



# A fighting chance



Bangladesh is unique in degree to which students retain the aura of legitimacy in challenging authoritarianism

PRATAP BHANU MEHTA

THE MOMENTOUS ENDING of Sheikh Hasina's rule is both an opportunity and a risk. In order to understand it, we need to place Bangladesh's experience in the broader context of democratic institutionalisation. But for India it is vital to not view Bangladesh within the frame of our own narcissism. This revolution belongs to the people of Bangladesh, and it is a moment in their often fraught quest to make their own destiny on their own terms.

India has vital interests in Bangladesh. Bangladesh should not become a staging ground for anti-India groups operating in the North-east. Any violence against Hindus in Bangladesh, even if it is an aberration, will have a profound impact on domestic politics in India, which in turn will affect Bangladesh politics. So far, the army and the student movement in Bangladesh are giving every positive indication of not letting this happen.

But our degree of narcissism has blindsided us. At the governmental level, it led us to ignore a central fact of modern politics. Authoritarian repression can work only up to a point; dissent, like water, will find its outlet eventually. So, we sided with Sheikh Hasina well beyond what legitimate concerns warranted, and risked becoming a partisan actor in Bangladesh politics, not just on the side of one party but of authoritarianism. At the level of civil society and the media, we have refused to acknowledge the complexities of Bangladesh as a society.

The Indian right wing's construction of this event as simply a foreign conspiracy of sorts or simply in an Islamist frame, is the surest way of alienating the Bangladeshi people. It is a way of calling them dupes, with no agency of their own, roughly the same way in which the Right thinks of domestic dissent in India. It is the same mistake that Hasina made by calling her own students *razakars*.

Bangladesh politics has been marked by two difficult tensions. To simplify, its creation as an independent nation did not fully resolve the question of its identity as a religious or a secular nation with a dominant language. Successive rulers, notably Ziaur Rahman, attacked the integrity of a possible secular future by incorporating a more Islamic hue into the constitution and giving

more space to Islamist groups to the point that they are a significant feature of Bangladesh politics.

Sheikh Hasina also accommodated them in part in response to mass mobilisations against atheist bloggers. But ironically, she also used the religious pretext to legitimise various laws clamping down on freedom of expression which could be turned as easily against her secular opponents. So Islamism will remain a strain in Bangladesh politics.

But the construction, in India, that only a pro-India authoritarianism can keep Islamism at bay has got things backwards. In part, Islamism thrives either because it has the patronage of autocrats who use it, or because the secular opposition has been so suppressed that religious mobilisations are the only available expression of discontent. It will likely be the case that as democratic spaces open up, Islamist groups will become more visible for a while. But as with all modernising societies, we have to look at the long game.

There is no guarantee of anything in a democracy, but Bangladesh has some chance, albeit with some conflict, of making it. The character of its civil society is different from Pakistan. Even in Pakistan, religious parties don't do well in electoral politics. Their power is often sustained by the fact that, apart from state patronage, they are, in so many areas, substitutes for the state. Bangladesh has a robustly institutionalised secular civil society organisation, one that has been central to its developmental story. Bangladesh can think of itself as a possible zone of freedom, for a religious benchmarking of national identity will once again take it down the cycle of conflict and repression.

The second tension is the institutionalisation of the party system. The first order of business for an interim government will be to ensure free and fair elections, one in which all parties participate. A boycott by the Awami League, or lower turnouts will once again condemn the party system to slide from democratic upsurge to centralised authoritarianism. The problem has not just been that in Bangladesh winning parties have enjoyed monopoly of power, often targeting opponents, making the commitment to free elections fraught. It has also been

that each of the parties, as we saw recently with Awami League, itself becomes a small cabal, controlled by an opaque inner circle, increasingly unresponsive.

Perhaps with the shadow of Sheikh Hasina and possibly even Khaleda Zia fading, a genuine party system might emerge. But creating a party system more attuned to rotating and sharing power, and more committed to a core set of institutional values, will be crucial. Otherwise, the current tendencies — social movement upsurge, followed by brief democracy, then consolidation of an autocratic party affiliated state — will continue.

It is for this reason that student movements have been so powerful in Bangladesh. They were at the forefront of the language movement in 1952 as well as the independence movement in 1971. Bangladesh is also unique in the degree to which students retain the aura of democratic legitimacy in constantly challenging authoritarianism. In a system that by turn becomes authoritarian, students are the ones who unsettle established claims to authority. The image of the student Abu Sayed standing with open arms and within seconds being shot revealed the character of the Bangladeshi state in this moment like no other image.

India had student movements during the Emergency. There were regional student movements, like in Assam. The last big student-led movement was the agitation for Telangana, but that did not turn violent because the state was responsive. Again, there is no guarantee. But the fact that Bangladesh is a student-led movement holds out the possibility of hope — a sign of a society contentiously trying to carve out its own future.

The recent experience of how popular uprisings turn out across the world is not always encouraging. Apart from other things, Bangladesh will face economic headwinds. But no power, especially India, should short circuit the complex process of modernisation Bangladesh is going through for its own gains. And if Bangladesh can internalise the message of its students — that religious nationalism is the surest road to authoritarianism — the region will have a fighting chance.

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# Missing the mark

*Union Budget 2024-25 could have been more generous in allocating funds to crucial components of the education sector, so as to facilitate comprehensive reforms towards realising the NEP goals*

Let us consider a typical situation where people are gathering to discuss about the future of a country. There will be so many suggestions, so many references, and so many hypotheses. Some will talk about employment, some about infrastructure, and some about holistic development and economic growth. Now, taken separately, each point is important individually, but collectively, there is a common thread: education. There is a famous saying that if one wants to destroy a country, the first thing to be destroyed is education. Such is the importance of education in our lives. It is not just about individual accomplishments; it is about collective social development. In the modern yardstick, equity, diversity, and inclusiveness are three paramount parameters of human development. All these parameters are closely connected to education because only an inclusive education system can thrive on the success of mass development.

The National Education Policy emphasises on bringing more people under the canvas of education. The policy has also recommended skill enhancement and improvement in vocational standards. Therefore, there is no wonder in expecting that the National Budget should address education issues with adequate financial provisions. The Economic Survey 2023-24 revealed a downward trend in the education sector. While expenditure on education in India has increased at a compounded annual growth rate of 9.4 per cent from Financial Year 2018 to Financial Year 2024, student performance has not kept pace, showing significant declines in performance for students above the 3<sup>rd</sup> grade. Education has been one of the worst-hit sectors in the Covid aftermath. Naturally, more systematic categorisation is welcome while disbursing or allocating funds in the education sector. Industry experts call for increased investment in education to help project India as a leading nation in development across all spheres.



The current budgetary allocation for the education sector falls short of NEP's recommendation

Eventually, when the Union Budget was announced, we found an allocation of Rs 1.48 lakh crore for the education sector. The immediate reaction was not negative. Since the government has focused on skill development and framed policies aligned with it, there is a positive takeaway from this allocation. But then, an important question crops up: Is the allocation enough? Another study shows that the current allocation reflects a reduction compared to the revised estimate of 2023-24 and is not conducive to achieving the goals highlighted in the National Education Policy. While the NEP calls for allocating 6 per cent of GDP to education, the current allocation falls considerably short. The Union Budget emphasises the theme of 'Next Generation Reforms', highlighting four key groups: Youth, Women, Farmers, and the Poor. It is crucial to incorporate an analysis of the education budget when deliberating on reforms for the next generation. Education falls under the Concurrent List of the Indian Constitution, indicating that both the Central and respective State Governments share responsibility for creating and implementing education policies. Public education spending is vital for sustaining development. Factors like social stability, workforce productivity, reduction of inequality, and executing the concept of distributive justice hover

around education. However, the budgetary allowances do not prioritise education as required. The government must understand that investing in education fosters a cohesive community with a better sense of social morality and responsibility. Here, one must understand that investment in education does not imply private participation alone; the public-private model holds greater significance. Efforts should be directed towards skill enhancement and vocational excellence, but elementary education also requires special attention. It is unfortunate that the government does not prioritise elementary education. The government should realise that its claim of a rejuvenated India standing tall among nations would remain futile if elementary education slumps downward. The budget for school education shows no significant rise, with an allocation of Rs 73,008.10 crore representing a 6.11 per cent increase, but it is 1.61 per cent in actual terms and a mere 0.8 per cent growth compared to the revised estimate for 2023-24.

In higher education, the allocation is Rs 47,619.77 crore, with a real growth rate of 3.49 per cent. This allocation is almost 16 per cent lower than the revised estimate of Rs 57,244 crore for 2023-24. On the other hand, capital expenditure also showed an absolute decline. Now, an obvi-

ous strain of contradiction has surfaced. On one hand, the government is keen on implementing the NEP nationwide, but on the other hand, the decreased budget allocation undermines the efforts needed for its successful implementation. A further point of concern is the budgetary allocation for Samagra Shiksha. The concept of Samagra Shiksha was coined to integrate many previously existing schemes under one umbrella. The purpose was not only in terms of finance or economics but in spirit and essence as well. Intentions have been loud and clear: to synchronise all into the periphery of education. No one should be left out. One of the deepest dents that Covid made in the education fabric is the spiralling effect of dropouts, particularly from school education. Efforts have been made ever since to bring these students back into the system. That demands special measures, and the budgetary allocation must pay heed to this if the government desires to make education for all, or 'Samagra' in its actual sense.

There are, of course, silver linings as the budgetary allocation for Skill India has increased by almost 54 per cent. This will definitely boost the process of vocational improvement through skill enhancement. A point of consideration still remains: skill enhancement must be linked with elementary education,

or else the goal will never be reached. This merits financial support from the policymakers.

There are some patchy areas that might call for repair. There is a cut of over 50 per cent in the allotment of funds for the University Grants Commission. Dedicated research funding for social sciences has been excluded, presenting a key challenge for domestic institutions of higher education with limited options to explore. However, a new education loan scheme of Rs 10 lakh has been introduced for higher education in the domestic sector. The proposal is laudable, but the disbursement must be exercised with actual targets. The country needs more itemised allocation for research and innovation. When we are looking towards the future in terms of artificial intelligence, we also need to think about value education. The National Education Policy has considered value education with priority, starting from the stage of elementary education. The government must think about creating financial scope for research and implementation of value education, from elementary education to higher education. There is absolutely nothing wrong with creating centres of excellence with special financial approval, but while doing so, the fundamentals of our education system cannot be ignored. If the present budget focuses on job creation, then basic vocational training is paramount. It is high time for us to think of financial literacy as a part of education because this kind of literacy not only deals with basic education but also guarantees employment at the rural level in particular. Overall, the government must remember that education, as a key area of social development, should have higher financial grants. The budget has some commitment to enhancing opportunities for the youth, but it is not so clear about how education will be translated into employment.

*The writer is an educator from Kolkata. Views expressed are personal*

SANDIP BANERJEE

The low budgetary allocation undermines the efforts needed for successful implementation of the National Education Policy

## Vietnam War Protests (United States)

One of the most iconic student protest movements that led to a huge boost in anti-war sentiments. Throughout the 1960s and early 1970s, campuses across America saw teach-ins, sit-ins and shutdowns to protest US involvement in Vietnam War. The students targeted both Johnson and Nixon administrations, companies like Dow Chemicals with ties to the war, and saw thousands burn their drafts. These actions would ultimately turn sentiments against the war, with American troops being withdrawn by 1973.



Getty Images

# FROM CLASSROOMS TO STREETS TO PAGES OF HISTORY

Just like in Bangladesh, student protests have forced regime change or forced policy corrections across countries and over decades. **Rudroneel Ghosh** picks the most consequential protests

**B**angladeshi students spearheaded protests that eventually brought the curtains down on the Sheikh Hasina govt this week. Across the world and in many instances in modern history, students have played a pivotal role in bringing about a change of regime or, even if they fell short of regime change, forcing major policy course corrections. Here's a look at landmark student protests that had a profound impact or left behind a lasting impression. That criterion excludes the May 1968 student protests in France. While dramatic and led by charismatic leaders, it really didn't change much. The French establishment prevailed.

## Jasmine Revolution/ Arab Spring (Tunisia)

As the birthplace of the Arab Spring, protests in late 2010 and early 2011 led to the ouster of strongman Zine El Abidine Ben Ali. Students were a critical part of the protests that broke out after the self-immolation of Mohd Bouazizi. Economic troubles and political repression were key issues. Tunisia is the most successful of the Arab Spring revolutions.

## Euromaidan (Ukraine)

Protests broke out in Kyiv in Nov 2013 when then president Viktor Yanukovich decided not to sign the EU-Ukraine Association Agreement, opting for closer ties with Russia instead. Students were the core of the protests and also the first to mobilise and set up barricades, tents at Kyiv's Independence Square. Their actions led to the eventual ouster of Yanukovich, ushering in a new dispensation.



## Sunflower Movement (Taiwan)

In 2014, Taiwanese students and civil society groups came together to protest the then Taiwanese Kuomintang govt's proposed trade in services agreement with China, which they believed would hurt the Taiwanese economy. The student protesters also occupied Taiwan's Legislative Yuan for the very first time. The protests shelved the trade pact and laid the foundation for change in govt during the 2016 Taiwanese elections.

## Umbrella Movement (Hong Kong)

In 2019, a series of protests broke out in Hong Kong over a proposed extradition bill that would cover extradition to mainland China. Students were at the forefront of the demonstrations, which ultimately forced the Hong Kong administration to suspend the bill. This was seen as an important victory and a crucial stance against creeping Chinese Communist Party political control over the city state.

## Aragalaya Protests (Sri Lanka)

Protests broke out in Sri Lanka in 2022 over the mismanagement of the local economy under President Gotabaya Rajapaksa. University students would play an important role in the demonstrations that would see Gotabaya's exit and the formation of an interim dispensation under President Ranil Wickremesinghe, which steadied the Sri Lankan economy. However, the protesters failed to achieve larger political and constitutional reforms.

## Soweto Uprising (South Africa)

In June 1976, thousands of students marched in protest against unequal education in Apartheid South Africa. Armed police attacked the march, leading to anti-Apartheid protests spreading, drawing international condemnation of the South African regime. Those protests are believed to have played a pivotal role in setting the stage for the eventual end of the Apartheid regime.

## Velvet Revolution (Czech Republic/ former Czechoslovakia)

Just after the fall of the Berlin Wall in 1989, students gathered in Prague to mark the 50th anniversary of a protester's death in an anti-Nazi demonstration. But it soon morphed into a protest against the then communist Czechoslovak govt. Police action against the students only fuelled the movement, spreading it to other cities, and forcing the communist leadership to resign. This made way for a new democratic regime in a peaceful transition of power.

# Cong allegation of no Preamble in textbooks politics of lies: Pradhan

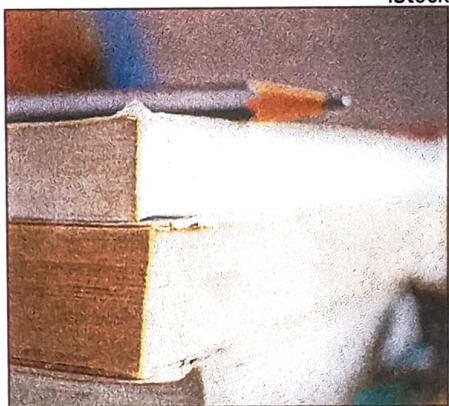
TIMES NEWS NETWORK

**New Delhi:** Union education minister Dharmendra Pradhan refuted the allegation that the Preamble to the Constitution has been removed from NCERT textbooks, calling it baseless. He accused Congress of engaging in the “politics of lies” and claimed that their actions demonstrate a disgusting mentality.

Pradhan asserted that Congress has consistently opposed India’s development and education system, and urged those who criticise Indian education system to seek the truth before spreading misinformation.

NCERT has made changes to its curriculum for current academic year, removing the Preamble to the Constitution from some Class 3 & 6 textbooks across subjects. The Preamble, which previously served as an introduction to core values of the Constitution, has been excluded from textbooks for Hindi, English, Mathematics, and “World Around Us” in Class 3, as well as from new English textbook and Sanskrit textbook in Class 6. However, the Preamble remains in Hindi textbook and science textbook.

Ranjana Arora, head of the department of curriculum studies and development at NCERT, clarified that the al-



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Pradhan accused Congress of violating the basic spirit of the Constitution and urged it to comprehend the statute, constitutional values, and NEP before engaging in petty politics

legation was untrue. She said, “The allegation has no basis. For the first time, under National Education Policy, NCERT has given due importance and respect to various aspects of the Constitution, Preamble, fundamental duties, fundamental rights, national anthem, in textbooks.”

Pradhan argued that Congress’s understanding of the Constitution is exposed by their belief that only the Preamble reflects constitutional values. He accused Congress of repeatedly violating the basic spirit of the Constitution and urged them to comprehend the Constitution, constitutional values, and the National Education Policy before engaging in petty politics involving the nation’s children. TBI

# Alumnus, a 1970 batch MTech, gifts IIT-M ₹228 crore

## Funds To Help Students, Noted Sportspersons

TIMES NEWS NETWORK

**Chennai:** Krishna Chivukula, an alumnus of IIT-Madras and founder of Indo MIM Technology Private Limited, donated Rs 228 crore to his alma mater. This will be used to give fellowships to top BTech students, eminent sportspersons, for-



Krishna Chivukula, founder-CEO of Indo MIM, received an MTech in aerospace engineering from IIT-M

foreign students, faculty members who do high-risk research, and to bring out a magazine, IIT-M said.

The institute on Tuesday named an academic block after Krishna Chivukula, who got an MTech in aerospace engineering from IIT-M in 1970. "This is one of the largest donations ever made to IIT Madras. We will launch Krishna Chivukula fellows programme to reward top BTech students in all branches," V Kamakoti, director of IIT-Madras, told reporters.

Chivukula, who also has an MBA from Harvard Business School (1980), was group president and CEO at the Hoffman Group of Companies in New York before he set up his own firm. He founded two firms in succession — Shiva Technolo-

gies Inc in 1990 in Syracuse, New York, specializing in advanced mass spectroscopy to certify ultra-high purity materials, and Indo MIM in Bengaluru, to produce small metal and ceramic components with complex geometries in high volumes.

Most aircraft carry metals produced by Krishna Chivukula's company, Kamakoti said.

"I am hoping this will ignite a spark and culture of giving to our own country and our own people. I am lighting a bigger fire (donation) to make a difference," Krishna Chivukula told reporters. He said his BTech at IIT-Bombay and MTech at IIT-Madras helped him get into Harvard University and become a successful person.

"We will support sportsmen under the Krishna Chivukula sports fellowship programme. The fund will also be used to support students from developing countries, including African countries and Saarc countries," Kamakoti said.

The money will also be used to convert IIT-M's magazine "Shaastra", which features the latest discoveries and scientific and technological updates, into a monthly to be distributed free to students. "Further, faculty members who do research under 'high-risk and high-reward' programmes will also get support from this fund," Kamakoti said.

"We are a growing institution and we have needs. We would like to see more such donations," Professor Mahesh Panchagnula, dean of alumni and corporate relations, IIT-Madras, said.

In 2022, two philanthropist couples, Susmita and Subroto Bagchi and Radha and NS Parthasarathy, together donated Rs 425 crore to Indian Institute of Science (IISc), Bengaluru, to set up a postgraduate medical school and 800 bed multispeciality hospital on IISc campus.

# Preamble row

Omission from textbooks an affront to Constitution

**T**HE National Council of Educational Research and Training (NCERT) is no stranger to controversy. From time to time, it is in the spotlight for what is perceived to be a pick-and-choose policy when it comes to including, excluding or pruning references to contemporary events — such as the Babri Masjid demolition and the Gujarat riots — and historical personalities such as the Mughal rulers. The latest row — certainly an avoidable one — is about the reported omission of the Preamble to the Constitution from several Class III and Class VI textbooks.

The very thought of making short shrift of the Preamble, whose significance and sanctity cannot be overemphasised, is revolting. Veritably the Constitution in a nutshell, it articulates the solemn resolve of the people to secure to all Indian citizens justice, liberty, equality and fraternity. The Preamble is in no way less important than fundamental duties and rights, the national anthem and the national song. All these elements have an identity and essence of their own and none can take one another's place.

Both the NCERT as well as Union Education Minister Dharmendra Pradhan have claimed that the allegations about the omission are baseless. However, instead of giving an evidence-based explanation, the minister has chosen to tear into the Congress, saying that the Opposition party's 'politics of lies' has laid bare its 'disgusting mentality'. The constitutional values enshrined in the Preamble are not the preserve of any political party. Nor should any party or government delude itself into believing that it can afford to sideline this sacred document. It is a no-brainer that the Preamble must be given pride of place in various textbooks for languages, science and social and environmental studies. Failure to do course correction would be a great disservice not only to our Constitution — which will complete 75 years of adoption by the Constituent Assembly later this year — but also to Indian democracy.

# 'कोचिंग संस्थानों से जुड़े दिशानिर्देशों पर राज्य दिखाएं सख्ती'

जागरण ब्यूरो, नई दिल्ली : दिल्ली के कोचिंग सेंटर में हादसे के बाद केंद्र सरकार ने कोचिंग संस्थानों से जुड़े दिशा-निर्देशों की राज्यों को फिर से याद दिलाई है। केंद्र ने सभी से इन दिशा-निर्देशों का पालन करने व कोचिंग संस्थानों की जांच पड़ताल करने के निर्देश दिए हैं। केंद्र सरकार ने इसी साल जनवरी में कोचिंग संस्थानों को लेकर यह दिशा-निर्देश जारी किया था। दिशा-निर्देश में कोचिंग संस्थानों को 16 साल से

- केंद्र ने जनवरी में कोचिंग संस्थानों को ले जारी किया था दिशानिर्देश
- सुप्रीम कोर्ट के कड़े रुख के मद्देनजर राज्यों को किया सतर्क

कम उम्र के छात्रों को दाखिला न देने का निर्देश दिया गया था। साथ ही कोचिंग में प्रति छात्र कम से कम एक वर्ग मीटर क्षेत्र आवंटित करने को भी कहा है।

कोचिंग संस्थानों के मनमाने

रवैये पर अंकुश लगाने के लिए उठाए गए इस कदम में केंद्र ने कोचिंग के रजिस्ट्रेशन से लेकर फीस, इन्फ्रास्ट्रक्चर आदि को लेकर विस्तृत दिशा-निर्देश दिए थे। इस बीच, दिल्ली में हुए हादसे के बाद कोचिंग संस्थानों को लेकर सुप्रीम कोर्ट के सख्त रुख को देखते हुए केंद्र ने फिर से राज्यों को इसे लेकर सतर्क किया है। शिक्षा मंत्रालय से जुड़े अधिकारियों के अनुसार, नया शैक्षणिक सत्र शुरू होने के साथ ही

देश में हर साल नए-नए कोचिंग संस्थान अस्तित्व में आ जाते हैं। ऐसे में इस समय इन पर नजर रखना बेहद जरूरी है।

गौरतलब है कि कोचिंग संस्थानों से जुड़े इन दिशा-निर्देशों का पालन न करने पर एक लाख तक का जुर्माना या फिर उसका रजिस्ट्रेशन रद्द करने की व्यवस्था भी की गई है। हाल ही में दिल्ली के एक कोचिंग सेंटर में हुए हादसे में तीन छात्रों की बेसमेंट में डूबकर मौत हो गई थी।

# डीएसईयू में स्पाट राउंड के बाद भी नहीं भरी इंजीनियरिंग की सीटें

उदय जगताप • जागरण

नई दिल्ली: दिल्ली कौशल एवं उद्यमिता विश्वविद्यालय (डीएसईयू) में इंजीनियरिंग में प्रवेश की स्थिति चिंताजनक बन गई है। विश्वविद्यालय के 16 परिसरों में चलने वाले इंजीनियरिंग कोर्सों में सीटें नहीं भर पा रही हैं। स्पाट राउंड के बावजूद अभी आधी सीटें भी नहीं भर पाई हैं। विश्वविद्यालय के 14 परिसरों में इस वर्ष ही बेचलर आफ इंजीनियरिंग (बीटेक) की अलग-अलग ब्रांच की शुरुआत की गई है, लेकिन इस वर्ष प्रवेश में अपेक्षाकृत सफलता नहीं मिली। दो परिसरों में 2021 से कोर्स संचालित हैं।

डीएसईयू में ज्वाइंट एडमिशन कमिटी (जेएसी) के जरिये प्रवेश

## दो परिसरों में विश्वविद्यालय की शुरुआत से कोर्स संचालित

डीएसईयू के जीबी पत ओखला एक और दो परिसर में विश्वविद्यालय की स्थापना 2020 में हुई, तभी से बीटेक कोर्स संचालित हैं। पहले यह परिसर इंद्रप्रस्थ विश्वविद्यालय के अधीन थे, 2007 से यहां बीटेक कोर्स संचालित हो रहे हैं। डीएसईयू की स्थापना के बाद से अब यह कोर्स विश्वविद्यालय के अंतर्गत संचालित हो रहे हैं।



होता है। जेएसी में डीएसईयू के अलावा दिल्ली टेक्नलाजिकल यूनिवर्सिटी (डीटीयू), इंदिरा गांधी दिल्ली टेक्निकल यूनिवर्सिटी फार वुमन (आइजीडीटीयूडब्ल्यू), इंद्रप्रस्थ इंस्टिट्यूट आफ इंफार्मेशन टेक्नलाजी (आइआइआईटी-डी), नेताजी सुभाष यूनिवर्सिटी आफ टेक्नलाजी (एनएसयूटी) में एक

साथ प्रवेश लिए जाते हैं। पांचों विश्वविद्यालयों में जेईई मेन के स्कोर के आधार पर 6372 सीटों के लिए दाखिले होते हैं। इनमें करीब 1100 सीटें डीएसईयू की हैं। सभी संस्थानों में 85 प्रतिशत सीटें दिल्ली के छात्रों के लिए आरक्षित होती हैं। पांचों संस्थानों में प्रवेश के लिए एक अगस्त तक पांच राउंड

आयोजित किए गए। तीन राउंड तक डीएसईयू में मात्र 95 सीटें ही भर सकी थीं। इनमें ओखला एक परिसर में कंप्यूटर साइंस में सर्वाधिक 32 सीटें भरी थीं। पूसा परिसर में प्रिंटिंग टेक्नोलाजी और वजीरपुर एक परिसर की टूल इंजीनियरिंग ब्रांच में एक भी प्रवेश नहीं हुआ था। इसके बाद दो राउंड और हुए और स्पाट राउंड भी आयोजित किए गए, लेकिन उसके बावजूद पूरी सीटें नहीं भर पाईं। वर्तमान में आधी सीटें भी नहीं भर पाई हैं। एनएसयूटी और आइआइआईटीडी में डीएसईयू के मुकाबले बीटेक की फीस अधिक है। यहां लगभग सीटें भर चुकी हैं। जेएसी की वेबसाइट पर दी जानकारी में डीएसईयू की फीस एक लाख 91 हजार बताई गई है। जबकि आइआइआईटीडी में चार

लाख से अधिक और एनएसयूटी में दो लाख 40 हजार फीस है। इनके अलावा गुरु गोबिंद सिंह इंद्रप्रस्थ यूनिवर्सिटी से जुड़े प्राइवेट कालेजों में भी सीटें भर गई हैं। डीएसईयू के एक अधिकारी ने कहा, विश्वविद्यालय डिप्लोमा कोर्स के लिए जाना जाता है। सभी परिसरों में इंजीनियरिंग की स्थायी तौर पर शुरुआत इसी वर्ष की गई है। सभी परिसरों में जहां एक विशेष कोर्स के डिप्लोमा में प्लेसमेंट अच्छे थे, वहां बीटेक की शुरुआत की गई है। फिलहाल इसे पायलट प्रोजेक्ट की तर्ज पर शुरू किया गया है। जिन कोर्सों में छात्र प्रवेश में रुचि नहीं दिखाएंगे, उनको बंद करने पर विचार किया जाएगा। उन्होंने कहा कि प्रवेश को बढ़ाने के लिए विश्वविद्यालय कई कदम उठा रहा है।