UGC chairperson M Jagadesh Kumar.

According to National Testing Agency (NTA) officials, the number could marginally increase as payment reconciliation of some candidates is still pending.

"Though there is a marginal drop in the number of candidates, we hope the attendance will be better this year due to two reasons. There are more cities and centres where the exam will be delivered and therefore candidates will have to travel comparatively less. Another reason is the hybrid mode where for some subjects the exam will be conducted in pen-paper mode,

such as subjects with higher registrations as well as for those in certain specific regions where computer/IT infrastructure is an issue," said Subodh Kumar Singh, director general, NTA. The final dates and the subjects for which pen-paper mode will be available will be decided next week. Category-wise the percentage of female candidates has moved up from 44.3% in 2023 to 47% this year. In the first edition in 2022, the percentage of female participation was 43.4%.

The total number of general candidates is 5.4 lakh (40.3%), followed by 4.8 lakh (35.8%) of OBC (non-creamy layer). There are 1.4 lakh SC aspirants, and Gen-EWS and ST with over

88,000 each.

Even though the total number of candidates witnessed a dip, subject-wise numbers of test takers have increased in the third edition of the exam for the seven of the 10 top choices.

In sciences, chemistry with seven lakh registrations is the top choice, followed by physics (6.7 lakh), mathematics/ applied mathematics (4.8 lakh), and biology (3.9 lakh). Barring biology, each of these subjects as well as other science/ technology subjects like computer science (1 lakh) has registered a new high. Domain subject registration is led by General test with a record 8.3 lakh candidates. On the other hand commerce, humanities and social sciences have seen a drop in numbers.

TOT/12

DU, IIT-B, JNU Lead India's Rise In Academic Excellence

Eleven subjects taught at IIT-Bombay have been listed among the top 200 in the world – highest for an Indian university this year in the QS World Rankings.

Delhi University follows with 9 subjects in the list

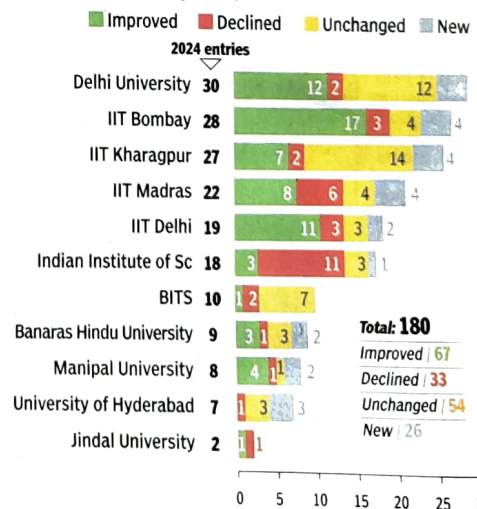
India is featured in 44 out of the 55 narrow subjects (vs 38 in 2023), as well as all five broad subject areas, demonstrating its strong global reputation. IIT Bombay's Mineral and Mining Engineering has been ranked 25, while Its Art and Design is between 51 and 100 – on a par with National Institute of Design. Development Studies at JNU was 20th globally.

Subject	Top Institution/s	2024 Rank
Development Studies	JNU	20
BMS	IIM Ahmedabad	22
Dentistry	SIMATS Deemed University	24
Mineral & Mining Engg	IIT Bombay	25
Petroleum Engg	IIT Madras	29
Data Science and AI	IIT Bombay	30
Civil Engg	IIT Delhi	39
Mech, Aeronautical Engg	IIT Madras	44
Art & Design	IIT Bombay	51-100
	NID	51-100
Hospitality	Chandigarh University	51-100
	JNU	51-100
Anthropology	Delhi University	51-100
Politics & Intl Studies	JNU	51-100
Electrical & Electronic Engg	IIT Delhi	55
Computer Science	IIT Delhi	63
Pharmacy	NIPER	64
Chemical Engg	IIT Bombay	64
Law	Jindal University	72
Materials Science	IISc	82
Mathematics	IIT Bombay	89
Sociology	JNU	91
Chemistry	IIT Bombay	95
Environmental Science	IIT Delhi	100
Statistics	IIT Kanpur	101-150
Architecture	IIT Bombay	101-150
	IIT Madras	101-150
English	JNU	101-150
	Delhi University	101-150
Geography	JNU	101-150
Modern Languages	JNU	101-150
	Delhi University	101-150
Anatomy & Physiology	Manipal University	101-150
Performing Arts	Hyderabad University	101-120
Religious Studies	JNU	101-140
Medicine	AIIMS Delhi	127
Physics & Astronomy	IISc	134
Economics	Delhi University	151-200
Accounting & Finance	IIM Bangalore	151-200
Earth & Marine Sciences	IIT Bombay	151-200
Geology	IIT Bombay	151-200
Geophysics	IIT Bombay	151-200
Philosophy	Jadavpur University	151-200
	Delhi University	151-200
History	JNU	151-200
	Delhi University	151-200
Biological Sciences	IISc	201-250
Agriculture & Forestry	IIT Kharagpur	201-250
	Delhi University	201-250
Education	IIT Bombay	201-250
Media Studies	Delhi University	201-250
Linguistics	JNU	251-300
	Delhi University	251-300



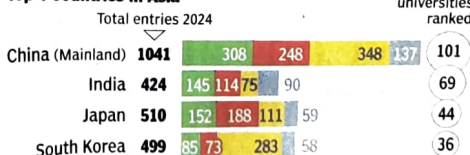
The results of the QS World Rankings indicate that the Institutes of Eminence (IoE) programme continues to drive improvement. In fact, 82% of the IoE entries have either remained stable or climbed up in the rankings, underscoring the success of the initiative. Among the IoEs, IIT Bombay has seen maximum growth with 17 academic disciplines and five faculty areas listed in the 'improved' category, followed by Delhi University (DU). However, its performance declined in three areas and didn't change in four. DU that sent 30 entries has improved in 12 areas while its performance declined in two and remained unchanged in 12.

QS World University Rankings by Subject 2024 (including broad faculty areas)



In Asia, India has secured the second spot in terms of the number of universities featured, trailing only behind Mainland China, and holds the fourth position in the total number of ranked entries (454), after China (1041), Japan (510), and South Korea (499). India ranks fifth regionally for the number of top 200 entries and sixth for the number of top 100 entries.

Top 4 Countries In Asia



Safeguard students

Tight security on campus a must to curb abuse

THE incidents of sexual abuse at two educational institutions in Punjab underscore the need for measures to safeguard the students on the campuses. The gangrape of a student at Government Ripudaman College, Nabha, was reported earlier this week; in early January, several minor girls had accused a teacher of sexual harassment in a Majitha school. These crimes serve as a stark reminder of the vulnerability of students, particularly girls, in an environment where they should feel secure and comfortable. It is unacceptable that institutions which should serve as temples of learning and knowledge have become hunting grounds for criminal elements due to rank negligence and apathy. The revelation that the perpetrators of the Nabha college incident were outsiders who frequented the campus exposes a glaring security lapse. The absence of stringent checks and the outsourcing of security duties highlight systemic failure.

The reluctance of traumatised victims to report these crimes is a major cause for concern. Students must be encouraged to speak up and seek justice without fear of retribution or stigma. In the light of the distressing reality, it is imperative that the authorities take swift and decisive action. The district administration should reach out to colleges and schools to stop outsiders from entering their premises and to ensure the safety and wellbeing of every student. Regular safety audits and counselling sessions can help empower students. A zero-tolerance approach to crimes on the campus must be adopted.

Proactive measures must be taken to sensitise both teachers and students to the importance of campus security. Training programmes should be conducted to spur the staff to respond promptly whenever any complaint is received. The future of our society hinges on the nurturing of our youth. We cannot afford to fail them. *for list 6*

स्कूलों में वीणा, सितार की धुनों पर थिरकेगा बचपन

अरविंद पांडेय • जागरण

नई दिल्ली: स्कूलों में नए शैक्षणिक सत्र से पढ़ाई जाने वाले नई पाठ्य पुस्तकें बच्चों के लिए न सिर्फ रुचिकर, बल्कि भारतीयता के रंग में भी पूरी तरह रंगी हुई होंगी। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) ने फिलहाल तीसरी कक्षा की गणित सहित चार विषयों की नई पाठ्य पुस्तकों के ई-वर्जन जारी किए हैं। इन पाठ्य पुस्तकों के नाम भारतीय वाद्य यंत्रों के नाम पर रखे गए हैं। इनमें वीणा, संतूर, सितार व बांसुरी जैसे नाम हैं। इन किताबों के कवर पेज पर चंद्रयान, अग्नि मिसाइल सहित देश का गौरव बढ़ाने वाले पहलुओं को भी जगह दी गई है।

एनसीईआरटी ने तीसरी कक्षा की जो चार विषयों की नई पुस्तकें जारी हैं, उनमें गणित, हिंदी, अंग्रेजी और उर्दू की पाठ्य पुस्तकें शामिल हैं। बाकी किताबें भी 10 दिनों में आ जाएंगी। हिंदी की पुस्तक को वीणा, अंग्रेजी की पुस्तक को संतूर, उर्दू की



एनसीईआरटी ने जारी किया कक्षा -3 की गणित सहित चार विषयों की पुस्तकों का ई-वर्जन, बाकी किताबें भी 10 दिनों में आएंगी

पुस्तक को सितार, गणित की पुस्तक को गणित मेला व आर्ट एजुकेशन की पुस्तक को बांसुरी जैसे नाम दिए गए हैं। एनसीईआरटी का दावा है कि छठी कक्षा की नई पाठ्य पुस्तकें भी लगभग तैयार हैं। इन्हें भी जल्द जारी कर दिया जाएगा। 15 मई तक तीसरी और छठी कक्षा की सभी पाठ्य पुस्तकें छपकर आ जाएंगी। सभी नई पुस्तकें नई राष्ट्रीय शिक्षा

नए शैक्षणिक सत्र से तीसरी और छठी कक्षा में नई पाठ्य पुस्तकें पढ़ाई जाएंगी। इसकी तैयारी हो चुकी है। तीसरी कक्षा की चार पुस्तकें जारी हो गई हैं। छठी कक्षा की पुस्तकें भी जल्द ही जारी कर दी जाएंगी। 15 मई तक सभी नई पुस्तकें छपकर आ जाएंगी। इससे पहले स्कूलों को ब्रिज कोर्स पढ़ाने को कहा गया है। अभिभावकों से अनुरोध है कि वे पुस्तकों को लेकर जल्दबाजी न दिखाएं, न ही गलत किताबें खरीदें।

- प्रोफेसर दिनेश प्रसाद सकलानी, निदेशक, एनसीईआरटी

नीति की सिफारिशों के अनुरूप तैयार की गई हैं। इस वर्ष नए शैक्षणिक सत्र से स्कूलों के प्रीपेटरी, मिडिल और सेकेंडरी स्तर की पाठ्य पुस्तकें तैयार करने का लक्ष्य रखा गया है। इसके तहत ही तीसरी और छठी कक्षा की पाठ्य पुस्तकें तैयार की गई हैं। हालांकि नौवीं कक्षा की पाठ्य पुस्तकें इस वर्ष नहीं तैयार हो पाई हैं। माना जा रहा है कि इनमें अभी

करीब वर्षभर का और समय लग सकता है। स्कूलों के नए नेशनल कैरिकुलम फ्रेमवर्क के तहत अगले वर्ष यानी 2025-26 के शैक्षणिक सत्र में अगली कक्षाओं यानी चौथी से सातवीं तक की किताबें आएंगी।

नई किताबों से पहले छात्रों को करना होगा ब्रिज कोर्स भी: स्कूलों में तीसरी और छठी कक्षा के छात्रों को नए शैक्षणिक सत्र से नई पाठ्य पुस्तकें पढ़ने से पहले एक ब्रिज कोर्स करना होगा। एनसीईआरटी ने इस ब्रिज कोर्स को तैयार कर जारी कर दिया है। तीसरी कक्षा का ब्रिज कोर्स करीब एक सप्ताह का होगा, जबकि छठी कक्षा का ब्रिज कोर्स करीब एक महीने का होगा। इस दौरान छात्रों को पुराने पाठ्यक्रम से नए पाठ्यक्रम के अनुरूप तैयार करने के लिए जरूरी पढ़ाई कराई जाएगी। एनसीईआरटी के मुताबिक केंद्रीय विद्यालय, नवोदय विद्यालय और सीबीएसई स्कूलों से जुड़े चुनिंदा शिक्षकों को 15 और 16 अप्रैल को ब्रिज कोर्स और नए पाठ्यक्रम को पढ़ाने से जुड़ा एक प्रशिक्षण भी दिया जाएगा।

JNU India's top varsity, IIM-A in top 25 int'l B-schools

AGE CORRESPONDENT
NEW DELHI, APRIL 2

While the IIM-Ahmedabad is among the top 25 institutions globally for business and management studies, Jawaharlal Nehru University is the highest-ranked university in India, according to the QS World University Rankings by Subject, announced on Wednesday.

India ranks fifth regionally for the number of top 200 entries and sixth for the number of top 100 entries.

Apart from the IIM-A, IIM-Bangalore and IIM-Calcutta are among the top 50 institutions globally for business and management studies.

JNU is ranked at 20th position globally for devel-

opment studies in the coveted rankings announced by Quacquarelli Symonds (QS), the London-based higher education analytics firm.

The Saveetha Institute of Medical and Technical Sciences in Chennai is at 24th position globally for dentistry studies.

In this year's QS World University Rankings by Subject, India has demonstrated significant progress, with a 20 per cent improvement in the citations per paper indicator, reflecting a strong research capability. Additionally, there has been a 16 per cent growth in the International Research Network indicator, which measures the volume and diversity of research partnerships.

▶ **Jawaharlal Nehru University ranked 20th globally for development studies**

▶ **IIM-Bangalore, IIM-Calcutta among the top 50 institutions**

▶ **Saveetha Institute of Medical and Technical Sciences in Chennai at 24th position globally for dentistry studies**

▶ **In terms of volume, India now the world's fourth-largest producer of research, generating 1.3 million academic papers in this period**

However, there was a decrease of 5 per cent in the H Index, which assesses the balance between research productivity and its impact. According to QS, India stands as one of the world's most rapidly expanding research centres. From 2017 to 2022, its research output surged by

an impressive 54 per cent, based on data from Scopus/Elsevier, QS' bibliometric and research affiliate. This increase is not only more than double the global average but also significantly exceeds the output of its more traditionally recognised Western peers.

QS CEO Jessica Turner said, "One of the biggest challenges faced by India is educational - providing high-quality tertiary education in the face of exploding demand: this much was recognised by 2020's NEP (National Education Policy), which set the ambitious target of a 50 per cent gross enrolment ratio by 2035. It should, therefore, provide some reassurance that the number of Indian programmes featuring across our 55 subject rankings and five broad faculty areas has increased this year - from 355 to 454."

"QS also notes that several programmes at India's three privately-run Institutes of Eminence have made progress this year, demonstrating the

positive role that well-regulated private provision can have in enhancing India's higher education sector. While there is still a lot of work to be done to improve standards, access to higher education, universities' digital readiness and global competitiveness, it is clear that India is taking significant steps in the right direction," Mr Turner added.

"In terms of volume, India is now the world's fourth-largest producer of research, generating 1.3 million academic papers in this period, trailing only behind China's 4.5 million, the United States' 4.4 million, and slightly less than the United Kingdom's 1.4 million," said Ben Sowter, QS' senior vice-president.

CBSE to launch pilot for NCF for Classes 6, 9 and 11

AGE CORRESPONDENT

NEW DELHI, APRIL 2

The CBSE will launch a pilot of the national credit framework for Classes 6, 9 and 11 from the 2024-25 academic session and has invited its affiliate schools to participate.

The government last year launched the national credit framework (NCrF) as part of the implementation of the National Education Policy (NEP), 2020, to ensure seamless integration of school, higher and vocational edu-

cation, and allow students to accumulate their credits from the pre-primary to the PhD level.

Subsequently, the Central Board of Secondary Education (CBSE) also developed its draft guidelines to implement the framework.

"The Central Board of Secondary Education (CBSE) developed and circulated draft NCrF implementation guidelines, discussed them in multiple workshops, and received approval from the Union Ministry of

Education. To further test, refine and assess their effectiveness in real-world contexts, a pilot implementation of these guidelines has been planned in schools affiliated to CBSE in classes 6, 9 and 11, with effect from session 2024-2025," the board said in a letter to school principals.

"Principals of interested schools for this pilot programme are requested to share their contact details through the link (<https://forms.gle/5AB2iuxa1k62r2E3A>)," it said.

IITs Strive to Beat Placement Winter Blues

At least 30% of students across older premier tech institutes have not received job offers

**Sreeradha D Basu
& Prachi Verma Dadhwal**

Bengaluru | New Delhi: Over four months into final placements at the older Indian Institutes of Technology (IITs) at

Delhi, Bombay (Mumbai), Kanpur, Madras (Chennai), Kharagpur, Roorkee, Guwahati and Varanasi (BHU), the struggle to place students in a challenging environment hasn't gotten any easier.

The schools are going all out to get more recruiters to campuses. The placement

season ends in May-June for the IITs. Two of the top schools — IIT Bombay and IIT Delhi — have provided official placement data to ET. At IIT Bombay, the top choice for those who clear the entrance exam process, 33% of the 1,973 students participating in placements were yet to get jobs as of April 4. The older IITs are typically regarded by candidates as the most desirable. Apart from the eight older ones, India has 15 other IITs set up since 2008. IT-BHU became IIT-BHU (Varanasi) in 2012 by an act of Parliament.

At IIT Delhi, about 1,083 of the 1,814 who signed up with the Office of Career Services (OCS) had got placed as of April 5, while around 40% are yet to get jobs. For undergraduate programmes (BTech+ dual degree) the numbers are better: 81% of the 903 who participated have got jobs, the institute told ET.

Lean Season

Offers at older IITs are down **15-25%** from a year ago

At IIT Bombay, **1,322 of 1,973** students have been hired

Jobs given to **1,083 of 1,814** who took part in IIT Delhi placement drive

Undergraduate programmes faring relatively better

Students also rejecting jobs with low pay



Tech slump, larger batch sizes have worsened the situation

Illustration: ZAHID

Low Packages Get Thumbs Down

►► From Page 1

Those in the master's/PhD programmes aren't doing as well, lowering the overall hiring percentage.

According to IIT Bombay's placement and internship report for 2022-23, around 82%, 1,516 of 1,845 students who had actively participated in placements, secured jobs at the end of the season last year. At IIT Delhi, the overall placement percentage was around 84%.

At least 30% of students are still unplaced across the older IITs this season, and offers are down 15-25% from the same time last year, said people with knowledge of the matter.

Apart from IIT Bombay and IIT Delhi, the other older schools didn't provide official placement numbers.

Students are reluctant to settle for companies making low offers.

"We are getting smaller companies offering Rs 5-6 lakh salaries but students want to hold out for higher packages. There is a lot of pressure on them given the hype around IITs," said a placement member at one of the older IITs.

ET has been reporting since before the start of the placement sea-

son on the impact of the tech slowdown and the overall hiring pull-back on placements across institutes, including the IITs.

Sameer Jadhav, professor-in-charge of placements at IIT Bombay, said that out of the 2,396 students who registered, 1,973 participated in placements.

"We have 33% students yet to be placed," he said. "The placement season is still ongoing and ends on June 30. We have more than 35 companies yet to visit and more are being contacted."

Large batch sizes across institutes have added to the challenge in an already tough year. At IIT Delhi, for instance, data show that 1,814 have so far opted for OCS services this time, a 20% jump from 1,513 last year. The number of PhD students — 175 — included in this has seen a six-fold increase from 2022-23 levels. "The OCS is planning to organise separate and dedicated placement drives for them," said R Ayothiraman, professor-in-charge, OCS.

"So far, we have 1,500 students who have job offers from over 350 companies. More are coming," said professor Rajib Maity, head of placement cell at IIT Kharagpur.

On unemployment in Indian States

This analysis looks at unemployment in the major States of India – excluding the Union Territories – among individuals aged 15 and above, utilising data from the Periodic Labour Force Survey (PLFS) of 2022-23

ECONOMIC NOTES

Rahul Menon

A recent report released by the International Labour Organization (ILO) and the Institute for Human Development (IHD) revealed that two out of every three unemployed individuals was a young graduate, highlighting the need for urgent policy intervention. Little is understood about the causes of unemployment in India, a knowledge gap that requires urgent redressal.

This analysis looks at unemployment in the major States of India – excluding the Union Territories – among individuals aged 15 and above as measured by the Usual Principal and Subsidiary Status (UPSS), utilising data from the Periodic Labour Force Survey (PLFS) of 2022-23. Manipur is not included here since field work was not completed owing to the conflict. Since the coverage of smaller States in the overall sample is less compared to larger States, these estimates should not be taken as definitive measurements but as indicators of the important factors driving unemployment.

An analysis of unemployment

Figure 1 outlines the unemployment rates across Indian States in 2022-23 from the highest to the lowest. At almost 10%, Goa's unemployment rate – more than three times the national average (3.17%) – is the highest. Interestingly, 4 of the top 5 States – Goa, Kerala, Haryana and Punjab – are comparatively richer states. The rich States of western India –

Maharashtra and Gujarat – experience unemployment rates far less than the national average. All northern States – Jammu and Kashmir, Punjab, Haryana, Uttarakhand and Himachal Pradesh – have unemployment rates higher than the national average, as do all southern States with the exception of Karnataka.

Out of the 27 States considered, 12 States have unemployment rates less than the national average. Low rates in larger States – 3% in Maharashtra, 2.4% in Uttar Pradesh and 1.6% in Madhya Pradesh – bring down the national average. But this presents a conundrum: barring Maharashtra and Gujarat, much of the States with unemployment rates lower than the national average also have per capita incomes lesser than the national average.

The determinants of unemployment

Figure 2 depicts the relationship between unemployment rates and the share of the labour force in self-employment. The trend line drawn through the data is downward-sloping, indicating that there exists a negative relationship between the two; in States where a large proportion of the labour force is engaged in self-employment, the unemployment rate is low. Since a bulk of the self-employment in India is of the informal variety, States with a large proportion of informal work would find it easy to absorb a large number of job-seekers. Yet it is unclear whether this relationship is cause or effect. Does a lack of self-employment opportunities result in high unemployment? Or is it that in States with high unemployment, individuals do not wish to engage in self-employment?

A large proportion of informal self-employment is accounted for by agriculture and the rural economy. A useful proxy, therefore, is to examine the size of the labour force engaged in the

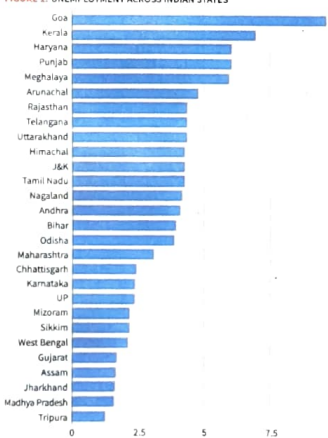
A definite lack of jobs

This analysis looks at unemployment in the major States of India. Since the coverage of smaller States in the overall sample is less compared to larger States, these estimates should not be taken as definitive measurements but as indicators of the factors driving unemployment



In personals: Job seekers attend Aspire 2024 organised by District Employment office and Vocational Higher Secondary Department at SRV Government Vocational Higher Secondary School in Kochi, in 2023. THULASI KAKKAT

FIGURE 1: UNEMPLOYMENT ACROSS INDIAN STATES



urban sector. Figure 3 outlines the relationship between the urban share of the labour force and the unemployment rate. There is a clear positive relation, indicating an increase in unemployment rates in highly urbanised States. This explains the high degree of unemployment in States like Goa and Kerala – both highly urbanised – and low unemployment in States like U.P., Jharkhand and Madhya Pradesh. Urbanised States have smaller agrarian and agrarian-dependent sectors and hence have a relatively smaller source of informal jobs available. While informal sectors do exist – and thrive – in urban settings, the scope for the absorption of job-seekers is limited as compared to rural agriculture, which often acts as a 'reserve' absorbing surplus labour.

On education and employment

Exceptions, however, do exist. Gujarat and Maharashtra are highly urbanised – the share of the urban labour force is 37% in both States, much higher than States like U.P. (17%) and Madhya Pradesh (20%)

– and yet have lower unemployment. Much of the discussion in the wake of the release of the ILO-IHD report has centred on the link between education and unemployment. A previous column in this newspaper on December 26, 2023, 'Are graduates facing unemployment', also discussed the high prevalence of unemployment amongst graduates.

Figure 4 outlines this link across Indian States. There is a clear positive relationship. Kerala, for instance, has a highly educated labour force – 30% of the labour force are graduates – and faces high unemployment. Gujarat and Maharashtra have a relatively lower share of graduates in their labour force – roughly 14% and 20% respectively – and hence have lower unemployment in spite of being richer and urbanised.

There might be several reasons for this outcome. Perhaps graduates do not possess the requisite skills required for the growing modern sector. This necessitates a focus on teaching infrastructure and standards. But this does not explain why graduates have

always faced unemployment, even when the modern sector was in its infancy.

Another possible explanation is linked to aspirations. Graduates seek high-wage jobs in line with their skills, and not informal jobs. If the modern sector does not expand sufficiently to absorb new graduates, it would result in unemployment. These are not the only factors driving unemployment. State policy also plays a role. But this analysis highlights the links between structural transformation and unemployment.

Growing developing economies experience a reduction in the role of agriculture, and an increase in urbanisation and educational attainment. As India develops, these factors would add an upward pressure to the unemployment rate. It is imperative that policy concentrates on the question of employment generation to counter these tendencies.

Rahul Menon is Associate Professor in the Jindal School of Government and Public Policy at O.P. Jindal Global University.

THE GIST

A recent report released by the International Labour Organization (ILO) and the Institute for Human Development (IHD) revealed that two out of every three unemployed individuals was a young graduate.

Perhaps graduates do not possess the requisite skills required for the growing modern sector. This necessitates a focus on teaching infrastructure and standards.

Out of the 27 States considered, 12 States have unemployment rates less than the national average.

FIGURE 2: SELF-EMPLOYMENT AND UNEMPLOYMENT

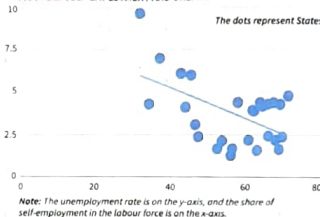


FIGURE 3: URBANISATION AND UNEMPLOYMENT

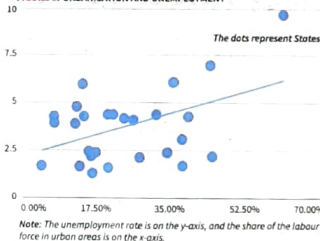
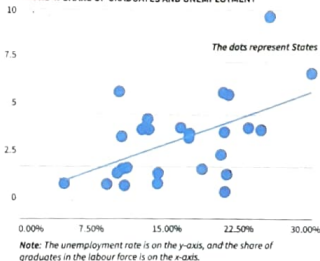


FIGURE 4: SHARE OF GRADUATES AND UNEMPLOYMENT



Indian universities make global inroads

India made significant inroads across all major fields in the subject-wise QS World University Rankings announced on Wednesday with 69 Indian universities achieving ranks – a nearly 20% increase from the previous iteration. A look at the findings of the report. **By Vrinda Tulsian**

About the report

The QS World University Rankings by Subject 2024, the 14th edition of the report, was prepared by global education experts Quacquarelli Symonds (QS) to provide a comparative analysis on the performance of universities across the world across academic disciplines.

16,400 individual university programmes

1500+ Universities across the world analysed

95 countries and territories

56 academic disciplines

"One of the biggest challenges faced by India is educational – providing high-quality tertiary education in the face of exploding demand: this much was recognised by 2020's NEP, which set the ambitious target of a 50% gross enrolment ratio by 2035. It should therefore provide some reassurance that the number of Indian programs featuring across our 55 subject rankings... has increased this year – from 355 to 454."

– Jessica Turner, QS CEO



How India fared

Indian universities showed a marked improvement in the latest edition with IIMs and IITs leading the country's charge on the global educational sphere. IIM-Ahmedabad was named among Top 25 for business and management studies, while IIM-Bangalore and IIM-Calcutta were among the Top 50.

69

Indian universities

made it to the rankings with a total of 424 entries

↑19.4% rise from last year's 355 entries.

72%

of Indian entries are either new to the list, or have shown improvement, or have maintained their positions

18%

Experienced varsities in India saw a decline in their ranking

TOP INDIAN INSTITUTIONS AMONG THE GLOBAL LIST

Arts & Humanities

2024	Change	Institution	Score
210	61 ▲	University of Delhi	69.2
244	12 ▲	Jawaharlal Nehru University	67.7
261	▲	IIT Bombay (IITB)	67.4

Life Sciences & Medicine

2024	Change	Institution	Score
249	20 ▼	AIIMS, New Delhi	65.7
317	51 ▲	Manipal University, Manipal	62.7
379	4 ▲	University of Delhi	60.2

Engineering & Technology

2024	Change	Institution	Score
45	2 ▲	IIT Bombay (IITB)	79.1
45	3 ▲	IIT Delhi (IITD)	79.1
77	9 ▼	IIT Madras (IITM)	76.6
85	3 ▼	IIT Kharagpur (IIT-KGP)	75.5
93	8 ▼	IIT Kanpur (IITK)	74.8
119	13 ▼	Indian Institute of Science	73.1
179	4 ▼	IIT Roorkee (IITR)	69.9
210	12	IIT Guwahati (IITG)	68.7
212	28	VIT Vellore	68.6
249	40 ▲	Anna University	66.9
332	10 ▲	Chandigarh University	63.6
359	15 ▼	BITS, Pilani	62.8
368	▲	SRM Institute of Sc & Tech	62.5

Business & Management Studies

2024	Change	Institution	Score
22	31 ▲	IIM Ahmedabad	82.9
32	29 ▲	IIM Bangalore	81.2
50	58 ▲	IIM Calcutta	77.9
91	30 ▲	IIT Delhi	73.5
105	19 ▲	IIT Bombay	72.7
140	▲	Symbiosis International	69.6
141	▲	IIM Lucknow	69.5



On 2nd spot in broader Asian regional context

	Univ ranked	Total entries
China (Mainland)	101	1041
India	69	424
Japan	44	510
South Korea	36	499
Taiwan	25	272
Malaysia	25	283
Pakistan	23	121

OTHER HIGHLIGHTS

- The 12 Institutes of Eminence (IoE) such as DU and the IITs of Bombay, Madras, Delhi and Kharagpur, among others have contributed to 40% of the country's total entries
- Delhi University leads the pack with 30 entries, followed closely by the IIT-Bombay with 28 entries and IIT-Kharagpur with 27 entries.
- Saveetha Institute of Medical and Technical Sciences was on world rank 24 in dentistry. It had a perfect score of 100/100 in the H Index metric.

*Change is over 2023 rank

'NON-COMPLIANCE OF RULES, PRINCIPLES OF NATURAL JUSTICE' 'Facts of the case disturbing': HC stays rustication of JNU student

EXPRESS NEWS SERVICE
NEW DELHI, APRIL 10

NOTING THAT it was not the first case where the varsity had taken punitive action of rusticating students, in non-compliance of its own rules as well as principles of natural justice, the Delhi High Court has stayed the rustication of a Ph D student at Jawaharlal Nehru University (JNU) until the next hearing.

In its order on April 1, a single-judge bench of Justice C Hari Shankar said the student, Ankita Singh, shall be "forthwith readmitted" at JNU in the same capacity in which she was pursuing her studies earlier, and shall be allowed to continue her course.

Singh had moved HC against a 2023 order passed by JNU where she was found guilty of acts of alleged indiscipline and was rusticated and declared out of bounds. Singh claimed there was no other



The petitioner is a Ph D student at JNU

communication in the form of any proctorial inquiry or any opportunity granted to her to show cause against any allegation before the order was issued to her.

The court said, "This is not a first case, which is coming up before this Court, of JNU taking coercive and punitive action by rustication of students, in complete derogation of its own Statutes and the Rules governing proctorial inquiries to be conducted by JNU, and in total disregard of the prin-

ciples of natural justice and fair play. If what Ms Ankita Singh says is correct, an extremely disturbing state of affairs is revealed."

In February, the court had granted relief to another JNU student also rusticated last year.

In the present case, Justice Shankar took note of an office order passed on August 4, 2022 as per which "several authorities" recommended that Singh needed medical assistance on an urgent basis for which the competent authority must constitute a legal medical board to assess her well being and provide help if needed.

However, Singh claimed she was in "no need of medical assistance", and was completely clueless about the basis of the claim. On the court's query, Singh said "no recommendation of any such authority or any such committee was provided to her".

The HC said that a "statement that a female student of the University is in need of urgent

medical assistance, coupled with various allegations of misbehaviour by her, is extremely serious".

It noted that the August 4, 2022 office order neither specified the ailment, if any, that Singh had which would require "urgent medical assistance", nor the incidents of misbehaviour or misconduct of which she was culpable.

"The facts of this case...are deeply disturbing. At this juncture, the Court is not inclined to make any further comment, as JNU has yet to file counter affidavit. In the circumstances of the case, however, there can be no question of the impugned office order dated 8 May 2023 being allowed to continue to remain in operation," Justice Shankar said as he stayed the operation of the rustication order till the next hearing on July 9.

The HC, though, said that this direction is subject to the outcome of Singh's plea. The court, thereafter, granted four weeks to JNU to file its response to Singh's plea.

Wings to digital dreams

Nexus of Good



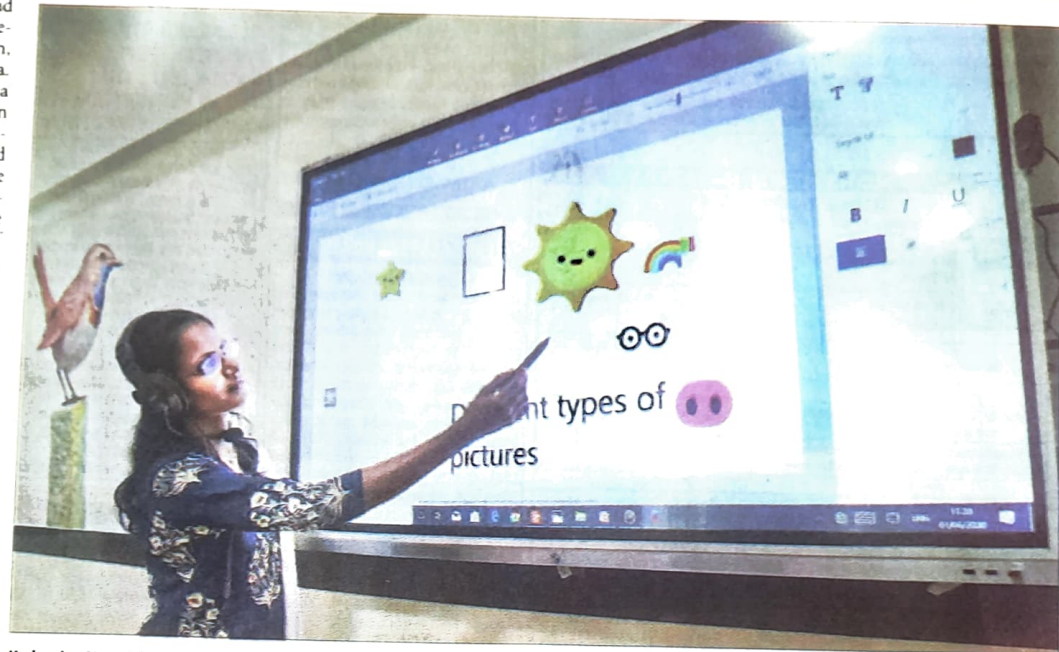
ANIL SWARUP

Through crowd funding and public participation, Rishav Gupta—a young IAS officer—has managed to establish smart digital classrooms in the remotest schools of Dewas, Madhya Pradesh

It was in 2016 when I had just taken over as Secretary, School Education, Government of India. I had the occasion to visit a school in Pastepada, a village in the remote part of Maharashtra. I was pleasantly surprised to find that despite the absence of electricity supply, this two-room primary school had gone entirely digital. This effort of Sandeep Gund, the lone teacher in the primary school, was subsequently replicated in the entire state of Maharashtra through crowd-funding. The entire story is outlined in a chapter in my book, 'No More a Civil Servant'. It is heartening to note that effort for setting up digital schools through crowd-funding is now being replicated in other parts of the country in the true spirit of Nexus of Good.

Each officer can make a difference. This is being amply demonstrated by Rishav Gupta—District Magistrate of a remote district in Madhya Pradesh. Credit to his efforts, 'Mera School-Smart School' initiative is being implemented for Primary and Middle Govt School students in which smart TVs have been installed in all the schools of the district, solely through crowd-funding and public participation. Class-wise and chapter-wise e-curriculum is created and implemented. Also, double lock systems, voltage stabilisers and waterproofing of smart rooms have been taken up to ensure sustainability of the initiative. Out of the target of 1,669 schools, 1,442 have been provided with smart TVs to date.

The beauty of this initiative is that all the stakeholders, like political representatives, NGOs, donors and teachers, were taken on board and regularly consulted to impart a sense of ownership. Class-wise and chapter-wise e-curriculum was developed and implemented. Electricity connections were provided to even the most remote schools. To ensure the longevity of the Smart Classrooms, measures such as double lock systems, voltage stabilisers, and waterproofing were implemented with the support of Gram



Under the 'Mera School-Smart School' initiative, out of the target of 1,669 schools, 1,442 have been provided with smart TVs to date REPRESENTATIONAL IMAGE

Panchayats.

Cost saving is one of the underlying mottoes of the mission. The open-source content developed under 'Mera School-Smart School' is based on prudently selected YouTube channels in Hindi language. This is being imparted totally free of cost to government primary and middle school students. Usually, such content costs enormously when sourced through EdTech platforms like Byju's or Unacademy, making such private Ed-Tech platforms financially inaccessible to rural students. The content is developed class-wise, subject-wise, and even chapter-wise. In this project, no cost is borne even by government schools, as the entire infrastructure is crowd-funded and the content is compiled by teachers themselves. The initiative has indeed bridged the gap between the education imparted in private and government schools through digital media.

The trigger for this initiative came from monitoring the extremely poor learning levels of primary and middle school students. Discussions with stakeholders revealed that this

was on account of poor attendance in schools as well as due to obsolete pedagogical technique leading to monotonous learning. This led to the idea of imparting digital education in all government schools.

There were huge challenges to begin with. Crowd sourcing of infrastructure (smart TVs, stabilisers, JioFi internet) wasn't easy. This was overcome through intensive interactions with industries, Public Representatives, local businesses, and NGOs. Muskan Dreams was one of the NGOs that played a critical role in the roll out of this project.

The impact of the initiative was there for everyone to see. The attendance in government schools witnessed a remarkable improvement. Television in schools was the primary attraction for rural kids. Many of them had not seen televisions in their lives.

The learning levels of students are showing signs of improvement, as the retention from education videos is more. Also, better insights into the complex concepts (like inside of an atom) are being gained.

Parents are becoming aspirational. Some parents con-

tributed to repair the LED which was damaged by an election party during Vidhan Sabha elections.

Smart classrooms, mentioned in the brochures of elite private schools, are now available to underprivileged students of remote villages today in Dewas.

To sustain the programme, the following steps have been taken:

1. Donors are identified to provide smart TVs, stabilisers and JioFi devices to schools. Multi-level meeting and reviewing is done over nine months to ensure 100 per cent coverage of schools;
2. e-Content is developed and updated by local teachers. Orientation is imparted to all government teachers;
3. Gram Panchayats ensure that double doors are installed in all schools to prevent theft;
4. Class-wise, subject-wise and chapter-wise e-content has been developed and smart TVs have been installed in all primary and middle schools. Either using pen drives or JioFi devices, or using mobile hotspot, this content is being made avail-

able to students. With the help of Muskan Dreams, android boxes have also been provided along with curated learning content;

5. Time table for digital education is prepared for each class in every school, covering all the subjects;
6. e-Learning content is compiled in Hindi from carefully curated vernacular YouTube academic channels.

What is happening in Dewas is truly remarkable. A dedicated team under a visionary young Collector, Rishav Gupta, committed to the cause of education, has identified a serious issue in the district, and managed to find a sustainable solution to the problem. The model that he has put in place is replicable in the true spirit of Nexus of Good. As people with a philanthropic mindset are available everywhere, all that is required is their trust. They have to be convinced that their contributions would be utilised in the best possible way, and no siphoning off would take place. Rishav and his fabulous team are making it happen.

Views expressed are personal

Smart classrooms, mentioned in the brochures of elite private schools, are now available to underprivileged students of remote villages in Dewas

Aussie varsity offers scholarships to Indian students

OUR CORRESPONDENT

Southern Cross University in Australia is offering the Vice Chancellor's Academic Excellence Scholarship for international students. Eligible students enrolled in any full undergraduate or postgraduate coursework degree at the Gold Coast campus can apply. To be eligible for the scholarship, applicants need to meet the university's minimum admission criteria and demonstrate consistently high academic performance (minimum ATAR of 75). Southern Cross University offers a wide range of courses including Engineering, Naturopathic Medicine, Health Science, Nursing, Business, Comput-



ing, Education, Social Work, and Community Welfare.

Another scholarship opportunity accessible to Indian students is the Southern Cross Global Regional Scholarship. This scholarship is designed to provide support for international students pursuing undergraduate or postgraduate studies at Southern Cross University's Lismore and Coffs Harbour campuses.

mil/11

IIT MADRAS LAUNCHES RESEARCH FOUNDATION TO DRIVE GLOBAL ASPIRATIONS

Will act as catalyst for start-ups, create access to global markets

OUR CORRESPONDENT

Indian Institute of Technology Madras (IIT Madras) is launching the IIT Madras Research Foundation to drive its global aspirations. It will be a catalyst for start-ups coming out of the institute's tech ecosystem landscape to access the global markets, capital, funding for research and innovation, scaling its academic master's and doctoral programs through strategic university collaborations as well as industry partnerships.

To realise this vision, the institute has appointed Thirumalai Madhavnarayan, a senior business management and technology professional, as the first CEO of IITM Research Foundation. The 'IIT Madras Research Foundation' is being set up with a vision to expand IIT Madras' global footprint, drive growth in innovation and entrepreneurship and increase

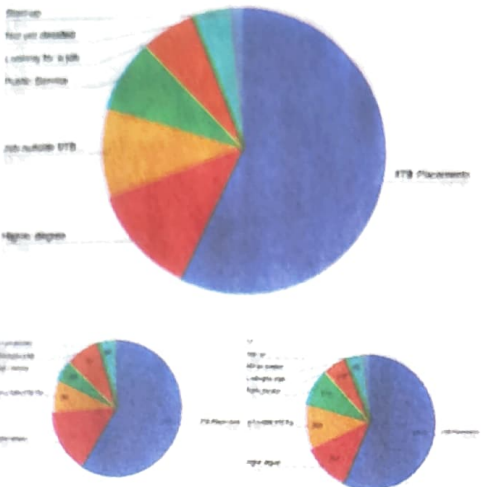
engagement with industry and R&D partnerships.

"The IITMRF would be a scalable and sustainable 'plug and play' platform with local flavour, to take IIT Madras assets global, fuelling exponential growth in innovation & entrepreneurship, enhanced Industry Engagement and R&D partnerships," he said.

Key focus areas of the foundation will include:

- » Patents and technologies ready for commercialisation
- » Start-ups established by IITM faculty founders, students and researchers
- » Explorations based on market thesis (e.g., Green growth)
- » Giving global access to start-ups from the IIT Madras ecosystem and providing them exposure to new markets, capital and technological adjacencies
- » Access to IIT Madras-created technologies for alumni

ONLY 6.1 PER CENT STUDENTS STILL LOOKING FOR JOBS: IIT BOMBAY



OUR CORRESPONDENT

After reports suggested that almost 30% of IIT Bombay students hadn't secured placements, the prestigious institute refuted the allegations. Through a post on social media platform X (formerly Twitter), they shared findings from an exit survey, stating that only 6.1% of graduating students from the class of 2022-23 are "still looking for jobs."

"Lately there has been news that over 30% of IITB students do not get jobs! An exit survey among graduating students in 2022-23 says only 6.1% are still looking for jobs. Here is the survey result for you to decide..." IIT Bombay posted on X.

As per the survey, 57.1% of the 2022-23 batch bagged jobs through the college placements. Of the total, 12.2% of students went for a higher education, 10.3% of students secured jobs outside IIT Bombay, 8.3% went for public services, 1.6% joined startups. The survey also mentioned that 4.3% are "not yet decided", and 6.1% are still looking for a job.

The initial report revealed that 36% of the 712 registered candidates failed to secure jobs in this year's IIT Bombay placements. The report certainly raised concern given the tough job market conditions due to global economic uncertainties and a slowdown in hiring, affecting recent graduates, including those from prestigious institutions.

Indian students in peril

America must prioritise their safety

THE spike in the deaths of Indian or Indian-origin students in the US this year indicates that the Joe Biden administration is not doing enough to halt the alarming attacks. Earlier this week, Mohammed Abdul Arfath, a 25-year-old student from Hyderabad, was found dead in Cleveland; he had been missing since last month. His family had received a ransom call on March 17. It is unfortunate that the student could not be rescued, even though the Indian consulate had claimed that it was working with local law enforcement agencies to find him. The death of an Indian student, Uma Satya Sai Gadde, was reported in Ohio last week, while a trained classical dancer, Amarnath Ghosh, was shot dead in St Louis, Missouri, in March.

A succession of unnatural deaths in January-February had prompted White House communications officer John Kirby to assert that there was no excuse for violence based on race, gender, religion or any other factor. In a bid to reassure the Indian diaspora, he had said that the Biden administration was working 'very, very hard' to try to thwart the attacks. US Ambassador to India Eric Garcetti had said that his government was 'very committed' to making Indians realise that America was a safe and wonderful place to study. However, the situation on the ground seems to be worsening.

The US-based Foundation for India and Indian Diaspora Studies has identified the main causes of these incidents, which include violent crimes, suspicious accidents and mental issues triggering suicide. It has urged the authorities to raise awareness about various risks and provide mental health support. There is speculation that negative propaganda against the community is fuelling hate crime. With Indians accounting for about 25 per cent of the foreign students in the US, it is imperative for America to prioritise their safety and crack down on the hate-mongers. The prevailing laxity can damage America's reputation as a popular destination for Indian students.

डीयू के चार विषय पहली बार वर्ल्ड रैंकिंग में शामिल

उदय जगताप • जागरण

नई दिल्ली: विषय के आधार पर जारी की जाने वाली क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग में दिल्ली विश्वविद्यालय ने सफलता के नए प्रतिमान गढ़े हैं। उसके चार विषयों को पहली बार रैंकिंग में स्थान मिलान है। 25 विषयों के अध्ययन के लिए दिल्ली विश्वविद्यालय को दुनिया के शीर्ष विश्वविद्यालयों में से एक के रूप में नामित किया गया है। डीयू ने विश्व के शीर्ष 200 शैक्षणिक संस्थानों में अपने 10 विषय शामिल करने में भी सफलता हासिल की है। शीर्ष 300 संस्थानों में डीयू के 21 विषय सबसे बेहतर चुने गए हैं। हालांकि एक विषय में डीयू की रैंकिंग थोड़ी घटी भी है।

डीयू के जिन चार विषयों को इस बार विषय आधारित रैंकिंग के लिए चुना गया है, उनमें विधि,



इंजीनियरिंग, राजनीति और अंतरराष्ट्रीय अध्ययन, संचार और मीडिया अध्ययन को चुना गया है। पिछले वर्ष शीर्ष 200 शैक्षणिक संस्थानों में डीयू के आठ कालेज ही क्यूएस वर्ल्ड रैंकिंग में शामिल थे। शीर्ष 300 में उसके 15 विषय शामिल किए गए थे। लेकिन, इस

25 विषयों के लिए दुनिया के सर्वश्रेष्ठ विश्वविद्यालयों में से एक है दिल्ली विश्वविद्यालय

साल जारी आंकड़ों में डीयू ने शीर्ष 100 संस्थानों में दो और शीर्ष 300 में छह विषयों की छलांग लगाई है।

इसके अलावा डीयू के नौ विषय ऐसे हैं, जिनकी रैंकिंग में जबरदस्त उछाल आया है। इनमें इतिहास, भाषा, एंथ्रपलाजी, बिजनेस मैनेजमेंट स्टडी, डेवलपमेंट स्टडी, कम्युनिकेशन और इंफार्मेशन सिस्टम, बायोलॉजिकल साइंस, रसायनशास्त्र, पर्यावरण विज्ञान शामिल हैं।

वैश्विक उच्च शिक्षा विश्लेषक क्यूएस क्वाक्यूरेली साइमंड्स द्वारा 10 अप्रैल को विषय के आधार पर क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग 2024 का संस्करण जारी किया गया है। यह संस्करण 16,400 से अधिक

व्यक्तिगत विश्वविद्यालय कार्यक्रमों के प्रदर्शन पर स्वतंत्र तुलनात्मक विश्लेषण प्रदान करता है, जो वैश्विक स्तर पर 96 स्थानों में 1500 से अधिक विश्वविद्यालयों के छात्रों द्वारा लिए गए हैं।

इनमें दुनिया भर के 55 शैक्षणिक विषयों और पांच व्यापक संकाय क्षेत्र शामिल हैं। कुलपति प्रो. योगेश सिंह ने विश्वविद्यालय के शिक्षकों और विद्यार्थियों सहित सभी को बधाई दी है। कुलपति ने कहा कि दिल्ली विश्वविद्यालय इनमें से 25 विषयों के लिए रैंक करता है। 11 विषयों में पिछले वर्ष के बराबर ही रैंक रही है, जबकि चार विषयों में डीयू को पहली बार रैंक मिली है। इस रैंकिंग में भारत के 68 संस्थानों में 368 कार्यक्रमों की रैंकिंग की गई है। इस सफलता के लिए सभी बधाई के पात्र हैं। सबके परिश्रम और लगन से ये सफलता मिली है।

37/11

जेएनयू में अगले सत्र से शुरू होंगे हिंदू, बौद्ध व जैन अध्ययन केंद्र

अध्ययन केंद्र में कामन यूनिवर्सिटी एंट्रेंस टेस्ट से होंगे दाखिले

उदय जताताप • जागरण

नई दिल्ली : जवाहरलाल नेहरू विश्वविद्यालय (जेएनयू) में 2025-26 के सत्र से तीन नए हिंदू, बौद्ध और जैन अध्ययन केंद्रों की शुरुआत होगी। हाल में हुई अकादमिक परिषद की बैठक में इस पर मुहर लग गई है। तीनों अध्ययन केंद्र से विद्यार्थी परास्नातक की डिग्री और पीएचडी कर सकेंगे। इनमें दाखिले कामन यूनिवर्सिटी एंट्रेंस टेस्ट (सीयूईटी) के जरिये होंगे।

तीनों अध्ययन केंद्र संस्कृत एवं प्राच्य विद्या अध्ययन संस्थान में शुरू किए जाएंगे। संस्थान के डीन प्रो. ब्रजेश कुमार पांडेय ने बताया कि सीयूईटी परास्नातक की परीक्षाएं हो चुकी हैं। अगले सत्र से परीक्षा देने वाले छात्र यहां प्रवेश ले पाएंगे। शुरुआत में तीनों केंद्रों में 20-20 सीटें होंगी। इसके बाद इनकी संख्या बढ़ाई जाएगी। कुलपति प्रो. शांतिश्री धुलिपुड़ी पंडित के प्रयासों से ही तीनों केंद्रों की स्थापना की गई है। प्राचीन भारतीय परंपरा में शोध कार्यों को बढ़ावा देने का प्रयास जेएनयू प्रशासन कर रहा है। राष्ट्रीय शिक्षा नीति 2020 के प्रगतिशील प्रविधानों



जेएनयू का प्रशासनिक भवन •

तीनों अध्ययन केंद्रों में शुरु में 20-20 सीटों पर होगा प्रवेश, सीयूईटी के जरिये लिए जाएंगे प्रवेश, शोध कार्य भी कर सकेंगे विद्यार्थी

में शिक्षण-अधिगम और अनुसंधान में नवाचार लाने के लिए ये तीनों केंद्र बनाए गए हैं। शुरुआत में संस्कृत एवं प्राच्य विद्या अध्ययन संस्थान में इनकी शुरुआत होगी। इसके बाद इनके लिए अलग से इंफ्रास्ट्रक्चर तैयार किया जाएगा। उन्होंने कहा कि हिंदू अध्ययन केंद्र के तहत प्राचीन भारतीय साहित्य, वेद, उपनिषद, गीता के भाग, ऐसी ज्योतिष विद्या जो भारतीय गणितीय पद्धति का प्रतिनिधित्व करती है। लीलावती, आर्यभट्ट, चरक और सुश्रुत की आयुर्वेद संहिता का अध्ययन कराया जाएगा। साथ ही अर्थशास्त्र की तंत्रयुक्ति, मीमांसा का अधिकरण,

भारतीय प्रबंधन, पाणिनी और वाद परंपरा, शास्त्रार्थ की विधियां, अर्थ निर्धारण, शक्ति व प्रकृति का सिद्धांत, सौंदर्य लहरी, कश्मीर का शैव दर्शन, आयुर्विज्ञान, विधि शास्त्र इसके पाठ्यक्रम में शामिल हैं। विशेष रूप से सिख ज्ञापन परंपरा को इसके पाठ्यक्रम में रखा गया है, उनके पद्य भी पढ़ाए जाएंगे।

प्रो. पांडेय ने बताया कि बौद्ध अध्ययन केंद्र में मूल साहित्य त्रिपिटक, पाली व्याकरण, थेरवाद या स्थिरवाद, बौद्ध दर्शन के प्रमुख दार्शनिक सिद्धांत, क्षणिकवाद, चार शाखाओं के सिद्धांत, शून्यवाद और बौद्ध धर्म में मोक्ष की अवधारणा को पाठ्यक्रम में पढ़ाया जाएगा। जैन अध्ययन केंद्र में जैन तत्व मीमांसा, कर्म सिद्धांत, पुर्नजन्म सिद्धांत, जैन गणितीय पद्धति और ज्योतिष, प्राकृत भाषा का इतिहास एवं व्याकरण, सम्यक दर्शन, पंच महाव्रत और जैन तीर्थंकरों का इतिहास इसके पाठ्यक्रम में शामिल होगा। प्रो. पांडेय ने कहा संस्कृत स्कूल में हिंदू अध्ययन, बौद्ध अध्ययन और जैन अध्ययन भारत की विविधता में एकता को समझने का मार्ग बनेगा और भारतीय मानस को जानने में सहायक होगा।

प्राकृतिक न्याय के सिद्धांतों की अवहेलना कर रहा जेएनयू : कोर्ट

विनीत त्रिपाठी • जागरण

नई दिल्ली : जेएनयू छात्र संघ अध्यक्ष के कार्यालय में तोड़फोड़ और छात्रों व संकाय सदस्यों के साथ दुर्व्यवहार करने के आरोप में एक पीएचडी स्कालर के निष्कासन पर रोक लगाते हुए दिल्ली हाई कोर्ट ने टिप्पणी की कि जवाहरलाल नेहरू विश्वविद्यालय अपने नियमों के उल्लंघन के साथ-साथ प्राकृतिक न्याय व निष्पक्षता के सिद्धांतों की भी अवहेलना कर रहा है। न्यायमूर्ति सी हरि शंकर की पीठ ने कहा कि जेएनयू ऐसा करते हुए अपनी छात्रा को बलपूर्वक निष्कासित कर रहा है। अदालत ने इसके साथ ही आठ मई 2023 के मुख्य प्राकटर के आदेश पर रोक लगा दी। कोर्ट ने कहा कि नियम कानून का उल्लंघन कर छात्रा को जबरदस्ती निष्कासित करने का यह पहला मामला अदालत के सामने नहीं आया है। अदालत ने अगस्त 2022 में पारित एक कार्यालय आदेश पर ध्यान दिया, जिसके

- जेएनयू की पीएचडी स्कालर के निष्कासन के आदेश पर हाई कोर्ट ने लगाई रोक
- निष्कासन से पहले आरोप के खिलाफ कारण बताने का अवसर नहीं दिया गया था

अनुसार कई अधिकारियों ने छात्रा को तत्काल चिकित्सा मुहैया कराने की सिफारिश की थी। छात्रा ने कहा कि उसे सहायता नहीं दी गई है। निष्कासन से पहले कारण बताने का अवसर नहीं मिला। कोर्ट ने कहा कि छात्रा को तत्काल चिकित्सा सहायता की जरूरत थी, लेकिन अगस्त 2022 के आदेश में न तो छात्रा की बीमारी का उल्लेख है और न ही उस दुर्व्यवहार का, जिसके लिए उसे दोषी ठहराया गया। इसलिए निष्कासन संबंधी आदेश पर रोक लगाई जाती है। अदालत ने जेएनयू को मामले पर अपना जवाब दाखिल करने का निर्देश देते हुए सुनवाई नौ जुलाई के लिए स्थगित कर दी।

प्रयोगशाला, खेल, सामाजिक कार्य से क्रेडिट पाएंगे छात्र

जागरण संवाददाता, नई दिल्ली : केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) शैक्षणिक सत्र 2024-25 से छठीं, नौवीं और 11वीं के लिए राष्ट्रीय क्रेडिट फ्रेमवर्क का एक पायलट प्रोजेक्ट शुरू करेगा। बोर्ड ने अपने से संबंधित स्कूलों को इसमें हिस्सा लेने को कहा है।



बोर्ड अधिकारियों ने कहा कि शिक्षा मंत्रालय ने राष्ट्रीय शिक्षा नीति-2020 के तहत राष्ट्रीय क्रेडिट फ्रेमवर्क (एनसीएफ) लांच किया था, ताकि विद्यार्थी प्री-प्राइमरी से लेकर पीएचडी तक के क्रेडिट जमा कर सकें। बोर्ड ने कहा कि इस पायलट प्रोजेक्ट के तहत विद्यार्थी कक्षा शिक्षण, प्रयोगशाला कार्य, परियोजनाओं, खेल, कला प्रदर्शन, एनसीसी, सामाजिक कार्य, व्यावसायिक शिक्षा और अनुभवात्मक शिक्षा से क्रेडिट अर्जित कर सकते हैं। बोर्ड ने कहा यह कक्षा की शिक्षा को योग्यता और सीखने के परिणाम आधारित में बदलकर

केंद्रीय माध्यमिक शिक्षा बोर्ड इस सत्र से छठीं, नौवीं व 11वीं के लिए राष्ट्रीय क्रेडिट फ्रेमवर्क का पायलट प्रोजेक्ट शुरू करेगा

सीखने के परिणामों की उपलब्धि में अंतर को पाटेगा। बोर्ड ने कहा कि सभी प्रकार की शिक्षा के लिए क्रेडिट अर्जित करने के लिए मूल्यांकन अनिवार्य है। अर्जित क्रेडिट छात्र के एकेडमिक बैंक आफ क्रेडिट (एबीसी) में जमा किया जाएगा। बोर्ड ने कहा कि छात्र अतिरिक्त क्रेडिट प्राप्त करने के लिए 40 क्रेडिट से अधिक के अतिरिक्त पाठ्यक्रम, विषय या प्रोजेक्ट ले सकते हैं। 95/1

बढ़ते कदम

IIM अहमदाबाद, IIM बेंगलुरु और IIM कलकत्ता की रैंकिंग में हुआ सुधार

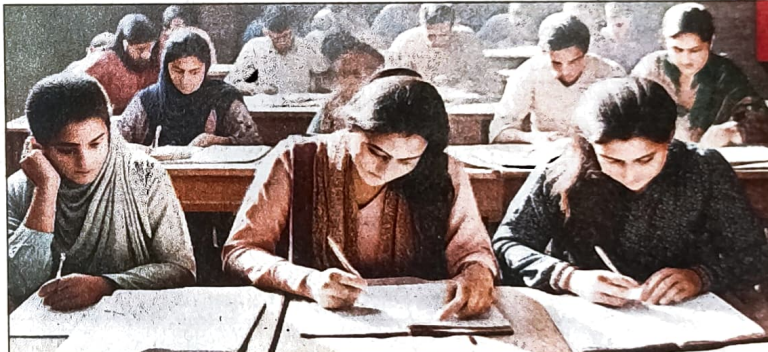
QS रैंकिंग में भारत का जलवा, कई IIM टॉप 50 में, डिवेलपमेंट स्टडीज़ में JNU अव्वल

AI Image

Bhupender.Sharma

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■ नई दिल्ली : शिक्षा के क्षेत्र में भारत तेजी से आगे बढ़ रहा है। इसकी झलक QS (Quacquarelli symonds) वर्ल्ड यूनिवर्सिटी रैंकिंग (सब्जेक्ट्स) में देखने को मिली। लिस्ट में भारत के कई शिक्षा संस्थानों ने अपनी रैंकिंग में सुधार किया है। IIM अहमदाबाद, बेंगलुरु, कलकत्ता अब ग्लोबल लेवल पर टॉप 50 में शामिल हो गए हैं। बिजनेस एंड मैनेजमेंट स्टडीज में IIM अहमदाबाद 22वें नंबर पर आ गया है। IIM बेंगलुरु 32वें और कलकत्ता 50वें स्थान पर है। वहीं डिवेलपमेंट स्टडीज में JNU को भारत में बेस्ट रैंकिंग हासिल हुई



है। कंप्यूटर साइंस एंड इंफॉर्मेशन सिस्टम में वेल्लोर इंस्टिट्यूट ऑफ टेक्नोलॉजी को 136वीं रैंक मिली। QS की सीईओ जेसिका टर्नर ने कहा, भारत के सामने बड़ी चुनौती

गुणवत्तापूर्ण शिक्षा है। राष्ट्रीय शिक्षा नीति में इसे गंभीरता से लिया गया। QS वर्ल्ड की टॉप यूनिवर्सिटी के प्रदर्शन पर तुलनात्मक डेटा के आधार पर रैंकिंग तैयार करता है।

IIT भी कम नहीं

■ रैंकिंग में IIT बॉम्बे ने इंजीनियरिंग-मिनरल एंड माइनिंग सब्जेक्ट में 25वां स्थान हासिल किया है। इसी संस्थान को डेटा साइंस एंड आर्टिफिशियल इंटेलिजेंस में 30वां नंबर मिला है।

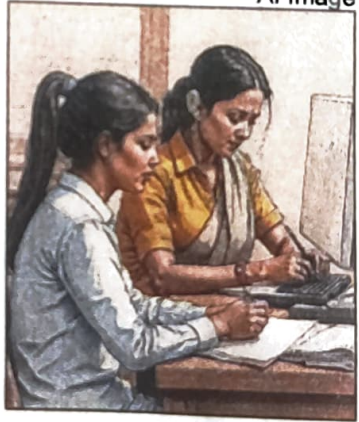
■ IIT मद्रास को इंजीनियरिंग-मिकैनिकल, एरोनोटिकल एंड मैनुफैक्चरिंग सब्जेक्ट में 44वां स्थान मिला है। इसी तरह से कई इंजीनियरिंग संस्थान अलग-अलग विषयों में टॉप 100 में हैं।

कम न पड़े टैलेंट पूल

प्रणव प्रियदर्शी

इंडस्ट्री में महिलाओं की सशक्त मौजूदगी और उनके बढ़ते प्रभाव का ही संकेत कहिए कि वहां उनके होने की अहमियत ही नहीं, उनके न होने के नुकसान को लेकर भी संवेदनशीलता बढ़ती जा रही है। इसी का नतीजा है कि महिला कर्मचारियों और अधिकारियों की एक समय गोपनीय मानी जाने वाली जरूरतों पर न केवल विचार-विमर्श हो रहा है बल्कि उन्हें ध्यान में रखते हुए नीतियां बनाई और बदली जा रही हैं। मिसाल के तौर पर मेनोपॉज (मासिक धर्म का बंद होना) को लें तो HSBC India, IBM, स्टैंडर्ड चार्टर्ड बैंक, नेटवेस्ट और इंटुइट (Intuit) जैसी कंपनियां इस मामले में महत्वपूर्ण पहलकदमी कर रही हैं। यहां इस बात के खास प्रयास किए जा रहे हैं कि महिलाएं मेनोपॉज को सहज रूप में लें और जीवन के इस फेज को आसानी से पार कर लें। उनके लिए 24 घंटे काउंसलिंग, विशेष छुट्टियां, फ्लेक्सिबल टाइमिंग आदि की व्यवस्था की जा रही है और इश्योरेस पॉलिसी में भी आवश्यक बदलाव किए जा रहे हैं।

AI Image



सवाल उठता है कि आखिर ये बड़ी कंपनियां इस तरह के कदम क्यों उठा रही हैं? वे कौन से कारक हैं जो इनके मैनेजमेंट को इस तरह सोचने की प्रेरणा दे रहे हैं? जवाब इस तथ्य में है कि भारत में महिलाओं में मेनोपॉज की औसत उम्र 46.2 साल मानी जाती है जो पश्चिमी देशों के मुकाबले पांच साल कम

है। यही वह उमर होती है, जिसमें आम तौर पर विमिन एम्प्लॉयीज सीनियर



आधी दुनिया

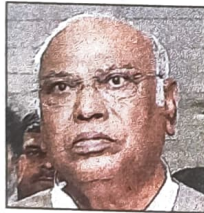
हैं। मगर मेनोपॉज से गुजर रही महिलाएं अपनी शारीरिक और मानसिक परेशानियों के चलते प्रमोशन के लिए अप्लाई करेंगी इसकी संभावना बहुत कम हो जाती है। वे किसी भी तरह की अतिरिक्त जिम्मेदारियां स्वीकारने की इच्छुक नहीं होतीं। कुछ मामलों में तो काम छोड़ने तक का फैसला कर लेती हैं। लिहाजा, सीनियर रोल के लिए विमिन टैलेंट पूल काफी कम हो जाता है। वर्कफोर्स में और खासकर सीनियर लीडरशिप रोल में महिलाओं की बढ़ी हुई भागीदारी के कारण इस बात का अहसास बढ़ा है कि उनके होने से कितना फर्क पड़ता है। यही वजह है कि इंडस्ट्री का जागरूक हिस्सा इन मसलों पर गंभीर और संवेदनशील हुआ है। उम्मीद की जाए कि यह रोशनी इंडस्ट्री और समाज के बाकी हिस्सों तक भी पहुंचेगी।

11/4/24

कांग्रेस का प्रेजिडेंट को लेटर, सैनिक स्कूलों के निजीकरण का फैसला वापस ले सरकार खरगे का आरोप, राजनीतिक विचारधारा लाने की है कोशिश

■ विशेष संवाददाता, नई दिल्ली

कांग्रेस ने बुधवार को देश के सैनिक स्कूलों पर मंडराने राजनीतिकरण के खतरे की आशंका जताते हुए राष्ट्रपति द्रौपदी मुर्मु को लेटर लिखा। इसमें पार्टी ने आरोप लगाया कि बीजेपी नीत केंद्र सरकार देश के सैनिक स्कूलों में एक राजनीतिक विचारधारा लाने की कोशिश कर रही है। कांग्रेस की ओर से यह लेटर पार्टी अध्यक्ष मल्लिकार्जुन खरगे ने लिखा। उन्होंने एक आरटीआई से मिली जानकारी का हवाला देते हुए कहा कि बीजेपी सरकार के सैनिक स्कूलों में पीपीपी मॉडल के लागू किए जाने के बाद जो निजीकरण हो रहा है, उसमें लगभग 62% स्कूलों का स्वामित्व बीजेपी और संघ से जुड़े लोगों के पास है। कांग्रेस राष्ट्रीय हित में इस निजीकरण नीति को पूरी तरह से वापस लेने और इन एमओयू को रद्द करने की मांग करती है, ताकि सैनिक स्कूलों में



मल्लिकार्जुन खरगे

पढ़ने वाले बच्चे राष्ट्र की सेवा के लिए जरूरी चरित्र, दृष्टि और सम्मान बरकरार रख सकें। खरगे ने आजाद के बाद देश में सैनिक स्कूलों शुरू किए जाने की सोच को रेखांकित करते हुए कहा कि ये स्कूल भारत के पहले प्रधानमंत्री नेहरू द्वारा 1961 में स्थापित किए गए थे। तभी से ये स्कूल सैन्य नेतृत्व और उत्कृष्टता के प्रतीक रहे हैं। खरगे ने कहा कि 2021 में केंद्र ने सैनिक स्कूलों के निजीकरण की पहल की। 100 नए सैनिक स्कूलों में से 40 के लिए करार किया गया। एमओयू होने वाले 40 स्कूलों में से 62% स्कूलों से जुड़ा करार बीजेपी-संघ परिवार से संबंधित लोगों के साथ हुआ। एमओयू करने वाले लोगों में एक मुख्यमंत्री का परिवार, कई विधायक, बीजेपी के पदाधिकारी और संघ नेता शामिल हैं। खरगे ने कहा, आजादी के बाद से ही अपने यहां सशस्त्र बलों को किसी भी पक्षपातपूर्ण राजनीति से दूर रखा गया है।