ECONOMICS TIMES, 13 FEBRUARY 2024

College Degree to Go Down a Few Degrees

AI to change college education supply, demand

The education industry finds itself at the forefront of AI-led social transformation, with a wide array of college degrees that lead to entry-level office jobs losing current gatekeeping functions. AI will change both supply of, and demand for, college education by impacting costs and wages. Machine-assisted education can improve supply and, thereby, lower the financial burden of acquiring it. On the other hand, skills attained will be priced differently, making the choice of attending college tougher for students who intend to pay for their education through future wages. Supplementary application of AI in work that does not require a college degree will also recalibrate wages. This would have a bearing on upfront costs of skilling.

AI's productivity gains are to be derived economy-wide, from farming to biomedical research. This upends the market for education that mainly serves the same purpose through humans. The value of today's college degree has an underlying lifelong revenue stream that will be less assured in future. Multiple degrees may offer livelihood security on a par with that provided currently by singular basic degrees. This should lead to a rewriting of curricula to equip humans with skills to complement machines. AI will make inroads into human creativity. But these incursions will not be accompanied by the emotional intelligence that makes it socially desirable.

The education industry will be an early adopter of AI to improve customisation and to impart complementary skills. The certification process will change, but the need for certificates will not. Evolving business needs will require machine intelligence augmented by humans, and bars will have to be reset for office jobs. New pathways will emerge to skill the blue-collar workforce in applying AI to specific human activity. These processes will have to originate lower down in the education pyramid for rapid tech diffusion. A college degree in the future may not be what it is now, but it'll still matter.

HINDU, 13 FEBRUARY 2024

'Protocol breached': HC quashes JNU PhD student's rustication

The Hindu Bureau
NEW DELHI

Swati Singh was rusticated last year for allegedly manhandling a security guard

The Delhi High Court has quashed an order by Jawaharlal Nehru University (JNU) rusticating a PhD student for two semesters and declaring her "out of bounds" from the campus.

In its order, dated February 7, the court set aside the action taken by the university against Swati Singh, a student at the Centre for Russian Studies, calling it an "unsustainable breach of the statutory protocol". The order to rusticate Ms. Singh was issued on November 8, 2023, after a proctorial inquiry found her guilty of allegedly manhandling a woman security guard and misbehaving with other guards at the gate of the JNU Convention Centre in August that year.

On November 16, an order from JNU's Assistant Dean of Students directed Ms. Singh to vacate her hostel room and she was evicted eight days later.

Ms. Singh, also the president of the Democratic Students' Federation, had last December challenged both orders in the High Court over her "unjust rustication and eviction".

The court ordered JNU to reinstate Ms. Singh and allot her a hostel. It, however, said it shall not prevent JNU from proceeding against her, if it so desires, strictly in compliance with law and the statutes governing the university.

HINDU (P-7), 13 FEBRUARY 2024

Telangana's education paradox

While gross enrolment ratio in school is poor, students do well in competitive exams

STATE OF PLAY

Serish Nanisetti
serish.n@thehindu.co.in

Telangana

Telangana presents a rare paradox in the education sector. Its students perform exceptionally well in the All India Joint Entrance Examination every year. In 2023, 11 out of 43 students scored 100 percentile, the highest among all States. But the Annual Status of Education Report for 2022 makes for grim reading. The State also has the highest share of students in the 14-18 group who are not in the education system. Ironically, the students from the State who crack national competitive exams are from the same age group.

Other States with poor social indicators are better off than Telangana. While 22.1% of children in the age group of 14-18 in Telangana were out of the education system, the national average was 13.2%. School students in the State don't have skills that match their counterparts in other parts of the country. For instance, nationally, 43.3% of students could do basic arithmetic calculations, while in Telangana, only 19.75% could do so in the 14-18 age group.

Low investment in education by successive governments lies at the heart of the problem. The State has 3,274 junior colleges of which only 420 are managed by the State government. But it has 1,349 privately run junior colleges, most of them in urban areas. The result is that many students have to travel long distances to reach college. The State also runs other residential junior colleges and facilities, but the admission for them is through a competitive exam. This also keeps a high share of students out of the education system.

The interim Budget presented by the incumbent Congress government appears to recognise both the quality of education and the funding gap for the sector. "Our government's biggest priority will be school education. Apart from providing the required funds for various facilities and schemes on a regular basis, the government has decided to set up digital classrooms in the schools," said the Finance Minister, Mallu Bhatti Vikramarka, in his maiden Interim Budget speech. Funding has been raised from ₹18,955 crore, earmarked in the 2023-24 Budget, to ₹21,839 crore – a substantial increase of 15.21%. But this is not enough. Telangana has consistently underspent on the education sector over the past decade. The budgetary outlay for education in 2014-15 was 10.89%. If the State had maintained the same pace of sectoral outlay, the education budget for 2024-25 should have been ₹30,044.53 crore.

When the Telangana Rashtra Samithi came to power, it used the slogan of 'KG to PG' free education for the poor. But the investment required to fulfil the promise was never made. The State managed to build only one show-piece facility in Sircilla, the Assembly constituency of former Municipal Administration and Urban Development minister K.T. Rama Rao. Even this was not developed with State funding, but with monies under Corporate Social Responsibility from a building conglomerate.

NGOs in the State have been highlighting the abysmal state of educational infrastructure by sharing information and photographs of schools without boundary walls and of cattle roaming around in dysfunctional washrooms. The high dropout rate among girls of the 14-18 group is directly linked to the absence of hygienic toilet facilities.

The quality of education has been affected by the slow pace of recruitment in the education sector which has scuppered the hopes of lakhs of aspiring teachers. In 2019, the State government appointed eight serving Indian Administrative Service officers as in-charge vice-chancellors as an ad hoc measure after the tenure of the vice-chancellors ended. The universities which had IAS officers as vice-chancellors included Kakatiya University, Jawaharlal Nehru Technological University-Hyderabad, and Osmania University. Only in May 2021 did the universities get academicians as full-fledged vice-chancellors. It was clear that the State cared little about educational institutions.

One of the United Nations' Sustainable Development Goals is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". It is clear that Telangana will not achieve this goal in time. It will also be unable to achieve the goal of ensuring 50% Gross Enrolment Ratio goal in higher education by 2030, a stated goal of the Union government. It is time for the Telangana government to follow through on its promises in education.

H/7

INDIAN EXPRESS, 13 FEBRUARY 2024

AIIMS, UK varsity ink pact for research in head, neck cancer

EXPRESS NEWS SERVICE
NEW DELHI, FEBRUARY 12

AMID RISING cancer cases, AIIMS, New Delhi, Monday signed a collaboration agreement with the University of Liverpool, UK, for translational research in head and neck cancer.

The collaboration will result in sharing of researchers and knowledge, and allow the institutes to access high-quality clinical datasets and tissue repositories of the ethnically diverse populations in which the cause of head and neck cancer differ significantly — from tobacco consumption in India to alcohol and HPV infection in the UK.

Union Health Minister Mansukh Mandaviya presided over the signing of the collaboration agreement.

"The Prime Minister's dream is that the country should become Ayushman, where health facilities become affordable, accessible and available to every citizen," Mandaviya said.

So far, the letter of intent has been put together where both the institutes have signed to work together and reduce cancer mortalities.

Dr Alok Thakkar, Professor of otolaryngology & head neck surgery and head of National Cancer Institute, AIIMS, Jhajjar, said the first thing would be a training exchange and exchanges in terms of our scientists.

"What we would like to work on is the problem of unraveling the genetic makeup of tobacco-induced cancer because our head and neck cancer is entirely tobacco-induced, unlike the developed nations where it is more of a HPV virus-induced cancer. That's why we require our own research," he said.

The collaboration will build upon the pre-existing collaboration and links between the Liverpool Neck and Head Centre (LNHC), University of Liverpool and the Head and Neck Cancer Unit at AIIMS, New Delhi.

Dr Thakkar said the collaboration is on head and neck cancer, which is the most common cancer in Indian men and on number three in Indian women.

INDIAN EXPRESS, 13 FEBRUARY 2024

IIT-B project ties up with community radio platform for science lessons

ENS ECONOMIC BUREAU
NEW DELHI, FEBRUARY 12

THE SPOKEN Tutorial Project based in IIT Bombay has tied up with Community Radio (CR) Connect — a platform of functional and upcoming CR stations in India — to broadcast a series of 35 episodes on the science behind day-to-day observations. The series titled 'Science in Everyday Life' is based on the 6th standard CBSE science syllabus and seeks to make scientific concepts accessible through a dramatised format. It will be broadcast in Hindi three days a week on CR Connect's FM 107.8, which transmits in over 212 villages in Rajasthan and Haryana.

"The idea is to provide high-quality education to children in their mother tongue," said Prof Kannan M. Moudgalya, head of the Spoken Tutorial Project.

INDIAN EXPRESS (P-13), 13 FEBRUARY 2024

A science for us

It remains to be seen if SWATI, an initiative to address gender gap in science and technology, manages to break old habits

NANDITA JAYARAJ AND AASHIMA DOGRA

C R Sasikumar

ON FEBRUARY 11, a panel representing India's science academies launched SWATI, a portal to a database that they hope will someday include each and every woman in science in the country. This marks the latest in a list of initiatives by the academies to address the gender gap that began with a hard-hitting report published 20 years ago. It's pertinent to look back at some of these efforts.

The 2004 report by the Indian National Science Academy (INSA) stands out because it was likely the first such report to be supported by the government, and also because of its content. The 66-page document articulated ideas about the gender gap in STEM that were far from mainstream back then. It presented evidence of discrimination in the workplace, not just on the basis of gender but also caste. A full 10 pages were dedicated to solutions.

The high level of nuance in this report could be chalked down to it being a product of collaboration between scientists and social scientists. Though a social issue, the Indian scientific community rarely engages with social scientists on the gender gap plaguing it. Consequently, discourse on the topic largely relies on the fallacy that only marriage and motherhood are to blame.

A slew of other initiatives followed that first report by INSA. Highlights include the Indian Academy of Sciences' (IASc) compendium Lilavati's Daughters and a national conference featuring over a thousand women scientists. Both happened in 2008. The latter was organised by a Department of Science and Technology (DST) task force set up in response to the INSA report. The national conference is especially notable because it featured some groundbreaking announcements by then Science and Technology Minister Kapil Sibal: He promised women scientists flexible working hours, in-house creches, work-from-home options, research grants and residential accommodation.

Unfortunately, the standing committee set up to implement Sibal's promises never took off.

In 2010, another team of sociologists and scientists backed by IASc released a report that focused on why women scientists leave academia. A survey of about 800 scientists, both men and women, threw up several revelations. When asked why so many women drop out of science, most men pinned the blame on family and sociocultural factors. The women agreed but a significant proportion pointed out that the lack of opportunities and disabling organisational factors (flexible timings, logistics and infrastructure, discrimination, etc) were also setting them back. Expectedly, these were also the areas that the women felt needed improvement to enable them to stay in science. The men, however, believed that their female peers could also benefit from refresher courses, fellowships, awareness and sensitisation campaigns.

Uncovering gendered perceptions is tremendously helpful in understanding where policies come from and why they look the way they do. It explains why we see so many initiatives that "help" or "motivate" girls and women to stay in science — mentorship programmes, workshops, books about role models, and women-specific awards/grants. The subtext of this approach is that it is the females who need to be "fixed". This is a sore topic among many women in science, but what else can we expect from a top brass that has always been male-dominated?

While these initiatives may be needed, they're not enough. We also need rules and laws to address the unique challenges faced by women from multiple marginalities of caste, transgender identity and disability. Gender equity policies need to boldly state that discrimination exists, and engage with the idea of placing some accountability on the overrepresented in science — upper caste cis-men.

Newer initiatives like the Gender Advancement for Transforming Institutions (GATI) charter and the draft Science, Technology and Innovation Policy (STIP) 2020 have adopted more progressive language — for instance, they bring up transgender identities and gender-neutral parental leave. Unsurprising, as these policies involved a more inclusive group, comprising cis and trans women scientists and sociologists.

February 11 is celebrated worldwide as International Day For Girls and Women in Science. SWATI, or Science For Women: A Technology & Innovation portal, was launched on that day by a panel representing scientists from INSA, IASc and the third academy National Academy of Sciences India (NASI). An active inter-academy panel offers hope that the three academies' gender gap-related efforts will be more streamlined.

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Good intentions notwithstanding, it is prudent to be wary, considering how often new initiatives are launched with much hype, only to fizzle out soon after. SWATI itself has been victim to this. It was first announced on International Women's Day in 2021 by then Department of Biotechnology (DBT) chief Renu Swarup as a "portal dedicated to all Women Scientists in DBT and its Autonomous Institutions". There was no word about it after that until recently. Over the past few weeks, the panel has been soliciting women in science to sign up for SWATI's 2024 avatar through a Google form. However, there is no disclosure of how this personal information will be used and what it means to sign up for SWATI.

It remains to be seen if the inter-academy panel can break old habits and be more inclusive, transparent and efficient. There are a number of positive signs: The SWATI form is inclusive of all non-male genders, and does not seem to impose criteria such as PhDs. This acknowledges that cis-women are not the only marginalised gender, and that women work in science in various capacities with or without specific degrees. It is also refreshing to see that the panel is composed of men and women scientists — a nod to the fact that equity is not just a women's issue.

Jayaraj and Dogra are independent science journalists and co-authors of Lab Hopping: A Journey to Find India's Women in Science

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MILLENNIUM POST, 13 FEBRUARY 2024

'Young India Referendum' reflects youth concerns ahead of 2024 polls

OUR CORRESPONDENT

NEW DELHI: The results of the nation-wide 'Young India Referendum' were unveiled on Monday. The referendum, conducted in over 60 universities across the country between February 7 and 9, aimed to capture the opinions of students and youth regarding education and employment.

During the referendum, students expressed their concerns over the past decade's governance, particularly focusing on access to quality education and dignified employment. A 10-point chargesheet was issued, highlighting grievances such as fee hikes, unemployment, and perceived assaults on minority rights and scientific inquiry.

The referendum garnered substantial participation across various universities, including Delhi University, Jamia Milia Islamia, University of Hyderabad, and Benaras Hindu University, among others. National voter turnout exceeded 1 lakh,with significant percentages of students rejecting policies related to fee hikes, scholarship availability, and job creation promises.

Students overwhelmingly supported the Young India referendum, advocating for affordable education and dignified employment. Nationally, approximately 1 lakh votes were cast, with 88.33% opposing yearly fee hikes, 86% expressing dissatisfaction with the government's provision of hostels and scholarships, and 91% rejecting the failure to generate 2 crore jobs annually.

At Delhi University, students opposed these policies with 92%, 88%, and 91% 'no' votes, respectively. Similarly, in Andhra Pradesh and Uttar Pradesh's Benaras Hindu University, significant percentages of students rejected fee hikes, lack of scholarships/hostels, and job generation failures, with 84%-93% voting against these issues.

In total, 1,711 students at Benaras Hindu University voiced discontent, with 91% opposing fee hikes, 79% reporting no benefits from government scholarships/hostels, and 87% lamenting the lack of job opportunities for youth.

During the press conference, various student activists and professors addressed the gathering, emphasising the need for accountable governance and the preservation of democratic spaces within educational institutions.

Dr Laxman Yadav, a teacher and activist, stated, "Our campuses are being turned into prisons. I am a former professor because the University didn't want democratic-minded people inside the campus, and this project is being made universal."

Natasha Narwal, a women and citizenship rights activist, stressed, "Education has an emancipatory purpose. Students must learn critical thinking and start to question social injustice. However, the current regime has actively sought to destroy this aspect of public education."

Apoorva, a student activist from South Asian University, added, "Young India's call for a democratic India begins with holding the government accountable. We need jobs and quality education, not communal polarisation."

PIONEER (P-6), 13 FEBRUARY 2024

Develop skills with experimental learning

KIRANJIT SINGH
PANNU

Embracing experiential learning may well be the key to preparing students for the challenges and opportunities of the changing world

In an ever-evolving world, the ability to acquire and adapt skills is crucial for success. While traditional learning methods hold value, experiential learning emerges as a powerful tool for skill development. By immersing individuals in real-world scenarios, it fosters deeper understanding, boosts knowledge retention, and cultivates essential soft skills.

Experiential Learning?

Experiential learning, rooted in the work of David Kolb, emphasises learning through active engagement and reflection on experiences. It's a hands-on approach, contrasting with passive knowledge absorption. Individuals "learn by doing," applying theoretical concepts to practical situations, whether through simulations, projects, internships, or real-world challenges.

Key Componentsg:

Engagement: Experiential learning places a strong emphasis on engagement. Students are actively involved in the learning process, whether through experiments, projects, field trips, or interactive activities. This engagement helps capture

their attention and encourages a sense of curiosity.

? Reflection: A crucial aspect of experiential learning is the reflective process. After engaging in an activity, students are prompted to reflect on their experiences, analyse the outcomes, and connect the practical knowledge gained to theoretical concepts. This reflective phase enhances their critical thinking skills.

Application: Experiential learning encourages the immediate application of knowledge. By directly applying what they have learned in real-world scenarios, students can see the practical relevance of their education, leading to a deeper understanding and retention of information.

Experiential Learning in Skill Development:

? Critical Thinking and Problem-Solving: Experiential learning challenges students to think critically and solve problems on their own. Through hands-on experiences, they learn to analyse situations, make decisions, and adapt to changing circumstances - essential skills for success in both academic and real-world settings.

? Teamwork and Communication: Collaborative projects and group activities inherent in experiential learning help students develop strong teamwork and communication skills. They learn to express their ideas, listen to others, and work cohesively towards common goals, mirroring the dynamics of the professional world.

Creativity and Innovation: Hands-on experiences stimulate creativity and innovation by encouraging students to think outside the box. When faced with real-world challenges, students are prompted to generate unique solutions, fostering an entrepreneurial mindset and adaptability.

Emotional Intelligence: Experiential learning enhances emotional intelligence by exposing students to diverse situations. They learn to understand and manage their emotions, as well as empathise with others, preparing them for a more emotionally intelligent and socially aware future.

? Long-term Retention: The active involvement and application of knowledge in experiential learning contribute to better retention. Students are more likely to remember and understand concepts that they have personally experienced, as opposed to those learned through passive methods.

In the 21st century, where adaptability and a diverse skill set are crucial for success, experiential learning emerges as a powerful tool for skill development in schools. By integrating this pedagogical approach, educators can foster not only a deep understanding of academic concepts but also the critical skills needed for future success. As schools continue to evolve, embracing experiential learning may well be the key to preparing students for the challenges and opportunities of the rapidly changing world.

(The writer is an educaor and expert on education policies; views are personal)

STATESMAN, 13 FEBRUARY 2024

IGNOU launches Hindi-French dictionary

STATESMAN NEWS SERVICE
NEW DELHI, 12 FEBRUARY

After the successful launch of the translation portal 'Maitree' last year, the Indira Gandhi National Open University's (IGNOU) School of Foreign Languages (SFL) organised a two-day international workshop in a bid to forward the mission of building bridges between cultures and nations.

The workshop is titled 'Translating from Foreign to Indian Languages and & ViceVersa: Challenges and Implications'. Expressing his views on the initiative, IGNOU Vice Chancellor Professor Nageshwar Rao elaborated upon the role of translation and the importance accorded in the National Education Policy (NEP) 2020. Director of the School of Foreign Languages Dr. Deepanwita Srivastava said how important translation is in the present day and further highlighted the strategic role of the SFL and its contribution towards breaking the language barriers and creating dialogues with translation between India and the nations across the globe. A Hindi- French dictionary was also launched during the event which is developed by the Central Hindi Directorate, Ministry of Education.

The Director SFL, talked about the dictionary emphasizing upon the crucial role such endeavours played during times promoting the spirit of "Vasudhaiva Kutumbakam," one world, one family which underlined India's foreign policy. MA Spanish Language in the Open and Distance Mode was also launched and saw a huge response from participants.

Marine Michel, from the Embassy of France and Guillermo Martin Senderos, from the Embassy of Spain in India were also part of the event. The workshop included four technical sessions in each language, along with a plenary session with interventions from Professor Christine Raguet from Sorbonne Nouvelle, Paris and Dr Oscar Pujol, who is a renowned translator and Sanskrit expert, also the Director of the Instituto Cervantes, Embassy of Spain in India.

Around 70 participants from across the nation including university teachers, researchers, freelance translators and students of French and Spanish languages enrolled for the two day event.

The trainers for the sessions were Christine Raguet, Professor Emerita from Sorbonne Nouvelle, Professor Vidya Vencatesan from the University of Mumbai, Professor S.P. Ganguly Ex Chairperson Spanish Centre JNU and faculty from University of Delhi.

STATESMAN (P-11), 13 FEBRUARY 2024

Trends that will dominate higher education in 2024

PROF SWATI SHARMA

In the ever-evolving world of professional growth, reskilling and upskilling have emerged as the cornerstones of transformative learning and development (L&D) strategies, technological advancements, societal changes, and economic shifts are few of the factors that are transforming the learning ecosystem rendering the traditional skill sets obsolete at an unprecedented rate.

L&D strategies are backed up by the emergence of the concept of reskilling and upskilling. World Economic Forum projected reduction of skill gaps by 2028 and promises to revitalize labor activity, potentially contributing a staggering $ 6.5 trillion boost to the world GDP by 2030. The future workforce must embrace a mind-set of lifelong learning to navigate the challenges posed by technological disruptions, economic shifts and societal changes.

Traditional education models are being redefined with a shift towards immersive learning, microlearning, data driven learning and continuous and lifelong learning programs enabling professionals to upskill, keeping pace with the rapid changes in their industries. Soft skills and Communication skills are also gaining prominence in the continued voyage of skill enhancement.

IMMERSIVE LEARNING: REVOLUTIONIZING EDUCATION

In the year 2024, Augmented Reality (AR) and Virtual Reality (VR) will loom large as immersive experience takes up the limelight. These technologies disrupt conventional learning paradigms, providing professionals with interactive and captivating educational journeys. The enterprises are striving hard to leverage the power of experiential learning via the implementation of AR and VR in the L&D framework. Gamification serves as a powerful tool within the realm of immersive learning, contributing to the development of a future-ready workforce. Blending game mechanics with educational content, gamification enhances engagement, motivation, and skill acquisition

MICROLEARNING: NURTURING KNOWLEDGE IN BREVITY

Microlearning is emerging as a huge potential in an era where individuals are trying to cope with the pressure of fleeting attention spans. It is gaining momentum slowly and gradually among the new aspirants as it upholds the ability to deliver targeted bursts of information, customized for specific learning outcomes. By providing concise, easily digestible modules, microlearning aligns seamlessly with the cognitive patterns prevalent in the digital age. The core characteristics of the approach are – information retention and seamless integration of new knowledge into daily practices.

DATA-DRIVEN LEARNING: TAILORING STRATEGIES FOR ORGANIZATIONAL GOALS

In the era of data proliferation, learning strategies pivot towards a data-driven paradigm. L&D teams harness the power of analytics to decipher organizational objectives, tailoring training regimens that seamlessly align with these goals. Since the future is data driven, the future workforce needs to be data literate, possessing and understanding data-based tools and ability to analyse and take data driven decisions.

CONTINUOUS LEARNING

Continuous learning mechanism is at the forefront of contemporary workplaces. The pulse of contemporary workplaces reverberates with the rhythm of continuous learning. Statistics echo this sentiment, revealing that 76% of professionals are drawn to organizations that advocate for ongoing skills enhancement. Henceforth, the focus on continuous learning positions the workforce to not only meet the challenges of today but also to anticipate and navigate the future upcoming challenges, fostering a truly future-ready workforce

COMMUNICATION: EVOLVING TRENDS

While technical skills remain crucial, there is a growing recognition of the importance of soft skills in the professional front. Upskilling programs are addressing the demand for skills such as adaptability, emotional intelligence, and effective communication, recognizing their impact on career success and organizational resilience. Upskilling initiatives are also incorporating a DEI lens, acknowledging the importance of providing equal opportunities for skill development. The industry is recognizing that fostering diversity and inclusion is not only a moral imperative but also a strategic advantage in driving innovation and organizational success.

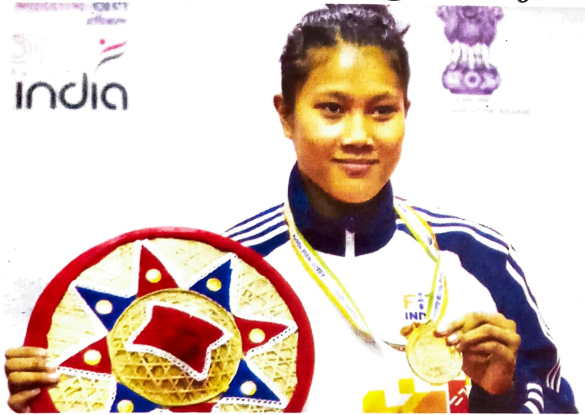
CONCLUSION: PIONEERING THE PATH TO DYNAMIC FUTURES

In 2024, the learning and development industry is set to undergo a transformative metamorphosis characterized by innovation and adaptability. The convergence of immersive technologies, gamification, microlearning, continuous learning, data-driven approaches and evolving communication trends heralds a new era in professional development. The expanding scope of these transformative trends indicates a shift in the very fabric of the professional world. Organizations are poised at the precipice of a significant evolutionary leap, one that hinges on the adaptation and integration of these innovative methodologies into their core structures. Employers, educational institutions, and individuals all play critical roles in fostering a culture of reskilling, upskilling and continuous learning. Success lies in achieving mastery and embracing a continual voyage of skill enhancement. Organizations embracing these future trends will fuel personal growth, foster organizational dynamism, and propel global progress.

The author is area chair, communication, FORE School of Management, New Delhi

STATESMAN, 13 FEBRUARY 2024

Khelo India has brought in a fierce competitive spirit among young athletes: Ankushita



TRIDIB BAPARNASH
GUWAHATI, 12 FEBRUARY

As Assam gears up to host the fourth edition of the Khelo India University Games (KIUG) 2023, from February 19, former youth world boxing champion Ankushita Boro is optimistic about the prospects of state's young athletes gaining a lot of exposure from the marquee tournament.

Ankushita, who pocketed the gold medal when Assam last hosted the Khelo India Youth Games (KIYG) in 2020, rated her performance as a career-changing one, especially after experiencing a dip in performance following her 2017 youth world crown.

"I will always remember the Khelo India Youth Games in Guwahati, where I picked the gold medal, it was sort of a fresh start for me in terms of performance. From my personal experience, I can say that the Khelo India platform has brought in a fierce competitive spirit right from the under-18 days," she said.

"I'm sure this edition of the Khelo India University Games will be no different. There will be almost 4,500 athletes from across 200 universities battling for glory. There will be mouthwatering inter-university rivalries, inter-state face-offs (athletes of one state facing off against each other's universities), which will make it all the more exciting," she added.

Ankushita, one of the beneficiaries of the government's Integrated Sports Policy, was last year appointed in Class III post under the Directorate of Sports & Youth Welfare after returning with a gold medal from the 36th National Games in Gujarat.

Appreciating the state government's commitment for sports, the ace pugilist said, "The government has been very supportive for sportspersons, and has walked the talk when it comes to providing jobs under the policy. This has encouraged players from less privileged families to dream about a career in sports for a secured future."

Ankushita, who hails from Meghai Jarani village in Sonitpur district, also spoke highly of the support received at the Sports Authority of India (SAI) Golaghat during her early days. "There are a number of athletes from SAI Golaghat, who have brought laurels to the state and the country. I will forever be grateful to the centre for shaping my career during my formative years."

Expressing her confidence in the successful conduct of the forthcoming Khelo India University Games, Ankushita said that previous experiences of hosting such big ticket events successfully will make the job easier. "Assam has successfully hosted such big-ticket events in the past, and this time, I am sure the state government will be committed to make it even better. If we speak of the sports infrastructure in Assam, we are in no way less than any sporting powerhouses of the country."

"The recently launched National Centre of Excellence in Amingaon is a world class facility for badminton players, for boxers we have a number of great training facilities across the city, and the state in general. For other sports too, the infrastructure is equally good, and hosting such events will further boost it," she cited. Welcoming the participants of the KIUG 2023, the 2022 Asian championship bronze medallist said, "It also gives the participants a very good chance to experience Assam and the Northeast, offering a wide range of ethnic cuisines, music, natural beauty and wildlife."

TIMES OF INDIA, 13 FEBRUARY 2024

Ignou workshop highlights power of translation for collaboration

TIMES NEWS NETWORK

New Delhi: School of Foreign Languages (SFL) at Indira Gandhi National Open University (Ignou) recently organised a two-day international translation workshop titled 'Translating from Foreign to Indian Languages and Vice Versa: Challenges and Implications'. The workshop, a sequel to the launch of in-house translation portal 'Maitree' on Dec 11, aimed at furthering the mission of encouraging cross-cultural understanding and collaboration through translation.

Speaking on the occasion, vice-chancellor Nageshwar Rao underlined the pivotal role of translation, as outlined in the National Education Policy (NEP) 2020. Deepanwita Srivastava, director of SFL, highlighted the strategic role the school plays in breaking barriers and fostering dialogues through translation between India and other nations.

The workshop saw participation of guests including Marine Michel, attachée from the Embassy of France, and Guillermo Martin Senderos, cultural attaché from the Embassy of Spain in India. Over two days, four technical sessions were held in each language, along with a plenary session featuring insights from Prof Christine Raguet from Sorbonne Nouvelle, Paris, and Dr Oscar Pujol, a distinguished translator/Sanskritist and director of Instituto Cervantes, Embassy of Spain in India.

With nearly 70 attendees from across the country, including university educators, researchers, freelance translators and senior students proficient in French and Spanish, the workshop boasted an impressive line-up of trainers.

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TIMES OF INDIA (P-16), 13 FEBRUARY 2024

IITs: Made In India, Going International

Union education minister writes IIT-Delhi's Abu Dhabi campus in UAE, which PM is visiting, will boost GOI's efforts to export the best of Indian education abroad

Dharmendra Pradhan

On Jan 29, classes commenced at IIT-Delhi's Abu Dhabi campus, a fine example of India-UAE friendship in the field of education. PM Modi's visit to UAE comes at a time when bilateral relations between India and UAE have been elevated to a Comprehensive Strategic Partnership.

Common vision | PM Modi and UAE president Sheikh Mohamed bin Zayed Al Nahyan's idea of an IIT-Delhi campus in Abu Dhabi was reaffirmation of this strategic engagement. Its actualisation in record time is a significant milestone that attests to both leaders' common vision and priorities. The agreement of early 2022 saw an MoU being signed on July 15, 2023. Its campus was set up in no time and classes commenced last month for the first batch. The distance travelled in a very short time exemplifies remarkable bonhomie in India-UAE bilateral relations.

An example of New India's innovation and expertise, the campus is set to serve as an edifice of India-UAE ties in the field of education, reflecting a shared vision for educational excellence, innovation, knowledge exchange and investment in human capital.

Internationalisation goals | IIT-Delhi-Abu Dhabi aligns with internationalisation goals for educational institutions as outlined in New Education Policy. It takes forward recommendations of Radhakrishnan Commission, set up to conceptualise international campuses for institutions like IIT-Delhi and IIT-Madras, whose Zanzibar campus was inaugurated in Nov 2023.

Abu Dhabi campus underscores India's commitment to promptly fulfil its bilateral commitments, reflected in the seamless collaboration between Union ministry of education and Abu Dhabi department of education and knowledge (ADEK).

India pioneered internationalisation of education with Nalanda University, considered "the world's first residential university", where renowned scholars from many countries came and studied. IITs are carrying forward this legacy.

Tailored curriculum | Academic excellence is its hallmark, the institution's curriculum has been meticulously tailored to align with the region's unique needs and aspirations. Leveraging IIT-Delhi's unparalleled experience in undergraduate and graduate-level teaching and research, the Abu Dhabi campus aims not only to offer top-notch academic programmes but also to diversify its offerings, becoming a hub for innovative and region-specific initiatives.

Focus on future | The inaugural academic programme, Master of Technology in Energy Transition and Sustainability, exemplifies this forward-thinking approach. It addresses the pressing need for clean energy transitions in addressing climate and other sustainability challenges and aims to train students to lead this transition effectively.

The curriculum's multidisciplinary approach integrates technical knowledge with transition management, innovation processes, and energy-sustainability interconnections.

Industry-academia linkages | This is in keeping with UAE's designating 2023 as Year of Sustainability and hosting COP28 Conference in Dubai. Majority of students in the programme are sponsored by ADNOC, Abu Dhabi's major oil and gas company, as it explores renewables amid an energy transition. This academia-industry interface augurs well for the institute's future.

AI, data analytics, energy and sustainability, and healthcare are at the core of the curriculum. Its research agenda will be aligned with needs of the host country and emerging global challenges.

Quality assurance | Benchmarking student intake through standardised tests and internships, along with mechanisms of accreditation, periodic curriculum review, and institutional assessments, align with the quality assurance goals highlighted by Radhakrishnan Commission.

Abu Dhabi is more than just a location – it exemplifies seamless and productive bilateral initiative as visualised in Comprehensive Strategic Partnership.

Cultural melting pot | Intermingling of cultures, ideas, and perspectives expected on-campus will be critical towards strengthening cultural ties between our peoples as Indian students study side by side with Emirati and international students. Similarly, IIT-Delhi also expects to recruit faculty and staff from UAE and beyond to develop and deliver world-class teaching and research programmes at the Abu Dhabi campus.

Partnership between India and UAE via IIT-Delhi Abu Dhabi campus will train students and researchers for international academic joint ventures. As leading Indian institutions like IIT-Delhi expand their global presence, they contribute to India's reputation as a global leader 'Vishwa Mitra' committed to shared prosperity and the philosophy of 'Vasudhaiva Kutumbakam' – the world is one family. BE/IC

DAINIK JAGRAN, 13 FEBRUARY 2024

नौवीं-12वीं के शिक्षकों के लिए भी टीईटी अनिवार्य

- अगले शैक्षणिक सत्र 2024-25 से लागू होगी व्यवस्था, एनसीटीई ने लिया फैसला
- अभी सिर्फ पहली से आठवीं कक्षा तक के शिक्षकों के लिए अनिवार्य था टीईटी

जागरण ब्यूरो, नई दिल्ली : स्कूली शिक्षा की गुणवत्ता को बेहतर बनाने की दिशा में केंद्र सरकार ने एक और बड़ा फैसला किया है। इसके तहत स्कूलों में नौवीं से 12वीं कक्षा तक पढ़ाने वाले शिक्षकों के लिए भी अब टीईटी (टीचर्स एलिजिबिलिटी टेस्ट) अनिवार्य होगा, जो अगले शैक्षणिक सत्र 2024-25 से प्रभावी होगा। अभी तक स्कूलों में पहली से आठवीं कक्षा तक पढ़ाने वाले शिक्षकों के लिए ही टीईटी अनिवार्य था। फिलहाल यह व्यवस्था केंद्रीय स्तर पर लागू होगी, जिसे राज्य भी अपना सकेंगे।

राष्ट्रीय अध्यापक शिक्षा परिषद (एनसीटीई) ने टीईटी को लेकर सोमवार को आयोजित राष्ट्रीय सम्मेलन में इसका एलान किया। इस मौके पर परिषद के अध्यक्ष प्रो. योगेश सिंह ने कहा कि शिक्षा व्यवस्था का ध्यान अंकों पर केंद्रित करने के बजाय छात्रों के विकास व संस्कारों पर होना चाहिए। यह तभी संभव है, जब उन्हें पढ़ाने वाले शिक्षकों में इसकी समझ होगी। एनसीटीई की सचिव केसांग वाई शेरपा ने स्कूलों में नौवीं से 12वीं तक पढ़ाने वाले शिक्षकों के लिए अगले शैक्षणिक सत्र से टीईटी आयोजित करने की जानकारी दी और बताया कि इस दिशा में तेजी से तैयारी चल रही है। बता दें कि नई राष्ट्रीय शिक्षा नीति में सभी शिक्षकों के लिए पात्रता परीक्षा को अनिवार्य करने की सिफारिश की गई थी।

अग्निवीर बनने को देनी होगी और कड़ी परीक्षा

अल्मोड़ा : भारतीय सेना में वर्ष 2024 के लिए पहली और अब तक की तीसरी अग्निवीर भर्ती की तैयारी हो गई है। सर्वश्रेष्ठ अग्निवीर साबित करने के लिए इस बार नौजवानों को अनुकूलन क्षमता परीक्षा भी पास करनी होगी। पेज 12

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उच्च शिक्षा को मिलेगी रफ्तार, थमेगा पलायन

- विकसित भारत की मुहिम में जुटेंगे देशभर के उच्च शिक्षण संस्थान
- यूजीसी ने भावी जरूरतों को देख खाका तैयार करने के दिए निर्देश

जागरण ब्यूरो, नई दिल्ली : देश के ज्यादा से ज्यादा युवाओं को उच्च शिक्षा से जोड़ने और उन्हें देश में ही अच्छी शिक्षा मुहैया कराने की दिशा में विश्वविद्यालय अनुदान आयोग (यूजीसी) ने पहल तेज कर दी है। सभी उच्च शिक्षण संस्थानों से अपने विकास का एक खाका तैयार करने को कहा गया है। आगामी वर्षों में वे संस्थान को किस रूप में देखना चाहते हैं, इसके लिए उन्हें किन-किन चीजों की जरूरत होगी, अपने संस्थान में कितने छात्रों को और किन-किन विषयों की शिक्षा दे सकेंगे, यूजीसी ने इसके लिए एक गाइडलाइन भी जारी की है।

यूजीसी ने यह पहल तब की है, जब देश को 2047 तक विकसित बनाने का लक्ष्य निर्धारित किया गया है। इसके लिए उच्च शिक्षा के सकल नामांकन अनुपात (जीईआर) को भी विकसित देशों के मुकाबले खड़ा करना है। जो अमेरिका में मौजूदा समय में 88, ब्रिटेन में 60, जर्मनी में 70 और कनाडा में 69 प्रतिशत है। यानी इन देशों में उच्च शिक्षा हासिल करने की आयु वर्ग वाले प्रति सौ युवाओं में यह संख्या है। वहीं, भारत में मौजूदा समय में उच्च शिक्षा का जीईआर 28.4 प्रतिशत है जो इन विकसित देशों के मुकाबले काफी कम है।

वर्ष 2035 तक देश के उच्च शिक्षा का जीईआर 50 प्रतिशत पहुंचाने का लक्ष्य रखा गया है। मोदी सरकार के पिछले दस वर्षों में इनमें बढ़त दर्ज हुई है, जो 2014-15 में 23.7 से बढ़कर हाल में जारी हुई 2021-22 की रिपोर्ट में 28.4 प्रतिशत हो गई है। मौजूदा समय में देश में करीब 11 सौ विश्वविद्यालय और करीब 45 हजार कालेज हैं।