

Ensure fair, equitable evaluation process in NExT: House panel

Bindu Shajan Perappadan

NEW DELHI

The National Exit Test (NExT) should be brought in only after “meticulous due diligence”, keeping in mind the diverse background of medical colleges from which the first batch of NExT aspirants will emerge, the Parliamentary Standing Committee on Health and Family Welfare said in its report on the quality of medical education in India. The report was presented in Parliament earlier this week.

The Committee, under the chairmanship of Bhupaneswar Kalita, explained that presently, it is medical colleges which conduct final-year MBBS examinations. At the same time, the responsibility for NEET PG and FMGE – which are licensing and qualifying examinations for those who have completed their undergraduate medical degrees – falls under the purview of the National Board of Examinations (NBE), overseen by the Director-General of Health Services within the Health Ministry.

The National Medical Commission Act now provides for the NExT to enhance the competence of graduating MBBS students who obtain licences to practice annually. This initiative addresses the current emphasis on clearing

the NEET-PG, which is predominantly theoretical and necessitates rote memorisation.

“In June 2023, the National Medical Commission developed the NMC Exit Test Regulations 2023 (NExT Regulations). The test was to replace the final MBBS examination, act as a licentiate exam for grant of registration to practice medicine, and provide a basis for entry to postgraduate courses instead of NEET PG. The NExT would be a medical licensing exam that is designed to assess the competency of medical graduates. However, in July 2023, NMC issued notice stating that ‘the National Exit Test (NExT) examination is deferred on the advice of the Ministry till further directions’,” the parliamentary panel’s report said.

‘Ensure fairness’

The Committee also recommended that the evaluation criteria should be moderate for the first round, stating that it was imperative to ensure that no group of graduates faces any undue advantage or disadvantage in the examination.

Striking a fair and equitable balance in the evaluation process will be pivotal to ensure the success and fairness of the NExT exam, it said.

FIFA, Education Ministry join hands to promote football

Aiming to significantly broaden the accessibility of football within the school setting for students, the Ministry of Education has tied up with the Fédération Internationale de Football Association (FIFA) to distribute 11 lakh footballs across the country. The exercise is slated to benefit more than 1.5 lakh schools. Union Education Minister Dharmendra Pradhan launched the distribution of 6,848 footballs to 1,260 schools in 17 districts of Odisha under the Footballs for Schools (F4S) programme on Friday. The distribution of balls was launched by Mr. Pradhan in December in JNV Cuttack, Odisha. 

Education system based on Indian values is need of the hour, says PM

HT Correspondent

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AHMEDABAD: An education system rooted in Indian values was the need of the hour, Prime Minister Narendra Modi said on Sunday in an address to commemorate the 200th birth anniversary of Arya Samaj founder Swami Dayanand Saraswati at his birthplace in Tankara of Morbi district in Gujarat.

Modi praised the social reformer who advocated for Indian society to return to Vedic values in the nineteenth century at a time when rigidity and superstition prevailed among the people struggling under colonial rule.

"An education system based on Indian values is the need of the hour. Arya Samaj schools have been a centre for this. The country is now expanding it through the National Education Policy," Modi said via vid-

{ NARENDRA MODI } PRIME MINISTER



Our social evils were used as a means by the British government to portray us as inferior. Some justified British rule by referencing social changes.



eoconferencing. "It is our responsibility to connect the society with these efforts."

Swami Dayanand was born in Gujarat and active in Haryana. The Prime Minister spoke about his connection with both regions and acknowledged the profound influence of Swami Dayananda on his life. "His

teachings have shaped my perspective and his legacy remains an integral part of my journey," Modi said.

He highlighted the social reformer's role in awakening India from the shackles of ignorance and superstition, leading a movement to rediscover the essence of Vedic knowledge. "In

times when our traditions and spirituality were fading, Swami Dayananda called upon us to 'Back to Vedas'," said Modi, underscoring his efforts to provide commentaries on the Vedas and rational interpretations.

"Our social evils were used as a means by the British government to portray us as inferior. Some justified British rule by referencing social changes," Modi said. "Swami Dayananda's advent dealt a severe blow to these conspiracies."

The Arya Samaj founder gave a logical explanation on the Vedas, openly attacked the stereotypes of orthodoxy and explained what is the real nature of Indian philosophy, he said. "The result was that confidence started returning in the society. People started knowing the Vedic religion and started connecting with its teachings," Modi said.

"A series of revolutionaries

such as Lala Lajpat Rai, Ram Prasad Bismil, and Swami Shradhanand emerged, influenced by Arya Samaj," he said. "Hence, Dayananda Ji was not just a Vedic sage but also a sage of national consciousness."

Acknowledging the extensive network of Arya Samaj institutions across the globe, Modi said, "With over 2,500 schools, colleges and universities, and more than 400 gurukuls educating students, Arya Samaj is a vibrant testament to modernity and guidance."

He urged the community to take up the responsibility of nationbuilding initiatives with renewed vigor in the 21st century. Calling Dayanand Anglo Vedic (DAV) institutions "a living memory of Swamiji," Modi assured their continued empowerment. During his era, Swami Dayanand advocated for gender equality in society, he added.

mtm

Many nursing colleges in MP ran with no students, infra: CBI to HC

ANAND MOHAN J

BHOPAL, FEBRUARY 11

NURSING COLLEGES with neither students nor teachers, poorly equipped classrooms, and in some cases, no toilets. These are among issues flagged by the CBI in its report to the Madhya Pradesh High Court, which had ordered an investigation into alleged irregularities in the running of nursing colleges in the state.

Ordering the probe on April 26, 2023, the High Court had observed that some of the colleges were recognised in a "clandestine manner", and that this was "jeopardising public health and life of innumerable patients in hospitals... at the hands of so-called students of such colleges holding certificate of qualified nurse".

The CBI then prepared a list of 364 colleges affiliated with the state-run Madhya Pradesh Medical Science University, and submitted a compliance report on 25 colleges on April 28 last year. After perusing the report, the court said it was a "grave situation that even such colleges have been given affiliation which do not conform to the requirement of rules".

The report contained investigation details pertaining to 25 colleges, including 15 in Bhopal, eight in Gwalior, and one each in Bhind and Vidisha districts.

As per Indian Nursing Council standards, nursing colleges should have an area of at least 23,000 sq ft, and according to the Madhya Pradesh Nurses Registration Council (MPNRC) stipulations, it should be at least 17,000 sq ft. Of the colleges

CONTINUED ON PAGE 2

● Many nursing colleges in MP had no students: CBI

inspected by the CBI in Bhopal, only one qualified either of the conditions. Eight of those colleges were found to have been closed, and three were found to have had their licence revoked.

Of the list of closed colleges, Krishna Devi College of Nursing located at a rented premises of 3,020 sq ft had been closed since it did not have permission to operate in "academic session 2021-22". However, "29 students were admitted in the college who are still studying in the college in second year" and a principal and two faculty members were found at the spot even though "no facilities were available", the report said.

Jai Hind College, built over an area of 15,000 sq ft, had five labs and one library, which was only 1,375 sq ft in area as against the prescribed area of 2,300 sq ft. It did not have regular staff or students, toilet facilities, fire safety features, or even a parent hospital.

Another such institute, 3M College of Nursing, was located inside a residential area and had been closed since 2020-21. It did not have any students or staff, laboratories, library or any equipment, the CBI report noted. It only had two classrooms.

The 7,000 sq ft SMA Nursing College, also located in a residential area, has not only been closed down, but a school has come up in its place. It has 11 classrooms ranging in size from 226 to 450 sq ft. There were no labs, library, or playground, and it had inadequate toilet facilities. Similarly, JP

Nursing College was also closed and its premises taken over by a bank.

At the colleges still running, there was a dearth of basic infrastructure, the CBI report states. ICON College of Nursing, located in a 2,050 sq ft area, had "no transportation facility for students", five "poorly equipped" labs measuring 100-300 sq ft, and "no classrooms", according to the report.

"Three dysfunctional computers were found. Toilet facility was insufficient and no playground was found. There is one small room in which both the principal and vice-principal sit. No record found for clinical experience of the students," the report stated.

Lake City College of Nursing was classified as extremely deficient as "no building of the college could be found, and hence no facilities/infrastructure are available".

The investigation into the nursing colleges in MP came after two writ petitions were filed in Gwalior and one in Jabalpur regarding the condition of these institutions. All three petitions are currently being heard in Jabalpur.

Advocate Vishal Baghel, president of the Law Students Association, had filed a PIL before the Jabalpur Bench of the Madhya Pradesh High Court in January 2022, saying that 55 nursing colleges started in the year 2020-2021 in tribal areas in Madhya Pradesh were being run fraudulently without essential infrastructure. Following this, the court

ordered an investigation into alleged irregularities into all nursing colleges in the state.

According to the report, In Gwalior, three nursing colleges were closed after MPNRC did not renew their permissions. The permission given to the College of Nursing Sciences and Research was revoked due to the lack of a parent hospital. The college, however, still has a staff of three faculty, including a principal. It had no hostel, but had classrooms of sufficient area. One college was closed due to financial constraints owing to the pandemic.

Of the nursing colleges in Gwalior still running, Ayush College of Nursing had four classrooms, six labs, and a principal's office. It did have a parent hospital which was "equipped but not found running" and no hostel, the report states. Jai Maa Bhagwati Nursing College was found housed in an old building with no students, teaching staff, transport facility, classrooms, labs, staff room or toilet facility.

BM School of Nursing in Vidisha, located in a 8,031 sq ft area, offered four courses, but its six classrooms had "poor ventilation and lighting" and no working computer. It had a poorly maintained library, no clinical facility for the students, and insufficient toilet facilities, the report said, adding that one room on the ground floor was even found rented to a private teacher. The college in Bind had closed after "no student turned up for the second year".

IIT-M to conduct study for campus in Sri Lanka

New Delhi: The Indian Institute of Technology Madras will soon conduct a “feasibility study” to set up a campus in Sri Lanka, institute’s Director V Kamakoti said Sunday.

“Talks with the Sri Lankan authorities are in preliminary stages for IIT Madras to set up a campus in that country. A delegation from Sri Lanka visited our campus and soon a delegation will visit Sri Lanka for a feasibility study,” Kamakoti told *The Indian Express*. IIT-M started its first offshore campus in Tanzania’s Zanzibar with Preeti Aghalyam as the director in November 2023. **ENS**

CUET UG in hybrid mode this year, with fewer subject choices

DEEKSHA TERI

NEW DELHI, FEBRUARY 11

CONDUCTED ONLINE since its introduction two years ago, the Common University Entrance Test-Undergraduate (CUET UG) will now be held in a hybrid mode to allow candidates, particularly those from rural areas, to take the exam closer home, *The Indian Express* has learnt.

Registration for the examination, conducted by the National Testing Agency (NTA) on behalf of the UGC, will likely begin around February 19, it is learnt.

According to senior officials in NTA and UGC, the third edition of the exam, scheduled to be held between May 15 and 31, will see some major changes — from the format to number of subjects allowed to the difficulty level.

UGC chairman M Jagadesh Kumar said that for subjects with higher registration, the test will be conducted using OMR sheets instead of the Computer Based Test (CBT) format.

“For the subjects where there will be a higher percentage of registrations, we will bring in OMR (in multiple choice question format). In this way, we will be able to

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Demand from students

LAST YEAR, in several parts of the country such as J&K and Jharkhand, where the number of centres were limited, candidates complained about having to travel to far-off places to sit for the exam. Many in the Northeastern states, too, demanded examination centres closer home.

conduct the exam for those specific subjects on one day and in one shift for all candidates in the country. We will be able to use several schools, colleges and educational institutes as exam halls, just like we do for other exams such as NEET. “This will be benefit students, specifically those who are in rural areas, as they will not have to travel to far-off places for the exam,” he said.

Last year, around 28 lakh candidates sat for CUET UG, with the highest number of applications received from Uttar Pradesh.

The exam will be conducted in

three shifts on each exam day: 9 am to 11 am, 12.30 pm to 2 pm, and 4 pm to 5.30 pm. According to Kumar, the hybrid format will reduce the number of “exam days” as well. When asked if this will bring down the possibility of the usage of the normalisation process for result calculation, Kumar said a decision on this will be taken as the situation arises.

Number of subjects a candidate can choose will be cut from 10 to six. According to Kumar, data by NTA showed not many students were picking all the 10 subject options. The large number of options was also posing technical difficulties in allotting exam centres for some students.

“Since few students were picking the large number of choices, allotment of centres became very complex. Since our data shows that most students were only taking 4 or 5 papers, in this CUET UG, we will permit students to take only 6 test papers, which would include three domain subjects, two languages and the general test,” Kumar said.

The NTA is also working on ensuring the difficulty level of the CUET UG 2024 is kept as moderate to avoid stress among students, Kumar said.

100 start-ups of ₹100 crore each by 2036: IIT-BBS rolls out ambitious plan

SUJIT BISOYI

BHUBANESWAR, FEBRUARY 11

AIMING TO redefine the entrepreneurial ecosystem in the region, Indian Institute of Technology (IIT) Bhubaneswar has rolled out 100-Cube Start-Up initiative under which it intends to create at least 100 start-ups worth ₹100 crore each by 2036, Odisha's centennial year of formation.

The institute will soon have an upgraded Research and Entrepreneurship Park to provide essential resources, mentorship, seed capital, and access to potential investors to the start-ups. The park is set to expand from its present 20,000 square feet area to about 80,000 square feet over the next two years with the Union Ministry of Education grant of ₹130 crore.

IIT-Bhubaneswar also signed MoUs with 15 companies to build strategic collaborations to achieve the 100-Cube objective.



Union Education Minister Dharmendra Pradhan in Bhubaneswar, Sunday. PTI

"It's the dream of Prime Minister Narendra Modi to make India a developed country. To achieve the target, the new generation should be in the role of job creator instead of job seeker. We need to enable them as wealth creators. The start-up ecosystem is touching a new high in India," said Union Minister for Education and Skill Development and Entrepreneurship Dharmendra Pradhan af-

ter launching the initiative. He said the number of start-ups, which was only 350 in 2014, has now touched 1.2 lakh.

"To accelerate the start-up ecosystem in Odisha and to promote entrepreneurship, IIT-Bhubaneswar has taken an ambitious project of establishing a Research and Entrepreneurship Park, which would unite all the incubation centres in and around Bhubaneswar," said Pradhan.

In his speech at the inaugural event of the initiative, Pradhan drew parallels between the proposed park and the historic Konark temple. He emphasised that Odisha's rich history of innovation is evident in the state's architectural marvels and temples.

Hailing the dynamism of youth and their potential to drive change, aligning with Modi's vision of Viksit Bharat, the Union Minister said the target of creating 100 start-ups worth ₹100 crore each can be achieved. **IE**



AMEETA MULLA WATTAL

CLASSROOM VS COACHING

Only schools can cultivate agency and impart a wholesome education

IN A significant move, the Ministry of Education last month announced several guidelines for coaching centres. This comes in response to concerns about the welfare of students, student suicides and the unregulated growth of private coaching.

The coaching industry generates a revenue of Rs 6,000 crore annually and is growing at the rate of 7-10 per cent every year. There is now coaching not only for NEET or JEE, but even for CUET, as well as tuitions across subjects taught in schools. A new malaise has crept in where children are moving out of schools after Class X in order to join dummy schools which admit them without requiring them to attend classes, so they can enrol in coaching centres to crack CUET.

This is resulting in those who have opted for science dismissing the value of school. The government needs to reconsider its earlier decision to give weightage to board exam results in applying for competitive exams. If not, we will lose the franchise of high school education completely.

Unfortunately, policy makers have not been able to provide support to students for the journey beyond school. This has allowed institutions like Kota to become parallel systems. Coaching centres, such as those in Kota, have been established over three decades and are firmly entrenched in the lives and minds of Indians.

The National Education Policy goes beyond textbooks and lays emphasis on mental health, learning and understanding. It focuses on a child's inner needs. Only a school can develop these concepts.

Children are walking away from class-

The teenage brain is vulnerable, affecting long-term personality development. Young adults need a lot of downtime through sleep, social interaction, reflection, developing their identities and articulating their needs. These aspects are not addressed in the coaching culture. In fact, coaching centres do not even give enough time to sleep. Children are not machines — they need communities that are nurturing, supportive, sometimes challenging but always caring.

room teaching into coaching centres, often with parental support. A child in senior and high school needs to be counselled to prevent him or her from succumbing to peer pressure. This is a mandate for both parents and schools. If coaching centres are going to be the foundation of these years, then the youth of today will become directionless.

We can't measure mental health only by the number of suicides. There are many acute and chronic conditions which are unseen. Children suffer from anxiety and are unable to cope. The teenage brain is vulnerable, affecting long-term personality development. Young adults need a lot of downtime through sleep, social interaction, reflection, developing their identities and articulating their needs.

These aspects are not addressed in the coaching culture. In fact, coaching centres do not even give enough time to sleep. Children are not machines — they need communities that are nurturing, supportive, sometimes challenging but always caring.

The role of education, defines and redefines itself, particularly in our country, which is socially and economically diverse, where deprived sections are increasingly going to demand their place under the sun by asserting their own identities and aspirations. This feeds into a highly competitive environment, which has reduced learning to tuition shops, thus affecting the emotional stability and well-being of our children.

Learning is a process, where society reflects upon the needs and aspirations of its children. True education is value imparting and goal setting. If the child finds that the id-

iom he speaks is at variance with the idiom of society, he faces a dilemma. Children are natural actors. They instinctively use pretend play in order to make sense of the world. They imitate words and actions, observe and respond to the environment, create situations and assume roles. They interact with peers and arrange space and objects to bring their stories to life. They direct one another to respond to each other's dramas. They observe and internalise the needs of the society around them through which a world of false expectations is created, which leads to stress.

We need to engage, discuss, clarify, and care for the aspirations of our young. As a country, we need a shared vision, where well-being is the goal of education and co-agency is a guiding light.

Students go to school to become purposeful, reflective, and responsible. Agency helps children to act independently and make their own choices. For life to work, our young will need to innovate, be responsible and sensitive, become creators of products, services and models for the future, alert to the claims that others make on them and open to the deepest emotions.

The obsession with coaching will never be able to validate and strengthen new ideas, approaches and research, required for human flourishing. Prioritising these is the need of the hour.

The writer is chairperson and executive director, Education, Innovations and Training, DLF Schools and Scholarship Programmes

Synergise regional and national science academies



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DHARMAPALAN

It is essential for regional science academies to actively promote science through regional media and provide regular updates

Science education in the country is at a cross-roads, because of the declining trend among the new generation to pursue a career in Science. Across the country, many brilliant students move towards professional courses that fetch them a good placement soon after their studies. No one will wait 5 or 10 years to get a good placement. Even our policy-makers neglect basic science education, forgetting the fact that it's the backbone for building a strong Viksit Bharat. The trend of student exodus to foreign countries is increasing. The public's initial encounter with scientific advancements often occurs through newspapers, television programs, and various other media outlets. The reduction in space or airtime allocated to Science can be viewed as a direct challenge to the field. Many media organisations prioritise commercial considerations when making decisions about content allocation. They may contribute to a lack of public awareness and understanding of scientific concepts, potentially hindering progress in scientific literacy and societal



engagement with Science.

This lack of awareness leads to parental pressure on students to move away from science courses. It is where our regional science academies in the country can play a lead role in building a robust scientific force for the future. We have three national science academies in India -the Indian National Science Academy, the Indian Academy of Sciences, and the National Academy of Sciences, India. Even though our National Science Academies are doing their service to promote Science, it doesn't reach every nook and corner of the country. Here, regional science academies come into the picture.

Regional science academies can play a crucial role in fostering scientific advancement, education, and collaboration within specific geographic

regions. These academies are well-positioned to address and prioritize issues that are specific to a particular region. They can focus on problems related to geography, climate, biodiversity, and other factors that may vary from one region to another. By bringing together scientists and researchers from a specific region, science academies help build a strong and collaborative scientific community. This facilitates the exchange of ideas, expertise, and resources, fostering a culture of innovation and cooperation.

It is essential for regional science academies to actively promote Science through regional language media channels, maintain regular interactions with journalists, and offer science updates in accessible format. Apart from science popularisation activities, many regional academies conduct studies on various topics that could affect the enhancement of Science in society, for example, student exodus to foreign countries, public perception of science and scientific research, etc. Regional academies can offer insights into

the unique challenges faced by their communities and contribute to developing informed policies that address regional needs.

Regional science academies can promote diversity and inclusion in Science by supporting underrepresented groups within the region. This contributes to a more inclusive and equitable scientific community. Regional science academies' contributions to nation-building and developing scientific temper are well documented in history. In our journey towards a Viksit Bharat, we should take various regional science academies and the National Science Academies' by affiliating them to the National body. When both academies work with a common goal, it can foster significant advancements in Indian Science. By aligning their efforts and resources, these academies can synergise their strengths, expertise, and networks to tackle scientific challenges more effectively.

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

pdm/c

Celebrating women in science: Recognising their achievements

Despite their significant contributions, women in science still face systemic barriers, including gender bias, unequal representation and limited access to opportunities

Yesterday, we celebrated the International Day of Women in Science, a day dedicated to recognising and honouring the achievements of women in the field of science. This annual event serves as a reminder of the invaluable contributions women have made to scientific progress and innovation throughout history. It is an opportunity to highlight their accomplishments, shed light on the challenges they face, and inspire future generations of women to pursue careers in science.

Recently, while presenting the interim Budget 2024, Union Finance Minister Nirmala Sitharaman highlighted that female enrollment in Science, Technology, Engineering, and Mathematics (STEM) courses



VEERENDRA MISHRA

has reached 43 per cent, which is one of the world's highest figures. She said, "Female enrollment in higher education has gone up by 28 percent in ten years. In STEM courses, girls and women constitute 43 percent of enrollment—one of the highest in the world. All these measures reflect the increasing participation of women in the workforce." She also mentioned the empowerment of women through entre-

preneurship, ease of living, and dignity, mentioning, "Thirty crore Mudra Yojana loans have been given to women entrepreneurs."

From historic figures like Savitribai Jyotiba Phule, who was the first female teacher of India and founded the first girls' school, to Lady Abala Bose, who was the first Indian woman to study medicine at Madras University, to Kamala Sohonie, the first Indian woman to receive a PhD in a scientific discipline, to Ayyalasomayajula Lalitha, India's first woman engineer, to Shakuntala Devi, who was popularly known as the "Human Computer," women continue to leave an indelible mark on the scientific landscape. Today, women scientists are assuming leadership posi-

tions in groundbreaking projects like Chandrayaan-3 and the Aditya-L1 solar mission, showcasing their continued influence and expertise in pushing the boundaries of scientific exploration.

The Government has taken significant strides to bolster STEM (Science, Technology, Engineering, and Mathematics) education, recognising its pivotal role in driving innovation, economic prosperity, and societal advancement. Initiatives like the Vigyan Jyoti Scheme, spearheaded by the Ministry of Science and Technology, are breaking gender barriers by empowering young girls in STEM fields through exposure and mentorship programs. Additionally, programmes like INSPIRE foster innovation

among students through scholarships and research opportunities, while Atal Tinkering Labs nurture creativity and problem-solving skills among school students. The Rashtriya Avishkar Abhiyan promotes a culture of innovation in schools, bridging the gap between theory and real-world applications. Moreover, the government provides research fellowships and grants, digital learning resources through the National Digital Library, and skill enhancement programmes via Skill India, all aimed at nurturing a skilled workforce and fostering growth in STEM-related industries. These concerted efforts underscore the government's commitment to nurturing a robust ecosystem for scientific inquiry and tech-

nological advancement in the country.

Women in STEM in India have been steadily challenging stereotypes and contributing significantly to various disciplines. Pioneers like Dr. Tessy Thomas, known as the "Missile Woman of India," have shattered glass ceilings in fields traditionally dominated by men. Indian women researchers are excelling in areas like space technology, biotechnology, and mathematics, making remarkable advancements. Additionally, the government's Vigyan Jyoti scheme aims to encourage young girls to pursue STEM education and careers, fostering inclusivity. Women have made groundbreaking strides in diverse scientific domains, ranging from astronomy and biology to

engineering and computer science. Their discoveries, innovations, and leadership have enriched our understanding of the world and advanced technological progress.

Women have played a pivotal role in shaping the scientific landscape, yet their contributions have often been overlooked or undervalued. By celebrating the International Day of Women in Science, we aim to rectify this imbalance and bring attention to the remarkable achievements of women scientists. It is crucial to showcase diverse role models in science to inspire young girls and women to pursue their passions and break down the barriers that still exist in the field. While progress has been made, women in science still face numerous challenges.

Gender bias, a lack of representation, and unequal opportunities persist in many scientific fields. It is essential to work towards creating a more inclusive and equitable environment for women in science. By providing equal opportunities, mentorship, and support, we can empower women to thrive and contribute their unique perspectives to scientific advancements. Despite their significant contributions, women in science still face systemic barriers. By encouraging and showcasing the achievements of women in science, we hope to ignite a passion for discovery and innovation in young girls.

(The writer is an IPS officer and the director, RACE Lab, Sanvedna India, views are personal)

Raj nurses seek 'Dr' title after completing PhD, govt says 'no'

Intishab.Ali | TNN

Jaipur: Three nurses sent proposals to state govt to allow them to use the title of 'Dr' after completing PhD programmes in nursing, which the health department of Rajasthan rejected recently.

The nurses sent their proposal to directorate (non-gazetted) of health department. Many nurses are showing interest in research in the state and, after completing their doctoral

programmes, they are seeking permission from state govt to use the title of "Dr".

The director (non-gazetted) of health department got back to them on Feb 8 stating that the administrative department has denied permission to nurses posted in the health department to use the title of "Dr" even if they have completed PhD in nursing.

Jogendra Sharma, principal of govt college of nursing in Jaipur, said: "Nurses are using 'Dr' as a title after com-

pleting PhD in nursing but, in govt sector, it is not easy. It is like changing the entire name for which a process is followed, and it is changed only through gazette norms."

Nurses working in govt healthcare facilities are discouraged with this position of the state govt. "If govt allows nurses to use 'Dr' title, it will encourage nurses to do more research which will benefit patients," Narendra Singh Shekhawat, a nurses leader posted at SMS Hospital, said.

'India is leading the world with digital public goods, and solutions like Bhashini'

Microsoft chairman & CEO Satya Nadella says the ministry of IT's sponsorship of the multilingual speech-to-text and text-to-speech stack is very impressive; predicts it will enable creation of incredible innovations like allowing students to summon AI tutors just in time

Shilpa Phadnis & Sujit John | TNN

Satya Nadella, born and raised in Hyderabad, was appointed CEO of Microsoft on February 4, 2014, becoming only the third CEO of the iconic company. In the 10 years since, Nadella has transformed Microsoft, which was then muddling along having missed the mobile boom, into the world's most-valued company at over \$3 trillion. The company's stock has soared by more than 1,000% since he took the helm. Microsoft's turnaround under Nadella first came from his big push into cloud computing. Now, with his huge investments into artificial intelligence (AI) infrastructure and solutions, he's pulled Microsoft's valuation ahead of even Apple. Nadella was recently on a three-day visit to India, where it has 23,000 employees, and a growing part of its business. On the final day at Microsoft's massive facility in Hyderabad, he took time out to have an exclusive interaction with TOI.

our folks on why we innovate, how we innovate, how do we meet unmet, unarticulated needs of customers, curate those continuously. So, I go back to those pillars of sense of purpose and mission and culture, and a real sense of where the arc of technology is, and not rest on what happened before.

You would have had to change the culture of the organisation as well to get here.

■ You have to be able to achieve things by working with people all around you, and especially in organisations like us, where there's a lot of talent. And the question is, can we all collectively be that learn-it-all organisation, ultimately in service of a mission and a set of customers and partners - have that hunger, that humility. One of the things I always say is that there's a thin line between confidence and hubris. You should have confidence that you can learn from mistakes,

TOI INTERVIEW



I always sort of say, God, I wish I had Copilot when I was studying electrical engineering and I couldn't figure out Maxwell's equations... We sometimes are afraid to go do new things because we feel the learning curve is steep. We now have a new tool that makes the learning curve easy to transcend. And so, I think there is no better time to be more fearless.

Your ten years at the helm of Microsoft has been nothing short of stunning. Analysts are calling you the most impactful tech executive since Steve Jobs. What do you think enabled you to accomplish this?

■ Every 10 years, something very big happens in our industry. I've had the privilege to be part of four of these technological waves: PC client-server, web internet, mobile cloud, and now AI. The mind-set I have is: This is year two of two of PC client-server, what are the things we did, both right and wrong. What did we do when it came to the browser and the internet? What did we do in mobile cloud? And that's kind of the most important thing. And what will really matter is our ability, long before it's conventional wisdom, to have a real point of view on what the arc of technology is. And then to go all in and build something of value.

Even as we are doing this, it's also important to be grounded. After all, we are Microsoft. Microsoft exists because of its sense of purpose and mission. Here we are in the Microsoft campus, talking to

but you can't have hubris that you are somehow God's gift.

You have one of your biggest engineering and R&D centres in India. A lot of work around AI and even AI infrastructure happens here. How do you see India's engineering capabilities and the larger Indian developer ecosystem?

■ One of the things I'm really tracking is where India is, and how is Indian human capital, Indian businesses, and Indian public sector organisations adopting these new waves of technology. If I go back to the four platform shifts, we had some moderate success with PCs in India, the web was big, mobile and cloud were really big. But I think AI can be even bigger. In the three days I have spent here, I have seen some of the use cases. What is unique is India's digital public goods (like Aadhaar, UPI) now being juxtaposed with, say, some of the innovations that Microsoft is bringing in terms of AI stack to allow Bhashini (AI-driven language translation system), Jugabandi (multilingual chatbot) to create scenarios that are allowing students to summon AI tutors just in time. That's an unbelievable innovation,

when I had to try to think of it. The fact is, Indian software developers, Indian cities, NGOs, are all coming together to come up of putting these things together in unique ways. Something with businesses. For Air India, the Tata, have an ambitious goal of saying, let's change how Air India operates and really provide great service. They built one of the best customer-facing agents. A 100-year-old textile company like Arvind says, let's bring efficiency to how we do contracts and legal documents, then really make our commercial organisation even better at doing these contracts.

And you see that even in our development centre, where we are sitting, we have unbelievable talent and they're all contributing. Someone asked me, in Microsoft, what's the AI product, I said everything - there's not a single layer of the stack that is not touched by AI. And we have people here contributing to the entirety of what we're doing. So, it's an exciting time.

Should India build its own sovereign AI infrastructure? There are those who say this is necessary for India to build



One of the things I always say is that there's a thin line between confidence and hubris. You should have confidence that you can learn from mistakes, but you can't have hubris that you are somehow God's gift.

solutions for its unique requirements.

■ I think the government in India has always had a pretty enlightened view. As I said, India is leading the world in some sense with these digital public goods. That's why I was impressed with the fact that the ministry of information technology was the one behind Bhashini. They sponsored the speech-to-text and text-to-speech stack, so that it's truly democratised and available for any application in India to do as it's the multilingual. And now you can do a chain that with, let's say, the latest model like a GPT-4 Turbo and you can have a startup that can offer in any Indian language, some very sophisticated AI capability. And that is the magic - sovereignty's success absolutely comes from being able to tap into what I'll call a commodity that is available and then add unique value to it, use it intensely and reduce the barriers to adoption. That's the way to development - development doesn't come by reinventing the wheel. The development comes from making sure that you're not dependent on any one person or any one company, like even Microsoft. Our goal as a platform company is to invest in India, whether it's capital,

whether its data centres, which are like the modern factories. We are making in India the compute utilities, so it's also sovereign, because it's on Indian soil.

There's not a South Asian you're going to meet anywhere in the world who doesn't love cricket and I love it as much as the next person.

Any one suggestion to the government, something they should be thinking more about?

■ One thing I know the government cares deeply about is, how is all this technology ultimately benefiting the Indian citizen, and how is it safe. Those are two things that matter. Therefore, it's important to continue having a rich dialogue with the private sector - participants like us - and then be able to come up with the right set of guidelines and norms. And ultimately, regulations too. There are regulations in food, in automotive, in finance. There's no reason why it should be different in tech, especially tech applied in healthcare, applied in finance. So, the key suggestion would be to really make sure that you're getting the benefits, and the unintended consequences are the ones we're mitigating, as opposed to stalling the overall progress.

You've been a part of four tectonic shifts. Do you think the disruption in the labour market is going to be profound with AI?



■ I think it's a great question. I start from fundamentally saying, look, let's not fall for the lump of labour fallacy. That said, I'm also clear that there will be displacement, but I would submit a couple of things. One is, in this shift, you could say that the expertise to some degree is easier to pick up in order to get better wage support. Let's say you're a frontline worker in manufacturing. You have domain expertise, but you can now easily pick up some IT skills in order to build an application just by using natural language prompts. So suddenly, you're not only a very valuable member of the manufacturing staff, but you're now also a member of the IT staff. And that would provide more employment opportunities and better wage support, and drive productivity. I think that will happen in healthcare, that will happen in retail. In fact, one of the things I'm most looking forward to is our frontline jobs participating in what is the increasing digital economy of ours.

The other thing is, the learning curve and experience curve are coming down. I graduate from a college, but then I want to pick up real-world skills quicker, now we have tools for it. We will have the ability to turn more of our graduates to be more productive, with better wages, in more industries. One of the best examples I came across in India this time around is what Kanya is doing - the fact that they're creating jobs for rural Indian women to participate in what is an emerging AI economy. It's not something we could have conceived of two years ago. When I met this lady from rural Maharashtra, she was so really enthused by what she was doing. She was both making economic benefits accrue to her and she was learning, and she was enjoying it. That sense of empowerment was awesome to see.

If you had a suggestion for an Indian youngster, what would that be?

■ Be it anyone - youngsters or mid-career professionals - what's important I think is that sense of curiosity, the fearlessness to go pick up new things. When I am with my Copilot, I have that sense of exploration, that sense that I can learn

6 The human is not being cut out (by AI). If anything, the human agency is being amplified because that linkage between, let's say, a college degree and lots of knowledge, and human smarts is now being broken.

anything, I can get well-versed about things. I always sort of say, God, I wish I had Copilot when I was studying electrical engineering and I couldn't figure out Maxwell's equations. That's when I needed it. We sometimes are afraid to go do new things because we feel the learning curve is steep. We now have a tool that makes the learning curve easy to transcend. And so, I think there is no better time to be more fearless.

You spoke about how developers are in a golden age. But is AI going to create some sort of an existential risk for them, where it can replace humans in the loop?

■ As AI evolves, we all can use AI to help us remove the drudgery in our work, improve our ability to learn things, and the ability for us to participate in the world more fully. I go back to what I saw last time here, with Jugabandi, where an Indian farmer was able to remotely access services from the government through the help of AI. So, the human is not being cut out. If anything, the human agency is being amplified because that linkage between, let's say, a college degree and lots of knowledge, and human smarts is now being broken. Therefore, I feel humans can flourish. We do have to think, if there's an AI take over, how is it in control? The one thing humans have done throughout is harness powerful new technology to benefit us. I feel we can do the same with AI, but it will require us to establish these norms and then translate those norms into laws and law enforcement and technical guardrails.

You have a big interest in cricket. The US is co-hosting the T20 World Cup. Are you going to the India-Pakistan match in New York?

■ I hope so. If I can get my tickets, I will go. I'm a minority owner of one of the teams out of Seattle (Seattle Orcas). There's not a South Asian you're going to meet anywhere in the world who doesn't love cricket and I love it as much as the next person.

How do you excite Americans to watch cricket?

■ They will excite themselves (laughs).

Increase medical seats in UG, PG courses, says House panel

AKSHREY THAKUR

TRIBUNE NEWS SERVICE

NEW DELHI, FEBRUARY 11

The Parliamentary Standing Committee on Health has recommended that there is a need to significantly increase medical seats in both undergraduate and postgraduate courses.

It stated, "With an annual influx of approximately 2 million aspiring medical students at UG and only 1/20 times available seats, the demand far exceeds the availability of seats. Similarly, the number of available seats at PG level is far less than the demand."

It recommended to the Union Health Ministry that encouraging private investment in medical education was another avenue to

explore to increase medical seats in medical colleges.

According to data by the Ministry of Health and Family Welfare, there are 702 medical colleges in the country in 2023-24, up by 81% from 387 in 2013-14. Similarly, the number of seats for the undergraduate course (MBBS) has been increased by almost 110% from 51,348 in 2013-14 to 1,08,990 in 2023-24, whereas the number of postgraduate seats has been increased by almost 118% from 31,185 to 68,073 from 2013-14 to 2023-24.

"Streamlining the admission process by implementing a standardised national entrance examination can improve fairness and transparency in the seat allocation process," it said.

The states with large population should have more medical colleges as it aligns with the principle of ensuring that healthcare and medical education resources are proportionate to the population's needs, the committee said.

The committee also recommended to the government to chalk out a comprehensive India-specific approach that considers the nation's healthcare needs in the next 20-25 years, identifies the categories of doctors through paediatricians, ophthalmologists, neurosurgeons, critical care specialists, infectious disease specialists that the country would need rather than just randomly increasing general surgery, pharma, and anatomy seats. *nikh*

विश्व पुस्तक मेले में बच्चों को भा रही दादी-नानी के किस्सों की पुस्तकें

उदय जगताप • नई दिल्ली

विश्व पुस्तक मेले में रविवार को पुस्तक प्रेमियों की जमकर भीड़ उमड़ी। अधिकतर स्टालों पर बच्चे और युवा ही दिखाई दे रहे थे। जिन्हें अपने पसंदीदा पुस्तक खरीदनी थी। बच्चों को जहां दादी-नानी के किस्सों की पुस्तकें भा रही थीं, वहीं युवाओं को आत्मकथाएं और कहानियां पसंद आ रही हैं।

बाल मंडपम में आए आठ साल के दिव्यांश ने कहा, उन्हें दादी और नानी की कहानियों पर आधारित पुस्तक पसंद है। उन्होंने वही खरीदी है। सात साल के विहांश ने बताया कि उन्हें कामिक्स पसंद है। वे मेले में कामिक्स के स्टाल ढूँढ रहे हैं। मेले में अपने बच्चों के साथ आई अर्दिति ने बताया कि बच्चों के लिए काफी कुछ है। पंचतंत्र आधारित कहानियां भी हैं। चिड़िया, जंगली जानवरों पर आधारित कहानियां बच्चों को पसंद आती है। वे बच्चों को इसी पर आधारित किताबें दिलाने आई हैं। नेशनल बुक ट्रस्ट के एक अधिकारी ने कहा, एफ-17 हॉल चार में स्काई कल्चर द्वारा तैयार की गई बच्चों की वाशेबल फेब्रिक पुस्तकें हैं, जो छह महीने के बच्चों के लिए विशेष रूप से

• छह महीने के बच्चों के लिए आई विशेष फेब्रिक किताबें

• विश्व पुस्तक मेले में रविवार को पहुंचे 50 हजार से अधिक लोग



विश्व पुस्तक मेले के बाल मंडपम में अभिभावक के साथ पुस्तकें पसंद करते बच्चे • जागरण

तैयार की गई हैं। इन्हें वाशेबल कपड़े पर तैयार किया गया है, ताकि बिना फटे, खराब हुए लंबे समय तक ये नन्हें बच्चों के पास रहें और उनमें चित्रों के माध्यम से तरह-तरह की बातों को समझने और पढ़ने की आदत विकसित की जा सके। ये फेब्रिक किताबें हिंदी, कन्नड़, मलयालम, असमिया, कश्मीरी भाषाओं में भारतीय सभ्यता और संस्कृति को दर्शाती हैं। इसके अलावा बाल मंडपम में लेखिका और पूर्व आईएएस अधिकारी अनीता भटनागर से कहानी सुनकर

बच्चों ने अपने मन में उठे प्रश्न पूछे। रूस से आई लेखिका एल्योना करीमोवा ने चित्रकथा से रूस के 'तातार' समुदाय की एक दादी की मजेदार कहानी सुनाकर बच्चों को अभिभावकों की बात मानने को प्रेरित किया। दूसरी ओर, युवाओं को अमृता प्रीतम, मोहन राकेश, काशीनाथ सिंह, मुंशी प्रेमचंद की कहानियां खूब पसंद आ रही हैं। मेले में सीयूईटी की तैयारी और अन्य प्रतियोगी परीक्षाओं के लिए किताबों का खजाना है, जो युवाओं को लुभा रहा है।



राष्ट्रपति भवन में आयोजित कला साहित्य और रचना कार्यक्रम में युवा लेखकों से मुलाकात करती राष्ट्रपति द्रौपदी मुर्मू • सौ. नेशनल बुक ट्रस्ट

साइबर अपराध पर आधारित पुस्तकें पढ़ें बच्चे और युवा: मेले में 'हिडन फाइल्स-डिकोडिंग साइबर क्रिमिनल्स एंड प्यूचर क्राइम्स' पर एक सत्र आयोजित हुआ। साइबर क्राइम विशेषज्ञ अमित दुबे ने साइबर अपराध से सावधान रहने के टिप्स दिए। उन्होंने कहा, अपराधी यूजर्स का मोबाइल फोन हैक नहीं करते, बल्कि उनका दिमाग हैक करते हैं। अधिकतर बच्चे और युवा इसका शिकार होते हैं। इससे बचने के लिए बच्चों और युवाओं को साइबर क्राइम की किताबें पढ़नी चाहिए।

कैलाश सत्यार्थी की पुस्तक का विमोचन: मेले में प्रमोद कुमार अप्रवाल की 75वीं किताब 'माफिया' का विमोचन हुआ। प्रयागराज शहर के इतिहास और विरासत पर आधारित यह पुस्तक लेखक के पुलिस सेवा में रहते हुए अपने अनुभवों पर आधारित है। लेखक मंच पर ही साहित्य अकादमी के तत्वावधान में बहुभाषी युवा लेखक सम्मेलन का आयोजन किया गया, जिसमें उपस्थित लेखकों ने बहुभाषी भारत : एक जीवंत परंपरा के तहत देश की अलग-अलग भाषाओं में

राष्ट्रपति ने पीएम युवा लेखकों का बढ़ाया होसला राष्ट्रपति भवन में आयोजित कला साहित्य और रचना कार्यक्रम में राष्ट्रपति द्रौपदी मुर्मू ने प्रधानमंत्री युवा योजना 1.0 के 55 और प्रधानमंत्री युवा योजना 2.0 के 37 युवा लेखकों से मुलाकात की। उन्होंने लेखकों को भारत की कहानियों को आम जनमानस तक पहुंचाने के लिए प्रेरित किया। नेशनल बुक ट्रस्ट, इंडिया के अध्यक्ष प्रो. मिलिंद सुधाकर मराठे, निदेशक युवराज मलिक उपस्थित थे। राष्ट्रपति भवन में पीएम युवा मेंटरशिप योजना 1.0 और 2.0 में चयनित पुस्तकों की प्रदर्शनी भी लगाई गई।

अपनी कविताओं और कहानियों का पाठ करके श्रोताओं को मंत्रमुग्ध किया। इसके अलावा नोबेल शांति पुरस्कार से सम्मानित कैलाश सत्यार्थी को प्रभात प्रकाशन से प्रकाशित पुस्तक 'सपनों को रोशनी' का लोकार्पण किया गया। इस अवसर पर प्रख्यात गीतकार एवं कवि आलोक श्रोवास्तव ने भी बच्चों में हिस्सा लिया।

शटल के लिए लगी लंबी लाइन: गेट नंबर 10 से मेले जाने के लिए तैयार शटल पर काफी भीड़ थी। अव्यवस्था से लंबी लाइन लगी।

काँपी चेकिंग हो एरर फ्री: CBSE

AI Image

■ विशेष संवाददाता, नई दिल्ली

सेंट्रल बोर्ड ऑफ सेकंडरी एजुकेशन (सीबीएसई) ने बोर्ड एग्जाम की काँपी चेक करने के लिए टीचर्स को अलर्ट किया है। सीबीएसई से सभी प्रिंसिपल को पत्र लिखकर कहा है कि काँपी चेक करने का काम बिना गलती के हो, इसके लिए इवैल्यूशन के पहले ही काँपी चेक करने वाले सभी टीचर्स को उनकी जिम्मेदारी के लिए तैयार किया जाए। काँपियों को चेक करने की क्वालिटी सही रहे, इसके लिए क्वालिफाइड टीचर्स की बतौर इवैल्यूटर्स इयूटी लगाई जाएगी।

मसलन क्लास 10 की साइंस और सोशल साइंस की काँपी चेक में कोई गलती ना हो, इसके लिए बतौर इवैल्यूटर एक पीजीटी/टीजीटी (जो कि फिजिक्स, केमेस्ट्री, बायलॉजी पढ़ाते हों या उनकी क्वालिफिकेशन हो) और एक पीजीटी/टीजीटी (जो टीचर जियोग्राफी, हिस्ट्री, इकनॉमिक्स, पॉलिटिकल साइंस पढ़ाता हो) को तैनात किया जाएगा। ताकि वो इवैल्यूटर्स की मदद कर सके। काँपियों को चेक करने के लिए टीचर्स की 8 घंटे की इयूटी लगेगी। सीबीएसई की चेयरपर्सन निधि छिब्बर के मुताबिक, इवैल्यूशन 10-12 दिन सुबह 9 से 5 बजे



बोर्ड एग्जाम की यह तस्वीर AI ने बनाई है

तक किया जाएगा। इसके अलावा मेन सब्जेक्ट में एक दिन में 20 काँपी और बाकी सब्जेक्ट में 25 काँपी ही चेक की जाएंगी। इवैल्यूटर्स को 8 घंटे देने होंगे। सीबीएसई ने अपनी सभी प्रिंसिपल्स को कहा है कि वो काँपी चेक करने वाले टीचर्स को रीजनल ऑफिस के निर्देश के तहत रिलीव करें। मूल्यांकन सही हो, इसके लिए कई कैपिसिटी बिल्डिंग प्रोग्राम भी प्रस्तावित हैं और शॉर्ट विडियो भी तैयार किए गए हैं।

NBT/12

DISCUSSION ON 'UPSKILLING, RESKILLING AND LEARNING FOR THE FUTURE'



(L-R) NYU Stern School of Business Dean Raghu Sundaram, Coursera CEO Jeff Maggioncalda, World Bank VP, South Asia Region, Martin Raiser and Kedaara Capital founder Sunish Sharma

Continuous Learning a Must to Cope with Constant Disruption

There is a wide divide between what employers want and what students are learning

Team ET

New Delhi: In an age of disruption where new technologies, including Generative AI, will eliminate many existing jobs, the demand for skills is constantly changing, said panellists at a session on 'Upskilling, Reskilling and Learning for the Future' on Friday. They said there is a wide divide between what employers want and what students are learning and that a focus on continuous learning is a must to cope with constant disruption.

"When we talk about skilling, reskilling, upskilling, it is, of course, important to have the right skills at the start of one's career, but increasingly, we have realised how much skills get eroded with time," Raghu Sundaram, dean, NYU Stern School of Business, said in the discussion moderated by Kedaara Capital founder Sunish Sharma. "For a long time, this was a blue-collar problem. Not anymore. Whatever level of job we are in today, the world is changing so much that constant refreshing of one's skills is needed."

The panellists — including Coursera

REFRESHING YOUR SKILLS

Whatever level of job we are in today, the world is changing so much that constant refreshing of one's skills is needed

RAGHU SUNDARAM
Dean, NYU Stern School of Business

A MODEL STRUCTURE

All the pieces are in place and the Indian structure really is a model for other countries

JEFF MAGGIONCALDA
CEO, Coursera

CEO Jeff Maggioncalda and Martin Raiser, vice president, South Asia Region, World Bank — highlighted issues such as the role of various stakeholders, including students, educational institutes, employers and government, in skill-building and the need for workers to constantly refresh their skills.

Maggioncalda said the difference in disruption being a threat versus an opportunity is the availability of high-quality education. There are various forces at play, he said. Businesses need people with skills who can deliver value to their enterprise and customers, while students want to get an education and credentials so they can get jobs. Universities are finding the pace of change pretty rapid and are beginning to see the value of collaboration. The government is laying the policy, not only to allow other universities to collaborate and provide online courses for credit to college degrees but through Nasscom and the National Skills Qualification Framework, industry content can also be integrated into college degree programmes for credit with the quality assurance that comes from the National Education Policy (NEP).

"All the pieces are in place and the Indian structure really is a model for other countries," said Maggioncalda.

Education needs to adapt and evolve to keep pace with current times, said the panellists.

According to Raiser, the foundation of education is laid in the first 1,000 days of a child's brain development and the chances of developing full intellectual and cognitive potential are severely impaired if these are missed.

For many developing countries this is still a big issue. Then, in primary schools, if they don't learn the foundations, they're not going to catch the basic skills. By the time they reach the point we're talking about, they're significantly disadvantaged," said Raiser.

Amid the shift in demand of skills, emotional and social skills have become as important as technical skills, said Raiser. "But the traditional form of classroom learning doesn't impart those very well, which is why collaboration is so important to create more of an interaction between the demands of the business and what the teachers are teaching," he said.

Recruiters have been saying that the majority of candidates are not job-ready — studies have shown that at 40, reskilling needs to

SOCIAL SKILLS ALSO IMPORTANT

Amid the shift in demand of skills, emotional and social skills have become as important as technical skills

MARTIN RAISER
Vice president, South Asia Region, World Bank

happen. In response to Sharma's query on this, Maggioncalda said change brings both opportunity and threat. What is happening with Gen AI is that a lot more people will be impacted, he said.

"Make sure you have content and credentials from branded institutions to deliver it, integrating that into existing institutions. So, the NEP and the implementation of UGC (University Grants Commission), which said 20% of credits (so long as they meet certain accreditation standards) can be delivered online in a collaborative way — making that policy real and giving students the ability to have access to those courses is critical," he said.

Raiser said different countries have been following different models of upskilling and reskilling, including Malaysia, which has a close relationship between skilling institutes and the private sector. "There are multiple models, but India has its own policy direction. We need a variety of experiments because things are changing so rapidly," he said.

Is tech a boon or bane and how should people prepare? "One has to be in a mode of constant learning," said Sundaram. "The world is changing so rapidly that one cannot let their skills atrophy."

Sundaram said that a few years ago, NYU Stern started livestreaming its courses during the MBA programme to alumni who could register for free to take the courses. These numbers have been increasing semester on semester, he said.

"There is an active interest in trying to keep pace with what's happening. You might have taken a course with the same title five years ago, but the material has changed dramatically now," said Sundaram.

JEFF MAGGIONCALDA CEO, Coursera

AI Will Change the Quality, Accessibility of Digital Education

GenAI could close the gap between average and high performers, he says

Team ET

New Delhi: Access to digital education will be a gamechanger in unlocking India's economic potential as generative artificial intelligence (GenAI) could provide a unique advantage for people here, Jeff Maggioncalda, CEO of ed-tech platform Coursera, said on Friday.

There is a huge reskilling opportunity for generative AI, which can close the gap between average and high performers, and reshape the world to make it a more equal place, Maggioncalda said. "For this to happen, people need access to education," he added.

"Covid laid the groundwork for online education as well as remote work opportunities," Maggioncalda said. "Generative AI could be a great equalising force, and provide a unique advantage for the people of India."

He added that AI will not just create the need for upskilling, but it will also change the quality and accessibility of education globally, making learning far more effective as well as more affordable.

"It used to cost us \$10,000 to translate one course into a different language, now it costs us \$20 – that's the kind of impact AI can have," Maggioncalda said.

"We have translated 4,200 courses into roughly 20 different languages, so language will no longer be the obstacle for people wanting to access high quality education."

The Coursera CEO further added that India will lead other countries in terms of learner numbers in online courses in a couple of years, if it keeps up the current pace of growth.

"Out of our 140 million learners (on Coursera), we have 23.4 million learners in India, which is only second to the US in terms of number of learners," he said.

Globally, only 41% of people who complete high school go on to start college; in India, this figure stands at 27%.

The National Education Policy 2020 aims to increase the gross enrolment ratio to 50% by 2035, and access to digital education will be key to this objective.

Coursera has launched a GenAI academy in order to assist businesses in training employees, as well as a career academy to help organisations reskill and redeploy their staff.

"Companies are looking to India for their future workforce, so the key here is talent agility and how fast talent can move to seize the opportunities," Maggioncalda said.



TALENT AGILITY KEY

Companies are looking to India for their future workforce, so the key is talent agility and how fast talent can move to seize the opportunities



IMPACT OF AI

It used to cost us \$10,000 to translate one course into a different language, now it costs us \$20 – that's the kind of impact AI can have



6/1/20

INSPIRING JOURNEY OF AMITAVA MISRA

PIONEER (P-9), 11 FEBRUARY 2024

Marang Pandit revitalises Gobindpur with education, sanitation, and sustainable practices. From dilapidated classrooms to model school, his leadership sparks social transformation in rural West Bengal, WRITES MOUSHUMI BASU

Fondly addressed as "Marang Pandit" (which means a great scholar in Santhali), Amitava Misra is not just the head teacher of a remote primary school in West Bengal's Gobindpur village, but today, he is also the "guardian" to thousands of villagers in the region.

Back in April 2006, when then 35-year-old Misra took charge of the school in this tribal village of Purulia district, all he started with were two dilapidated mud-built rooms. A large banyan tree nearby served as the "classroom" under which a handful of children occasionally came to sit. The village lacked electricity and access to drinking water. To leave an approach road to the village, a few spells of rain were enough to isolate it from its surroundings.

"But these situations did not perturb me as much as seeing villagers accustomed to open defecation, liquor addiction, and ignorance about basic health and nutrition," recalled Misra. However, within the next five or six years, the village made history by becoming one of the "Open Defecation Free" villages in the State with funding from the State Government. Each of the 240 homes in the village had its own toilet. In 2015, UNICEF recognised the village for its best practices in sanitation and hygiene and even produced a documentary film to highlight them. Side by side, the village also received electricity. Tube wells were dug, providing villagers with access to clean drinking water, in addition to the construction of an approach road. The formerly crumbling Gobindpur primary school building was transformed into a solid structure surrounded by a boundary wall. Today, it boasts six classrooms, a library, and four toilets, along with a playground.

Winner of numerous teaching awards, including the 2018 National Teachers' Award from the President of India and the State Shiksha Ratna, Misra's most formidable challenge, however, was gaining social acceptance among the villagers and integrating them into the social mainstream.

"I started by visiting door-to-door in the village to raise awareness among

FROM AN 'OPEN DEFECATION FREE' STATUS TO 100 PER CENT LITERACY, THE VILLAGE THRIVED. AMITAVA MISRA'S INNOVATIVE TEACHING METHODS, ECO-CONSCIOUS PRACTICES, AND COMMUNITY ENGAGEMENT EARNED NATIONAL ACCLAIM, MAKING GOBINDPUR A MODEL OF SUSTAINABLE DEVELOPMENT



The present school building

the villagers about health, hygiene, nutrition, and the importance of education," he said. A handful of village youths were motivated by his initiatives, and together, they established adult education centres in the village. Initially reluctant, the villagers gradually started trickling into these centres, which soon became lively meeting places bustling with ideas and activities.

"More village youths came forward, and we organised into various groups," said 27-year-old Suraj Hansda from the village. According to him, these groups became responsible for coordinating with respective State departments and urging them to carry out various works for village welfare and amenities. Misra particularly trained them to provide various services such as distributing oxygen cylinders, food, medicines, masks, sanitizers, and disinfecting villages during the COVID period.

According to the 65-year-old village elder Anant Manjhi, teachers had come and gone in the past, but they had hardly made any changes in their lives. "Today, our village is 100 per cent literate; we are aware of the importance of education," he proudly asserted.

From sporadic attendance of 15-17 children back in 2006-07, today nearly 200 students from pre-nursery to Class 5 regularly attend the school. Funded by the Sarva Shiksha Mission, with contributions from local community members and also by Misra himself, the school now sustains three part-time teachers,



A modern classroom in the school

mid-day meal cooks, and a gardener. Furthermore, village women are trained in various livelihood options such as aquaculture, livestock rearing, mushroom cultivation, and weaving items out of locally available babui grass to generate additional income in households.

"I was touched by the beautiful bond shared between the students and teachers, as well as the involvement of local communities in various school activities," said Proloyendu Bhoomick, District Inspector of Schools (Primary Education). Gobindpur Primary School has emerged as a model school under the Total Literacy Mission (TLM), garnering 18 accolades. Prominent among these are the Jamini Roy Award (2015), the Best School Award in the State (2016), and the National Swachh Vidyalay Puraskar (2017), the latter presented by the then Union Minister of HRD, Prakash



National Teachers' Award event



Fighting plastic pollution with eco bricks



National Level Swachh Vidyalaya Puraskar



The pre-primary students getting a taste of digital learning through digital card & pen

Jayadekar, for excellence in water, sanitation, and hygiene in schools. The school operates on solar power (1100 watts), which powers 24 fans, 8 LED bulbs, and other appliances. According to Bhoomick, teaching practices seamlessly blend traditional and modern techniques. The students are proficient in digital learning through projectors and computers. The training begins at the pre-primary level, where children are taught Bangla, English, and Math using digital calendars and pens. The school has hosted exposure visits for over 1000 teachers from different schools in the district, as well as educationists from Japan, in 2019 and 2023.

According to the TLM curriculum, the children also engage in nature studies and educational tours. The boundary walls of the school classrooms are adorned with mural art depicting teaching and learning

materials, indigenous culture, wildlife, and forests.

"Environment and forests have always been very close to my heart," said Misra. While the children and their parents have planted over 100 species of trees in and around the school campus and in the village, Misra has an innovative idea to combat plastic pollution.

"The children have been trained to make eco-bricks from plastic bottles," he said. Plastic throwaway packets are collected from across the village, cut into small pieces, and compressed into these bottles, which, when tightly filled, are sealed together with mortar. These serve as replacements for conventional bricks in the school and the garden.

An accomplished writer and poet, Misra has authored 14 books in Bangla and contributed articles to various newspapers on a range of social issues and education. **pehly**

Pradhan inaugurates New Delhi World Book Fair

STATESMAN NEWS SERVICE

NEW DELHI, 10 FEBRUARY

Union Education minister Dharmendra Pradhan inaugurated the 52nd edition of the New Delhi World Book Fair (NDWBF) at the Bharat Mandapam here on Saturday and stressed on the importance of books.

Speaking on the occasion, the minister highlighted that this year's theme of the fair 'Multilingual India: A Living Tradition' is celebrating India's linguistic diversity and global literary traditions.

He said that the fair is a harmonious amalgamation of literature, diverse cultures, artistic expressions and knowledge.

Multilingualism is the core of our diversity and therefore, language and books are assets to realise the goal of 'Viksit Bharat' by 2047, as envisioned



by Prime Minister Narendra Modi, added Pradhan.

The minister also emphasized the need to nurture a book-loving and book-reading society that fosters forward-looking ideas for building a progressive social order as the country marches to realise the goal of Viksit Bharat.

Pradhan also launched the app of the National Digital Libraries for All, announced in the Budget 2023-34. The National e-library is a first-of-its-kind digital library for accessing a variety of non-academic books for children and adolescents based on the

Prime Minister's vision statement, "When citizens read, the country leads."

Among others, the minister also unveiled the innovative learning E-learning platform, 'E-Jaadui Pitara', which is in line with the National Education Policy (NEP) 2020 and also released the Hindi and English Braille editions of the book Exam Warriors penned by Prime Minister and published by the NBT (National Book Trust)-India.

Saleh bin Eid Al-Husseini, Ambassador of Saudi Arabia to India, in his address, stressed the mutual commitment to

deepen ties between the countries.

He drew similarities between India's Amrit Kaal and the 2030 vision of Saudi Arabia as there is a shared commitment to a better future.

Milind Sudhakar Marathe, chairman of the NBT-India also stressed the role of NDWBF as a platform for fostering intellectual dialogue and promoting readership.

Talking about the theme of the fair, the chairman said, "There is a unity in India that manifests itself through its linguistic diversity."

The fair is on from 10th to 18th February 2024 at Halls 1 to 5, Pragati Maidan from 11.00 am to 8.00 pm. Entry is FREE for children in school uniform, for senior citizens, and for differently-abled. Tickets are available online at ITPO's website, and at select metro stations.

Skill India Digital initiative big hit in J&K as 3,100 enrol in 4 months, 15% of them women

Manash.Gohain@timesgroup.com

New Delhi: Over 3,100 youths from J&K have enrolled for Skill India Digital's programmes in just over four months since October, 2023, learning a wide range of skills from cyber security and advanced AI to effective speaking skills and beauty therapy.

Particularly noteworthy is the active participation of female learners. The overall female enrolment stands at 15.4%, while in rural districts like Kathua and Baramulla, it is significantly higher at 28.39% and 20.40%, respectively. Leh boasts of the highest female enrolment at an impressive 60%.

Bismil Rafiq (21) from Pulwama, who is pursuing her integrated geography honours from Srinagar's Cluster University, said: "I was interested in cybersecurity and our

“ Skill India Digital is aligned towards harnessing our demographic dividend through comprehensive skilling initiatives. By providing accessible & diverse skill development opportunities, we are preparing our youths for tomorrow's challenges & opportunities

VED MANI TIWARI | CEO, National Skill Development Corporation

teacher in the university told us about Skill India Digital. I also used to watch a lot of cybersecurity-related content on YouTube. Moreover my interest in remote searching in my geography ignited my interest for the digital world.”

Though unsure of her career path as of now, Bismil added, "I want to learn artificial intelligence while looking for a career in cyber security."

Hailing from Uri, Shagufta Bano (25) is currently in her final semester pursuing a BA programme with a specialisation in computer science at the Government De-

gree College. Due to the temporary closure of her college, Shagufta seized the opportunity to delve into online learning. Her interest in Python was sparked by her college curriculum, leading her to explore Skill India Digital, which she discovered through a Google search.

The courses offered span from IT, where students are pursuing subjects like artificial intelligence, Python programming, cybersecurity, web development, and data science, to technical skills development in areas such as Computer Numerical Control

machining, welding and electricals. They are exploring the dynamic fields of networking and cloud computing, with courses on Azure and IoT, reflecting a keen interest in cutting-edge technology. Moreover, there's a notable inclination towards language and communication, with courses in effective speaking skills and various language modules, including Arabic.

Ved Mani Tiwari, CEO National Skill Development Corporation, said: "Skill India Digital is aligned towards harnessing our demographic dividend through comprehensive skilling initiatives. By providing cutting-edge, accessible and diverse skill development opportunities, we are preparing our youths for the challenges and opportunities of tomorrow. We are nurturing the future leaders of a skilled & empowered India."

Why stressed students and parents need to listen to these three Kota survivors

Cracking the JEE or NEET may be one path to success, but there are many others too. The pressure is not always worth it, say ex-Kota students

Kritika.Sharma@timesgroup.com

'I THOUGHT MY LIFE WOULD BE OVER IF I DIDN'T GET INTO IIT. I WAS SO WRONG'

At 16, I thought I was invincible. I was among the top five students in my class, a teacher's favourite and excellent at debate, music and sports. I thought I had everything it takes. And my eyes were set on IIT. But all that changed when I landed in Kota in 2015 after class X. I had the sinking feeling that I was already late because students start studying for IIT-JEE exams as early as Class 5.

Milind Randive
25, BENGALURU,
WORKS IN A BANK

I was in Kota for a year and every minute, it was as if I was in a crazy rat race. Students would be locked up in their rooms all day. Nobody was interested in making friends. For the first two months, I felt very suffocated in that environment because I was an extrovert and liked being outdoors. But I looked at my peers and they all seemed fine with being cooped up. I had no other choice but to put my head down and study. But that did not help. I started scoring low marks in my tests. I became so under-confident that I started smoking and drinking. I was spiralling down.

My scores kept falling even further. Eventually, it got so bad that I barely managed to pass my Class 12 exam at the end of two years. After the results, my parents took me back home to Bhopal. I was so shattered at this point that I could not face anyone — neighbours, friends or family. I felt like a loser and I cut off from everyone. I had completely lost confidence in myself. From a topper to someone who could barely pass his XII board exam, it was so shameful for me.

It took me a year to give myself a second chance. I took admission in a local college in Bhopal and completed my graduation. I did an MBA from a top B-school in India. Gradually, I gained my confidence back. I got my first job in 2022. Today, I work at a private bank, earn good money and have friends... everything that I wanted from my life when I was young.

When I look back to my days in Kota, I think what I did to myself was completely unnecessary. I used to think that if I don't get through an IIT my life would be over and that is not true. In fact, I am glad that life is over.



'I HAVE GONE FROM TOTAL WRECK TO A HAPPY TECHIE'

I come from Punjab's Dharangwala village in Firozpur district. I had heard a lot about Kota during my school days, about how it's the best place you can go to if you want to get into an IIT or any other top engineering college. It became my dream as well.

Today I am a software engineer in Pune with a wife and child. I have friends and I am happy. Would you believe it if I told you that at one point, I contemplated suicide?

I shifted to Kota in 2007 for two years. I was an under-confident and introverted student and here every second student was a topper, and the competition was immense. Coaching classes in Kota divide batches as per the student's

My parents told me not to worry too much. They assured me that we had farmland and I would be able to live a financially comfortable life even if I did not make it to IIT. But nothing they said made a difference

performance. There are tests at regular intervals and based on the score, a student is assigned a batch. Once I started coaching classes, I saw that my rank dropped constantly. Every test meant that I was demoted to a lower batch. This hit my



Lajpat Bishnoi
33, PUNE,
SOFTWARE ENGINEER

confidence level badly. I started thinking that I will not be able to clear the JEE exam anymore. There was no one to guide me on how to improve my score.

The problem is that Kota teachers don't have the time to interact personally with students. They are always in a hurry, rushing from one class to another. I felt so demotivated.

My parents told me not to worry too much. They assured me that we had farmland and I would be able to live a financially comfortable life even if I did not make it to IIT. But nothing they said made a difference. Maybe I was too immature then. I did not pay attention to them and kept falling deeper into depression.

That is when I took help of a counsellor. She made me realise that getting through IIT or any competitive exam is not the end of life. Somehow what she said made sense. Thankfully, that was the first and last time I had such thoughts. It was an extremely stressful time like nothing that I have ever faced before. Even at my job there are times when I am under pressure, but nothing that compares to what I felt as a young aspirant.

After Kota, I got admission in Pune Institute of Computer Technology (PICT). I'm working with a private company and have been in Pune for the last 13 years. I have a family, a son. I like my life here... people from IITs are my contemporaries today. In hindsight, I realise there is no difference between us.

'KOTA TAUGHT ME TO VALUE MY PHYSICAL, MENTAL HEALTH'

I had dreamed of becoming a doctor, and fortunately I am one today. I am from Katni, a small town in Madhya Pradesh and education opportunities after Class 10 were very limited there, so I had to go to Kota. Going there proved to be the toughest part in my journey. Ironically, MBBS was also not as tough as my days in Kota. In fact, my medical college days were the best in my life.

The country's best students come to Kota and the atmosphere is so competitive that you can only understand if you experience it.

I had gone with my cousin and she was a better student than me so she managed to crack the medical entrance exam in her first attempt. I had to drop a year. I was under pressure because of that.

I had a hectic schedule. Six hours of coaching and then cramming till late into the night. Day flowed into another day. There is no concept of celebrations, festivals or weekends there. Students just keep sitting and studying in their rooms. Looking at everyone else, I also felt that I should spend most of my time studying. I



Vanshika Choudha | 27,
DEWAS, MP, DOCTOR

would sit at my desk for 12 hours a day.

But the strain and stress took a toll on my health. I fell sick in the first 15 days. Later, I developed other health problems because of constantly sitting and studying. My periods became irregular.

But, somehow, I made it through. The experience made me realise how important it is to take care of one's mental and physical health. These days I am preparing for my PG entrance exam and must

There is no concept of celebrations, festivals or weekends. Students just keep studying in their rooms... I used to study for 12 hours at my desk. The strain took a toll on my health

spend long hours studying, but now I make sure that I take out some time for physical activity. If nothing, I try to solve some questions while walking. Kota taught me to value my life.

चिंताजनक स्थिति

जेएनयू में शुक्रवार रात यूनिवर्सिटी जनरल बाडी मीटिंग (यूजीबीएम) में अखिल भारतीय विद्यार्थी परिषद और वामपंथी विचारधारा वाले छात्र संगठनों के विद्यार्थियों के बीच हिंसक झड़प हुई। जिसमें कई विद्यार्थी घायल हुए। यह पहला मामला नहीं है, जब इस प्रतिष्ठित शिक्षण संस्थान में ऐसा हुआ हो। कुछ वर्ष पहले भी देश विरोधी नारे लगाने पर विवाद हुआ था। यह चिंताजनक है। सुधार के लिए जेएनयू प्रशासन कई दावे किए थे, लेकिन इस घटना से चिंता बढ़ गई है। जेएनयू में छात्र संघ चुनाव निष्पक्ष तरीके से कराने के लिए चुनाव समिति का गठन करने के लिए यूजीबीएम आयोजित की गई थी, जहां विद्यार्थी उलझ पड़े।

कोरोना काल और अन्य कारणों से पिछले चार वर्षों से जेएनयू में छात्र संघ चुनाव नहीं हुआ है। अब चुनाव कराने की पहल हुई है, तो विश्वविद्यालय प्रशासन के साथ ही शिक्षकों एवं विद्यार्थियों को इसे सफल बनाने में अपना सकारात्मक योगदान देना चाहिए। सभी को अपनी विचारधारा और बात रखने का अधिकार है। जो स्वस्थ लोकतंत्र के लिए जरूरी है, परंतु हिंसा किसी भी सूरत में स्वीकार्य नहीं हो सकती है। एक दूसरे की विचारधारा का सम्मान करते हुए विद्यार्थियों को एक आदर्श प्रस्तुत करना चाहिए। जेएनयू वह शिक्षण संस्थान है, जिसने देश को कई बड़े शिक्षाविद, अर्थशास्त्री, इतिहासकार और राजनेता दिए हैं। विद्यार्थियों पर इस गौरव को आगे बढ़ाने की जिम्मेदारी है। ७५५८

चुनाव कराने की पहल हुई है, तो विश्वविद्यालय प्रशासन के साथ ही शिक्षकों एवं विद्यार्थियों को अपना सकारात्मक योगदान देना चाहिए

सबसे पहले डीयू ने ही व्यवस्थित तरीके से राष्ट्रीय शिक्षा नीति को लागू करना शुरू किया

सप्ताह का साक्षात्कार



● दिल्ली यूनिवर्सिटी कुछ ऐसे विश्वविद्यालयों में से है, जिसने पहले आगे बढ़कर राष्ट्रीय शिक्षा नीति को अंगीकार किया। इसके क्रियान्वयन में क्या चुनौतियाँ हैं? कब तक पूरी तौर पर लागू हो जाएगी?

— देखिए, राष्ट्रीय शिक्षा नीति के दो पहलु हैं। पहला है फ्रेमवर्क बनाना। मतलब क्रिकेट की भाषा में कहें तो फोल्डिंग सजाना। जैसे कि कोर्स चार साल का होगा। हर साल 22 क्रेडिट होंगे। तीन कोर सब्जेक्ट होंगे और एक इलेक्टिव होगा। यह फ्रेमवर्क मल्टीडिसिप्लिनरी होगा। जैसे कि मैंने इलेक्ट्रिकल इंजीनियरिंग लिया, लेकिन मेरा मन है कि साइकोलाजी भी पढ़ूँ, तो मेजर इलेक्ट्रिकल इंजीनियरिंग होगा और माइनर साइकोलाजी हो सकता है। मैंने मेजर फिलासफी लिया, माइनर कुछ और ले सकता हूँ। यह तो मल्टीडिसिप्लिनरी एप्रोच है।

यह लेवल वन का काम है। लेकिन यह नीति केवल इसलिए ही नहीं बनी है। फार्मेट तो समय के साथ बदलते ही हैं। राष्ट्रीय शिक्षा नीति का दूसरा पहलू है— बच्चे संस्कारी हों, देश से लगाव रखने वाले हों, देश को समझें। सजग नागरिक तैयार करना विश्वविद्यालयों का काम है। यह एक समय लगने वाली प्रक्रिया है। एक दिन मैं नहीं होगा, लेकिन इसके बाद जो बच्चे बाहर आएंगे, वे अलग होने चाहिए, क्योंकि मैं समझता हूँ कि आजादी के पचहत्तर साल में क्या हुआ, इसमें अपना ही दोष है। पुरानों व्यवस्था में अपनी-अपनी चिंता करने वाले लोग सामने आए। देश की और समाज की चिंता करने वाले लोग नहीं हैं। पहले तो शिक्षकों का मन बनना चाहिए। यह सबसे बड़ी चुनौती है। हम इसको जोर-जबर्दस्ती से नहीं कर पाएंगे। राष्ट्रीय शिक्षा नीति धीरे-धीरे लागू हो रहा है। मैकाले ने एक शिक्षा नीति बनाई थी, जिसकी सब आलोचना करते हैं, क्योंकि उन्हें विज्ञानी और इंजीनियर नहीं चाहिए थे। उन्हें



जवा मोदी सरकार ने वर्ष 2020 में राष्ट्रीय शिक्षा नीति को देश के समक्ष प्रस्तुत किया तो उसके बाद इस नीति के क्रियान्वयन और उसकी चुनौतियों पर राष्ट्रव्यापी चर्चा आरंभ हुई। लंबी चर्चा और मंथन के बाद दिल्ली विश्वविद्यालय (डीयू) ने इसे अंगीकार कर लिया। यह देश का पहला केंद्रीय विश्वविद्यालय (केवि) है, जिसने व्यवस्थित तरीके से राष्ट्रीय शिक्षा नीति को लागू करने की प्रक्रिया शुरू कर दी है। कई विभागों का निर्माण भी किया गया और तदनुसार पाठ्यक्रम तैयार कर पढ़ाई आरंभ कर दी गई है। दिल्ली विश्वविद्यालय के कुलपति प्रोफेसर योगेश सिंह का मानना है कि यह राष्ट्रीय शिक्षा नीति देश और समाज की चिंता करने वाले लोग पैदा करेगी। इस नीति को लागू कर डीयू भारतीय ज्ञान परंपरा का वाहक बनने के साथ ही अन्य विश्वविद्यालयों के लिए मॉडल भी बना है। अपनी स्थापना के सौ वर्ष पूरे चुके डीयू के कुलपति प्रो. योगेश सिंह से दैनिक जागरण के एसोसिएट एडीटर अनंत विजय और वरिष्ठ संवाददाता उदय जगताप ने बातचीत की—

आफिसर चाहिए थे। उसी प्रक्रिया से हम सब निकले हैं। आज उसकी आलोचना करने का कोई खास कारण नहीं है। राष्ट्रीय शिक्षा नीति मैकाले की व्यवस्था में सुधार करने का प्रयास है।

● क्या आपको नहीं लगता कि राष्ट्रीय शिक्षा नीति का क्रियान्वयन राजनीतिक परिस्थितियों पर भी निर्भर है? जिन राज्यों में भाजपा की सरकार नहीं है, वे इस पर अमल नहीं कर रहे हैं। ऐसे

में क्या यह खतरा है कि इस नीति को लेकर अड़ंगा लग जाए? — राजनीतिक परिस्थितियाँ बदलने से राष्ट्रीय शिक्षा नीति पर बहुत ज्यादा फर्क नहीं पड़ने वाला है। ध्यान से देखेंगे तो इसमें कोई राजनीतिक बात है ही नहीं। यह तो राष्ट्रहित की बात है। जो कुछ राज्य विरोध कर रहे हैं, उन्हें पता नहीं इसमें किसका विरोध करना है। एक बात देखिए, इसमें सबसे संवेदनशील मुद्दा भाषा का हो

सकता था। उसमें भारतीय भाषाओं की बात की है, अंग्रेजी हटाने की भी कोई बात नहीं की है। यह तो बहुत सारे विकल्प देती है, आपको जो ठीक लगता है, आप उसे लागू कीजिए।

● पाठ्यक्रम की चुनौतियों को आप कैसे देखते हैं? आपके यहां पाठ्यक्रम का एक प्रकोष्ठ भी है। नए पाठ्यक्रम में कुछ हटाने या जोड़ने का काम कुछ विश्वविद्यालयों ने किया है। भारतीय ज्ञान

परंपरा के अनुसार पाठ्यक्रम को तैयार करना कितनी बड़ी चुनौती है?

— नए पाठ्यक्रम का कलेवर पहले से अलग है। जब नया पाठ्यक्रम बनेगा तो लिखने वाले उस तरह से किताबें लिखेंगे, जिन्हें लिखने में महारत है, वे चाहते हैं कि उनकी किताबें शामिल हों, लेकिन यह लंबी प्रक्रिया है। इसमें समय लगेगा। आज हम पाठ्यक्रम बदलेंगे तो अच्छी किताबें तीन-चार साल बाद आएंगी। तुरंत किताबें नहीं आ सकती, लेकिन राष्ट्रीय परिदृश्य में देखिए तो अल्लामा इकबाल को हमने हटाया, उस समय एकेडमिक काउंसिल में यह सब्जेक्ट आया तो मुझे लगा कि अल्लामा इकबाल को पढ़ाना क्यों है। ठीक है, सारे जहाँ से अच्छा उन्होंने लिख दिया, लेकिन माना तो नहीं। ऐसे लोग तो बहुत घातक होते हैं जो लिखते कुछ हैं और करते कुछ हैं। अल्लामा तो उनमें से थे जिन्होंने पाकिस्तान का अवधारणा दी। ऐसे व्यक्ति को क्यों रखें। जिन लोगों ने देश के लिए त्याग किया, उन्हें पाठ्यक्रम में लाने की कोशिश होनी

चाहिए। सावरकर उस दृष्टि से उसमें आए। इसका क्या प्रभाव पड़ेगा, वह तो राजनीति का विषय हो सकता है, लेकिन उनका जो त्याग है, उसमें कोई विवाद नहीं है। मुझे नहीं लगता कि भारत जैसे देश में किताबों को लिखने के मामले में कोई दिक्कत आएगी। मुझे तो यह लगता है कि सरकार को भी इसे लिखवाने में बहुत जल्दबाजी नहीं करनी चाहिए।

● दिल्ली यूनिवर्सिटी की रैंकिंग में काफी सुधार हुआ है। ऐसे में प्रश्न उठता है कि क्वालिटी कंट्रोल में सुधार लाने के लिए आपने क्या किया?

— डीयू पहले से ही एक अच्छा विश्वविद्यालय है। प्रतिष्ठा भी है और इसके बारे में धारणा भी बहुत अच्छी है। शिक्षकों के करीब पचपन सौ पद खाली पड़े थे। शिक्षक तो काम कर रहे थे, लेकिन इतने प्रतिष्ठित विश्वविद्यालय में 150 में से 120 पर एडवाइस शिक्षक काम कर रहे थे। हमने सवा साल में 3600 नियुक्तियाँ कीं। अभी भी हजार बारह सौ बचो हुई हैं। इससे एक सकारात्मक माहौल बना। दूसरी बात अब

हम शिक्षकों के लिए रिसर्च अवॉर्ड स्कीम भी लेकर आए हैं। दुनिया के प्रतिष्ठित पत्रिकाओं में शोध-पत्र छपने पर हम पाँच लाख, दो लाख और एक लाख की श्रेणी में पुरस्कार देंगे।

● आजकल बच्चों को विकसित भारत से संबंधित मेल आ रहे हैं। इसके बारे में बताएं?

— मैं तो बहुत उत्साहित हूँ। प्रधानमंत्री ने 2047 तक देश को विकसित राष्ट्र बनाने का लक्ष्य दिया है। यह एक सकारात्मक अवधारणा है। हमें अपनी प्रति व्यक्ति आय को विकसित देशों के बराबर लाना है। इसके लिए हमें अगले 20-22 वर्षों तक नौ प्रतिशत की आर्थिक वृद्धि दर चाहिए। यह कैसे हासिल होगा, इस पर विद्यार्थियों से आइडिया मांगे गए हैं। न जाने कितने ऐसे बच्चे होंगे जो अपने नवीन विचारों से हमें प्रेरित कर सकते हैं।



पूरा साक्षात्कार पढ़ने के लिए स्कैन करें।

ORDER HAS TO BE COMPLIED WITH IN 'LETTER AND SPIRIT'

SC Slams UP Govt for Failing to Provide Counselling to Students

Our Political Bureau

New Delhi: The Supreme Court on Friday reprimanded the Uttar Pradesh government for its lackadaisical attitude in handling the incident in which a school teacher was seen spurring students to slap a Muslim classmate.

A division bench, comprising Justices Abhay S Oka and Ujjal Bhuyan, said that its directions to the state to provide counselling to all the children who were made perpetrators of the offence, have not been complied with.

The bench verbally observed that the state has "breached" the court's directions since none of the students have been given counselling so far.

The bench remarked that its order has to be complied with in "letter and spirit". Referring to the TISS report, which calls for counselling of all the students who had taken part in the corporal punishment as participants and witnesses, the bench remarked that nothing has been done by the state.

The bench ordered the state to immediately implement its directions (provide counselling to students), especially for the witness children.

The state government has been directed to file a compliance affidavit by February 28 and the case will come up for next hearing on March 1.

The development took place during the resumed hearing of a plea filed by Tushar Gandhi, great grandson of Mahatma Gandhi.

The petitioner has sought a time-bound and independent probe into the case as well as remedial and preventive action to be taken by schools to tackle violence against children, including those belonging to minority communities.

The petitioner has sought the arrest of the school teacher and di-

NEXT HEARING ON MAR 1



State govt directed to file a compliance affidavit by Feb 28 and the case will come up for next hearing on March 1

rections to the state police to ensure that a criminal case is registered against her by invoking all applicable criminal law provisions and not just of relatively "innocuous" offences.

At the last hearing, the bench had disapproved the way the Uttar Pradesh Police were dealing with the investigation of the case. **ET/10**

T.N. government directs Periyar University V-C to suspend Registrar

M. Sabari

SALEM

Higher Education Secretary A. Karthik has instructed Periyar University Vice-Chancellor R. Jaganathan to suspend Registrar (full additional charge) K. Thangavel, after an inquiry committee found evidence of irregularities committed by the latter.

A section of the university's faculty alleged that the Vice-Chancellor, instead of acting against the Registrar, participated in an event with him on the campus on Friday.

Following various allegations against the university and Mr. Thangavel, the Department on January 9 last year ordered an investigation into 13 complaints, including the appointment of a physical education director and li-

brarian allegedly in violation of UGC norms and the 200-point roster system, and the nomination to the Syndicate of a professor who was facing serious allegations and outranked many seniors. The committee, which included S. Palanisamy, an IAS officer, inquired into the allegations, verified the documents, and conducted inquiries with faculty, staff and other people who had lodged complaints.

On February 5, the committee submitted its report stating that seven out of the eight allegations had been proven, and one had been partially proven.

Following this, the Higher Education Secretary sent a letter to Mr. Jaganathan on February 7, stating that the allegations against Mr. Thangavel had been proven and were serious in nature. x/10

Kerala puts budget proposal for privatisation of higher education on hold

AGENCIES

THIRUVANANTHAPURAM,
9 FEBRUARY

Following a huge backlash from the opposition parties and within the Pinarayi Vijayan-led Left Front, the proposal in the state Budget presented in the Assembly that battled for privatization in the higher education sector has been put on hold.

On Monday, state Finance Minister K.N. Balagopal while presenting his fourth straight budget said the doors have been opened for private and foreign universities to open their campuses. As the first step towards this, he said four international educational conclaves will be held outside the country. He said experts hailing from Kerala and those working in the higher education sector abroad will be drafted for taking forward this idea. To fast track this idea, special packages will be introduced in the field of higher education. Balagopal had pointed out that all these changes were being made to ensure to attract foreign students to Kerala besides helping students from here presently going abroad for higher studies.

But no sooner had the budget presentation got over, the Congress-led UDF opposition and the BJP went hammer and tongs on this major shift in the ideology of the Left, who have all along been against any sort of privatisation. State Higher Education Minister R. Bindhu also was seen expressing her dis-

pleasure and the only ones who batted for it was the Chief Minister himself, state CPI(M) party secretary M.V. Govindan and Balagopal.

Meanwhile, according to sources, CM Vijayan, who returned from Delhi on Friday, has been directed by the party general secretary Sitaram Yechury not to take it further in view of the upcoming Lok Sabha elections. As this is a major deviation from the CPI(M) ideology, no further action should be taken, Yechury has said, as per the sources, adding that the Congress and BJP will attack the Left during the election campaign. All along the CPI(M)-led Left in Kerala had staunchly opposed the entry of the private sector in the education sector.

The Left led huge protests when the K. Karunakaran government in the '90s planned to open up a few professional courses in the medical sector and also when the A.K. Antony-led government in 2001 opened up the professional education sector in the self-financing mode, as per reports.

Incidentally, the present lot of CPI(M) state Ministers, including Balagopal, P. Rajeeve (Industries) M.B. Rajesh (Local Self Government) Saji Cherian (Fisheries) P.A. Mohammed Riyas (Tourism) and V. Sivankutty (Education) were all in the forefront of protests in the nineties whenever the Congress-led state governments tried to revamp the higher education sector. *stat/10*

At book fair, explore richness of literature in various languages

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New Delhi: The 2024 edition of the New Delhi World Book Fair offers a unique opportunity to explore the richness of literature in various Indian languages.

With the theme 'Multilingual India: A Living Tradition,' this nine-day event will kick off on Feb 10.

The theme pavilion, in hall number five, will host a range of activities, including "Bhashaaein Anek Bhaav Ek," storytelling featuring unheard stories, the exploration of art forms as language, and a multilingual kavi sammelan. Saudi Arabia is the guest country for this year's fair, with international events and the foreign pavilion situated in hall number four.

Promising to be the biggest edition yet, the 51st fair boasts the largest international participation, with 40 countries represented, including 10 new nations. This ensures that book lovers will have access to reading materials in nearly all languages worldwide.

On the international stage, readers can enjoy 16 cultural activities alongside the rich literature of Saudi Arabia. The literary festival aims to foster understanding of historical heritage, language, and culture between India and Saudi Arabia, deepening the international relations between the two countries.

In collaboration with the ministry of social justice and empowerment, the fair, under the 'Books for All' initiative, will provide free Braille books to visually impaired readers upon the production of UID. With

over 600 literary and cultural programs planned, this book extravaganza will feature not only drama, folk performances, and music but also a national platform showcasing renowned artists, poets, and musicians, offering a blend of contemporary and regional representation.

"We are creating a decorative theme celebrating the spirit of diversity of the country. More than that we are creating a concept of festival of festivals where we are providing a platform from NDWBF for all the literature festivals of the country to come and perform and carry out sessions so that they can have an international outreach for their literature festivals. Also, readers will get a glimpse of India's diverse culture and folk art along with books," said Yuvraj Malik, director of National Book Trust.

Acknowledging the growing interest in e-learning, the National Digital Library will be launched, and a special e-magic box for children will be dedicated at the World Book Fair. The Indira Gandhi National Centre for Art will organize a unique exhibition titled 'India the Mother of Democracy.'

The National Book Trust (NBT) has curated a diverse array of activities for young book enthusiasts at the Children's Pavilion. In addition to book launches and storytelling sessions, children can engage in events such as 'Ink and Imagination: Learning to Become an Author,' a workshop for teachers on creating academic comic books, a cyber quiz, child author panel discussions, a drawing workshop for children with special needs, and a session on learning caricature art, among others.

EDUVISION



CONSUMER CONNECT INITIATIVE

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The role of education is immense in the development of a country. India's educational institutions can significantly contribute to preparing students for the future, given that nearly 27% of the country's population is aged between 0-14 years. Teachers play a pivotal role in laying the groundwork for the leaders of tomorrow not just by imparting knowledge but by instilling values, nurturing skills, and fostering a mindset that prepares students to take on leadership roles in their respective fields and communities.

In line with this belief and with an objective to grow collectively on the basic principle of 'sharing is caring', an education conclave 'EDUVISION 2024' was held recently in New Delhi. The event offered a platform to several key stakeholders, including heads of educational institutions, policymakers and thought leaders, to share and discuss their valuable experience, knowledge, and insights in the field of education. More than 500 school principals and founders joined the event. Dharmendra Pradhan, Minister of Education and Minister of Skill Development and Entrepreneurship, Government of India, was the chief guest at the conclave.

While welcoming the audience, SS Gusain, president of Haryana Progressive Schools Conference (HPSC), said, "The education scenario in India is rapidly changing. The concept of education is different today, and it's drifting towards materialism. A child today is caught up between the materialistic world and idealism. The New Education Policy 2020 (NEP 2020) has con-



THE CHANGING FACE OF EDUCATION IN INDIA

Distinguished personalities and key stakeholders from the field of education participated in the 'EDUVISION 2024' conclave to discuss the transformation in the Indian education system and the way forward

sidered all these factors and emphasises imparting value-based education with a spiritual touch."

The NEP 2020 has indeed brought a fresh perspective on learning. Built on the foundational pillars of access, equity, quality, affordability, and accountability, this policy aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, and suited to 21st century needs. It is aimed at bringing out the unique capabilities of each student. Sharing a few key highlights on the new policy and how it is emphasising the use of the mother tongue as the medium of instruction in education, Sanjay Kumar, IAS, Secretary, Department of School Education and Literacy, Ministry of Education, said, "The NEP 2020 gives a lot of emphasis on foundational literacy and numeracy. It says that the actual brain development takes place when a child is between 3 to 8 years of age. So, if we use this period to make the child aware of a language, and some basic arithmetical skills, it will benefit in the overall development of a child." He further added, "Language ignites a great amount of passion in us. The new education policy says that you learn best in your mother tongue. It also says that we must encourage multilingualism because the more languages you learn, the better your cognitive abilities become. So, it adds to your cognitive power. Hence, we must encourage our children to learn in their mother tongue, and in due course of time, pick up more languages and learn them."

As per the NEP 2020, the following four National Curriculum Framework (NCF) will be developed: National Curriculum Framework for Early Childhood Care and Education (NCFECC), National Curriculum Framework for School Education (NCFSE), National Curriculum Framework for Teacher Education (NCFTE), and National Curriculum Framework for Adult Education (NCFAE). In this regard, a comprehensive strategy has been worked out jointly by the Ministry of Education (MoE) and NCERT.

The Indian education system has also seen an improvement in gender parity. The ratio of female to male students has improved considerably. There has been a 28 per cent rise in girl child education in India, and 43 per cent of girls today are part of STEM education. Engineering, and Math (STEM) education. Moreover, there's been a sharp rise in the number of female students in master's programmes in the last five years. Technology too has brought a revolution in our education system. It has added a new dimension to the teaching-learning approach by facilitating innovative digital solutions like online classes, digital content, assignments, online assessments, adaptive assessments, and online academic process management. It has made education more accessible today.



L-R: Sanjay Ghosh, executive vice president, HCLTech; Narayanan Ramaswamy, national leader (education and skill development, government and public services), KPMG, and Professor (Dr) Sanjay K Jha, director (liberal arts and foreign languages), Amity University, Gurugram, participated in the first panel discussion on 'Rethinking Education for the 21st Century: Bridging the Gaps and Embracing Innovation and Continuous Learning'



The second panel discussion focussed on 'Exploring Academic Excellence: Opportunities in France'. Dr Nicolas Gherardi, deputy counsellor for education, science and culture, Embassy of France in India, and Dr Fabien Chareix, attache for scientific and academic cooperation, Embassy of France in India, participated in the discussion moderated by Priyanka Srivastava, senior editor, Education Times

Nishtha Bhatnagar, empowerment, parenting, and happiness coach and founder of EQolve, was invited to give an interesting presentation on building emotional intelligence in students. There was also a recreational and team-building session curated by motivational speaker and writer Priya Kumar. Two panel discussions were also held on the occasion. The first panel discussion focussed on the transformation in the Indian education system and how education institutes today are embracing innovation to bridge the gaps. And the second panel discussion focussed on academic excellence opportunities in France.

Presented by the Haryana Progressive Schools Conference (HPSC), EDEVISION 2024 is an initiative of The Times of India and Navbharat Times. HCLTech was the technology partner, Institute of France was the country partner, Amity University Gurugram was the university partner, and Escher was the mobility partner for this edition of EDEVISION 2024. The initiative was also supported by Kirti Publications, Next Education, Onfinity Technologies, GrayQuest, and Indian Bank.



Suresh Chander, founder and managing director of Grand Columbus International School, took charge as the new president of HPSC



"Education helps to navigate in life by creating an inner light in you. And so, our education system should be so strong that it should enable students to think for themselves, even when there is no one to tell them what to do. The Indian education system has evolved and is quite accessible now. But what is more worrying today is the learning outcome and the quality of education. And robust actions need to be taken in that direction. All of us, collectively, have to find that particular sweet spot between access and quality of education."

—SANJAY KUMAR, IAS,
Secretary, Department of School Education
& Literacy, Ministry of Education



"In the last 10 years, there has been a 28 per cent rise in girl child education in India, and 43 per cent of girls today are part of the STEM education. These two things indicate that India will soon become a developed nation as we are promoting and encouraging education in the right direction."

—DHARMENDRA PRADHAN
Minister of Education and Minister of Skill Development
and Entrepreneurship, Government of India



"The Board of School Education Haryana is the first board in the country to try innovation. If today the question paper gets leaked, we can find out in two minutes from which centre it has been done. This kind of innovation happens when one keeps on thinking critically. Critical thinking, decision making, problem solving, and awareness, this is what education needs to incorporate."

—V P YADAV
Chairman, Board of School Education Haryana



"The National Education Policy 2020 is a transformative policy. It is reshaping the education system in India and aims to bring a big shift in the sector. The policy has strong fundamental principles; it's culturally rooted policy, Bharat-centric policy, holistic development and holistic assessment policy."

—PROF. DINESH PRASAD SAKLANI
Director, NCERT



"There are three main stakeholders in our education system—students, teachers, and parents. And I have realised that we need to focus not only on books and assessment, but also on pedagogy and techniques. I feel that schoolteachers and principals must try to spend more time and work towards introducing innovative pedagogy methods and create an environment where children would love to come to school every day."

—HIMANSHU GUPTA, IAS
Secretary, CBSE



"If students can experience what they are learning, they will remember their lessons for extended periods, and thankfully, technology helps achieve that. Access to tools like Augmented Reality and Virtual Reality (ARVR) in schools will improve learning and the ability of the students to do well in exams. ARVR offers practical applications in education, thus creating a longer shelf life for knowledge."

—SANJOY GHOSH
Executive Vice President, HCLTech



"Haryana is leading in school education. The state has touched several values in the education sector, and we are not lagging behind in any area."

—S S GUSAIN
President, Haryana Progressive
Schools Conference



"While the country is moving on a fast track to become a 'Vishwa Guru', we have to ensure that the foundation of the country is strong by ensuring the tool of education that is in equipped with not only the government directives but also the changing times."

—SURESH CHANDER
Founder and Managing Director,
Grand Columbus International School



"The conclave has served as a great platform for schools to showcase successful initiatives, inspiring others to implement positive changes in their educational practices. Discussions also focused on addressing challenges faced by schools, including infrastructure development, teacher training and adapting to changing educational paradigms."

—DIPIN RAO
Vice Chairman, Sharda International School
and State Secretary, HPSC



"We believe in fostering an education environment that nurtures creativity, critical thinking, and moral values. Together, we strive to empower our schools to be centres of excellence, preparing our youth to become responsible global citizens."

—DR. SUMIT VERMA
Director, Dynasty International School

NMC: PG med students can't be forced to stay in hostels

New Delhi: A medical student pursuing post-graduate education cannot be forced to stay in a college-owned hostel, NMC has ruled. It has warned medical colleges forcing students to stay in their accommodation and charging exorbitant fees of strict action.

NMC is the apex body for regulating medical education in the country. According to NMC regulations, hostel accommodation

for postgraduate medical students is discretionary. Regulation 5.6 of the Post Graduate Medical Education Regulation (PGMER), 2023, stipulates that while colleges must offer suitable residential options to postgraduate students, residing in the hostel is not compulsory. In its public notice issued recently, the regulatory body has warned that the failure to comply with its regulations may result in penalties. TNN

Colleges in Maha want BBA, BCA, BMS out of AICTE ambit

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Mumbai: In an attempt to keep BBA, BMS and BCA courses outside the purview of central regulator, colleges have asked state govt for permission to alter their nomenclature. If these courses come within the ambit of All India Council for Technical Education (AICTE), colleges will have to hire twice the faculty and invest more in infrastructure.

If the state gives its nod to the proposal, BBA will be titled BCom (business administration), BMS will be rechristened BCom (management studies) and BCA will be BSc (computer application). The programmes will then continue to be under their respective universities.

College principals will meet state govt officials on Monday; if approved, the 'Maha model' may lead to other states taking the route

Principals are protesting the decision to bring these programmes under AICTE since it was first suggested by its chairman in Nov 2023 and then formally announced in Dec.

"We had written to Mumbai University authorities about difficulties in running these programmes if colleges need to implement AICTE norms. We had a high-level discussion on Wednesday with authorities in the presence of UGC

chairman when he was here for MU convocation," said T A Shiware, president of Mumbai College Principals' Federation.

The UGC chairman heard the principals' woes and suggested that instead of using the BCom nomenclature, the programmes be termed BS (business administration) and the like, as Bachelor of science degrees are internationally recognised and then graduating for a master's degree will be seamless for students. Principals will meet state govt officials on Monday. If approved, the "Maharashtra model" may lead to other states taking this route.

Colleges' concerns regarding AICTE norms revolve around two aspects: faculty and facilities. *BE/10*

कार्यशाला**नेक्स्ट जेनेरेशन एग्रीकल्चर फॉर ए सस्टेनेबल एनवायरमेंट एंड वन हेल्थ पर चर्चा**

राष्ट्र से ही व्यक्ति की पहचान: डॉ. इंद्रेश

ग्रीन इंडिया

मेरठ। स्वामी विवेकानन्द सुभारती विश्वविद्यालय के केरल वर्मा सुभारती कॉलेज ऑफ साइंस द्वारा आधार फाउंडेशन के सौजन्य से संयुक्त रूप में तीन दिवसीय अंतरराष्ट्रीय संगोष्ठी का आयोजन किया गया। इस संगोष्ठी का शीर्षक नेक्स्ट जेनेरेशन एग्रीकल्चर फॉर ए सस्टेनेबल एनवायरमेंट एंड वन हेल्थ रहा।

संगोष्ठी का उद्घाटन मुख्य अतिथि राष्ट्रीय स्वयं सेवक संघ के वरिष्ठ प्रचारक डॉ. इन्द्रेश कुमार जी, स्वामी विवेकानंद सुभारती विश्वविद्यालय के कुलपति मेजर जनरल डॉ. जी.के. थपलियाल, सम्राट अशोक सुभारती स्कूल ऑफ



बुद्धिस्ट स्टडीज़ के सलाहकार डॉ. हिरो हितो, डीन एकेडमिक्स डॉ. ए.पी. गर्ग, संगोष्ठी सचिव डॉ. रेनू मावी ने दीप प्रज्ज्वलित करके किया। इससे पहले मुख्य अतिथि का विश्वविद्यालय आगमन पर सम्राट अशोक सुभारती स्कूल ऑफ बुद्धिस्ट

स्टडीज़ में सलाहकार डॉ. हिरो हितो द्वारा गर्मजोशी से स्वागत किया गया। कुलपति मेजर जनरल डॉ. जी.के. थपलियाल ने मुख्य अतिथि डॉ. इन्द्रेश कुमार जी का अभिनंदन किया। उन्होंने आज के समय में कृषि के विकास हेतु सस्टेनेबल गोल्स के

17 बिंदुओं पर प्रकाश डाला। उन्होंने कहा कि आज जैव तकनीकियों द्वारा फसलों को विकसित करने पर बल दिए जाने की आवश्यकता है।

अंतरराष्ट्रीय संगोष्ठी के मुख्य अतिथि डॉ. इन्द्रेश कुमार के द्वारा खेती को अधिक कुशल, टिकाऊ और उत्पादक बनाने के लिए उन्नत तकनीकियों को अपनाने एवं फसलों की गुणवत्ता को सुधारने हेतु नई पद्धति अपनाने पर बल दिया गया। डॉ. इंद्रेश ने कहा कि भूख ही सभी विघटनकारी शक्तियों का जन्मदाता है, अतः संसार को भारत के वसुधैव कुटुंबकम के सिद्धांत के अनुसार सुखी एवं संपन्न रखने के लिए नई तकनीकी अपनाकर कम समय में कम भूमि से अधिक उत्पादन लेने की तकनीकी पर बल देना होगा।