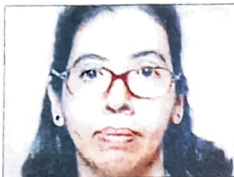


Things don't look too good for those seeking to migrate to the US, especially Indian nationals

# American Dream Fading?



Lubna Kably

Recently, US Citizenship and Immigration Services (USCIS) proudly posted on X that a 99-yr-old woman from India had been awarded citizenship. 'They say age is just a number. That seems true for this lively 99-year-old who became a new US citizen in our Orlando office. Daibai is from India and was excited to take the Oath of Allegiance....'

Indians tired of waiting for an employment-based green card (GC) for decades did not take too kindly to this post. One person responded to USCIS with, 'LOL. Soon you will give green cards posthumously!'

A GC is the first step on the path towards US citizenship. In general, only after five years of holding a GC (reduced to three years, if you are married to a US citizen) can you apply for citizenship. The catch — it's a decades-long queue if you are from India.

The US has restricted legal immigration since the 1920s. David J Bier, director, immigration studies at Cato Institute, points out that the system utterly fails those aspiring to pursue the 'American Dream' in lawful and orderly ways. His Feb 2024 study, 'Green Card Approval Rate Reaches Record Lows', shows that only 3% of those who have submitted GC applications will receive permanent status during FY2024 (fiscal ending Sept 30, 2024).

As of Oct 1, 2023, near-



mn applications were pending — up from about 10 mn in 1996. Bier adds that many of these are not applicants in the true sense. Most (read: largely Indians) are waiting for a cap number to become available, after which they can file a formal GC application.

In addition to the overall caps, be it for employment- or family-based GCs, no country can receive more than 7% of the GCs (the country caps). This cap adversely impacts Indians and, to an extent, Chinese nationals.

National Foundation for American Policy, which recently analysed immigration statistics, states that over 1.2 mn highly-skilled Indians, including their dependents, are waiting in the first, second and third employment-based GC categories.

► **Employment-based GCs** The overall cap is set at 1.4 lakh a year; plus any unused family-sponsored GCs that are passed on to this category. In FY2024, 'about 8% of pending employment-based applications will be approved for a green card. But most of these... will not go to the applicants who have waited the longest. Instead, because of the country caps, applicants who apply over the next year will pass applicants from China and India — many of whom have already waited more than a decade. In fact, Indians — who make up half the applicants in the employer-sponsored categories — must wait more than a century for a green card,' explains Bier.

His earlier study had shown that the employment-based GC backlog from India (EB-2 and EB-3 skilled category) crossed 1 mn in March 2023. If factors such as death and 'ageing out' are considered, the wait for a GC is 54 years. Otherwise, it's 134 years.

4.14 lakh Indians waiting in this category will die before they receive a GC. More than 1 lakh children of Indian families will age out (turn 21), and their dependent visa will no longer be valid, and they'd drop off the GC queue. For these 21-year-olds, it means a transit to an international student visa centre, or

**Trump's anti-immigration stand will only intensify.**

From the Indian diaspora's PoV, scrapping of citizenship by birth will be a sore point



Keep standing in line, peeps

self-deportation. Post-study, if they wish to continue a US stay, history tends to repeat itself, with attempts at H-1B and a GC backlog.

► **Family-sponsored GCs** There's a cap of 2.26 lakh for spouses and minor children of GC-holders. Even adult children and siblings of US citizens fall in this category. Here, those from Mexico and the Philippines have the longest waits.

► **Biden's past promises** In his 2020 campaign trail, Joe Biden had promised reforms to the legal immigration system. On his first day in office on Jan 21, 2021, he sent the US Citizenship Act to Congress. Of key interest to the Indian diaspora — and, indeed, to those aspiring to migrate to the US — were proposals to clear employment-based visa backlogs, recapture of unused visas, reduction of lengthy wait times and elimination of per-country visa caps.

The bill also provided dependents of H-1B visa holders work authorisation, and children were protected from 'ageing out' of the system. These reforms — even as various other bills, including bipartisan ones that followed — have not fructified. Biden's campaign logo for 2024 is, 'Let's finish the job'. As of now, focus in political debates and tira-

des is on border control. The Indian diaspora waits....

► **Trump's proposed plan** Donald Trump's anti-immigration stand will, reportedly, only intensify. Mass deportations, scrapping of Daca (Deferred Action for Childhood Arrivals) that offers pro-



**Indians — who make up half the applicants in the employer-sponsored categories — must wait more than a century for a green card**

tection to those who entered the US as children of undocumented immigrants, and travel bans for those from Muslim countries seem to be on the cards.

From the Indian diaspora's PoV, scrapping of citizenship by birth will be a sore point. Trump is likely to crack down on legal immigration as well. We could again see policies relating to scrapping of work permits for H-1B spouses, capping visa tenure for international students, limiting post-study work programmes for them and introducing strictures in the H-1B visa programme, such as allotting these visas to the highest wage-earners.

Winds of change for the legal immigrant do not seem to be on the horizon.





# Missing colleges

Poor doctor-population ratio cannot be set right without better Centre-State ties

**E**ven lofty dreams can be felled by the nitty-gritty of implementation. Nothing exemplifies this as much as the case of the Madurai AIIMS. The idea of starting a number of All India Institute of Medical Sciences (AIIMS) across the country certainly comes from a clear need – to bridge the gap between demand and supply in India, and set right the grossly inefficient doctor-patient ratio. In 2003, the Centre announced the Pradhan Mantri Swasthya Suraksha Yojana (PMSSY) with this precise goal. It was in 2006 that the PMSSY got off the ground and a total of six AIIMS-like medical institutions were created in the country. Currently, there are 20 AIIMS institutions with functional medical colleges and three are under development. No doubt, these institutions have created plentiful opportunities for students and advanced the goal of taking affordable health-care education beyond metros. But the intentions are more robust than implementation. At AIIMS Madurai, a project that has caused a further embittering of relations between the central and State governments, there are persistent complaints of inadequate infrastructure, facilities, and manpower constraints. A ‘prestige’ project for the Centre, Prime Minister Narendra Modi laid the foundation stone for construction at Thoppur, Madurai, in January 2019. From 2021, undeterred by the lack of something as basic as a building, the administration invited applications from students. The construction work is still not complete, and not one, but three batches of undergraduate students have been accommodated at the Government Medical College and Hospital, in nearby Ramanathapuram district. Last week, these students went on protest, stating that there was a ravine-like gulf between what was expected of an AIIMS institution and their experience of it in Madurai – in terms of infrastructure, but also exposure to patients.

The extraordinary delay in constructing the AIIMS became a contentious issue during the 2021 Assembly elections in Tamil Nadu, with Udhayanidhi Stalin of the Dravida Munnetra Kazhagam, now a Minister, pointing to a single brick as the sum total of construction activity there. While there are assurances that the project would be completed soon and students shifted to Madurai, it is true that 150 students have already been impacted by this tardy implementation. Meanwhile, the original issue behind starting AIIMS remains unresolved. As per official data, the doctor-population ratio in the country stands at 1:834, worse in rural areas. It is the role of the Centre and the State to work together to ensure that these medical institutions are able to provide high quality education, and that students not made victims at the altar of federal relations. *4/5/24*

# In less than 2 yrs, 278 industry experts hired as college professors

**Fareeha Iftikhar**

letters@hindustantimes.com

**NEW DELHI:** India's higher education institutions have employed 278 professionals and experts as professors of practice (PoP) in disciplines such as engineering and technology, health sciences, marketing, business and hotel management, among others, a survey by University Grants Commission has found.

The higher education regulator launched the PoP scheme in September 2022, under which higher education institutions were allowed to hire professionals and experts on a contractual basis to bridge the gap between academia and industry.

To understand the reach of the initiative, the commission last month conducted a survey among its 136 affiliated deemed universities. The top disciplines where the maximum appointments have taken place are engineering and technology (87), health sciences (48), marketing, business, hotel management (19), tribal studies (14), biotechnology, microbiology, biochemistry (12), leadership, HR, entrepreneurship and innovation (11).

The remaining appointments cover a wider range of disciplines including pharma, law, agriculture, education, liberal arts, humanities and social sciences, journalism and communi-

cation, artificial intelligence and international studies, even specialized disciplines such as sports, networking and dairy sciences, the commission said.

The trend in hiring reflects the increasing demand for industry aligned engineering education, commission chairperson M Jagadesh Kumar said. "Professors of practice can provide invaluable guidance on emerging technologies, industry trends, and practical problem-solving skills to students. They can also bring their wide network of industry professionals that may help students with employment opportunities. They can also bring their wide network of industry professionals that may help students with employment opportunities," he said.

The states with highest engagements of such professors in surveyed universities were Tamil Nadu (93), Odisha (48), Maharashtra (35), Haryana (32), and Karantana (29).

"While the top five states have a higher concentration, the remaining states and Union territories also demonstrate positive movement," Kumar said. Union territories and states including Delhi (15), Andhra Pradesh (10), Rajasthan (9), Telangana (6) and Punjab (5) have also initiated PoP appointments, he said.

25/18





# A TEACHER LIKE NO OTHER

*Mark Lee brought creativity, an inquiring spirit to teaching, life*

OOPALEE OPERAJITA

ROGER EDWIN MARK Lee, (1940-2024), Mark Lee, to the world, was an outstanding educationist and thinker who served the Krishnamurti foundations (started by Jiddu Krishnamurti) in America and India and taught in its schools for close to six decades. Lee was a teacher, school principal, school founder, director (of Oak Grove School, California), foundation director, and, finally, a trustee of the Krishnamurti schools; and, then, of the foundations. If you had to count the people who were closest to Krishnamurti on the fingertips of one hand, Mark Lee would be right there and rather prominent. It was in the nature of who he was that he never spoke of, or broadcast, that most vital personal connection.

Before Krishnamurti passed away, he had asked Mark Lee to bathe his body prior to his cremation. To my mind, Mark was the son Krishnamurti never had. His quotidian life bore — and radiated — truth, tangible peace, integrity, and joy, all of which he shared with his friends, and us, his beloved students.

Lee was my English teacher at Rishi Valley School when I was eight years old. He arrived at school close upon the heels of the departure of our English teachers Hilda Yarrow, and her sisters, Eva, Edith, and Mary, of Cornwall, England. I stayed close to him right until he passed away. Now that he is gone, the miracle of being taught by — and remaining in constant contact with — someone inherently noble in thought, and deed, bears the stamp of the magical. In the

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Mark and I often had conversations, across the world, about Krishnamurti, consciousness, awareness, love, fear, death, and the power of silence. He once told me of a discussion he had with Krishnamurti about the overwhelming proliferation of evil and how we might deal with it. Mark asked me what I would do when I encountered rank evil. My response: 'Surround it with love'; 'No,' Mark replied, 'surround it with goodness.'

back of my mind, I had always prepared myself for this loss, but no amount of theorising sets you up for the actual passing. This is a void beyond all voids — it is akin to losing a parent.

As a teacher, Mark brought creativity, an encouraging and inquiring spirit, excellence, compassion and patience to his classroom. He introduced us to Miguel de Cervantes, Samuel Taylor Coleridge, and other writers, when we were eight, and asked me to write the script for 'The Rime of the Ancient Mariner', when I was nine, which was then produced as a play. During that year, Mark also asked me to write the script for a puppet production of Homer's *The Odyssey*. Mark's style of teaching was noted for its broad range, commitment to the highest benchmarks of creativity, kindness, gentle discipline, and attention to — and consciously including — students who were shy, and not academically strong. In the puppet show he and I collaborated on, the most shy and hesitant students participated, and shone — they had been accorded major roles.

We waited, and waited, each week, to listen to him read to us from *Stuart Little* and then, *Charlotte's Web*, in one of Rishi Valley's enchanting outdoor classes. We could never have enough of those readings.

Mark possessed integrity, kindness, goodness, and an unstinted affection for us and for almost everyone he met. He was strikingly handsome, at six-feet-and-five-inches tall, and the irrepressible warmth he

generated was in proportion to his height. He had a winsome smile, and was always accessible across campus — this made us feel not merely comfortable with him, but trust him, and hold him close to our eight-year-old hearts.

It was Mark who repeatedly invited me to give Odissi dance recitals for Krishnamurti in California. Those were memorable visits — I was invited to lunch each day with Krishnamurti and a few others at Arya Vihara; and, after lunch, Mark would ask me to walk back with Krishnamurti.

In large measure, Mark was an embodiment of what Krishnamurti spoke about; and he told me that Krishnamurti himself was an embodiment of his own teaching. Mark and I often had conversations, across the world, about Krishnamurti, consciousness, awareness, love, fear, death, and the power of silence. He once told me of a discussion he had with Krishnamurti about the overwhelming proliferation of evil and how we might deal with it. Mark asked me what I would do when I encountered rank evil. My response: "Surround it with love"; "No," Mark replied: "Surround it with goodness." That's what Krishnamurti had said to him.

*The writer was appointed Distinguished Fellow at Carnegie Mellon University in 1990. She is also a global advisor on public policy, communications, and international relations, and an Odissi and Bharatanatyam artist and choreographer*

JE/10/18



# QS RANKINGS 2024: IIT DELHI AMONG TOP 50 IN ENGINEERING & TECHNOLOGY

**Institute holds foremost position in country in Civil Engineering, Computer Sciences, Electrical Engineering and Environmental Sciences**

## OUR CORRESPONDENT

The QS World University Rankings by Subject 2024, announced recently, placed IIT Delhi among the top 50 institutions in the world in the broader subject area of Engineering and Technology with a rank of 45. The institute is also ranked among the top 100 world institutions in eight specific subject areas.

In the following five specific subjects under the broader subject area of Engineering and Technology, IIT Delhi has been included among the top 100 institutions in the world: Civil and Structural Engineering (Global Rank 39), Mechanical Engineering (Global Rank 50), Electrical and Electronic Engineering (Global Rank 55) and Computer Science and Information Systems (Global Rank 63) and Chemical Engineering (Global Rank 86).

In Civil Engineering, Electrical, and Computer Science Engineering, IIT Delhi is in the top position in the country



and holds the second position in Mechanical Engineering and Chemical Engineering.

Prof Vasant Matsagar, Head of the Department, Civil Engineering, IIT Delhi, said, "The institute is in a top position in Civil Engineering, as today the department leads not only in the development of human resources but also innovating futuristic

technologies. The activities in the department contribute meaningfully to the development of the nation, catering for the needs of disaster resilience and facilitating effective climate action in line with India's nationally determined contributions (NDCs) and the United Nations Sustainable Development Goals (SDGs). The department is now

globally recognised as a centre of cutting-edge research for the development of sustainable infrastructure".

Prof Jayadeva, Head of the Department, Electrical Engineering, IIT Delhi, said, "For several years, the institute has consistently

in leading areas, substantial research funding, and the success of its alumni worldwide".

Prof Prem Kalra, Head of the Department, Computer Science and Engineering, IIT Delhi, said, "The CSE department has earned recognition for both research and teaching and has been steadily growing with its outstanding faculty members contributing to it. The department has also received support from the institute and its alumni in its progressive journey".

In the Natural Sciences category, IIT Delhi featured among the top 100 world institutions in the following two subject areas: Material Sciences (Global Rank 89) and Environmental Sciences (Global Rank 100).

At the national level, the institute is in the top position in the Environmental Sciences and holds the third position in the Material Sciences. The institute also featured among the top 100 world institutions in the specific subject area of Business and Management Studies with a global rank of 91.

**"The institute is in a top position in Civil Engineering, as today the department leads not only in the development of human resources but also innovating futuristic technologies"**

**Prof Vasant Matsagar,  
IIT Delhi**

been in the top position in Electrical and Electronics Engineering, owing to the leadership shown by faculty, student placement, well-cited cross-disciplinary research

## IIT Kanpur & BFI team up to accelerate healthcare

*Collaboration aims to leverage the institute's expertise to improve public health*

### OUR CORRESPONDENT

The Indian Institute of Technology Kanpur (IITK) and Blockchain For Impact (BFI) have announced a strategic partnership recently under the BFI-Biome Virtual Network Programme to nurture innovations and drive advancements in healthcare in India. As part of this collaboration, BFI will support IIT Kanpur in promoting entrepreneurial initiatives through the Startup Incubation & Innovation Centre (SIIC), IIT Kanpur.

As part of this initiative, BFI has pledged to allocate over \$150,000 USD across three years to develop programmes specifically tailored to healthcare-focused startups at SIIC, IIT Kanpur. This collaboration leverages IIT Kanpur's established leadership in fostering entrepreneurship and BFI's commitment to advancing biomedical research. By combining these strengths, the partnership aims to develop impactful solutions that address critical gaps in India's healthcare landscape.

"I am very optimistic about the partnership between IIT Kanpur and BFI. This MoU will help us



**BFI has pledged to allocate over \$150,000 USD across three years to develop programmes specifically tailored to healthcare-focused start-ups**

share knowledge, support startups effectively, and improve our capacity building efforts," said Prof Kanishk Balani, DoRA, IIT Kanpur.

This partnership between IITK and BFI signifies a significant step forward in advancing healthcare innovation in India. By bringing together diverse expertise and resources, this collaboration holds immense promise for improving public health and ensuring equitable and accessible healthcare for all.

## IIT Madras launches international master's programme on water security and global change

### OUR CORRESPONDENT

IIT Madras has partnered with two German universities - RWTH Aachen (RWTH), and TU Dresden (TUD) - to launch a new joint Master's Programme (JMP) on 'Water Security and Global Change' in association with AIT, Bangkok, and UNU-FLORES.

This programme will enable the mobility of enrolled students among the three universities. The students will commence the academic year at IIT Madras

and spend at least one semester at TUD and RWTH, with the flexibility to execute their master's thesis at the university of their choice. The last date to apply for this programme is April 30, 2024. The classes for the first batch will commence on July 29, 2024.

"As we all collectively move towards meeting the objectives and milestones of Sustainable Development Goals, it is very important that we develop human capacity. We instill knowledge in students, not about a single nation



but about a global perspective on SDGs," said Prof V. Kamakoti, Director, IIT Madras.

This programme will provide students with interdisciplinary research and studies, empower

them with the skills to address water security challenges and climate adaptation realms in a global environment. Indian as well as international students with specified engineering backgrounds are eligible to apply for this master's programme. In this programme, IIT Madras will offer five courses, TUD and RWTH will be offering six courses each.

Internships and master theses will be conducted closely with companies, governmental agencies, and NGOs. The programme will

combine the expertise of all partner institutes, serving the needs of regional, national, and international stakeholders. It will have a modular structure that includes a mobility window for study abroad and options for specialisations.

Prof Jürgen Stamm, Chair Hydraulic Engineering, Dean Faculty Civil Engineering, TUD, said, "Climate change is well underway. We need appropriate strategies and adaptation measures to address the consequences of climate change now to secure our future."

## INTERNATIONAL INTERDISCIPLINARY MASTER'S

IIT Madras offers several programmes for international students, including International Interdisciplinary Master's degree programs (IIMP) exclusively for foreign students.

IIT Madras also offers nine interdisciplinary degrees exclusively for foreign students. Students from any engineering/science discipline can apply. In

addition to core and elective courses in various disciplines, international students will take up courses in Indian culture and basic research skills as well.

The two-year programme is specially crafted for highly motivated top-tier international science and engineering students interested in an interdisciplinary master's degree.



# Jamia's academy with appetite for success reels under fund crunch

Shreya.Ghosh@timesgroup.com

**New Delhi:** Jamia Millia Islamia's Residential Coaching Academy (RCA) in southeast Delhi is not just a coaching centre; it is a lifeline for those under-represented in the bureaucratic echelons. However, the academy is now facing an acute fund crunch, according to officials.

Run by JMI, the coaching centre is a UGC initiative aimed at bridging the gap by providing training to more women, Muslims, SC/STs and those with disabilities, thereby enabling better representation in the civil services. The only minority govt-funded academy that offers such coaching for free, it has consistently produced high-quality results.

According to Prof Abid Haleem, in charge of the academy, for the past five years, UGC has only partially funded the centre, resulting in poor infrastructure and lack of maintenance.

"In 2018 and 2019, no funds were given to RCA. In 2020 and 2021, full funds were provided. For 2022, only Rs 57 lakh was reimbursed. However, no funds were received for 2023. In total, over the past five years, funding was received for only two-and-a-half years. The non-reimburse-

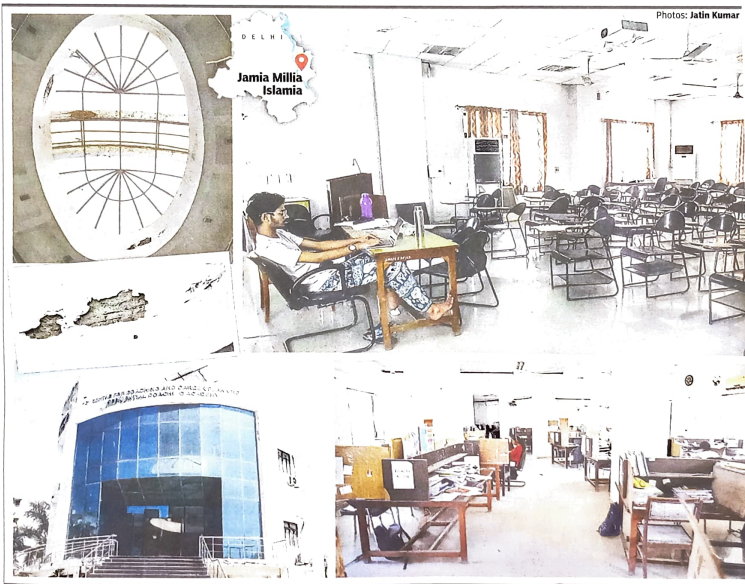
ment of grants is creating difficulties; it's tight to spend on even basic needs," said Haleem, who is a professor of mechanical engineering at JMI.

When contacted, UGC director Jagadish Kumar said, "An amount of over Rs 2 crore has been released to JMI during the last five years for RCA. JMI, being a central university, is fully funded by UGC to meet the expenditure under salary, recurring and capital assets heads."

However, according to Haleem, UGC was supposed to pay Rs 4.2 crore in the last five years, but released only Rs 2.27 crore. "This creates a deficit of Rs 1.9 crore, which is half the grant. Moreover, the grant received has been irregular," he added.

Officials also said budget constraints have left the centre in dire straits. RCA has a single library and the collection is outdated due to budget constraints, preventing acquisition of new books, they said. The library also suffers from inadequate ventilation and a shortage of seating, with a capacity of only 130 seats for the current student population of 200-plus, they added.

"The library has relevant material on a variety of subjects but it has not been replenished in the recent past. This is a barrier in facilitat-



TIMES OF INDIA, 18 APRIL 2024

Photos: Jatin Kumar

ting student access to current and relevant material available in the required areas," said RCA coordinator Azharuddin Ansari.

Two of the four hostels lack drinking water facilities and only three of the 12-13 water coolers are operational, he added. Often, students end up going to other hostels for drinking water. "Some washrooms are unusable, so we had to get renovation using our own money," he said.

There is also a prevalent issue of bed bugs, shortage of furniture and absence of power backup, posing discomfort to aspiring civil servants.

"The old building of the academy was last whitewashed 10 years ago. But the walls are chipping away, some window panes are broken and the air-conditioning is working poorly in seminar rooms. There are power cuts amidst lectures and there is a dire need for back-up," said Ansari.

Since its inception in 2012, the academy has produced over 300 civil servants. Of the 61 RCA students who appeared for the UPSC interview, Tuesday's list showed 31 had made the final cut.

RCA has 10 centres - Delhi, Srinagar, Jammu, Hyderabad, Guwahati, Mumbai, Patna, Lucknow, Bengaluru and Malappuram. The centres

draw upon qualified faculty with professional orientation to meet the requirements of the coaching programmes. Students are selected on the basis of an entrance test, followed by interview, and are offered classroom teaching, which is supplemented and strengthened by periodic tests and evaluation.

With 100 seats available annually, students need to pay Rs 2,500 per month for food and accommodation and Rs 1,000 for maintenance for a rigorous coaching process of 20 months, with an intense focus on main exam preparation and interview-readiness. There are about 40 guest faculty members, including former govt advisors and bureaucrats, at the centre.

Scholarships of Rs 5 lakh and Rs 10 lakhs are offered to about 20% of the students, generally from the weaker sections, Haleem said. The university administration, he added, has been "very supportive" and the efforts of the vice-chancellor and the registrar have been the "silver lining".

"Unlike other coaching centres, we provide a comprehensive learning ecosystem. It's a shared goal at the institute; they are helping one another to turn their weaknesses into strengths," said Haleem.



# Slums to school: Ignited minds script success stories

Ridhima.Gupta

@timesgroup.com

**New Delhi:** Daughter of a rickshaw-puller, Nagma Khatoon (9), who lives in the slums of Keshav Puram, had no idea what going to school felt like. She had, of course, spotted children dressed in school uniforms, but did not know what it meant. Nagma, the youngest among her five siblings, said, "I had once seen a man dressed in a khaki uniform. When I asked my mother who he was, she told me that he is a soldier who fights for the country. I then thought I would become a soldier one day, but did not know how."

Nagma's family, natives of Bihar, moved to Delhi almost six years ago, hoping to find a well-paying job, but luck did not favour them. Khatoon said that financial struggles were not the only reason she could not go to school. "The school asked for documents such as an Aadhaar card and a bank account for admission. My parents are illiterate and found it difficult to arrange the-

se documents and, hence, I remained away from school," she said.

Nagma's life changed when she was spotted by one of the NGO members of Chetna, which works for children's rights. They helped Nagma's family get the documents and enrolled her in a school. This year, Nagma has excelled in Class II. She says she now knows that she can pursue her dream of becoming a soldier and protect the country.

Like Nagma, many other children have been left out of the education system. If given the right support, they will not only be able to get their right to education, but will also be able to give back to the country.

Another recent newcomer to school is Danish (10), whose family also moved from Bihar in search of work several years ago. Initially, the family could not get him enrolled due to their poor financial state and also because they did not know the procedure for admission. "I wanted to go to school and study like other children, but due to the family crisis, I thought that would



Nagma Khatoon (9) and Danish (10) were aided by NGO Chetna in getting enrolled



just remain a dream." Last year, the NGO also helped Danish's family to get him enrolled in school.

"As much as I was excited for school, initially, everything was difficult. I could not understand much and found it difficult to study, but slowly things started to look better," said Danish, who has now topped in Class V. Beaming with happiness, the boy added, "I did not even imagine I would top my class;

now, I never want to come in second position in my class." The young boy now has bigger dreams. He says he wants to be a doctor now, only to provide subsidised treatment to people in his slum and others.

The NGO, in the last few years, has aided scores of students in getting enrolled. **TOI** spoke to several of them about their recent achievements in school. Stating that many children in the city, especially those

in the slums and living on the streets, lack the opportunity for education, they demanded that authorities and govts look into it.

Talking about the NGO's initiative, "Childhood Enhancement through Training and Action," Sanjay Gupta, director of Chetna, said, "A significant number of children, primarily from challenging backgrounds, ended up being away from schools. Last academic year, we successfully enrolled more than 500 children (234 boys and 266 girls) in 34 govt schools across west Delhi. It's heartening to note that 80% of these children appeared for annual exams, with six achieving top positions and others securing a good performance of 61% to 80%. This is a clear testament to the transformative power of education and proper addressing of life challenges. This achievement is the result of collaborative efforts, involving the DM office, govt schools, children and parents, working hand-in-hand to bring about a positive change."

18/4



# After SC order, NMC tells medical colleges to submit stipend details

**AKSHEEV THAKUR**

TRIBUNE NEWS SERVICE

**NEW DELHI, APRIL 17**

Following the Supreme Court's order, the National Medical Commission (NMC) has directed all medical colleges and health institutions to submit details of stipends paid to the medical interns and postgraduate resident doctors in the academic year 2023-24.

The medical colleges have to submit the details with the NMC by April 24.

Last year, the Supreme Court had asked the National Medical Commission to look into the allegation that 70 per cent of medical colleges are not paying the mandatory stipend to the MBBS interns.

An official notification by the NMC read, "The SC has directed the NMC to submit the details of stipends paid to the medical interns and residents and accordingly, all health institutions/medical colleges are hereby directed to submit to the NMC the details of stipend paid to their UG interns, postgraduate residents and senior residents for the 2023-24 finan-

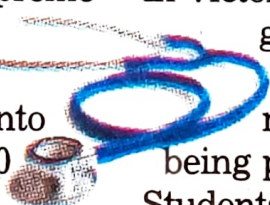
cial year by April 23, 2024."

The NMC notification also added that from the 2024-25 academic year, the details should be updated on the website monthly.

Since March, there have been complaints from several medical colleges in Karnataka about the non-payment of stipends or meagre amount being paid to the PG students.

In March, the Karnataka Association of Resident Doctors (KARD) took out a rally in Victoria College and Bangalore Medical College against the meagre stipends being paid to PG students. Students from a private medical college in Sullia in Karnataka also complained of non-payment of their monthly stipend by their college authorities.

As per the National Medical Commission, PG doctors must receive Rs 45,000, Rs 50,000, and Rs 55,000 in first, second, and third years, respectively. Students in medical colleges in Karnataka complain that they have been receiving only Rs 10,000, Rs 12,500, and Rs 15,000, respectively.



21/10



Gurugram University V-C Dinesh Kumar and IICT Hyderabad Director Shrinivas Reddy sign an MoU on Tuesday. TRIBUNE PHOTO

# GU chemistry pupils can intern with IICT as institutes ink pact

**TRIBUNE NEWS SERVICE**

**GURUGRAM, APRIL 17**

The Gurugram University (GU) has signed an MoU with the Indian Institute of Chemical Technology (IICT), Hyderabad, run by the Council of Scientific and Industrial Research (CSIR), to provide better internship opportunities for the students of chemistry and allied subjects.

Gurugram University Vice-Chancellor Dinesh Kumar IICT Director Srinivas Reddy signed the MoU on Tuesday. The VC said under the agreement, GU students of chemistry and allied subjects would be able to do internships at IICT, Hyderabad. For this, a set of standards (criteria) have been designed by both the institutes.

The students would be selected for internship at IICT based on these standards. Vice-Chancellor Dinesh said experts of both institutions would guide students on how to secure a seat for internship at the IICT. Students would be trained to get knowledge on advanced research techniques at the IICT, V-C Dinesh added.

Under the agreement, IICT scientists and GU students would work together in various areas of research and teaching, including in guest lectures, faculty visits, access to library facilities, etc. Sarla Balachandran, a senior professor at GU, said university students would benefit from the agreement between the two institutions in becoming good scientists. Tr/18



# शिक्षा पर और अधिक खर्च आवश्यक

**लं** दन की उच्च शिक्षा विश्लेषण कंपनी क्वाकवेरेली साइमंड्स यानी क्यूएस की ओर से जारी ताजा विश्व रैंकिंग में 59 भारतीय उच्च शिक्षण संस्थानों ने जगह बनाई है। दुनिया के उत्कृष्ट संस्थानों में जवाहरलाल नेहरू विश्वविद्यालय यानी जेएनयू को 20वां स्थान दिया गया है। इसे देश का सर्वश्रेष्ठ विश्वविद्यालय आंका गया है। वहीं आइआइएम-अहमदाबाद व्यवसाय एवं प्रबंधन अध्ययन की श्रेणी में विश्व के शीर्ष 25 संस्थानों में से एक है। इसी तरह आइआइटी-मद्रास, दिल्ली और मुंबई ने भी दुनिया के 50 शीर्ष संस्थानों में जगह बनाई है। जेएनयू लंबे समय से देश के सबसे प्रतिष्ठित विश्वविद्यालयों में से रहा है। 1969 में स्थापना के वर्ष से ही यह सदैव उत्कृष्टता, रचनात्मकता और बौद्धिकता की अनवरत तलाश में रहा है। विचारों की दुनिया में जेएनयू का विशेष स्थान है। इसमें भारत और विश्व स्तर पर क्या हो रहा है, इसके बारे में खुलकर विचार रखे जाते हैं। जेएनयू ने गरीब परिवारों से आने वाले छात्रों के लिए भी गुणवत्तापूर्ण शिक्षा प्राप्त करना संभव बनाया है। इसीलिए इसे देश का सबसे सस्ता विश्वविद्यालय भी कहा जाता है। भारतीय ज्ञान परंपरा को बढ़ावा देने के लिए इसने हाल में भारतीय भाषा केंद्र की शुरुआत की है। जेएनयू में सामाजिक विज्ञान, आधुनिक विज्ञान के साथ ही बदलते समय में आयुर्वेद एवं परंपरागत संगीत, आधुनिक चिकित्सा, मैनेजमेंट और इंजीनियरिंग की पढ़ाई भी शुरू की जा चुकी है। मंत्री, नोबेल विजेता और चर्चित नौकरशाह देने का श्रेय भी जेएनयू को है।

क्यूएस रैंकिंग के अनुसार भारत दुनिया में सबसे तेजी से शोध केंद्रों का विस्तार करने वाले देशों में से भी एक है। वर्ष 2017 से 2022 के बीच देश में शोध कार्यों में 54 प्रतिशत तक की वृद्धि हुई है, जो न केवल वैश्विक औसत के दोगुने से अधिक है, बल्कि पश्चिमी समकक्षों से भी काफी आगे है। इसके चलते भारत अब शोध क्षेत्र में दुनिया का चौथा सबसे बड़ा देश बन गया है और इस अवधि में 13 लाख अकादमिक शोध पत्र तैयार किए गए हैं। मौजूदा गति को देखते हुए भारत शोध उत्पादकता में ब्रिटेन को पीछे छोड़ने के करीब है। यह भारतीय शिक्षा जगत के लिए एक महत्वपूर्ण उपलब्धि है। साथ ही वैश्विक शिक्षा परिदृश्य में भारत की बढ़ती प्रमुखता को भी दर्शाता है। आज



डा. राजेश कुमार तिवारी

**चीन, जापान, दक्षिण कोरिया आदि की तुलना में हम शिक्षा पर अपेक्षित बजट खर्च नहीं कर रहे हैं**



उच्च शिक्षा तक सभी की पहुंच बढ़े • फाइल

इजरायल ने भी यह दिखा दिया है कि एक छोटा राष्ट्र होने के बावजूद अनुसंधान एवं विकास में निवेश को प्राथमिकता देकर सतत विकास हासिल किया जा सकता है। एक मजबूत अर्थव्यवस्था बनने के लिए देश के पास दीर्घकालिक और सार्थक स्तर पर ज्ञान प्रणाली की आवश्यकता होती है, जो उसे शक्ति प्रदान करती है। देश में जितनी बौद्धिक संपदा सृजित होगी, उतने ही बड़े पैमाने पर रोजगार भी सृजित होंगे। जो राष्ट्र अनुसंधान एवं विकास में निवेश करने में विफल रहता है, वह आर्थिक अस्थिरता में फंसता रहता है।

अनुसंधान एवं विकास ही बेहतर जीवन के द्वार खोलता है। इसे देखते हुए भारत में पिछले साल राष्ट्रीय अनुसंधान फाउंडेशन का गठन हुआ था। देश में प्रतिभा की कोई कमी नहीं है। दुनिया की सबसे पुरानी सभ्यताओं में से एक भारतीय सभ्यता एवं भारतीय ज्ञान परंपरा ने प्राचीन समय से विज्ञान एवं प्रौद्योगिकी को एक मजबूत आधार दिया है। आर्यभट्ट और श्रीनिवासन रामानुजन जैसे प्रतिभाशाली लोगों ने पूरे संसार को एक नई राह दिखाई। सवाल यह उठता है कि शोध की इतनी योग्यता रखने वाला देश इतने कम घरेलू नवप्रवर्तन क्यों पैदा करता है? शायद इसका उत्तर यही है कि

हमने अनुसंधान एवं विकास पर उतना ध्यान नहीं दिया, जितना अन्य देशों ने दिया। जहां चीन, जापान और दक्षिण कोरिया जैसे देशों ने शिक्षा पर बहुत अधिक खर्च किया, वहीं हम आज तक उचित बजट की बाट जोह रहे हैं। अनुसंधान एवं विकास पर भारत का खर्च सकल घरेलू उत्पाद का लगभग 0.6 प्रतिशत है और विश्व औसत 1.8 प्रतिशत से काफी नीचे है। इसमें निजी क्षेत्र का योगदान उनके सकल व्यय का 40 प्रतिशत से कम है, जबकि उन्नत देशों में यह आंकड़ा 75 प्रतिशत से अधिक है। यह अच्छी बात है कि केंद्र सरकार इससे उबरने के लिए नवीन पहल कर रही है। डिजिटल विश्वविद्यालय और गति शक्ति विश्वविद्यालय ज्ञान आधारित अर्थव्यवस्था की रीढ़ बनने जा रहे हैं। इन नए प्रयासों के चलते ही विश्व बौद्धिक संपदा संगठन द्वारा जारी ग्लोबल इनोवेशन इंडेक्स, 2023 में भारत 132 देशों की सूची में 40वें स्थान पर आया है। 2015 में यह 81वें स्थान पर था, जो एक बड़ा सुधार है। इन उपलब्धियों के साथ ही देश की शिक्षा के समक्ष कुछ अन्य चुनौतियां भी हैं, जिनका समाधान किया जाना समय की मांग है।

उच्च शिक्षा तक सभी की पहुंच, वैश्विक प्रतिस्पर्धात्मकता और मानकों में सुधार के लिए अब भी बहुत कुछ किया जाना बाकी है। भारत ने 2035 तक 50 प्रतिशत सकल नामांकन अनुपात का महत्वाकांक्षी लक्ष्य निर्धारित किया है। इसके लिए जरूरी है कि उच्च शिक्षा में फेलोशिप बढ़ाई जाएं, छात्रों को सस्ती दर पर एजुकेशन लोन की व्यवस्था की जाए और कौशल आधारित पाठ्यक्रमों में सब्सिडी दी जाए, जिससे यह विश्व रैंकिंग लगातार बढ़ती रहे। इसके अलावा रेवड़ी के दायरे में आने वाली विभिन्न योजनाओं का पैसा भी शिक्षा क्षेत्र में लगाना समय की मांग है। भारत के पास नवाचार का वैश्विक चालक बनने के लिए आवश्यक सभी सामग्रियां, एक मजबूत बाजार क्षमता, असाधारण प्रतिभाएं और मितव्ययी नवाचार की एक संपन्न संस्कृति है। जरूरत है तो उचित बजट एवं प्रतिभाओं के सही मार्गदर्शन की। यह काम शिक्षा पर अपेक्षित बजट खर्च करके ही किया जा सकता है।

(लेखक जेएनयू के अटल स्कूल आफ मैनेजमेंट में प्रोफेसर हैं)

3/18/24 response@jagran.com



# युवाओं ने स्लोगन लेखन से किया मतदाताओं को जागरूक

ग्रीन इंडिया

मेरठ। स्वामी विवेकानंद सुभारती विश्वविद्यालय के निर्वाचक साक्षरता क्लब के संयोजन में मतदाता जागरूकता अभियान के तहत स्लोगन राइटिंग कॉम्पीटिशन का आयोजन किया गया। मतदाता जागरूकता विषय पर आयोजित इस प्रतियोगिता में विश्वविद्यालय के विभिन्न महाविद्यालयों के 50 से अधिक प्रतिभागियों ने प्रतिभाग करते हुए अपनी रचनात्मकता को प्रदर्शित किया। लोकतंत्र के इस महापर्व में युवा मतदाताओं को जागरूक करने के लिए सभी प्रतिभागियों ने अपनी साहित्यिक रचनाशीलता को कागज पर उतारने की पूरी कोशिश की।

इस प्रतियोगिता के प्रारंभ में प्रतिभागियों को अपनी शुभकामनाएं देते हुए क्लब के मुख्य संरक्षक प्रोफे. (डॉ.) एस. सी. थलेड़ी ने कहा कि भारत निर्वाचन आयोग के निर्देशानुसार सुभारती विश्वविद्यालय में मतदाता जागरूकता क्लब का गठन किया गया है। जिसके तहत मतदाता जागरूकता के लिए विभिन्न गतिविधियों को आयोजित किया जा रहा है। इन गतिविधियों का उद्देश्य युवाओं में अधिकाधिक मतदान के लिए जागरूकता उत्पन्न करना है जिससे कि



लोकतंत्र के महापर्व को सफलतापूर्वक मनाया जा सके। इस प्रतियोगिता में प्रथम स्थान पर बीटेक की छात्रा शगुन गुप्ता रहीं। वहीं महर्षि अरविन्द सुभारती कॉलेज एंड हॉस्पिटल ऑफ नैचुरोपैथी एंड यौगिक साइंसेस की छात्रा प्रीति कुमारी जायसवाल व सुभारती नर्सिंग कॉलेज की छात्रा आशी संयुक्त रूप से दूसरे स्थान पर रहीं। जबकि तीसरे स्थान पर महर्षि अरविन्द सुभारती कॉलेज एंड हॉस्पिटल ऑफ नैचुरोपैथी एंड यौगिक साइंसेस की ही छात्रा स्रष्टी व साइट कॉलेज की छात्रा रोहिणी ने कब्जा जमाया। इस दौरान उत्साहवर्धक पुरस्कार के लिए निर्णायकों ने कुशाग्री, प्रियांशु, सौम्या को चुना। प्रो. अशोक त्यागी व डॉ. नीरज नयन ऋषि ने निर्णायक की

भूमिका का निर्वहन किया। इस प्रतियोगिता में प्रतिभागियों की रचनाधर्मिता की प्रशंसा करते हुए निर्णायकों ने कहा कि विद्यार्थियों ने इतने मनोहारी व रचनात्मक स्लोगन लिखे हैं कि हमें इनमें सर्वश्रेष्ठ का चयन करने में बहुत ही कठिनाई का सामना करना पड़ा।

इस दौरान मतदाता जागरूकता क्लब के मुख्य संरक्षक प्रो. (डॉ.) एस. सी. थलेड़ी, पत्रकारिता विभाग की सहायक आचार्य शैली शर्मा, नर्सिंग कॉलेज की सहायक आचार्य डॉ. अर्चना पंवार के साथ-साथ क्लब की उपाध्यक्षा मनीषा कुमारी व छात्र प्रतिनिधि पलक टंडन, इस आयोजन के संयोजक अर्पित सिंह आदि उपस्थित रहे।



# चुनाव में कायदे से क्यों नहीं होती शिक्षा की बात



रामानन्द

**आम चुनाव 2024** के लिए लगभग सभी पार्टियों के चुनावी घोषणापत्र आ गए हैं। कोई महंगाई का मुद्दा उठा रहा है तो कोई बेरोजगारी का और कोई भ्रष्टाचार का। शिक्षा एक ऐसा विषय है, जो हर व्यक्ति से संबंधित है। आज हर व्यक्ति अपने और अपने बच्चों के लिए अच्छी से शिक्षा चाहता है। शिक्षा को लेकर आम जनमानस में जागरूकता लगातार बढ़ रही है। मगर शिक्षा का यह महत्व चुनावी घोषणापत्रों में उस प्रकार से नहीं दिखता, जिस तरह से बाकी चुनावी मुद्दे दिखते हैं।

**वोटरो की समझ** | 2014 आम चुनाव में BJP ने शिक्षा पर कुछ चर्चा की थी। 2019 आम चुनाव और 2020 के विधानसभा चुनावों में आम आदमी पार्टी ने शिक्षा को चुनावी मुद्दा बनाने की कोशिश की थी। मगर आम आदमी पार्टी ने शिक्षा के क्षेत्र में जिन उपलब्धियों पर बात की थी, उन पर BJP और कांग्रेस दोनों ने न केवल सवाल खड़े किए, बल्कि अपने विकल्प की योजना भी प्रस्तुत की। इस चुनाव में अभी तक शिक्षा को उतनी प्रमुखता नहीं मिली है। इसका कारण कहीं न कहीं

मतदाताओं की आकांक्षाओं को समझने में राजनीतिक दलों की नाकामी भी है।

**घोषणापत्र की बात** | अभी तक कांग्रेस, BJP सहित लगभग सभी पार्टियों के घोषणापत्र आ चुके हैं। BJP के घोषणापत्र में राष्ट्रीय शिक्षा में सुधारों को और वृहद स्तर पर लागू करने की बात है। BJP के मैनिफेस्टो में 'गुणवत्ता शिक्षा' के नाम से शिक्षा से जुड़े विषयों पर चर्चा है। कांग्रेस के घोषणापत्र में शिक्षा से जुड़े तमाम विषयों को उठाने की बात कही गई है। दोनों पार्टियों के घोषणापत्र से एक बात साफ है कि उन्होंने शिक्षा को एक समान स्थान दिया है। इसका अर्थ यह है कि राजनीतिक पार्टियां शिक्षा के मुद्दों से अपने को सार्वजनिक रूप से जोड़कर देखना चाहती हैं, मगर शिक्षा से जुड़े विषयों पर वैसा विमर्श नहीं करती हैं, जैसा वे बेरोजगारी, महंगाई जैसे मुद्दों पर करती हैं।

**कोई आगे, कोई पीछे** | शिक्षा का विषय है भी काफी जटिल। जैसे, शिक्षा समवर्ती सूची का विषय है, इसलिए इसकी व्यवस्था का जिम्मा राज्य और केंद्र दोनों के पास है। यही कारण है कि शिक्षा पर नीतियां बनाते समय अनेक विरोधाभासों और प्रक्रियाओं से गुजरना पड़ता है। इस बार के BJP और कांग्रेस के घोषणापत्रों को ही देख लीजिए। BJP राष्ट्रीय शिक्षा नीति

AI Image



कॉमन रूम

को जल्द से जल्द लागू करके इसके लक्ष्यों को हासिल करने पर जोर देती है, तो कांग्रेस इस पर पुनर्विचार और संशोधन की बात करती है।

**विदेश पलायन** | गौर से देखें तो शिक्षा के कारण ही समाज में बहुत सारे मुद्दे पनपते हैं, जो आगे जाकर चुनावी/सामाजिक मुद्दे बनते हैं। इस स्थिति में राजनीतिक पार्टियों को शिक्षा पर न केवल ज्यादा बात करनी चाहिए, बल्कि मतदाताओं को शिक्षा के प्रति जागरूक भी करना चाहिए। यह विडंबना है कि भारत से लगभग 20 लाख छात्र शिक्षा के लिए विदेश जा रहे हैं, जिनके साथ करोड़ों रुपये भी जा रहे हैं, मगर यहां शिक्षा एक मुख्य राजनीतिक मुद्दा नहीं है।

**सवाल का डर** | राजनीतिक पार्टियां ज्यादातर उन्हीं मुद्दों को प्रमुखता देती हैं, जो तात्कालिक हो या तुरंत व्यक्ति के मनोभावों को प्रभावित करते हों। इन पार्टियों को लगता है कि रेवड़ी बांटकर चुनाव जीतना ज्यादा आसान है, बजाय इसके कि मतदाताओं को शिक्षित और सशक्त बनाया जाए। एक शिक्षित और सशक्त मतदाता, रेवड़ी के लिए वित्तीय प्रावधानों और अर्थव्यवस्था पर उसके प्रभाव के बारे में पूछेगा, जबकि शिक्षा के अभाव में समाज तात्कालिक सहायता से ज्यादा प्रभावित होगा।

**फटाफट सरकार** | लगातार बढ़ती बेरोजगारी, आर्टिफिशल इंटेलिजेंस, ऑटोमेशन का मुकाबला करने के लिए लोगों को तकनीक और कौशल से शिक्षित करना होगा। उसके लिए आधुनिक स्कूल, कॉलेज उपलब्ध कराने पड़ेंगे, तभी हम सब भविष्य की चुनौतियों से निपट पाएंगे। यह तभी होगा जब शिक्षा को मुख्य मुद्दा समझा जाएगा। इस चुनाव में उठाए गए मुद्दों को देखकर लगता है कि भारत की राजनीतिक पार्टियां या तो मतदाताओं की समझ को तात्कालिकता से आगे जाकर नहीं देख पाती, या उन्हें मतदाताओं की आर्थिक और वैश्विक समझ के बारे में कम ज्ञान है।

(लेखक सेंटर ऑफ पॉलिसी रिसर्च एंड गवर्नंस के निदेशक हैं)

18/4/24



# सख्ती : शिक्षा मंत्रालय का निर्देश, डमी स्कूलों पर ऐक्शन तेज़ करे CBSE

Bhupender.Sharma

@timesgroup.com

AI Image



**नई दिल्ली :** देश में डमी स्कूलों के कल्चर को खत्म करने के लिए शिक्षा मंत्रालय ने कड़ा रुख अपनाया है। मंत्रालय ने CBSE को डमी स्कूलों की पहचान कर कार्रवाई तेज करने को कहा है। मंत्रालय के सूत्रों का कहना है कि ऐसी शिकायतें और मामले सामने आ रहे हैं कि पैरेंट्स अपने बच्चों को अच्छे से अच्छे स्कूलों से निकाल कर डमी स्कूलों में दाखिला दिलवा रहे हैं। अच्छे स्कूलों में छात्र के लिए 80 फीसदी हाजिरी का नियम लागू होता है लेकिन कोचिंग के चक्कर में छात्र स्कूल जाना नहीं चाहता तो पैरेंट्स बच्चे को अच्छे स्कूल से भी निकाल देते हैं। फिर वह छात्र सिर्फ कोचिंग सेंटरों में ही पढ़ाई करता है और डमी स्कूल में उसका एडमिशन चलता रहता है। डमी स्कूल में छात्र जाता ही नहीं है।

शिक्षा मंत्रालय के सूत्रों का कहना है कि स्टूडेंट्स इंजिनियरिंग-मेडिकल और दूसरी प्रतियोगी परीक्षाओं की तैयारी करने के लिए केवल कोचिंग सेंटरों के भरोसे नहीं रह सकते, उन्हें स्कूल जाना ही होगा। हाल ही में CBSE ने देशभर के करीब 20 स्कूलों की मान्यता रद्द की है। 3 स्कूलों को डाउनग्रेडेड किया गया है। इन 20 स्कूलों में राजस्थान, छत्तीसगढ़, जम्मू-कश्मीर, महाराष्ट्र, असम, मध्य प्रदेश, यूपी, केरल, उत्तराखंड और दिल्ली के भी स्कूल शामिल हैं। CBSE की जांच में कुछ स्कूलों में डमी छात्रों का डेटा पाया गया। शिक्षाविद और VSPK एजुकेशन

**NBT**  
**Lens**

समझिए खबरों के  
अंदर की बात

## समस्या जितनी दिख रही है, उससे कहीं बड़ी

डमी स्कूल, डमी स्टूडेंट्स की समस्या जितनी दिख रही है, असल में इसकी जड़ें और भी गहरी हैं। **CBSE** ने तो अभी 20 स्कूलों के खिलाफ ही कार्रवाई की है, लेकिन डमी कल्चर को खत्म करने के लिए बड़े स्तर पर कार्रवाई की जरूरत है। शिक्षा मंत्रालय ने भी समस्या की गंभीरता को देखते हुए **CBSE** को दिशा-निर्देश जारी किए हैं। आने वाले समय में **CBSE** की ओर से भी ज्यादा औचक निरीक्षण देखने को मिलेंगे। गाइडलाइंस भी हैं कि जो छात्र स्कूलों में पढ़ रहे हैं, उनके स्कूलों के समय के दौरान कोचिंग क्लासेज नहीं हो सकती। इससे छात्रों की स्कूलों में नियमित हाजिरी होगी। नियमित हाजिरी की निगरानी से डमी स्कूलों की प्रैक्टिस भी खत्म होगी।

सोसायटी के चेयरमैन एस. के. गुप्ता का कहना है कि 12वीं के बाद इंजिनियरिंग, मेडिकल एंट्रेंस टेस्ट या फिर यूनिवर्सिटी में एडमिशन के लिए CUET टेस्ट हों, सभी में NCERT का सिलेबस आता है। स्कूलों में अच्छे तरीके से सिलेबस पढ़ाया

जाता है जबकि कोचिंग सेंटरों में स्कूलों की तरह नहीं पढ़ाया जाता है। उनका कहना है कि बच्चा कोचिंग करना चाहता है तो बेशक करे लेकिन स्कूल की कीमत पर ऐसा नहीं किया जा सकता।



# सही समय पर क्लास, UGC के दिशा-निर्देश

■ विस, नई दिल्ली : UGC ने अकैडमिक कैलेंडर को लेकर देश की सभी यूनिवर्सिटीज को दिशा-निर्देश जारी किए हैं। UGC रेगुलेशंस का हवाला देते हुए कहा है कि प्रफेशनल कोर्सेज के अलावा बाकी सभी सब्जेक्ट्स में फर्स्ट ईयर की क्लास अगस्त के पहले हफ्ते में शुरू हो जानी चाहिए। वहीं, सेकंड ईयर की क्लास जुलाई के तीसरे हफ्ते में शुरू हों। UGC ने कहा है कि प्रफेशनल कोर्सेज को लेकर दो हफ्ते का ज्यादा समय दिया गया है। इस दौरान प्रोजेक्ट वर्क, इंटरशिप पर भी फोकस होना चाहिए। यूनिवर्सिटीज को कोशिश करनी चाहिए कि सभी कोर्सों का रिजल्ट जून के आखिरी हफ्ते तक आ जाए।

# DU leads the way — Miranda House, St Stephen's alumni in top 5 of UPSC

## HT Correspondents

letters@hindustantimes.com

**NEW DELHI:** The Union Public Service Commission (UPSC) announced the results of the Civil Services Examination 2023 with two Delhi University (DU) alumni among the top five ranks.

Donuru Ananya Reddy of Telangana's Mahabubnagar, who studied at Miranda House, secured the third rank, while Ruhani (goes by one name), a Gurugram resident who attended St Stephen's, ranked fifth. Besides them, in Delhi-NCR, Noida resident Wardah Khan, a graduate of Sri Guru Tegh Bahadur Khalsa College, secured the 18th rank.

Meanwhile, Aditya Srivastava of Uttar Pradesh, Animesh Pradhan of Odisha, and PK Sidharth Ramkumar of Kerala secured the first, second, and fourth ranks respectively.

The Civil Services Examination, which recruits officers into the country's premier government positions, such as the Indian Administrative Services (IAS), Indian Foreign Services (IFS), and Indian Police Services (IPS), saw a total of 1,016,850 candidates apply, with 592,141 appearing for the preliminary test, and 1,016 eventually being selected.

For Donuru Ananya Reddy, 22, from the remote village of Ponnekallu in Telangana's Mahabubnagar district, this was her first attempt. A graduate in geography



(From left) Donuru Ananya Reddy, a graduate of Miranda House; Ruhani, a graduate of St Stephen's; and Wardah Khan, a graduate of GTB Khalsa College.

PTI AND HT PHOTOS

from Miranda House, Reddy prepared for the examination from home, only seeking expert coaching for anthropology in Hyderabad.

"Right from my schooling days, my ambition was to become a civil servant and serve the society," she said, expressing her joy at being the first person in her family to enter the Civil Services.

Ruhani, 28, cracked the exam for the third time — she first cracked the Indian Economics Service (IES) in 2020, and was in service for three years before sitting for the test again in 2023, during which she was selected for IPS and posted to Uttar Pradesh. She, however, continued to persevere and appeared this year for what was her sixth and last attempt — and ranked fifth.

A BA (Economics) student from St Stephen's, Ruhani completed her Master's in Economics from the Indira Gandhi National Open University in 2019. "I started pre-

paring in college... I never had fixed hours for studying," said Ruhani.

### Break-up of the ranks

This year's examination saw a reduction in the number of women candidates among the top ranks, with only two in the top five, compared to last year, when women made up the top four ranks. The share of women making it to the top 25 ranks also reduced from 14 to 10 this year.

The educational qualifications of the top 25 successful candidates range from engineering, humanities, science, commerce, business administration, architecture, and law, with many hailing from premier institutions such as IITs, IIMs, NITs, University of Delhi, and national law universities.

Of the 1,016 candidates selected in all, 347 are from general category, 303 from other backward classes (OBC) categories, 115 from economically weaker section

(EWS) category, 165 from scheduled castes (SC) and 86 from scheduled tribes (ST) categories, respectively.

There are 180 vacancies for IAS officers, 37 for IFS, 200 for IPS, 613 in group A services and 113 in group B. Group A includes the bulk of the bureaucracy's services — a list that runs into 16 in all — while Group B has six, of which four are Union territory-specific administrative and police services.

### Meet the topper

Srivastava, 26, an electrical engineer from IIT-Kanpur, topped the examination on his third attempt. Brought up in Lucknow, Srivastava previously secured the 236th rank in the UPSC 2022 examination and is currently undergoing training as an IPS officer in Hyderabad. "It's a proud moment for the family," said his father, Ajay Kumar Srivastava.

For second rank holder Pradhan, this was his first attempt at

the civil services examinations. The 22-year-old told HT that the arduous preparation was in the midst of caring for his mother, who had cancer and died in January. "My mother was battling cancer till her last moment for me. She wanted to see me crack UPSC, but today, when I made it, she is not here," he said.

Pradhan is a B Tech graduate in Computer Science from NIT Rourkela, remained focused on his goal. "If I can achieve success in an adverse situation, anyone can achieve it," he said, emphasizing the importance of hard work and dedication.

### Two from Noida in top 20

Two Noida residents were among the top 20 rankholders in Civil Services Examination.

Swarmed by relatives, well-wishers and mediapersons, Wardah Khan, 24, was beaming with pride and joy after she learnt that she secured the 18th rank.

A BCom (Honours) student from Sri Guru Tegh Bahadur Khalsa College, Khan worked in the corporate sector between 2020 and 2021, before quitting her job and starting to prepare for the civil services.

Meanwhile, Akash Verma, 29, a resident of Sector 93, secured the 20th rank. Currently in Leh as part as the training at the National Academy of Defence Financial Management Institute, Verma said this was his fourth attempt.

HT/IN



# Court upheld Centre decision to dissolve Maulana Azad Education Foundation

**PIONEER NEWS SERVICE ■**  
NEW DELHI

The Delhi High Court on Tuesday upheld the Centre's decision to dissolve the Maulana Azad Education Foundation (MAEF), which was set up in 1989 for promoting education among educationally backward minorities, holding there was no impropriety or irregularity in arriving at it.

A bench headed by Acting Chief Justice Manmohan dismissed a PIL by Syeda Saiyidain Hameed, John Dayal and Daya Singh and said several welfare programmes for the minority communities are being carried out devotedly by the Ministry of Minority Affairs and it could not be said that the interest of the minority communities was being hampered due to the dissolution. Maintaining that the decision to dissolve the MAEF was "well considered" and in accordance with the legal framework, the said it cannot sit in appeal and examine the appropriateness of a policy of the government.

"The decision to dissolve the MAEF has been duly taken by the General Body of the MAEF and this court finds no impropriety or irregularity in the process adopted by the



said General Body in arriving at the said decision," the bench, also comprising Justice Mini Pushkarna, said.

"This Court finds no merit in the present petition and is not inclined to interfere in the considered decision taken by the respondents. Accordingly, the present petition is dismissed," the court said.

The petitioners had approached the high court against the February 7 order of the Ministry of Minority Affairs which instructed the MAEF to carry out the closure process at the earliest and submit copy of the closure certificate issued by the Registrar of Societies of the Delhi government on completion of all procedures, as per extant laws. The Centre had defended its decision in the court, saying

MAEF has become "obsolete" when there is a dedicated ministry holistically executing schemes for the benefit of the minorities.

The ministry's order was issued in reference to a proposal received from the Central Waqf Council (CWC) on January 21 to close the MAEF.

The court had reserved its verdict on the PIL on March 13 after hearing both the sides. The petitioners had said in their PIL that the ministry's order not only deprived the deserving students, especially girls, from availing the benefits of the schemes of the MAEF but is also without jurisdiction, completely malafide, arbitrary and a colourable exercise by authorities.

Pro/17



# What made these girls fall in love with maths?

Almost all dropouts, girls studying at UP's Kasturba Gandhi residential schools have seen a remarkable turnaround in their maths and science performance after the introduction of computer-based learning modules put together by a global foundation. And that's unlocking dreams these kids never dared to see



Understanding maths and doing well in class have given me confidence. My father beats up my mother. I want to become an IPS officer to stop this

—Laxmi | 13



Maths wasn't my favourite subject till Class V but I've discovered an easier way to learn it. Maths' biggest lesson for me is that every problem has a solution

—Bhumi | 11



Maths, science and English have become my favourite subjects since I took admission at KGBV because of the way they are taught and revisions in the computer lab

—Kavita | 12



We were told maths is not our cup of tea and it's a subject for boys. We were also told that going to school is optional. Today, I feel only education can liberate us from poverty

—Jasmine | 14

Isha Jain & Ayantika Pal

Doing well in the maths exam was a eureka moment. The final frontier was conquered, but it meant much more.

Laxmi (13), who barely went to school because she wanted to protect her mother from her father's beatings after he got drunk, saw it as validation of her desire to become a cop and stop domestic violence.

Jasmine, who couldn't recite numbers fluently during her entrance for the sixth standard, is the school head girl in the eighth. The reticent girl is helping her classmates not just with their denominators and square roots but also walking them through MS Word.

Bhumi, put to test early in life when her father passed away, sees herself as a problem solver. She wants to become a maths teacher because "maths teaches us every problem has a solution, both in academics and in life".

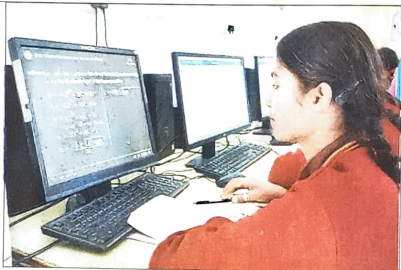
Kavita, fascinated by epaulettes, believes she can wear one too — from barely getting a chance to study till the fifth. She has three favourite subjects — maths, English and computers.

Sanya, who lost her mother in a train accident, wants to become a lawyer to help untangle complex legalities and paperwork that she has seen people around her being troubled by.

## The turnaround

For many girls in UP's Kasturba Gandhi Balika Vidyalayas (KGBV) — residential schools from classes 6 to 8 for youngsters from the poorest of families — a love for maths and science has unfolded in recent years. For these schools, UP govt has introduced computer-based academic modules that supplement classroom teaching.

These modules, on a par with teaching methodology at any frontline school, were easy to understand. For someone like the Gautam sisters — Jas-



erly: In the initial days, we wrote numbers and tables on walls and boards, which she learnt to read and recite fluently. Today, as head girl, she takes charge of the assembly and computer class and helps other students with difficult concepts. She even monitors their assignments," says Singh.

The KGBV course module, put together by Khan Academy in a project that Tata Trusts is also collaborating

“My family thought science wasn't a subject for girls. Seeing girls at KGBV get an opportunity to explore maths and science is heart-warming

—Diviya, a KGBV teacher

We have been trying to inculcate science and maths interest in girls and enhance their options for STEM

—Kanchan Verma, DG, school education



mine (14) and Akansha (13) — who faltered at basic questions because they had never been taught any subject properly, learning went from something to fear to something to have fun with.

At many KGBVs, there has been an improvement in students' annual exam scores. For example, the pass percentage of girls in maths at KGBV Malhabad (Lucknow) went from 25% in 2020-21 to 80% in 2022 and 100% in 2023.

The transition rate to class 9 shows that many girls remain in the education system after clearing KGBV. In 2020-21 and 2021-22, the transition rate was 81%. In the 2022-23 session, it rose to 97%.

## 2+2 is many things

"We were told maths is not our cup of tea and it's a subject for boys. We were also told that going to school is optional," says Jasmine, who begins her day at the Malhabad school at 5am in the computer lab, where she and her sister get cracking on the day's worksheet. "Today, I feel only education can liberate us from poverty," she adds.

Akansha says all she could properly do in maths till the fifth was to count from 1-100. "Now, I know rational numbers and multiplication of monomials," she adds. The sisters are from a village 10km from the school and were selected for admission after a screening, the process goes on to follow for all KGBVs.

Warden Neelima Singh says Jasmine had no confidence and barely spoke when she took admission in the sixth. "She couldn't even recite numbers prop-

with, is broken down into 70-120 skills (topics) that students can learn and practise through lessons, exercises and quizzes. Aligned with the UP-state curriculum, the maths content is generated in Hindi. According to assessment data, 24.5% girls have gained proficiency in at least 36 skills while 19% girls have mastered more than 18 and less than 36 skills.

Kanchan Verma, director general of school education (UP), says, "We have been trying to inculcate science and mathematics interest in girls and enhance their options for STEM courses through the simple and digital course module, which clarifies basic concepts."

Neha Yadav, a class VIII student of KGBV Banki in Barabanki, is looking forward to her ninth standard. "I was hesitant about maths. But I have mastered square and cube roots now. I enjoy solving sums. There's no fear."

Diviya, the teacher-in-charge at KGBV Jewar, and Madhurima Srivastava, mentor teacher for the programme for Lucknow, have the same answer to what the biggest change has been — proficiency in maths, yes, but even better, a mindset change.

Diviya cites her own example. "Science always fascinated me, especially biology. In 2007, when I cleared high school, there was only one BSc college nearby. My family was against my admission because it was a co-ed college and they thought science wasn't a subject for girls. They allowed me to attend classes regularly only during exams. The rest of the year, I prepared on my own," she says. "Seeing girls at KGBV get an opportunity to explore maths and science this way is heart-warming."

Srivastava hopes the gender gap seen in STEM courses in higher education will narrow and KGBVs will help play a role in it. "For these marginalised girls, this programme is a ray of hope because the predominant belief still in the socio-economic background they come from is that maths is not for a subject for girls," says Sarita Singh, senior professional at the basic education department who has witnessed the KGBV programme since its inception.

## Mindset change

Laxmi, who is from Nagla in Dadri block of Gautam Budh Nagar, has started thinking about public service commission exams, encouraged not just by improved maths scores but also her grasp of English. "I used to be afraid of English and maths," she says. "I want to become a police or Army officer so that I can bring my mother out of there. I want to give her a better life."

Tanu (14), who studies at KGBV Dankaur, is determined to ensure both her younger sisters make it to the school too. "I want to become a police officer," she says, "so that nobody in my village dares to harm or harass my sisters."

Swati Rath, who is in charge of KGBV Dankaur in Gautam Budh Nagar (Noida), says in the last three years, highest scores in math have increased

from 60-65 to 90-95. "We started computer-based maths modules in 2021 and science assessments in 2023. Performance in science has also improved," she adds.

Often, in villages, she says, even going to school is difficult for girls because campuses are far away and there's no transport. "Families consider it unsafe for girls to travel to school. That's why Kasturba schools are so convenient," Rath explains.

## What are KGBVs?

KGBVs are residential schools meant for girls from weak and disadvantaged sections from rural areas, particularly dropouts, orphans, and those with single or working parents.

They were started in 2004-05 to bridge gender and social gaps in educationally backward blocks. Among their key objectives are to enhancing the female literacy rate and retaining girls in school. Admission happens through an enrolment camp where applicants take tests of Hindi, English and maths. Based on performance, they are categorised into two levels — the higher-ranked ones in A and the others in B. After admission, KGBVs conduct a 3-6-month bridge course to bring these girls on a par with Class VI curriculum. Girls who still lag are given remedial classes. KGBVs are now being upgraded to Class XII. There are 746 such schools across the state. Computer-based learning modules have been introduced in all of them.

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## Beyond KGBVs

UP is expanding the computer-based teaching modules in maths and science to senior secondary schools (Classes IX-XII). 1,000 to begin with. From the 2024-25 session, it will also start rolling these modules out for students in upper primary schools (Classes VI to VIII).

Raynandini (13), daughter of a bike mechanic in Mau, proudly declares she is the topper at her KGBV. "It has changed my life," says the teenager, who has her eyes set on college. The subject she wants to study — "Engineering"



# Wah Jamia! 31 aspirants from academy clear UPSC

Shreya.Ghosh@timesgroup.com

**New Delhi:** Youngsters from marginalised communities can aspire to become civil servants at Jamia Millia Islamia's Residential Coaching Academy (RCA) in southeast Delhi. On Tuesday, the coaching academy celebrated the success of 31 of its students in one of the toughest exams in the world — the UPSC Civil Services Exam — with the 2023 result showing an increase of eight over the previous year. Since its inception in 2010, RCA has provided free coaching to students from the SC, ST and minority communities and women.

Of the 71 RCA students who appeared for the UPSC interview, Tuesday's list showed 31 of them had made the final cut, 11 of them women. Nausheen, who secured a high all-India rank of ninth, had the best performance among them. The elated 24-year-old, who hails from UP's Gorakhpur and is a graduate of DU's Khalsa College, said,

"I am overjoyed that in my fourth attempt I cleared the exams. My parents always encouraged me to dream big. I owe a lot to them." Her father is in govt service and her mother, a homemaker.

After her interest in the civil services was spurred at DU, it was at RCA that her aspiration found a firm foundation. "Despite my own doubts, I relied on the free coaching at RCA. Amid rigorous study sessions, the mentoring of seniors at the academy also proved immensely helpful," said Nausheen, who read science fiction as a stress buster.

Jharkhand native Prerna Singh, 28, ranked 271st, attended Delhi Public School and earned a bachelor's degree in sociology from Miranda House. She then pursued a postgraduate degree in social work at Jamia. Previously employed as an HR professional at Vedanta, she returned to Ranchi to undertake online coaching. She attempted the UPSC exams three times before finally succeeding in



Of the 71 RCA students who appeared for the UPSC interview, 31 made the final cut. Nausheen (on the right) secured an AIR of ninth

the prelims in the fourth try. She then prepared for the mains and interview at RCA.

Singh shared, "The preparation at RCA was unparalleled. Meeting fellow aspirants, access to top-notch facilities and receiving unwavering support of the staff fostered a peer-group learning environment that signi-

ficantly helped me."

In her childhood, Singh's father, a govt veterinary doctor in Jharkhand, inspired her with tales of civil service. After his premature death, his words lingered in her consciousness. She said resilience was important in cracking the civil services exams. "I was consistent, de-



## NAUSHEEN SAYS

**I am overjoyed that in my fourth attempt I cleared the exams. My parents always encouraged me to dream big. I owe a lot to them**

dicating 7-8 hours daily to studies. I managed stress through meditation and walks and found solace in old Bollywood songs."

Abid Haleem, Jamia professor in charge of RCA, told TOI, "We have an all-India test for admission followed by interviews in 10 cities. We give preference to students

from weaker sections of society and prioritise those who are serious and driven. It is a rigorous process at RCA with classes and regular test series. Senior students mentor the newcomers, and psychologists and counsellors are also available. Our library operates 24/7, and there are seminar rooms where students, especially girls, can study whenever they want."

Haleem said coaching lasted for 16 months. RGC was initially a UGC initiative, but it stopped funding in 2018-2020. "Even now, we don't accept funds from our alumni," said Haleem. "The students only pay for food and accommodation. Preparing for the UPSC exam is not like pursuing a degree and unlike other coaching centres, we provide a comprehensive learning ecosystem."

He asked those who hadn't cleared the civil service exams not to be discouraged. "My advice to them is not to be disheartened and to have a Plan B," said the professor.

TOI

# Pick 6 VCs from list given by state govt: SC to Bengal gov

**New Delhi:** SC on Tuesday directed West Bengal governor **C V Ananda Bose**, who is also the chancellor of state-run universities, to appoint six suitable persons as vice-chancellors from a list of candidates provided by the state government. "Let these six be appointed immediately."

Attorney general R Venkataramani, appearing for the chancellor, apprised SC that he has approved six names from



the list sent by the state govt. The Trinamool Congress govt in the state is involved in a running feud with Bose over how the state's universities should be run.

Hoping for an amicable solution to the tussle, the apex court bench said it may consider setting up a search committee later to shortlist candidates for appointment as vice-chancellors in the remaining state-run universities. PTL 105/17



# ‘भारतीय छात्रों को अनुकूल माहौल देने में जुटा अमेरिका’

वाशिंगटन, प्रेस : इस वर्ष 11 भारतीय या भारतवंशी छात्रों की मौत के समाचारों के बीच एक प्रतिष्ठित भारतवंशी शिक्षाविद् ने कहा कि अमेरिका, भारतीय छात्रों को स्वागत योग्य माहौल प्रदान करने में जुटा है। भारतीय और भारतवंशी छात्रों की मौत ने समुदाय और भारत में छात्रों के माता-पिता के मन में चिंता पैदा कर दी है।

इंस्टीट्यूट आफ इंटरनेशनल एजुकेशन की ओपन डोर्स रिपोर्ट के अनुसार, अमेरिका में 2014-2015 में भारतीय छात्रों की संख्या 1,32,888 थी। 2024 में लगभग तीन गुना बढ़कर यह 3,53,803 हो गई है। भारतीय

या भारतवंशी छात्रों की मौतों का कोई निश्चित कारण स्थापित नहीं हुआ है। अमेरिका में भारतीय राजनयिक मिशनों ने सक्रिय रूप से भारतीय छात्रों के साथ मेलजोल रखना शुरू कर दिया है। वर्जीनिया में जार्ज मेसन यूनिवर्सिटी में स्कूल आफ कंप्यूटिंग के डिवीजनल डीन गुरदीप सिंह ने कहा, ‘इस वर्ष ऐसी घटनाओं में वृद्धि होना दुर्भाग्यपूर्ण है। इसे लेकर माता-पिता का चिंतित होना उचित है। लेकिन जो मैं देख रहा हूं वह यह है कि मैंने किसी भी तरह का कोई मुद्दा नहीं देखा है। अचानक घृणा अपराध के होने का कोई कारण नहीं है।’