

■ Karnataka finishes as first runner-up *Khelo India winter games finish, Army bags highest no. of medals*

YUSUF JAMEEL
SRINAGAR, FEB. 25

The fourth edition of Khelo India winter games concluded at Kashmir's premier ski resort Gulmarg on Sunday with the Indian Army clinching the highest number of 10 gold, five silver and six bronze medals followed by the first runner-up Karnataka with nine gold and two silver medals.

Maharashtra won seven gold, eight silver and seven bronze medals, finishing as the second runner-up in the skiing and snowboarding games played during

the five-day event. J&K, the host state, was placed at the 9th position in the medal tally after winning one gold, six silver and four bronze medals, the officials said.

The winter sporting events that took place at the 2,650-meters-high Gulmarg include snowboarding, Alpine ski, Nordic ski and snowmountaineering. Twenty states and Union Territories competed in the Alpine Ski, Nordic Ski, and Snowboarding while ten states did it in the Ski Mountaineering competitions.

The closing ceremony was held at the Gulmarg

Golf Course. Nuzhat Gull, secretary J&K Sports Council said that nearly 600 athletes who came from various parts of the country to participate in the fourth edition of the games were actually realising the dream of Prime Minister Narendra Modi as these games "are providing platform to youth from grassroots level to showcase their talent and compete at national level".

She asserted, "These games are helping in the exchange of culture, tradition and languages among athletes and enhance their vision and confidence."

New UPSC rules for photo on application form to tackle AI-driven frauds

The process may pinch pockets, especially of the aspirants from rural areas, but it will control impersonation

Shuddhanta.Patra
@timesgroup.com

The Union Public Service Commission (UPSC) has started the registration process for UPSC CSE Prelims 2024 for the Prelims scheduled in May. The Commission has introduced stricter rules for uploading photographs on the registration forms. As per the new guidelines, the UPSC has asked the candidates to upload photographs not older than 10 days from the start of the online application process. Therefore, candidates will have to make sure that the photographs are not taken before February 4, 2024.

While the rule has baffled the aspirants and few have dubbed it as an unnecessarily long and expensive process, experts claim it will control misuse of technology and other related frauds during the exams. In Rajasthan and Uttar Pradesh, several cases have been registered by the state against candidates for impersonation and technology-related crimes.

Retired senior IAS officer JK Dadoo says this initiative will control misuse of new technologies like AI. With AI, there is a possibility to morph photographs and documents, which can pose serious challenges in public exam. "It is difficult to distinguish between photographs of candidates on different forms and also match them against the candidate appearing in the exam. New technology and AI can easily morph photographs and documents. With the new UPSC guidelines, identity re-



lated issue will get largely resolved," says Dadoo. "Several cases have come to the fore where candidates juxtaposed their photographs. With technologies like AI and Deepfake, the challenges are rising each day. Identity issues are a major problem the Commission is facing. As per the new instruction, the candidate must upload a photo clicked within 10 days from the start of the online application process. This will make it difficult for the candidates to fudge the application data. The new process may pinch pockets, especially for aspirants from rural areas, but it will ensure the identity is correct, easing the future procedure," adds Dadoo. UPSC and state PSCs have received multiple complaints of impersonation where the photo of the person in the admit card and the one appearing for the exam were different. "Often, the admit card has younger brother's photo while the older brother is appearing for the exam. The recent instruction will eliminate such pos-

sibilities," says Dadoo.

Senior IAS Rajesh Kumar Pathak, secretary, Technology Development Board, Department of Science & Technology says, "The new initiative will help in crosschecking the age and appearances of the candidates as often they upload older photos. On numerous occasions, it becomes a challenge during the Personality Test, when the interview-

ers find little or no resemblance of the candidate with the photo he has uploaded during registration, raising doubts among the examiners. Through the new system, the candidates will also not face any issues in any level during the exam. Aspirants from the rural areas are also not likely to face difficulty as all facilities are available in every nook and corner."

CBSE has no plan to adopt Open Book Exam, a feasibility study to be initiated

Sonal.Srivastava@timesgroup.com

The Central Board of Secondary Education (CBSE) has clarified that it is planning to conduct a study in its affiliated schools to find out whether the Open Book Examination (OBE), one of the modes of assessments recommended by the National Curriculum Framework for Secondary Education (NCF-SE), is feasible in the Indian context or not. The Board will first experiment, and then examine the viability of the OBE in the Indian context. A section of the media highlighted CBSE's plan to introduce OBE in a few pilot schools for English, Maths, and Science in classes IX and X, and English, Maths, and Biology in classes XI and XII. The Board, however, has denied such plans and is right now planning to initiate a study to check its feasibility.

Internal assessment

Talking to *Education Times* about the OBE, Joseph Emmanuel, director, Academics, CBSE, says, "Some media reports have created confusion; the CBSE has decided to undertake a study to understand the feasibility for bringing assessment reforms like the OBE based on re-



commendations in the NEP-2020 and NCF-SE 2023. The study would be conducted in select CBSE schools as it is important to first experiment, and then examine the viability of the OBE." Before implementation of the OBE system, readiness would be ensured through teacher and student training. The OBE is mostly followed in the higher education domain and several educationally advanced countries have also introduced the OBE assessment. "However, a vast country like India with learners from heterogeneous backgrounds, demands a lot of preparation and handholding before introducing the OBE assessments," says Emmanuel. CBSE needs to figure out whether adopting the OBE assessment will benefit students or not. "Hence, it is imperative to carry out the study on OBE," adds Emmanuel.

Challenges in adoption

The OBE was initiated in 2013-14 by the CBSE, however, due to negative feedback from students and other stakeholders, it was discontinued. The renewed push for OBE is in accordance with NEP 2020 which recommends implementation of various modes of exam. "NEP is a well-thought-out policy and if it has recommendations regarding examinations then we should work on it," says an educationist on the condition of anonymity. However, he points out that our value system, which is different from western nations, and a huge population could be a deterrent in the adoption of OBE.

Increasing acceptance of GRE scores in Law and Business courses besides Engineering has led to increase in test-takers in India

Priyadarshini Gupta
@timesgroup.com

GRE score can provide students a competitive edge when seeking employment in diverse sectors

test without compromising the quality or integrity of the assessment. "This change allows test-takers to focus, and overall have a less stressful experience. In addition, test takers received their official GRE general test scores in 8-10 days after the test date which was previously 10-15 days. Hence, with quicker reporting, candidates can organise their applications better to study abroad and are more likely to have enough time to retake the exam and enhance their score if needed. All these reasons led test-takers to choose GRE," says Jain.

Wide acceptance

"The surge in Indian test-takers can be attributed to many factors, chief among them being the increased recognition of GRE scores by several business schools in India. Tradition-

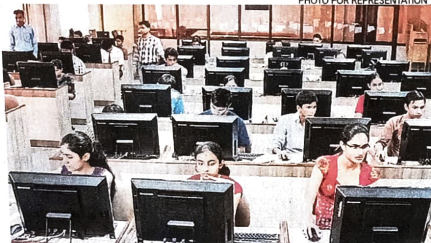


PHOTO FOR REPRESENTATION

nally, the admission criteria for international students relied solely on Graduate Management Admission Test (GMAT) scores. However, a noteworthy shift has occurred as Indian institutes, including the IIMs in Calcutta and Bangalore, Mumbai's SP Jain Institute of Management, and the National Academy of Legal Studies and Research, now accept GRE scores," says Karun Kandoi, chief experience officer at Atalvya and. There has been a significant

shift towards internationalisation in higher education. This trend is driven by various factors such as globalisation, advancements in technology facilitating easier communication and travel. "Globalisation plays a significant role as there is an increasing need for skills that are competitive on a global scale. This has led universities to create more diverse and inclusive academic environments to prepare students for the global

workforce. International collaborations between universities help in enhancing opportunities for knowledge exchange and research. All these factors attract students to study abroad," says Jain.

"Another driving force is the desire among students for cultural enrichment and the opportunity to view their field of study from different global perspectives. Seeking education abroad allows students to broaden their horizons and enhance their personal and academic growth," adds Jain.

As the job market becomes increasingly competitive, having a GRE score can enhance a student's profile and provide a competitive edge when seeking employment in diverse sectors, says Nandini Shah, a GRE aspirant. With Indian students increasingly aspiring to make their mark on the international stage, the GRE stands as a key enabler of these ambitions, she adds.

First introduced in 1936, GRE is a standardised test for admission to graduate and business schools in the US, UK, Canada, China, and several European countries.

Academics divided over BCI involvement in legal curriculum change

c-Aditya Wadhawan
@timesgroup.com

The parliamentary standing committee on Personnel, Public Grievances, Law, and Justice presided by Rajya Sabha MP, Sushil Kumar Modi recently tabled its report, "Strengthening Legal education in view of emerging challenges before the legal profession" in Rajya Sabha, which has suggested that the Bar Council of India (BCI) should not be permitted to introduce changes in the legal curriculum in the country.

The committee said in its report that the BCI does not have the requisite expertise to make the desired changes in the legal curriculum, hence, a separate specialised body is needed to be setup for suggesting curriculum changes. "There is no sense in the BCI having regulatory powers over the entire spectrum of legal education. Further, the BCI has neither the power nor the expertise to meet the challenges of an ever-changing globalised world, the committee mentio-

The panel has recommended setting up of NCLER as a specialised body

ned in its report. The panel has recommended the setting up of the National Council for Legal Education and Research (NCLER) as a separate specialised body," says the committee report. Legal academicians have a divergent view on the suggestions made by the parliamentary committee.

Speaking to *Education Times*, Faizan Mustafa, former vice-chancellor, NALSAR University of Law, Hyderabad and vice-chancellor, Chanakya National Law University, Patna, says, "There is a provision in the Advocates Act 1961 that permits BCI to suggest changes in the legal education in the country to maintain the requisite standards. Parliamentary panel committee is of the view that BCI should only look after the professional parameters re-

lated to legal education and the curriculum changes should be dealt with the other specialised body. However, currently there is no other competent body to suggest changes in the legal curriculum in the country. Even if such a body is to be set up, it should consist of legal professionals and few other members of BCI, academicians and judges because ultimately legal education pro-

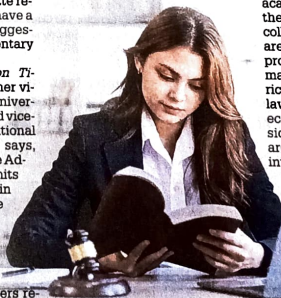
duces lawyers and hence it is a major stakeholder. BCI should not be totally excluded from the purview of suggesting changes in the legal curriculum."

"As far as adopting a uniform curriculum is concerned, it is advisable that every university should be allowed to design the syllabus depending on the expertise available with them. The continuance of this provision is academically beneficial for all the stakeholders. For instance, a college situated in semi-rural area of the country, which will produce lawyers for rural areas may include the modules on agriculture law, irrigation and seed laws and laws related to rural economy. Whereas on the other side, colleges located in urban areas will include topics such as international arbitration law, so-

cial media law, international trade law, corporate law, mergers, and acquisitions and many more," adds Mustafa.

"If the NCLER is established in the future it will be a contentious issue as BCI is a statutory body and it may not accept the new body," says Mustafa.

Megh Raj, assistant professor at Law Faculty, DU, says, "Suggestion by the parliamentary panel committee is progressive in nature as the legal education has been adversely affected by regular interventions of BCI. The legal education regulator has been giving approval to the colleges who are not meeting the requisite standards and moreover BCI is a political body. By giving approval to more law colleges, it is only focusing on generating more fees. Rather than suggesting changes in the curriculum, BCI should only be permitted to ascertain as to which legal professional is eligible for practising in the court. There is a dire need for another specialised body which can regulate the legal education in the country."



Indian education system: The quest for perfection



JS RAJPUT

The Indian education system stands at a crossroads, poised between recognition and realisation of its inherent potential



Looking back from the transition point to the third millennium, it could indeed be interesting—and revealing—as to what was the most encouraging achievement in the pivotal sector of education! The most mentioned of the responses to the query from seasoned academics and scholars, as well as the policymakers who had contributed to policy formulation and implementation for three-four decades, referred to the change in social responses from various strata of society.

The most serious impediment was ignorance of the value of education in the lives of the individual and the family. One wonders whether anything more could be expected from a society seriously emaciated for centuries, and subjected to live their lives in abject misery! Social structures that practised exclusion, seriously flawed assumptions on the role of women and its relationship to female literacy, and the excruciating hold of the clergy in deprecating the education of girls were indeed serious handicaps before all those who were assigned to implement the constitutional directive of providing free and compulsory education to all children till they achieve fourteen years of age!

The widely prevalent practice of early marriage, child labour, compulsions to earn daily bread, and the need for extra hands in farms and fields, were also prominent factors that severely impeded the process of enrolment in schools. It may be tough for the millennials to visualise a situation that for decades together, girls' education in India suffered for want of toilets for girls in schools. This is one area that remained neglected all along.

After the Prime Minister of India spoke from the ramparts of the Red Fort about sanitation practices, and the need for immediate reforms, things have



OUR EDUCATION
INITIATIVES
AND EFFORTS,
IT MUST BE
ACKNOWLEDGED,
DRIFTED
MORE TOWARDS
THE ACQUISITION
OF EDUCATION
FOR MATERIAL
AND PHYSICAL
GAINS

changed, and this deserves appreciation. However, considerable alertness and appreciation of the need are still necessary. Why do I say this? What one learns from personal interactions just cannot always be extricated from data!

In 2016, one visited several institutions as a member of the TSR Subramaniam Committee on Education policy. In one of the colleges with an enrollment of around two thousand, a mention was made of the neglect of sanitation, the Director had this to say: Oh, it is too dirty and unhygienic for me to inspect! I mention this for two reasons; first, the systems of education paid little attention to such a significant impediment. Second; even after the universally acknowledged and appreciated movement for sanitation, and its great success, there is much more to be achieved on this front!

We are much better off at this juncture in educational achievements, particularly in the context of girls' participation in education and subsequently in every sector of knowledge, skills, services, defence and the like. What was the most ignored aspect of Indian education during the second half of the 20th century? Some academics and scholars—adherents of negativity included—would like to criticise all that has been done and achieved during this period. Those who are, ideologically unconstrained and capable of taking an objective analytical view express concern about certain aspects that are essential ingredients total the personality development of any individual. This is usually articulated in

every policy and programme, but current education practices get ignored in schools and even certain well-reputed institutions. Moral and ethical aspects of education, education in human values, and similar expressions are regular parts of every education initiative.

We also have the legacy of Mahatma Gandhi, who could say "My life is my message"! How many of our present-day leaders—political leaders—could say that with inner conviction and confidence? There are still the old guards and young ones who took Gandhi, Rajendra Prasad, Rajagopalachari, Karpuri Thakur, LK Advani, Narendra Modi, and the like as their role models.

A committed work culture, a sound value system, and a pursuit of higher and larger goals in life could only be inculcated in educational institutions and that remains a big challenge before the Indian education system. Our advantage is that we are familiar with how it could be achieved. Indian education has achieved sufficient recognition and success; within and outside the country. India and its ancient education systems aimed at comprehensive personality development, the comprehension of 'Ekam Sat Viprah Baudha Vadanti, 'Sarv bhut Hite Ratah', 'Sarve Bhavantu Sukhina', and much more on similar lines. We were privileged that MK Gandhi gave us a practical model of education that focused on enhancing the economic aspect but did not neglect this totality, and wanted the best to be drawn out of out of head,

hand and heart. Sri Aurobindo; and the mother; dwelled in higher echelons of human advancement, apart from what is usually aimed at imparting education.

Our education initiatives and efforts, it must be acknowledged; drifted more towards the acquisition of education for material and physical gains. Education, said the Mother; is not to prepare learners to succeed in life and society but 'to increase his perfectibility'. Addressing the students of the Ashram Schools she said: "Do not aim for success. Our aim is perfection.

Remember you are on the hold of a new world, participating in its worth and instrumental in its creation. There is nothing more important than the transformation. There is no interest more worthwhile." The Mother goes on to delineate it further for our comprehension: "To learn for the sake of knowledge, to study to know the secrets of Nature and life, to educate oneself to grow in consciousness, to discipline oneself to become master of oneself, to overcome one's weaknesses, incapacities, and ignorance, to prepare oneself to advance in life towards a goal that is nobler and vaster, more generous and truer..."

Could anything more need be said on how our schools and institutions could move ahead in pursuit of excellence once they absorb the golden words and the strength of the philosophy behind them?

(The author works in education, social cohesion and religious amity, views are personal)

CUET-UG के लिए ऑनलाइन रजिस्ट्रेशन दो दिनों में

Bhupender.Sharma@timesgroup.com

■ नई दिल्ली : कॉमन यूनिवर्सिटी एंट्रेंस टेस्ट (CUET-UG) के लिए ऑनलाइन रजिस्ट्रेशन की प्रक्रिया दो दिनों के अंदर यानी मंगलवार तक शुरू हो जाएगी। UGC के अध्यक्ष प्रो. एम. जगदीश कुमार का कहना है कि देशभर की यूनिवर्सिटी के ग्रेजुएशन कोर्सेज में दाखिले के लिए होने वाली इस परीक्षा के लिए आवेदन सोमवार शाम या मंगलवार से शुरू हो जाएगा। इस बार परीक्षा के पैटर्न में महत्वपूर्ण बदलाव किए जा रहे हैं। 2022 में यह परीक्षा शुरू हुई थी और दो बार परीक्षा कंप्यूटर बेस्ड हुई थी लेकिन 2024 में CUET-UG की परीक्षा हाईब्रिड मोड में होगी। परीक्षा



AI Image

में OMR बेस्ड पैटर्न यानी ऑफलाइन सिस्टम भी फॉलो किया जाएगा। जिन-जिन विषयों में सबसे ज्यादा आवेदन आएं, उनमें OMR शीट आधारित परीक्षा होगी। बताया जा रहा है कि CUET-UG में प्रवेश परीक्षा में मध्यम कठिनाई स्तर (मॉडरेट डिफिकल्टी लेवल) सुनिश्चित किया जाएगा।

ग्रामीण इलाकों में भी सेंटर: UGC के अध्यक्ष प्रो. एम. जगदीश कुमार का

किन पेपरों में ऑफलाइन परीक्षा?

जिन पेपरों में ज्यादा आवेदन होंगे, उनमें ऑफलाइन परीक्षा होगी। इससे बड़े-बड़े विषयों में एक ही सेशन में परीक्षा हो सकेगी और नॉर्मलाइजेशन की प्रक्रिया नहीं अपनानी होगी। कंप्यूटर बेस्ड टेस्ट में अगर एक से ज्यादा शिफ्ट में किसी विषय की परीक्षा होगी तो फिर नॉर्मलाइजेशन की प्रक्रिया हो सकती है। मैथमैटिक्स, फिजिक्स, इंग्लिश, कैमिस्ट्री, कॉमर्स समेत कई विषयों में ज्यादा आवेदन आते हैं।

कहना है कि हाइब्रिड मोड में प्रवेश परीक्षा आयोजित करने से विशेषकर ग्रामीण क्षेत्रों में रहने वाले छात्रों को फायदा मिलेगा। देशभर में अधिक परीक्षा केंद्र बनाए जा सकेंगे। स्कूलों में भी सेंटर बन सकेंगे। छात्रों को अपने घरों के करीब परीक्षा देने का मौका मिलेगा। इस वर्ष छात्रों को अधिकतम 6 पेपर देने की मंजूरी दी जाएगी। इस

निर्णय के पीछे तर्क यह है कि पिछले वर्ष की परीक्षा में केवल कुछ प्रतिशत छात्रों ने दस पेपर का विकल्प चुना था। छात्र अलग-अलग कॉम्बिनेशन में 6 पेपर लिख सकते हैं, जैसे कि 4 डोमेन पेपर, 1 लैंग्वेज पेपर, 1 जनरल टेस्ट पेपर या फिर 3 डोमेन पेपर, 2 लैंग्वेज पेपर और 1 जनरल टेस्ट पेपर का मौका मिलेगा।

Back to Basics: How India Inc's Using CSR to Solve Education

Cos drive education and skills-specific initiatives at schools as they look for long-term impact

Sreeradha D. Basu & Brinda Sarkar

Bengaluru: Corporate India is stepping up education and skilling-specific endeavours at the school level, particularly on the digital literacy front.

Companies including Larsen & Toubro, P&G India, Dell Technologies, Mphasis, Infosys and HUL are, through their corporate social responsibility (CSR) initiatives, rolling out smart classrooms and learning centres for the underprivileged; fixing learning gaps to enable improved outcomes; enhancing educational infrastructure; training teachers in techno-pedagogy; and driving digital inclusion.

L&T's STEM Education programme 'Engineering Futures', running in government and resource-poor trust-run schools, equips students with knowledge and skills in science, technology, engineering, and math (STEM). The programme has reached 38,545 students from 6th-8th grades across 205 schools and 713 teachers were trained in techno-pedagogy.

Mabel Abraham, Head - CSR, L&T, says they plan to scale up by introducing the programme to schools around L&T campuses pan-India and by

Flattening the Learning Curve

WHAT ARE COS FOCUSING ON

Educational infrastructure

Bridging digital divide by providing tech to schools

Training teachers

Fixing learning gaps

Empowering marginalised and underserved communities

Early childhood, girl child education

Tech/STEM education



integrating teachers' training through government training institutes.

P&G's flagship community initiative Shiksha, which has impacted over 3.5 million children so far, aims to remedy learning gaps in children by enhancing educational infra and empowering marginalised and underserved communities through education.

"We are strengthening impact by forging newer and deeper partnerships" said Enakshee Deva, Head - CSR, P&G India.

Replicating Successful Models

►► From Page 1

“We are also leveraging innovative technology and solidifying the core programmes. We continue to collaborate with NGOs, government authorities, and communities to impact more and more children — building programmes with a long-term vision,” said P&G India’s Deva.

Mphasis CHRO Ayaskant Sarangi said they are scaling up education and skilling initiatives by identifying successful models and supporting their implementation in different states/aspirational districts. By collaborating with organisations with proven expertise in peda-



GETTY IMAGES

gogy, Mphasis wants to replicate successful models, expand partnerships, and reach a larger number of school students.

Edtech company Educational Initiatives (Ei) says it is seeing rising interest from corporates who have been engaged in education and now are keen to evaluate impactful and

effective projects and improve learning outcomes.

Ei’s personalised learning platform, Mindspark, is being offered to over 450,000 children in 500 government schools and 7,500 after-school centres across 17 states in English and nine other Indian languages. Mindspark is being implemented with the support of 20+ partners including 6+ CSR/Corporate Foundations — among them P&G, Amazon, Cognizant, and Kotak Education Foundation, said Pranav Kothari, CEO, Ei.

FOR FULL REPORT, GO TO
www.economictimes.com

Revised NCERT textbooks for Classes 3 and 6 likely to be introduced this year

Maitri Porecha

NEW DELHI

The new National Council of Educational Research and Training (NCERT) textbooks for the school academic year 2024-25 will most likely only be introduced for Classes 3 and 6, as per sources in the Ministry of Education (MoE). Textbooks for Class 1 and 2 based on the National Curriculum Framework (NCF) and National Education Policy 2020 have already been released and are available in bookstores and on the NCERT website as PDFs for free. The MoE had, on November 10, 2023, said that textbooks for all grades, from Classes 1 to 12 would be introduced in the upcoming academic year, in line with the new NCF launched last year.

While notifying curricular area groups responsible for drafting textbooks last year, the NCERT had indicated that the timeline for submitting the final draft of textbooks for all classes was February 10. The MoE



The MoE had said textbooks for all grades would be introduced in the upcoming academic year.

sources say that textbook drafts for Class 3 have been received. These drafts, including those for English, Hindi, Urdu, Maths, and 'The World Around Us', earlier known as Environmental Studies (EVS), are being proof-read, edited and vetted by the NCERT before they are published and circulated to schools across the country.

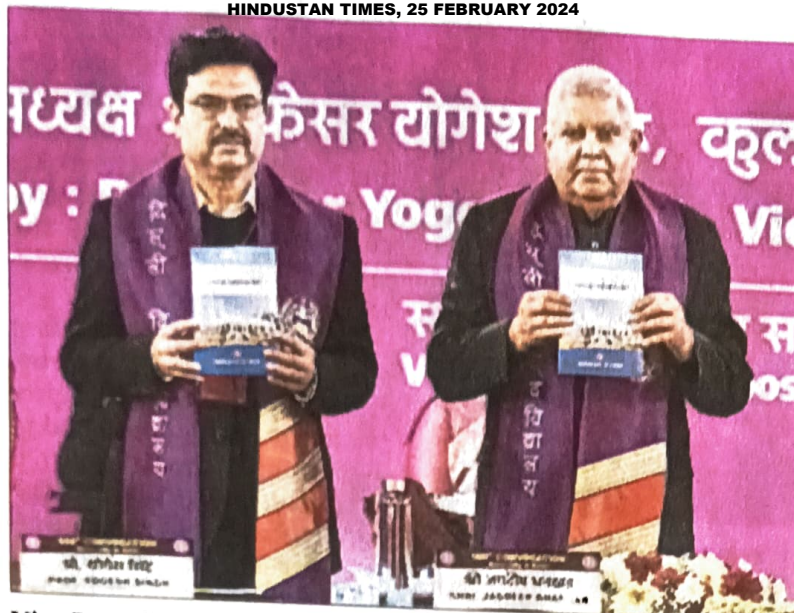
For Class 6, textbook drafts for Maths, Science, and the languages (English, Hindi, Urdu, and Sanskrit) are also in the process of being finalised. It is also likely for History, Geography, and Political Science to be merged into

one textbook of Social Science. Currently, Class 6 students study from three publications: Our Pasts; Our Earth: Our Habitat; Social and Political Life. "However there is no clarity on this yet as those drafts have not been received for vetting," the MoE source said.

Publishing in March

After the drafts are submitted to NCERT, editors are assigned to proofread textbooks subject-wise. "Each editor is being instructed to finish proofreading the entire book of 200 pages or more in two to three days, as textbooks need to be sent for publishing and distribution in March," the source added.

"Only Class 3 and 6 will likely receive new textbooks in 2024-25. We have not yet received textbook drafts for Class 9 or 11," the MoE source said. "Also it is important that new textbooks for senior classes are not released in haste, and that adequate time is taken to research and modify material."



Vice President Jagdeep Dhankhar and DU vice-chancellor Yogesh Singh at the convocation on Saturday. ARVIND YADAV/HT PHOTO

100th DU convocation: Over 100k get degrees

HT Correspondent

letters@hindustantimes.com

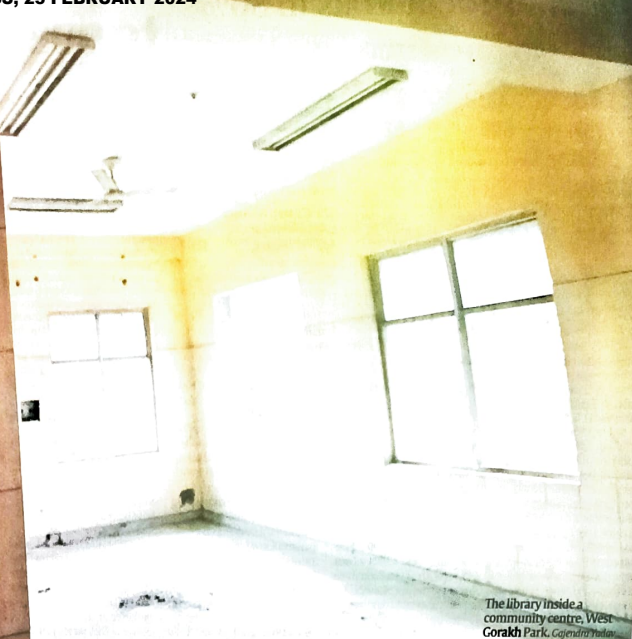
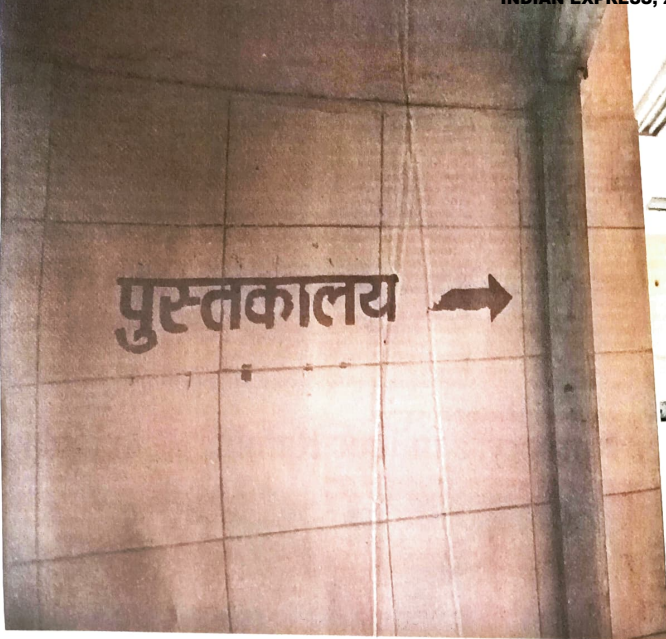
NEW DELHI: Delhi University (DU) held its 100th convocation on Saturday where 138,020 undergraduate and postgraduate students who completed their course in 2023, and 659 PhD students, received their degrees. Vice President of India Jagdeep Dhankhar, who was the chief guest, also presented a gold medal to nine students.

DU officials said that this year's degrees have 17 security features that make them hard to forge. "The degrees will have the name of the student's mother along with a colour photo of the student. The degrees also have currency notes on them, making them difficult to copy," said Yogesh Singh, vice chancellor of the university. The degrees were digital, not physical, and were transferred online to students, the same as last year.

The University of Delhi was established in 1922 with four colleges affiliated to it — Hindu College, St Stephen's College,

Zakir Husain Delhi College, and Ramjas College. Now in its 101st year, the university has 91 affiliated colleges. The convocation dresses this year also featured multiple colours. UG students wore yellow stoles, PG students wore turquoise stoles, and PhD students wore red stoles. All stoles had a golden border along with the university logo and the shatabdi or the 100th-year logo on both sides. "Officers wore purple stoles and principals and heads of departments wore maroon stoles," Singh added.

In his address to the students, Vice President Dhankhar said that learning is a lifelong process that does not end with a degree. "You are the architects not only of your own destiny but also of our shared future. The India that awaits you offers equal opportunities to all, giving you a platform to move forward based on your talent and hard work. In the contemporary canvas of society, opportunities are now determined by merit and not by patronage," he said.



The library inside a community centre, West Corakh Park, Gajendra Nagar

NEW DELHI, FEBRUARY 24

Delhi's forgotten libraries

Scattered across the city — in varying stages of neglect — are 32 branches of the Hardayal Municipal Public Library. SAMAN HUSAIN visits 15 of them to find out what's in store for these once-vibrant hubs

ONE A homeless shelter, another a makeshift wedding venue, many more locked up and gathering dust — this is the fate that has befallen most of the 32 branches of the Hardayal Municipal Public Library in Delhi. At two libraries that are open and seemingly functional, it is their patrons — students preparing for competition exams — who virtually run them.

Funded by the Municipal Corporation of Delhi (MCD), these once vibrant hubs of learning have been languishing in neglect for several years with little to no upkeep. At the heart of the crisis is a lack of funds — for the libraries as well as their staff, who have not been paid for years. As a result, six branches are permanently closed while 12 others, according to documents accessed from the library's head office in Chandni Chowk, are marked temporarily closed. *The Indian Express* has learnt.

The first — and the oldest — one is located in the heart of Chandni Chowk. Established in 1862 as a British reading room, it was later renamed after freedom fighter and member of the Gadar Party, Lala Har Dayal Mathur. Last year, due to a shortage of funds, the library had no electricity for nearly four months, forcing students to study in the dark.

How did these libraries first come about? According to NM Chandni's *Swarn Itihās ke 154 Vārsh*, the beginning of the library movement in Delhi can be traced back to the establishment of the Delhi Public Library in 1951 which was initiated as a UNESCO project. As the years passed, more branches popped up all over the city, said Chandra in his book. It was during this time that the many Hardayal libraries were opened.

Rajender Singh Yadav, librarian at the main library, said, "More branches were opened as and when the demand for them started increasing. The last branch was established in West Patel Nagar as recently as 2022."

A sorry state

When *The Indian Express* visited 15 branches of Hardayal library, it found that 13 of them were either poorly maintained or locked. Only two were functional.

Daryaganj, near Golcha Cinema

Opened in 1946, this branch has been non-functional for the last three years. Despite being marked as functioning in documents, "Locals used to once visit the library to read newspapers and magazines but due to the fund crunch, it is mostly closed now," said Rajdhan, who owns a grocery store next door. The interior, meanwhile, painted in the colours of the Indian flag during the G20 Summit, belies the condition inside — bereft of books, the walls bore signs of neglect and decay, the tables and chairs were dusty, and the second floor was a jumbled mess of broken furniture pieces.

In the absence of a librarian, Nitun Kumar, a soft-kamranji operates it now. He said, "More than nine newspapers in Hindi, Urdu and English used to be available at the library once. Residents still come here asking for newspapers but nothing is available now."

Azad Market, Library Road

A soft-kamranji operates it now. He said, "More than nine newspapers in Hindi, Urdu and English used to be available at the library once. Residents still come here asking for newspapers but nothing is available now."

The entrance gate was encroached upon by shop owners of the market that is famous for wholesale canvas and tarpaulin products. Looking past the neglect, one can faintly see the intricate teal-coloured wooden detailing — with many pieces now missing.

Shyam Dhingra, a business owner in the area, said, "As an avid reader, I was a regular visitor to the library. This branch dates back decades, even my father grew up studying



(Clockwise from above) Library branches at Azad Market; Shankar Gali, which now houses a DUSIB shelter on the first floor; the library at Mayur Vihar, where students were studying for exams; and the Daryaganj branch which has been non-functional for 3 yrs. Gajendra Yadav

here. It's been closed for years now, the library operator sometimes visits to check on it."

Shankar Gali, Old Delhi's Kalyanpura

At this branch, a rusty board hung crookedly, its once-bold text faded. The ground floor of the building had one table, eight chairs, and an empty book rack — all blanketed by a thick layer of dust. "We have 1,200 books but they are currently locked elsewhere. Due to lack of funds, we are unable to order magazines and newspapers," said Asha, the library operator.

While the library once used to occupy two floors, the first floor is now being used as a DUSIB women's shelter. "It's been closed for the last 20 years," said Mobin, a resident.

Shalimar Bagh

The library was found locked, with residents claiming the premises was being used as a Baraat Ghar. "It's been a year and a half since the building was emptied of its books

and sent to an office in Rohini. The guards visit occasionally but it is not being used as a library anymore but a Baraat Ghar instead. The last wedding took place a week ago," claimed Rohit, who runs a pav bhaji stall outside.

The library board has not been removed and the building sports a picture of Hardayal.

West Corakh Park, inside an MCD community centre

Devoid of any books, shelves and furniture, the library had many missing window panes and paint stains on its walls. Empty alcohol bottles also littered the premises. "In the absence of a night security guard at the community centre, we've seen break-ins and thefts of valuables housed in the library," said Atul, a staff member at the centre.

Mayor's House, Lancer Road, Timarpur

A library used to exist on the premises. "But it has been closed for 10 years now, there was talk to shift the library elsewhere but

we have not got an update on the proposal," said a staff member at the Mayor's house on condition of anonymity. Meanwhile, it is marked as "temporarily closed" in documents.

MCD Primary School, Mehrauli Dargah

This branch was locked. Fruit sellers outside said the operator visits for two hours daily but otherwise, it's mostly closed.

Malviya Nagar

"The library inside the community centre has been non-functional for the last five years," said Niraj Kumar, who owns a shop in front of the centre in Malviya Nagar Old Market.

Community centre near Bhiswara landfill

According to area residents, the library once operated within the centre but has remained shut for several years.

Community centre, Mayur Vihar Ph II

The facility was in better shape than its counterparts with proper desks and chairs — occupied by over 80 students engrossed in their books. For students like Varsha Sharma, who make up most of the clientele, the library is a blessing in disguise. "We are preparing for competitive exams and the library provides a great space to study without distraction... while it lacks drinking water and newspapers or magazines, it is open every day."

Explaining how the facility operates solely due to the students, library operator Lilly Kutti Somnol said, "It was briefly closed after workers protested over their unpaid salaries. The students then complained to the head office after which we had handed over the keys to the students themselves... the library continued functioning because the students would open and close it on their own."

Brahmapuri

A double-storey library, it was functioning despite the absence of any staff. Here too, there

were desks and chairs and longer tables, occupied mostly by students. "The library operator visits to unlock the facility at 8 am and then to lock it around 8 pm... during this time, we study here," said students at the library who were preparing for competitive exams.

This branch too was closed after workers went on a strike, but it was unlocked after students wrote to the head office pleading with them to reopen the facility.

Rahul, a student, however, pointed to the lack of amenities at the library. "The washrooms are dirty and smelly. There has been no drinking water after a water cooler was stolen from the second floor a year ago."

But many students emphasised that it provides them a good place to study peacefully. Some had even used the walls to stick notes or hang charts. "It's always better to sit in groups while preparing for competitive exams because if we have any doubts, then we can discuss them with others and teach each other," Saloni, a student, said.

Other branches inside MCD community centres at Mayur Vihar Pocket F, Rohini Sector 13, Ramesh Nagar, Jahangirpuri and Majnu Ka Tila were inaccessible as the doors of the centres were locked. Residents too were unaware of their existence.

Behind the crisis

For the last 35 months, employees — from book cleaners, sanitation workers, and library operators — of the various branches have been sitting on *dharma* as their salaries have not been paid since 2021. On February 14, on the directions of Chief Minister Arvind Kejriwal, the MCD released salaries of 96 employees due for five months of 2021; salaries for the remaining 30 months remain pending. Addressing the staff, Kejriwal had said, "A provision has been made for your salaries for the remaining period and it will be released soon."

At the core of the issue was a political tussle between AAP and BJP over the elections to the library's managing body.

Last April, MCD Mayor Shelly Oberoi had committed to paying the library staff. A verification committee was also formed for salary distribution. The civic body had stated the committee would submit a report in 15 days; which did not materialise.

Meanwhile, at the MCD's monthly house meeting on August 31, 2023, a motion was approved to establish a new managing body for the library, as the term of the current one selected during the BJP's MCD tenure had come to an end. On October 31 last year, Oberoi — who also serves as the library's ex-officio chairperson — appointed six of the 11 new members of the management committee. Preeti (who goes by one name), an AAP councillor from Dilshad Colony, was named the committee's secretary.

When contacted for comment, Preeti said, "We are still solving issues at the main heritage library in Gandhi Mandir. I will start visiting other branches to check what can be done to improve them and ensure they are functioning once again."

Recently, the MCD released a Rs 2.2 crore grant for the library — most of it was used to procure electricity bills and the 5-month salaries of employees. A grant of Rs 8.5 crore is still due.

However, according to the minutes of a recent managing committee meeting, they are now planning to close all branches that are non-functional. It is also going to hire more employees, for which there is a plan to set a degree in library sciences as an eligibility criteria. To improve the main library building, solar panels will be installed to meet the electricity needs.

"The CM is personally invested in improving the condition of the libraries because they are heritage buildings... at the moment, many libraries are not functional and instead they are being used by employees and guards to stay; these issues will be rectified soon," AAP sources said.

The New Delhi World Book Fair is a celebration of the written word that transcends boundaries and bridges cultures. Here - as in others counties of the world - the significance of books reverberates with resounding clarity



EXPLORING PAGES OF POSSIBILITY

By
Rajdeep Pathak

As the vibrant panorama of the New Delhi World Book Fair unfolded its final chapter on February 18, 2024, it bid a fond farewell to nine days filled with the symphony of literary marvels and cultural splendour. Nestled within the expansive embrace of Bharat Mandapam at Pragati Maidan, this majestic event, inaugurated on February 10th, played host to a multitude of nearly 15 lakh book lovers, who traversed its labyrinthine corridors in search of enlightenment and inspiration. Here, amidst the grandeur of more than 1,000 publishers hailing from 40 illustrious nations such as India, the United Kingdom, Argentina, Spain, and beyond, over 2,000 enchanting stalls stood as beacons of literary excellence.

Organised by the National Book Trust (NBT) under the nurturing wing of the Ministry of Education, this year's fair unfurled its vibrant banner under the resplendent theme of "Bahubhashi Bharat - Ek Jeevant Parampara" (Multilingual India - A Living Tradition). With the Kingdom of Saudi Arabia taking part as the guest country, the fair was suffused with the heady aroma of cultural exchange, literary discourse, and harmonious dialogues, weaving a rich flavour of mutual appreciation and understanding between the two nations. While traversing through the stalls with long overhanging signages guiding paths for visitors, one could also wonder at the very craftsmanship of the engineers who put up the display in a manner that attracted students, school children, writers, authors, guest speakers, men and women with their families alike from far and - thanks to the event management groups of companies who designed this panoramic extravaganza, the effect was spell-binding.

However, what really attracted once again is the versatility and the imaginative and creative manner of enticing the readers/visitors and capturing (read holding on) to their interest. There were many window shoppers who just passed by. While some stalls engaged children in solving different crossword puzzles through creative games, there were others, where spinning Smriti and Darshan Samiti, where spinning the traditional charkha became a centre of attraction for the young and the old who wanted to try their hands on spinning. What came as a surprise in this digital age where Kindle and other such forums have become the latest fad, is that the Autobiography of Mahatma Gandhi, "My Experiments with Truth" was still a popular choice amongst the buyers.

The Children's Pavilion became a delightful sanctuary for young book enthusiasts, offering a diverse array of activities including storytelling, illustration workshops, calligraphy sessions, art demonstrations,

ORGANISED BY THE NATIONAL BOOK TRUST (NBT) UNDER THE NURTURING WING OF THE MINISTRY OF EDUCATION, THIS YEAR'S FAIR UNFURLED ITS VIBRANT BANNER UNDER THE RESPLENDENT THEME OF "BAHUBHASHI BHARAT - EK JEEVANT PARAMPARA" (MULTILINGUAL INDIA - A LIVING TRADITION). WITH THE KINGDOM OF SAUDI ARABIA TAKING PART AS THE GUEST COUNTRY, THE AIR WAS SUFFUSED WITH THE HEADY AROMA OF CULTURAL EXCHANGE, LITERARY DISCOURSE, AND HARMONIOUS DIALOGUES, WEAVING A RICH FLAVOUR OF MUTUAL APPRECIATION AND UNDERSTANDING BETWEEN THE TWO NATIONS



drama classes, and explorations into the wonders of space. Notably, the fair has demonstrated its dedication to inclusivity and accessibility in literature through specialized events tailored for children with special needs, in line with its overarching 'Books-for-All' initiative.

Further, amidst this vibrant mosaic of India's cultural panorama, as showcased at the World Book Fair, the symphony of myriad languages, dialects, and traditions harmoniously intertwined into a seamless expression of unity. Here, as one flapped through the pages of literature and glanced at the strokes of artistry, the feeling resonated with a profound testament to the nation's rich heritage. The unveiling of "Jaadu Pitara", an enchanting e-learning oasis, emerged as a beacon of enlightenment in consonance with the vision of National Education Policy (NEP) 2020. Overflowing with the treasures of puzzles, riddles, and tales, this marvelously inclusive repository, deftly translated into 22 languages through the marvels of (artificial intelligence) AI, stood poised to revolutionize the landscape of childhood education. Alongside, a constellation of specialized modules, meticulously crafted in alignment with NEP 2020, adorned this educational tableau, offering a cornucopia of resources and insights tailored to the modern learner. Embracing the noble vision of fostering a nation of avid readers, an ethereal e-library welcomed all with its boundless offerings, inviting one and all to immerse themselves in the splendour of knowledge.

In this timeless mosaic of human civilization, books stand as luminous threads weaving together the very fabric of knowledge, imagination, and cultural heritage. Like radiant beacons illuminating the path of enlightenment, books beckon us into realms of limitless discovery and profound insight. Amidst this vast literary landscape, book fairs emerge as vibrant marketplaces of intellect, where bibliophiles and seekers of wisdom converge in a harmonious symphony of literary delight. The English author Neil Gaiman once remarked, "Literacy is more important than ever it was, in this world of text and email, a world of written information. We need to read and write, we need global citizens who can read comfortably, comprehend what they are reading, understand nuance, and make themselves understood." His words underscore the contemporary relevance of literacy in an age dominated by digital communication.

Maya Angelou, the celebrated poet and civil rights activist, aptly encapsulated the transformative power of literacy when she asserted, "Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him." She underscored the profound impact that exposure to literature can have on shaping young minds and nurturing a lifelong love for reading. Book fairs, with their wide array of offerings spanning genres and age groups, play a crucial role in instilling this habit of reading and nurturing a generation of literate and intellectually curious individuals.

Book fairs also serve as vital platforms for promoting diversity and inclusion within the literary world. Chimamanda Ngozi Adichie, the acclaimed Nigerian author, emphasized the importance of diverse representation in literature when she said that "Stories matter. Many stories matter. Stories have been used to dispossess and to malign, but stories can also be used to empower and to humanize. Stories can break the dignity of a people, but stories can also repair that broken dignity". Therefore, by showcasing literature from diverse cultures, perspectives, and voices, book fairs contribute to a more inclusive literary landscape, fostering empathy, understanding, and interconnectedness among readers.

Book fairs, by bringing together a diverse array of literature, empower individuals to engage with various forms of written expression, thereby fostering critical thinking and communication skills essential for navigating the complexities of the modern world. The New Delhi World Book Fair is a celebration of the written word that transcends boundaries and bridges cultures. Here - as in others counties of the world - the significance of books reverberates with resounding clarity, underscoring the enduring relevance of organizing such transformative events with new creative engagements. It is time when we move beyond just literacy...

(The writer is programme executive, Gandhi Smriti and Darshan Sansthan, views are personal)



No HC order for removal of DU's protesting teacher

TIMES NEWS NETWORK

New Delhi: Delhi High Court has refused to pass directions to remove Dalit professor Ritu Singh (28) and her supporters from outside Delhi University's Arts faculty, where they have been protesting alleged casteism in the university.

A single-judge bench of Justice Subramonium Prasad disposed of Delhi University's plea seeking directions to Delhi Police to remove Singh from the site. The court said the issue concerns law and order, and the university could file a complaint with the police in accordance with the law.

Professor Singh has been protesting for over five months against alleged casteism in DU. She joined Daulat Ram College in 2019 as an ad-hoc psychology professor but was removed within a year and her contract was not renewed. Her protest has gathered support from the Bhim Army, farmers from Punjab, and many others.

In its plea, the university stated that Singh and her supporters had illegally encroached upon a large space of land in front of gate number four of the Faculty of Arts on the North Campus and continued to hold protests and dharnas, disrupting academic functioning.

DU also stated that the protest was obstructing the

free ingress and egress of students and officials. The protesters continued to raise slogans and allegations against the university's officers and were threatening the vice-chancellor, it said.

The university submitted before the court that Delhi Police had failed to remove the protesters despite section 144 of the CrPC being in force in the area and protesters had defaced the walls of North Campus by pasting posters and banners.

Advocate Mehmood Pracha, who was appearing for Professor Singh, said the protest was a peaceful one.

The court expressed its surprise that DU (an instrument of the state) was seeking directions for another instrument of the state (Delhi Police) and warned that passing such directions would set a very wrong precedent.

"I cannot take cognisance that an instrument of the state is stating that the state is failing. It is a very dangerous argument. Please understand the constitutional ramifications of that argument. It is a very dangerous argument," the court remarked.

The court added that it cannot pass directions to the police to remove the protesters, but DU could move a complaint and the police would act as per the law.

IP univ introduces PhD programme in sports injury

New Delhi: Guru Gobind Singh Indraprastha University has launched a PhD programme in sports injury, the admission process for which is currently on.

The doctorate programme is accepting online applications for the academic session 2024-25 and the last date of submission of the online form is March 31.

The programme will be offered at the Sports Injury Centre of Vardhman Mahavir Medical College, an affiliated medical college of the university, according to a statement issued on Saturday.

"The programme is being launched keeping in mind the surge in demand of specialised persons in the field of sports injury and increase of sports culture in the country," vice-chancellor Mahesh Verma said.

The programme is being introduced initially with three seats and its annual fees will be Rs 57,000. PTI



Nurturing CHANGE

CBSE has decided not to award overall division, distinction or aggregate in Class X, XII Board exams nor calculate or declare and inform percentage of marks in the 2024 exams — an initiative that many believe will bring down the level of stress in students and parents alike

OUR CORRESPONDENT

The Central Board of Secondary Education (CBSE) has decided not to assign overall divisions, distinctions, or aggregates to students taking the Class X and Class XII exams this year.

Candidates with more than five subjects may have the best five subjects determined by admitting institutes or employers recruiting CBSE Board students.

In a notice on its website, the CBSE said it is receiving requests from various persons to intimate the criteria to calculate the percentage of the students in the Board exams. However, sub-section 40.1 (iv) of Chapter - 7 of the examination bylaws states that "No overall division/distinction/aggregate shall be awarded."

Accordingly, it clarified that the Board does not calculate/declare/inform the percent-

age of marks. "If the percentage of marks is required for higher education or in employment the calculation, if any, may be done by the admitting institution or employer," it stated.

The decision came in the wake of numerous requests seeking clarification on the criteria for calculating the percentage of students in the class X and XII examinations. "The CBSE is receiving requests from concerned parents on the criteria for calculating the percentage of the students in the Board examination. It is informed that no overall division/distinction/aggregate shall be awarded from the coming exams," stated a notification from the Board. According to the new process, a candidate's percentage will be calculated based on the overall performance. The best of five (subject) will determine their scores, which will be considered during admission to the next class. This will be calculated by the candidate, as CBSE will not mention

"The students often get stressed thinking they lost a year, their chance is gone or could have performed better... the option is being introduced to reduce the stress caused by the fear of single opportunity"



— Dharmendra Pradhan, Union Minister of Education

the distinction on the report card.

Earlier, the CBSE had also done away with the practice of issuing merit lists to avoid

unhealthy competition.

In August last year, the Ministry of Education announced the New Curriculum Framework (NCF). According to this, Board examinations will be held twice a year to ensure that students have enough time and opportunity to perform well and get an option to retain the best score. The option has been introduced to reduce stress caused by the fear of a single opportunity.

Education minister Dharmendra Pradhan said he has received positive feedback from students on the plan to conduct Board exams twice a year.

"I met students after the New Curriculum Framework (NCF) was announced. They have appreciated this and are happy with the idea," he was quoted as saying.

"The students will have the option of appearing for the (Class X and XII Board) exams twice a year just like the engineering entrance exam [JEE]. They can choose the best score... but it will be completely optional, no compulsion," he was quoted as saying.

The Union minister also added, "The students often get stressed thinking they lost a year, their chance is gone or could have performed better...

the option is being introduced to reduce the stress caused by the fear of single opportunity."

He further added, "If any student feels that he is completely prepared and is satisfied with the score in the first set of exams, he can choose not to appear for the next exams. Nothing will be mandatory."

Along with this, candidates will also be given options of flexibility in subject selections which will not be stream-bound. Students will also have to study two languages, one of which must be an Indian language. Pradhan is also said to have emphasised that the matter of "dummy schools" should not be overlooked, stressing the need for a substantial discussion on the matter

to students with conducting special examination(s) at a later date(s) for those taking part in national or international sporting events and whose CBSE Boards examinations clash with such dates, including dates of the journey for the events recognised by Sports Authority of India (SAI) and Board of Cricket Control in India (BCCI).

Since March 2020, the CBSE has also been providing a special opportunity to students by conducting special examination(s) at a later date(s) for those who are participating in International Olympiads and whose CBSE Boards examinations clash with their dates of International Olympiad, including dates of the journey for the Olympiad recognised by Appropriate Authority in India viz. Homi Bhabha Centre for Science Education (HBCSE).

The CBSE continues to provide the facility of special exams for students who are participating in national or international sporting events and for students who are participating in International Olympiads and whose CBSE Boards examinations clash with their dates of participation, including dates of the journey for the events for the Board exams this year.

CBSE and ICSE (Indian Certificate of Secondary Education) are the two main English-medium Boards in India, having a distinguished history and are also known for their rigorous academic standards, catering to different educational needs and philosophies.

The CBSE Board is older and more widespread across India. It is known for a certain style of teaching and examining students while the ICSE has its unique approach to learning and has a more holistic approach to education.

The CBSE Board has introduced several state-of-the-art practices to keep up with the changing times, introducing initiatives that make children happy and help them become ardent learners.

It is the only Board to have initiated Artificial Intelligence (AI), viewing it as a significant accelerator of the future of global digital growth considering its importance, opportunity and potential. In order

to make India's next generation 'AI ready', CBSE introduced Artificial Intelligence as an optional sixth subject in Class IX way back in 2019-2020.

With systems continuously monitoring its assessment and evaluation systems, the Board regularly introduces required changes.

As a part of this, internal assessments have been introduced in all subjects other than those having practicals. Strengthening of assessment and evaluation practices of the Board have been modified to encourage conceptual understanding instead of rote learning to the extent that creative, correct, and relevant answers given by students other than the ones mentioned in the marking scheme are preferred for evaluation now.

COVID-19 has had a huge impact causing significant disturbance in the Board exams schedule, apart from the disruptions in the teaching and learning process in schools.

A year after most schools resumed in the country, there was a lot of confusion regarding remote classes, limited access to resources, syllabus completion and marking in Board exams.

The sudden shift to online classes and the absence of face-to-face interaction with teachers have posed obstacles in terms of clarifying doubts and receiving timely feedback. Additionally, the uncertainty surrounding exam schedules and the pressure to cover a condensed syllabus have heightened stress levels among students.

Productive alterations by the Boards help students negotiate learning losses and uplift academic achievements, especially in the post-pandemic era.

It's kind of an added advantage if someone somewhere is thinking about the positive impacts on learning, organising staff development and support, and preparing new guidelines when needed. After all, different but equally demanding dynamism needs to be in place for qualifications based on today's time and age or rather is the need of the hour.

Views expressed are personal



Bengali and International Mother Language Day



G/V PRASAD

'ARE we celebrating Sanskrit Day today?' asked someone on one of the WhatsApp groups. I didn't know that, I replied. 'Today (February 21) is something called International Mother Language Day,' she said. 'And Sanskrit is the mother of all languages, whatever westerners and you Tamilians may say. Sanskrit is the mother language! So, today is Sanskrit Day!'

This got me thinking. Why is it called the Mother Language Day instead of Mother Tongue Day? Mother language seems like a literal translation into English from the many languages where they are called just that — like *matrubhasha*, *thaaimeozi*,

langue maternelle, etc. But English has 'mother tongue', and 'mother language' sounds like 'mother ship'! No wonder my WhatsApp group friend misunderstood what it meant and began to argue for Sanskrit, thinking the westerners may be celebrating Greek or Latin!

Obviously, the friend doesn't know that the day originated from the subcontinent! It is the day that commemorates the Bengal Language Movement, the day that memorialises the martyrdom of many students shot dead by the police when they were protesting for the inclusion of Bengali as the co-official language of Pakistan, as opposed to Urdu being the only official language. This fight for Bengali found resonance in India and among Bengalis in many states in India. The mother language that gave rise to this celebration of International Mother Language Day is actually Bengali!

This day was proclaimed by UNESCO in its General Conference in 1999, accepting a proposal by Bangladesh. The UN General Assembly adopted a resolution to celebrate the International Mother Language

Day in 2002. Each year the celebration has a theme associated with it. This year, it is 'Multilingual education — a pillar of learning and intergenerational learning'. India has always realised the need for inclusive education in terms of languages, even if it hasn't been able to implement this successfully. This theme highlights for all nations of the world the need to ensure the survival of all languages — by delivering education in the mother

tongues of the learners, while subsequently teaching them other languages as well.

Our attempts at implementing the three-language policy were steps towards such inclusive education. We need to broaden and strengthen our attempts even more. As I have insisted before in these columns, we cannot have equity and equality without paying attention to all our languages. It is only by education in these languages that we will create conditions for our constitutional aims of equality, equity and strong democracy. Access to education is a right of every citizen of the country and it will lead to an access to and the enforcement of all rights conferred by citizenship.

We know the need for translation from and into all our languages, we need to have access to education in all our mother tongues — this is how we can achieve our early and constant dream of unity in diversity. Diversity is the important term here; there can be no forced cultural and linguistic unity in a democracy, and definitely not in a large country like ours. We do not want to create secondary citizens, ones whose sense of identity is always under threat,

whose lives and cultures are marginalised.

This is a lesson, 'the' lesson, for the world — the health of the planet depends on how well we are integrated as humankind. We can be so integrated only when no community's sense of self is trampled underfoot by forces unleashed by globalisation or other economic or political practices. Each language is a different view and understanding of the world. When a language disappears every two weeks, we are harming ourselves as much as we harm the planet when species disappear. Our planet depends on sustainable practices, on our understanding that our earth belongs to others as well and that is how we have come to exist and that we have no future without the survival of other species. In the same manner, we have no future as humanity if we lose our languages.

Our richness of understanding depends on the survival of our various languages, the cultures they are part of, and the worlds and knowledge systems they embody.

Sure, celebrate whichever language you want to, but celebrate other languages as well. More power to all mother tongues!

Our richness of understanding depends on the survival of our various languages, the cultures they are part of, and the worlds and knowledge systems they embody

स्मार्ट कक्षाओं से 45 स्कूलों में होगी डिजिटल लर्निंग

रीतिका मिश्रा • नई दिल्ली

राष्ट्रीय शिक्षा नीति (एनईपी) 2020 में डिजिटल लर्निंग की बात की गई है। इसे राजधानी के सरकारी स्कूलों में लागू करने के लिए समग्र शिक्षा विभाग दिल्ली के 45 सरकारी स्कूलों में स्मार्ट कक्षाएं स्थापित करेगा। प्रत्येक स्कूल को स्मार्ट कक्षाओं के लिए विभाग 2.4 लाख रुपये देगा। समग्र शिक्षा विभाग के अधिकारी ने बताया कि स्कूल में विद्यार्थियों को तकनीक के जरिए सिखाने और पारंपरिक शिक्षण के तरीके को समर्थन देने के लिए यह कक्षाएं स्थापित की जाएंगी। उन्होंने बताया कि स्मार्ट कक्षाओं के अंदर डिजिटल बोर्ड लगाया जाएगा, जिसको इंटरनेट से जोड़ा जाएगा।

- हर स्कूल को समग्र शिक्षा विभाग से मिलेगा 2.4 लाख का बजट
- तकनीक के जरिये सिखाने पर जोर, पारंपरिक शिक्षण पर भी ध्यान

अधिकारी ने कहा कि स्मार्ट कक्षाएं आनलाइन संसाधनों तक आसानी से पहुंचनी में मदद करती हैं और पारंपरिक पाठ्यपुस्तकों की बाधाओं को तोड़ती हैं। साथ ही नवीनतम जानकारी उपलब्ध कराती हैं। सीखने का यह दृष्टिकोण विद्यार्थियों को नवीनतम विकास से अवगत रखता है।

स्मार्ट कक्षाएं इंटरैक्टिव और सहयोगात्मक शिक्षण अनुभवों को बढ़ावा देती हैं। महत्वपूर्ण सोच और समस्या-समाधान कौशल को बेहतर करती हैं। उन्होंने कहा कि स्कूलों में



स्मार्ट कक्षाओं के महत्व को कम करके नहीं आंका जा सकता। पहले स्कूलों में रंगीन चार्ट, आरेख और माडल से विद्यार्थियों को पढ़ाया जाता था और यह कक्षा की सर्वोत्तम शिक्षा का वर्णन करते थे, लेकिन अब इन्हें शिक्षण का पुराना स्रोत माना जाता है। अब जिस वर्ग के पास बेहतर तकनीक है, उसे ही सर्वोत्तम वर्ग माना जाता है।

उन्होंने कहा कि पावरपॉइंट प्रेजेंटेशन और वीडियो ने ब्लैकबोर्ड की जगह ले ली है। इसी दिशा में सरकारी स्कूलों को स्मार्ट करने

की कवायद चल रही है। शिक्षण के इस तरीके से विद्यार्थियों में जिज्ञासा और अन्वेषण की भावना को बढ़ावा मिलेगा। शिक्षण-अधिगम को शैक्षिक प्रौद्योगिकियों के रूप में रूपांतरित करने से विद्यार्थियों और शिक्षकों को बीच संचार में वृद्धि होती है। शिक्षा में प्रौद्योगिकी एकीकरण से छात्रों में रचनात्मकता और आलोचनात्मक सोच बेहतर तरीके से विकसित हो सकेगी। कक्षा में प्रौद्योगिकी उपकरणों को शामिल करने से शिक्षण के तरीके में सकारात्मक बदलाव आएगा। यह कक्षा के अनुभव को अधिक सहयोगात्मक वातावरण में बदल देगा ताकि शिक्षार्थी अधिक तार्किक और बेहतर तरीके से सोचना शुरू कर सकें।

उज्जैन में बनेगा देश का प्रथम आईआईटी सैटेलाइट कैंपस

शोधकर्ताओं, वैज्ञानिकों, विद्यार्थियों के साथ आमजन के लिए होगा उपयोगी

भोपाल। देश में शोध आधारित प्रथम आईआईटी सैटेलाइट परिसर की स्थापना उज्जैन में होगी। देश का अपने तरह का यह अनूठा संस्थान होगा। आईआईटी इंदौर का डीप-टेक रिसर्च और डिस्कवरी कैंपस (डीआरडीसी) जल्दी ही उज्जैन में शुरू होने जा रहा है। उज्जैन भविष्य की प्रौद्योगिकी में विश्व-स्तरीय अनुसंधान केंद्र होगा, जिसे आईआईटी इंदौर का डीप-टेक रिसर्च और डिस्कवरी कैंपस उज्जैन में स्थापित किया जाएगा। इस केंद्र की लागत 474 करोड़ रूपए होगी। आने वाले डेढ़ से दो वर्ष की अवधि में यह कार्य पूर्ण होगा।

अन्य प्रदेशों के लिए भी उपयोगी होगा सैटेलाइट परिसर
मुख्यमंत्री डॉ. मोहन यादव के विशेष प्रयासों से उज्जैन के सैटेलाइट परिसर की स्वीकृति मिली है। भारतीय प्रौद्योगिकी संस्थान, इंदौर द्वारा उज्जैन में सैटेलाइट परिसर स्थापित करने की परियोजना शामिल है। यह परियोजना तैयार कर वर्ष 2023 में शिक्षा मंत्रालय को स्वीकृति के लिये भेजी गई थी। उज्जैन सैटेलाइट परिसर एक महत्वपूर्ण परियोजना है, जिससे पूरे भारत और विशेष रूप से मध्य प्रदेश के छात्रों, शिक्षकों और औद्योगिक



कर्मियों को लाभ मिलेगा। सैटेलाइट परिसर में डीप टेक रिसर्च एंड लैबोरेट्री डिस्कवरी सेंटर, डिस्कवरी सेंटर, लैब टू मार्केट सेंटर और एस्ट्रोनॉमी एंड स्पेस टेक्नोलॉजी के क्षेत्र में विविध गतिविधियां होंगी। इसका व्यापक लाभ विद्यार्थियों, शिक्षकों, शोधकर्ताओं और आमजन को मिलेगा।

महत्वपूर्ण होगा मौसम विज्ञान से जुड़ा अनुसंधान

डीप-टेक रिसर्च और डिस्कवरी कैंपस के प्रस्तावित संगठन डीप-टेक रिसर्च प्रयोगशालाओं एवं खोज केंद्र का समर्थन करेगा। नए आयामों के अनुसंधान को अनुवाद और इसके प्रयोग के माध्यम से उपलब्ध कराने और लैब-टू-मार्केट सेंटर को शामिल

किया जायेगा। जिसमें स्टार्टअप संस्कृति और उद्यमिता भी शामिल होंगे। आईआईटी इंदौर अनुसन्धान के उन्नत क्षेत्रों में नेतृत्व स्थापित करने का प्रयास कर रहा है।

डीप-टेक रिसर्च और

डिस्कवरी कैंपस का प्रस्ताव

हाई-टेक प्रौद्योगिकियों और उत्पादों का विकास करने कई उच्च-तकनीकी प्रौद्योगिकियों और उत्पादों को विकसित किया जायेगा। यह उज्जैन में गहन तकनीकी अनुसंधान और अनुसन्धान कैंपस को बनाने के लिए एक विशेष संरचना बनाएगा, जो अनुवादात्मक अनुसंधान की संस्कृति के विकास के लिए उच्चतम स्तर पर गहन तकनीकी उत्पाद को बाजार में पहुंचाएगा।

गहन तकनीकी अनुसंधान प्रयोगशालाएं कटिंग क्षेत्र में उच्च स्तरीय अनुसंधान करेंगी और उद्योग और समाज के लिए नई तकनीकों को विकसित करेंगी जो प्रोटोटाइप विकास और उद्यमिता उद्योगों के लिए आगे लाया जा सकता है।

उच्च-स्तरीय सिमुलेशन, पैकेजिंग, सेंसर, आईओटी और सेमीकंडक्टर उपकरणों के निर्माण, इंटीग्रेशन, संचार प्रौद्योगिकियों और संबंधित गतिविधियों को शामिल किया जायेगा। लैब-से-बाजार परियोजना में प्रयोगशाला स्तरीय मॉडल से प्रोटोटाइप्स और उत्पादों को शामिल किया जायेगा। यह उद्यमिता संचालन विशेषज्ञों की सलाह और उद्यम सृजन के लिए व्यापार आधारित योजनाओं को विकसित करने के लिए वाणिज्यिक विशेषज्ञों की सहायता और भागीदारी पर भी ध्यान केंद्रित करेगा। उच्च-तकनीकी क्षेत्रों में मानव श्रम के कौशल में सहायता करने के लिए मासिक ऑनलाइन और हाइब्रिड कार्यक्रमों के आयोजन को बढ़ावा दिया जायेगा। ऐसे पाठ्यक्रम की योजना बनाई जा रही है जिनमें बायो-मेडिकल डिवाइस विकास, औद्योगिक लेजर और ऑप्टिक्स प्रौद्योगिकी आदि शामिल हैं।

दिल्ली यूनिवर्सिटी में हुआ 100वां कन्वोकेशन

■ विशेष संवाददाता, नई दिल्ली

‘विकसित भारत 2047 की चाबी आपके पास है, इसे अनलॉक करें।’ दिल्ली यूनिवर्सिटी के 100 वें कन्वोकेशन में उपराष्ट्रपति जगदीप धनखड़ ने यह कहते हुए डिग्री लेने वाले स्टूडेंट्स को शुभकामनाएं दीं। वह दीक्षांत समारोह में बतौर मुख्य अतिथि शामिल हुए। उपराष्ट्रपति ने कहा कि गणतंत्र के 75वें साल में ये शताब्दी दीक्षांत समारोह सिर्फ एक समारोह से कहीं आगे है। यह आप सभी के लिए एक लॉन्च पैड है। उन्होंने कहा कि संरक्षण, भाई-भतीजावाद और पक्षपात के दिन अब गए। अब कॉन्ट्रैक्ट और रिक्रूटमेंट का मार्ग भ्रष्टाचार नहीं



देश के उपराष्ट्रपति जगदीप धनखड़ ने डीयू के स्टूडेंट्स को डिग्रियां दीं।

रहा। जो भारत आपका इंतजार कर रहा है, वह सबको समान अवसर देगा। 2022-23 में अपनी डिग्री पूरी करने वाले अंडरग्रेजुएट, पोस्टग्रेजुएट के 1,38,020 स्टूडेंट्स और पीएचडी के 659 स्टूडेंट्स को डिजिटल मोड

में डिग्री दी गई। शनिवार को डीयू के स्पोर्ट्स कॉम्प्लेक्स के मल्टीपर्पज हॉल में हुए समारोह में यूनिवर्सिटी के वाइस चांसलर प्रो. योगेश सिंह ने डीयू के 101 सालों की गौरवशाली यात्रा का ब्यौरा पेश किया। उन्होंने स्टूडेंट्स से आह्वान किया कि नैतिकता, ईमानदारी, कड़ी मेहनत, विनम्रता और दृढ़ संकल्प जैसे यूनिवर्सिटी के उच्च मानकों को अपने जीवन में बनाए रखें।

207 मेडल और पुरस्कार दिए
समारोह में 1,38,020 स्टूडेंट्स को (130697 यूजी और 7323 पीजी) को डिग्री दी गई। इनमें 58545 बाॅयज और 79475 गर्ल्स स्टूडेंट्स हैं। 659 को पीएचडी डिग्री मिली।

शिकायतों को गंभीरता से ले यूनिवर्सिटी: UGC

नए नियमों के बारे में छात्रों को जानकारी देने का आदेश

File

Bhupender.Sharma
@timesgroup.com

■ नई दिल्ली : UGC ने एक बार फिर यूनिवर्सिटी और कॉलेजों को आगाह किया है कि छात्रों की हर शिकायत को गंभीरता से ले। UGC नियमों के मुताबिक तय समय सीमा के भीतर कार्रवाई की जाए।

UGC के सचिव प्रो. मनीष जोशी ने सभी यूनिवर्सिटी और कॉलेजों के वाइस चांसलर को पत्र लिखकर कहा है कि अगर छात्र को शैक्षणिक या प्रशासनिक स्तर पर कोई भी समस्या हो रही है, जिसके कारण वह तनाव में रहता है तो उसकी समस्या को हल करने की जिम्मेदारी संस्थान की है। UGC (छात्रों की शिकायतों का निवारण) रेगुलेशन में छात्रों के अधिकारों के बारे में भी बताया गया है, साथ ही शिक्षा संस्थानों की भी जवाबदेही तय की गई है। UGC ने यूनिवर्सिटीज को कहा है कि इन नियमों के बारे में छात्रों को जागरूक किया जाए। यूनिवर्सिटी की वेबसाइट और इंफॉर्मेशन बुलेटिन में इसका जिक्र हो ताकि हर छात्र को इन नियमों का पता चल सके।

इस मसले पर यूनिवर्सिटीज के लोकपाल के साथ बैठक हुई थी। UGC के चेयरमैन प्रो. एम. जगदीश कुमार ने कहा कि छात्र की एडमिशन प्रक्रिया से लेकर फीस वापसी तक तरह-तरह की शिकायतें होती हैं, जिनके कारण उसे तनाव होता है। इन समस्याओं को गंभीरता से लिया जाना चाहिए। छात्रों में बढ़ता तनाव एक बड़ी समस्या बन रहा है और शिक्षा संस्थानों की यह जिम्मेदारी है कि छात्र को प्रेरित करें। छात्र को यह अहसास हो कि सिस्टम उसके साथ है, उसे यह नहीं लगना चाहिए कि उसकी शिकायत पर कोई कार्रवाई नहीं हो रही है। UGC ने कहा है कि वाइस चांसलर और यूनिवर्सिटी के लोकपाल के बीच समय-समय पर बैठकें होती रहनी चाहिए।



UGC नियमों के मुताबिक तय समय सीमा के भीतर कार्रवाई की जाए

शिकायतों पर तुरंत कार्रवाई का आदेश

आदेश में कहा गया है कि अगर एडमिशन प्रोसेस में कोई गड़बड़ है या कोई संस्थान छात्र की फीस नहीं लौटा रहा है, उसके डॉक्यूमेंट नहीं दिए जा रहे हैं तो इन शिकायतों पर तुरंत एक्शन होना चाहिए। नए नियमों के मुताबिक छात्र शिकायत निपटारा समिति (एसजीआरसी) बनानी होगी और छात्र

अगर समिति के फैसले से संतुष्ट नहीं होगा तो उसके बाद लोकपाल के पास जाने का मौका भी रहेगा। यूनिवर्सिटी स्तर पर अब लोकपाल की नियुक्ति हो गई है। UGC ने यह भी कहा है कि जिन यूनिवर्सिटी में अभी भी लोकपाल की नियुक्ति नहीं हुई है, वहां पर जल्द से जल्द लोकपाल की नियुक्ति हो।

NBT
Lens

समझिए खबरों के
अंदर की बात

छात्रों को लगाने पड़ते हैं चक्कर

छात्रों की अपनी छोटी से छोटी समस्या का हल कराने के लिए भी चक्कर पर चक्कर लगाने पड़ते हैं। UGC के पास लगातार ऐसी शिकायतें पहुंचती हैं, जिसके बाद UGC ने नए नियम लागू किए हैं। अब UGC सभी यूनिवर्सिटीज के साथ संपर्क कर पता लगा रही है कि छात्रों की शिकायतों पर क्या एक्शन लिया जा रहा है, जो कि एक अच्छा कदम है। लेकिन, अब भी बहुत सारी यूनिवर्सिटीज में छात्रों की शिकायतों को गंभीरता से नहीं लिया जा रहा है। विशेषज्ञों का कहना है कि अगर कोई यूनिवर्सिटी अभी भी नियमों को नहीं मानती है तो UGC को सख्ती करनी ही पड़ेगी।

DU CENTRAL LIB EXPANSION STARTS IN NORTH CAMPUS

NEW DELHI: The expansion of the Central Referral Library in north campus, University of Delhi, started on Friday, an official from DU said. The first phase of the project will include the construction of a block with four floors, the official added.

DU vice-chancellor Yogesh Singh inaugurated the project on Friday and said the first phase will likely be completed in 15 months. "The total cost of the project is estimated to be ₹110 crore, while the first phase which will be an expansion of the central library will cost ₹52 crore," the V-C said.

A second DU official said the new block will have three floors, in addition to the basement and ground floor and will cover a total area of 18,541.61 square metres. "The total height of the building will be 14.85 metres and it will have many modern facilities including a seminar hall, an e-learning space, and a fire control room," the official added. **HTC**



AVIJIT PATHAK

BEST OF LUCK, CBSE

Open-book examination experiment bodes well for the classroom

WE ARE IN a time when the virus of rote learning, the pathology of MCQ-centric standardised tests, the “success manuals” sold by coaching factories and the psychology of fear associated with board examinations have polluted the entire culture of school education. In this context, the fact that the Central Board of Secondary Education (CBSE) is experimenting with the possibility of “open-book” examinations (OBE) in order to resist this rot, and encourage “higher-order thinking” among students is welcome. It is a refreshing idea, particularly in an environment in which board examinations in many parts of the country cannot be imagined without the use of the surveillance machinery amid fears of mass copying, or leaked question papers. Reports suggest that the CBSE, to begin with, intends to experiment with OBEs in select schools for classes IX to XII, particularly for subjects like English, Science, Mathematics and Biology. Although there is no immediate plan to adopt the OBE format for the Board examination, the experiment is a step forward.

We can orient young minds for OBEs only if we succeed in revolutionising the ethos of the classroom — from the pedagogic practice to the mode of teacher-student engagement. In this context, I wish to stress three points.

First, we need to take the spirit of critical pedagogy with absolute seriousness. This is possible only when children are encouraged to realise and trust their potential, and teachers, far from just “completing” the official syllabus, engage in a meaningful dialogue with young students. This is like walking together, seeing beyond the burden of

We need to take the spirit of critical pedagogy with absolute seriousness. This is possible only when children are encouraged to realise and trust their potential, and teachers, far from just ‘completing’ the official syllabus, engage in a meaningful dialogue with young students. This is like walking together, seeing beyond the burden of bookish knowledge, overcoming the dead weight of ready-made ‘facts, definitions and theories’, asking new questions, and thinking creatively.

bookish knowledge, overcoming the dead weight of ready-made “facts, definitions and theories”, asking new questions, and thinking creatively.

An important reason behind rote learning is that students are hardly encouraged or trained to see beyond textbooks, study the literature outside the syllabus, relate the classroom to the larger world, and think differently and creatively. The prevalent pattern of school examinations demands nothing more than the capacity to memorise.

Second, OBEs demand qualitatively different kinds of questions and riddles to arouse and activate the critical faculty and creative imagination of young students. What teachers ought to realise is that if the answers to the questions they formulate are already available in the textbooks, the idea of OBE will be reduced to a joke. Hence, those who design the question papers have to work hard, learn and unlearn simultaneously, and transform the task of framing questions into a delicate art.

Let me give a couple of illustrations. If you ask Class XII students to write the exact date and time of Mahatma Gandhi’s assassination, the answer is already available in the textbook. But then, if you ask them to write a paragraph on the implications of Gandhi’s assassination on contemporary Indian politics, no guidebook, no coaching centre manual will help them. They need to think. And this is possible only when the spirit of dialogue and critical pedagogy in the classroom encourages “higher order” or innovative thinking. Or, for that matter, is it possible to

ask these students to write a note on the state of farmers’ protest in the context of the constitutional ideal of “fundamental rights”?

In other words, we need to educate educators, encourage them to evolve and grow every day, and teach freely and creatively without fear. Yes, creative and critical thinking requires the spirit of freedom — to see beyond the officially sanctioned textbook, and accept that there can be multiple ways of seeing a phenomenon.

Third, we need to realise that the most challenging examination is the OBE. Yes, it is challenging for the teachers — you cannot ask the same questions year after year; you must constantly activate your mind and experiment with ideas. This task cannot be accomplished by the machinery called the National Testing Agency. Likewise, it is challenging for young students. There is no ready-made answer in textbooks or other “success manuals”, they need to sharpen their analytical thinking, creative imagination and style of writing.

In my teaching career of more than three decades, I have always asked my students to bring their books, or any other reading material, and celebrate their exams with the ecstasy of learning and unlearning. In this process, many of them evolved creatively, and emerged as good teachers and researchers. Let examinations be a celebration of creative learning, not a toxic moment of doubt, cheating, fear and surveillance.

Good luck to the CBSE!

The writer taught sociology at JNU

CUET-UG issues in J&K being addressed: UGC chief

JAMMU, FEBRUARY 23

The University Grants Commission (UGC) does not want to be a regulator but a facilitator and it wants to transform the higher education sector, its chairman Jagadesh Kumar said on Friday. The UGC chief said seven times more students appeared from J&K last year in the Common University Entrance Test-Undergraduate (CUET-UG) to get admission in the best of universities across the country. He said the issues faced by candidates in the previous edition would be addressed this year.

MATTER RAISED LAST YEAR

- L-G Manoj Sinha had last year raised the issue of lack of CUET exam centres in Jammu and Kashmir, saying several candidates were allotted centres which were over 300 km away.
- "UGC does not want to be a regulator but a facilitator. It wants to work with the stakeholders to bring transformation in the higher education sector," says UGC Chairman Jagadesh Kumar.

Lieutenant Governor Manoj Sinha had last year raised the issue of lack of CUET examination centres in J&K with Union Education Minister Dharmendra Pradhan, saying various candidates were allotted centres which were over 300 km away. "UGC does not

want to be a regulator but a facilitator. It wants to work with the stakeholders to bring transformation in higher education with the implementation of the National Education Policy (NEP) which was announced in 2020," Kumar told reporters on the sidelines



M Jagadesh Kumar in Jammu. PTI

of the conference on the NEP at the Indian Institute of Management here.

The conference was held to deliberate on the implementation of the NEP in higher education institutes in J&K and Ladakh. On the past problems with the CUET, Kumar said,

"There were some issues faced by the students. These have been addressed. Last year, it was a computer-based test but now we are introducing OMR. The CUET will be conducted in hybrid mode so that colleges and schools are used as centres and our students get an opportunity to appear in the exam nearby."

Earlier, admissions in universities were based on board marks and that put a lot of stress on the students, he said. That stress level has gone down with the introduction of the CUET, he added. — PTI

डीयू के पुस्तकालय का होगा विस्तार, बनेगा विशेष ब्लाक

जागरण संवाददाता, नई दिल्ली: डीयू के पुस्तकालय को विस्तार दिया जा रहा है। इसके लिए कला संकाय स्थित पुस्तकालय के भवन से लगा एक ब्लाक तैयार किया जा रहा है। कुलपति प्रो. योगेश सिंह ने शुक्रवार को पुस्तकालय के क्षेत्रीय विस्तार का शिलान्यास किया।

प्रो. सिंह ने बताया कि 110 करोड़ की अनुमानित लागत से बनने वाले इस प्रोजेक्ट के पहले चरण की शुरुआत हुई है। पहले चरण के कार्य की अनुमानित लागत 52 करोड़ है। इस इमारत का निर्माण लगभग 15 महीने में पूर्ण हो जाएगा। कुलपति प्रो. योगेश सिंह ने बताया कि प्रस्तावित पहले चरण के तहत उत्तरी परिसर में स्थित सेंट्रल रेफरल लाइब्रेरी के मौजूदा पुस्तकालय भवन का विस्तार किया जाएगा। इसके तहत एक ब्लाक का निर्माण होगा,

52 करोड़ रुपये की लागत से 15 महीने में होगा पहले चरण के प्रोजेक्ट का निर्माण



पुस्तकालय के विस्तार का शिलान्यास करते कुलपति प्रो. योगेश सिंह • सौजन्य : डीयू

जिसमें बेसमेंट और ग्राउंड फ्लोर के अलावा तीन मंजिलें होंगी। इस भवन का कुल निर्मित क्षेत्रफल 18541.61 वर्ग मीटर होगा। उन्होंने बताया कि इस इमारत की कुल ऊंचाई 14.85 मीटर होगी। इस अवसर पर दक्षिणी परिसर के निदेशक प्रो. श्री प्रकाश

110 करोड़ की लागत से पूरा होगा ब्लाक, कुलपति ने शुक्रवार को किया शिलान्यास

सिंह, कुलसचिव डा. विकास गुप्ता, लाइब्रेरियन डा. राजेश सिंह, चीफ इंजीनियर अनुपम श्रीवास्तव आदि मौजूद रहे। वहीं, दीक्षा समारोह की पूर्व संध्या पर पुस्तकालय में शोधार्थियों की थीसिस और एमफिल के डिजाइटेशन प्रदर्शित किए गए।

बराक छात्रावास शुरू कराने को किया प्रदर्शन

जासं, नई दिल्ली: जेएनयू में छात्रावास और अन्य समस्याओं को लेकर एबीवीपी ने शुक्रवार को डीन आफ स्टूडेंट कार्यालय के बाहर प्रदर्शन किया। छात्रों ने जल्द से जल्द बराक छात्रावास छात्र समुदाय को सौंपने की मांग की। एबीवीपी के जेएनयू इकाई अध्यक्ष उमेश चंद्र अजमीरा ने कहा, 2015 में छात्रावास की समस्या को लेकर एबीवीपी के पूर्व कार्यकर्ता सौरभ शर्मा और ललित पांडेय ने 15 दिनों की भूख हड़ताल की थी। एबीवीपी की हड़ताल के बाद भारत सरकार को जेएनयू में नए छात्रावास के निर्माण के लिए फंड जारी करने के लिए बाध्य होना पड़ा था।