ASSAM RISING, 19 SEPTEMBER 2024

USTM faculty ranked among World's Top 2% Scientists

Assam Rising, Guwahati, September 18: The region's scientific community is celebrating a remarkable achievement as Dr.Faizuddin Ahmed, Assistant Professor in the Department of Physics at the University of Science and Technology Meghalaya (USTM), has been named among the World's Top 2% Scientists for 2024 by Stanford University, USA. The prestigious list was published on September 16 last. This marks the fifth consecutive year that Dr.Faizuddin Ahmed has secured a place on Stanford University's esteemed list of the world's leading scientists. His pioneering research is primarily centered on Theoretical Physics, with a particular focus on General Relativity and quantum mechanics. The full ranking can be accessed via the following link: https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/. Throughout his career, Dr. Ahmed has made substantial contributions to the field, publishing 165 research papers in distinguished Scopus-indexed journals, including the European Physical Journal C, Journal of Cosmology and Astroparticle Physics, Scientific Reports, Annals of Physics, European Physical Journal Plus, Progress of Theoretical

and Experimental Physics, and more. This global recognition of Dr. Ahmed's work not only showcases his personal dedication but also underscores the quality of scientific research conducted at the University of Science and Technology Meghalaya. His accomplishment serves as an inspiration to aspiring scientists and affirms USTM's commitment to fostering world-class research and innovation, a release stated.

HINDU, 19 SEPTEMBER 2024

Shed the myopia, refocus on the relevance of English

Ra. Shhiva

an advocate in the Madras High Court and the founder of Citizens for Law and Democracy (CLAD), a research-focused non-profit to strengthen science education for children

Sabur Ali M.

the co-founder of CLAD

The aspiration to have their child/children speak in English is a dream that many Indian parents have, recognising its critical role in ensuring better socioeconomic opportunities. Despite this widespread desire, national education policies have consistently neglected English language instruction for over seven decades.

Since India's independence, educational policies such as the National Education Policy (NEP) 2020, influenced by political ideologies, have aimed to restrict the spread of the English language and diminish its significance across various sectors. Yet, the neutral nature of English, recognised by the Constitution of India as a tool of equality, safeguards its position, allowing it to maintain a vital role in the nation. This ongoing conflict between restrictive policies and constitutional safeguards has significantly hindered the ability of the economically deprived masses to achieve proficiency in English, perpetuating a cycle of educational and socio-economic disadvantage. This neglect has disproportionately affected marginalised children in government-run schools, deepening educational inequalities. In contrast, children from affluent families have had the resources to achieve proficiency in English, thus widening the chasm between those who can and cannot speak the language. Alarmingly, the 2011 India Census reveals that 90% of the population does not speak any English, highlighting a stark linguistic divide that underscores the failure of education policies to bridge this gap. Surprisingly, the policy does not mention this issue. Nor does it provide any measures to address it.

The NEP 2020 continues to devalue English, labelling it as foreign and ignoring its crucial role as a connector in the globalised economy. It also lacks a defined strategy to improve access to English for economically disadvantaged groups, thereby worsening the challenge of closing this critical educational gap.

The 'agenda' behind the cover of 'diversity'

The NEP 2020's three-language formula ostensibly promotes linguistic diversity but conceals a deeper agenda aimed at reviving the concept of a Hindi-India, particularly by diminishing the role of English in India. This approach not only is in conflict with the aspirations of millions who view English as a ladder to socio-economic mobility but also stands at odds with the Constitution, which safeguards against the imposition of any single language on the nation.

The Constitution enshrines English and Hindi as official languages, deliberately refraining from appointing a national language, while it also protects regional languages, thereby preserving a critical balance. This framework recognises English as an instrumental language, pivotal to education, health, law, trade, and global communication, ensuring neutrality among diverse ethnic groups, while it positions regional languages as carriers of India's rich cultural heritage. However, the NEP 2020 risks unsettling this balance by potentially overlooking these constitutional safeguards.

This move is misguided and will ultimately fail, squandering valuable time and resources. This will force the nation to revisit the contentious linguistic debates of its past instead of promoting English to a stature that complements the cultural significance of regional languages. Recognising this constitutional discord can guide India away from historical pitfalls toward a more inclusive and pragmatic language policy.

Since the economic liberalisation of 1991, the demand for English has surged, aligning with the global narrative that "the world is flat". This means that proficiency in English is not just desirable but also essential for participating in India's economic growth and seizing international opportunities. Ironically, successive governments have ignored this shift, choosing instead to cling to regional and nationalistic language policies.

The NEP 2020 not only continues to marginalise English but also gives a disproportionate thrust to regional languages, inadvertently fuelling regional identity politics. This approach fails to recognise that there is no inherent conflict between nurturing regional languages and promoting English. The real issue arises from the attempts to position Hindi as the national language, which stymies the spread of English among the masses.

The anti-English stance is not new. Post-independence, there was a significant push to establish Hindi as the lingua franca of India, which led to systematic efforts to diminish the role of English, despite its status as a co-official language. This was underpinned by the belief that Hindi, unlike English, could not be a neutral bridge across India!s diverse cultural landscape.

The government must prioritise the promotion of English not as a competitor to Indian languages but as a vital tool for national and international communication

The thread from the past

This bias can be traced back to the freedom struggle, led predominantly by Hindi-speaking leaders who envisioned a monolingual Hindi-speaking India, post-independence. The partition with Pakistan, which removed Urdu from the equation, only intensified the focus on Hindi. Despite this, the multilingual reality of India and the constitutional provisions for equality and linguistic diversity necessitated the retention of English as an official language alongside Hindi.

The National Policy on Education 1968 introduced a three-language formula supposedly to spread Hindi across non-Hindi-speaking regions, thereby integrating the nation linguistically.

However, this formula faced opposition, particularly from Tamil Nadu, which saw it as an imposition of Hindi while diminishing the role of English. The NEP 2020, despite claiming flexibility in language choice, subtly continues this agenda under the guise of offering choice, thus not addressing the core issue of language imposition.

The practical implementation of this policy shows its flaws. While it allows for the selection of languages, the infrastructure and resources are heavily biased towards Hindi. This not only limits real choice but also undermines the policy's goal of fostering multilingualism. The emphasis on Hindi and Sanskrit, due to cultural and political motivations, neglects English, which remains crucial in the professional, educational, and legal contexts in India.

Be pragmatic

In comparison, countries such as China have recognised the importance of English, mandating its study to align with global economic shifts and the aspirations of its middle class. This is in stark contrast with India's approach, where the lack of a focused English language policy may hinder our global economic engagement and social mobility.

To rectify this, India needs a pragmatic language policy that respects its cultural diversity while addressing the practical needs of its citizens. A two-language formula, comprising a regional language and English, would better serve the aspirations of Indians to be global citizens while preserving their unique cultural identities. Such a policy would enable broader participation in global economic opportunities and ensure that all Indians can engage effectively in the professional, educational, and legal spheres of life.

The government must prioritise the promotion and the development of English not as a competitor to Indian languages but as a vital tool for national and international communication. This approach aligns with the democratic principles of equality and individual rights, ensuring that every citizen can participate fully in the nation's socioeconomic activities without linguistic barriers.

India, as a liberal democracy, must be responsive to the needs and wants of its citizens. It is high time its language policy reflects this, promoting a balanced multilingual framework that genuinely supports the aspirations of all Indians. English is India's solution.

INDIAN EXPRESS, 19 SEPTEMBER 2024

As SC hears a case on UP madrasa law, a profile of these institutions

ASAD REHMAN
NEW DELHI, SEPTEMBER 18

THE NATIONAL Commission for Protection of Child Rights (NCPCR) has told the Supreme Court that education imparted in *madrasas* "is not comprehensive and is therefore against the provisions of Right to Education Act", and that textbooks in these institutions teach about the "supremacy of Islam".

The NCPCR made its submission on September 11 in a clutch of appeals against an Allahabad High Court order of March 22 that had declared the Uttar Pradesh Board of Madarsa Education Act, 2004 "unconstitutional" on the ground that it violated "the principle of secularism" and fundamental rights guaranteed under Article 14 of the Constitution.

A Bench of Justices Vivek Chaudhary and Subhash Vidyarthi directed the state government to "take steps forthwith for accommodating the *madrasa* students in regular schools" recognised under the UP primary and high school and intermediate education boards.

The UP government had submitted "that no doubt the Madrasa Board is providing religious education and instructions to students, but the state has sufficient powers to impart such education under the Constitution and is rightly permitting such education".

On April 5, a Supreme Court Bench led by Chief Justice of India D Y Chandrachud stayed the High Court's order.

Madrasas in history

Madrasa is an Arabic word for an educational institution. In the early centuries of Islam, mosques served also as places of education, but from the 10th century onward, *madrasas* came to acquire a distinct identity as institutions of religious and secular learning in the Islamic world.

The earliest evidence of *madrasas* comes from Khorasan and Transoxania, corresponding to modern eastern and northern Iran, central Asia, and Afghanistan. The bigger *madrasas* also had facilities for housing students, especially those from poor backgrounds.

Largest number in UP

As of 2018-19, there were 24,010 *madrasas* in India, 19,132 of which were recognised *madrasas*, and the remaining 4,878 were unrecognised, then Minister of Minority Affairs Mukhtar Abbas Naqvi told Rajya Sabha on February 3, 2020.

Recognised *madrasas* come under the state boards for *madrasa* education; the unrecognised ones follow the curriculum prescribed by the bigger seminaries such as the Darul Uloom Nadwatul Ulama (Lucknow) and Darul Uloom Deoband.

As many as 60% of the country's *madrasas* were in Uttar Pradesh — 11,621 recognised, and 2,907 unrecognised *madrasas*. The second highest number of *madrasas* were in Rajasthan — 2,464 recognised, and 29 unrecognised *madrasas*, according to statewise data presented by Naqvi.

Several states and Union Territories, including Delhi, Assam, Punjab, Tamil Nadu, and Telangana had no recognised *madrasas*, the data showed.

EXPLAINED EDUCATION

Two broad categories

There are two categories of *madrasas* in India — Madrasa Darse Nizami, which are run as public charities, and are not bound to follow the school education curriculum of the state; and the Madrasa Darse Aliya, which are affiliated to the state's *madrasa* education board (such as the Uttar Pradesh Board of Madrasa Education).

More than 20 states have their own *madrasa* boards. State *madrasa* boards are governed by the state government concerned; teachers and other officials at recognised *madrasas* are appointed by the state government.

Some 1.69 lakh students sat for the UP *madrasa* education board examinations — equivalent to Class 10 and Class 12 — in 2023. UP and some other states also have a separate Sanskrit board.

NCERT, state curricula

Education is similar to school and higher education. *Madrasa* students study to be *Maulvi* (equivalent to Class 10), *Alim* (equivalent to Class 12), *Kamil* (Bachelor's degree), and *Fazil* (Master's).

The medium of education in the charitable Madrasa Darse Nizami is Arabic, Urdu, and Persian. The Madrasa Darse Aliya use either textbooks published by the state textbook corporation or agency, or the curriculum and textbooks of the National Council of Educational Research and Training (NCERT).

Most *madrasa* boards in the country now follow the NCERT curriculum. Mathematics, Science, Hindi, English, and Sociology are compulsory subjects. There is also an optional paper, in which students have the choice of studying Sanskrit or *Deeniyat* (including the Quran and other religious teachings). Hindu religious scriptures and other religious teachings are taught in the Sanskrit optional paper.

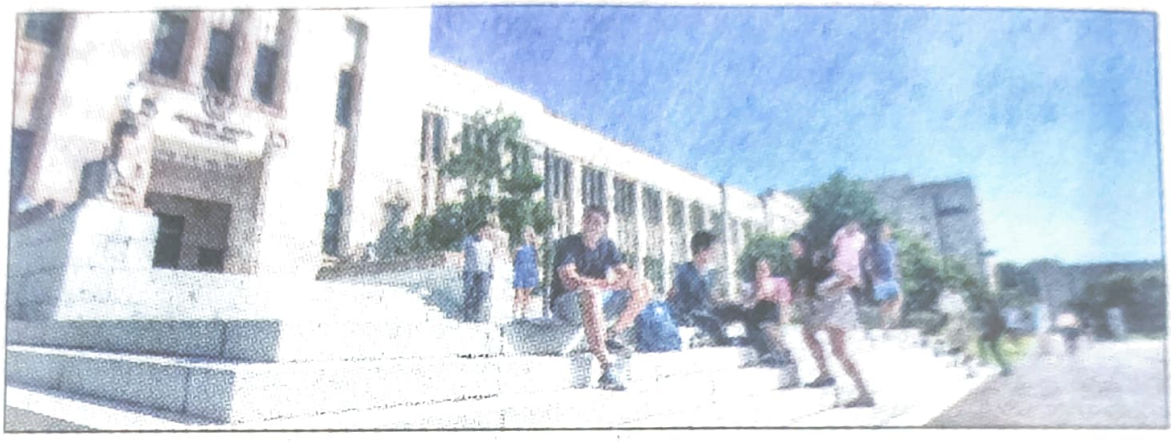
Funded by state govts

The bulk of the funding for *madrasas* comes from the respective state governments. The central government has a Scheme for Providing Education to Madrasas/Minorities (SPEMM), under which financial assistance is provided to *madrasas* and minority institutions across the country.

There are two sub-schemes under SPEMM — a Scheme for Providing Quality Education in Madrasas (SPQEM) and Infrastructure Development of Minority Institutes (IDMI). SPEMM was transferred from the Ministry of Minority Affairs to the Ministry of Education in April 2021.

MILLENNIUM POST, 19 SEPTEMBER 2024

IIT Delhi, University of Queensland launch joint PhD admissions



OUR CORRESPONDENT

The University of Queensland (UQ), Australia, and IIT Delhi have come together to deliver a joint PhD programme through the UQ-IIT Delhi Research Academy (UQIDAR) at IIT Delhi.

The application process for admissions to the joint PhD programme in January 2025 has begun. UQIDAR has invited Expression of Interest (EOI) from exceptional candidates with a background in science, technology, engineering, mathematics, healthcare, humanities, or social sciences. The Expression of Interest for the UQ-IITD Joint PhD programme is open until October 3, 2024.

Under the programme, the students will spend time in both world-class institutions. The students will receive a jointly awarded PhD degree from both universities upon successful completion of the programme. UQIDAR supports its students with generous fellowships, research travel grants, and relocation. The students will have access to both institutions' academic facilities and resources.

STATESMAN, 19 SEPTEMBER 2024

Participation of women in R&D important: Prez

President Droupadi Murmu says that NITs were established to promote quality technical education and research in the country

STATESMAN NEWS SERVICE
NEW DELHI, 18 SEPTEMBER

President Droupadi Murmu Wednesday stated that greater participation of women in the field of R&D is important not only for the social and economic development of the country but also for improving the quality of life of the daughters of the nation.

She was addressing the 18th convocation of Malaviya National Institute of Technology (MNIT) at Jaipur.

The President said that NITs were established to promote quality technical education and research in the country. They are playing a major role in providing skilled and capable human resources. Given the importance of NITs, they have been given the status of 'Institutions of National Importance'.

The President said that half the students in the NITs come from the home state while the other half come from other states based on the India ranking.

Thus, while on the one hand, this system allows local talent to flourish, on the other hand, it also works to strengthen the country's 'spirit of unity in diversity'.

She said that technical institutes like NITs play an important role in making India a research and innovation hub.

She was happy to note that the Innovation and Incubation Centre established in MNIT has organised many start-up programmes so far, which have benefited a large number of participants. About 125 start-ups have been registered in the Incubation Centre of MNIT, which are also creating new employment opportunities.

The President said that in this era of the fourth industrial revolution, along with challenges, new opportunities are also coming. "The role of our technical institutions is very important in taking advantage of these opportunities and making India a leading nation in the field of technology."

She stated that the establishment of the Department of Artificial Intelligence and Data Engineering in MNIT reflects its commitment to adapt itself to the demands of the times.

The President was happy to note that MNIT has secured a position in the top 50 institutes of the country in the 'Engineering category' of NIRF's India Rankings 2024.

She expressed confidence that the faculty, students and staff of MNIT will work harder and bring MNIT into the top 10 institutes of the country.

TIMES OF INDIA, 19 SEPTEMBER 2024

IIT-B and computer science emerge as JEE toppers' picks

72 Of Top 100 Choose Bombay, 23 Opt For Delhi

Hemali.Chhapia
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Mumbai: Newcomers to the elite technological club of the country seem to have made a clear choice: 72 of the top 100 JEE (Advanced) rankers have selected the IIT Bombay campus. Another 23 chose IIT Delhi, and two picked IIT Madras.

The clamour for computer science at IIT-B among the cream of the lot went up a notch to touch a perfect 10 — all the top 10 all-India rankers in JEE are joining the Powai campus. Twenty-four of the first 25 and 47 of the top 50 followed suit and picked the college over other technology schools at the close of admissions for the 2024-28 batch.

Each year, the demand for quality engineering education throws up a disproportionate number of applicants at the computer science department of the Indian Institute of Technology Bombay. A look at the admission forms filled by those who qualified in the JEE (Advanced) 2024 shows that one of two put down computer science at IIT-B as one of their top choices.

Data shared by the Indian Institute of Technology Madras shows that of the top 500, 179 chose IIT-B, followed by 109 choosing IIT Delhi, and 69 picking IIT Madras.

iStock

PERFECT 10: All the top 10 rankers in JEE have selected computer science at IIT-Bombay

Last year, 67 of the top 100 got a seat in IIT-B, though computer science at IIT-B was the first choice of 93 of the top 100 rankers. Classes for freshmen have started at the IITs. "I am proud that IIT Bombay remains the preferred destination for most of the top rankers in the JEE (Advanced) examination," IITB director Prof Shireesh Kedare said.

On each IIT campus, the top 100 students are considered the icing on the creamy layer. About 30 years ago, IIT Kharagpur was the engineering mecca. The oldest IIT of the country, however, did not receive a single student from the top 100 this year.

"While Bombay and Delhi were still building themselves, Kharagpur's students had already occupied top positions in big companies. Students looked at Kharagpur's illustrious alumni and rushed there. Now this has changed," a former JEE chairman said.

Kanpur ruled the charts after that. A decade ago, admission to IIT-Kanpur ensured demi-god treatment.

It is no longer the case. IIT-B alumnus Vishal Misra, vice dean of computing and AI at Columbia Engineering, was recently at the Columbia Global Center Mumbai. Asked why IIT-B is the top choice for many, he said: "It's the best. As an alum, I have to say that it's the best, for multiple reasons. I think being in Mumbai helps a lot too."

Of 17,695 new students, 20% are girls

The old Indian Institutes of Technology in the city, Delhi, Chennai and Kanpur have the best gender ratio among all the IIT campuses. This year, 3,480 girls joined various IITs, with 15 girls getting in through the gender-neutral pool of seats, reports **Hemali Chhapia**.

Of the 17,695 students admitted to the 23 IITs, women make up 19.75%. Last year, of the 17,340 admits given out by the IITs, 3,359 were handed out to girls. This year, 42,947 women candidates registered for JEE (Advanced) 2024. Of them, 7,964 candidates made the cut. The southern zone has a disproportionately large share of women. Their journey begins early. Not only have as many bagged a seat, but the proportion of girls — about 15,000 — who register from the southern zone is almost a third of all women aspirants. This zone comprises Andhra Pradesh, Telangana, Tamil Nadu, Kerala and Puducherry. Close to 2,600 from this zone qualified after the entrance exams to join the IITs.

Six years after the supernumerary women's quota was introduced in the IITs, almost every campus has an average of 19.7% girls. IIT Delhi aims to move towards a 50:50 gender ratio on its campus. "Women are performing well in all fields of STEM at IIT Delhi. As we are moving towards becoming multi-disciplinary and opening more programmes like design, public policy, we are seeing that a good diverse mix adds so much to the richness of the educational experience," IIT Delhi director Rangan Banerjee said. "While there is already an ecosystem to make everyone comfortable, we want to change the mindset towards science and engineering in a way that our campus' gender ratio is reflective of India's population numbers. We are also making efforts to encourage more women in schools to take up STEM subjects... The ultimate goal is that gender becomes a non-issue," he said.

TRIBUNE, 19 SEPTEMBER 2024

40 Class X, XII students to be sent abroad on exposure visits: Minister

TRIBUNE NEWS SERVICE

SHIMLA, SEPTEMBER 18

The Education Department will send meritorious students of Class X and XII on exposure visits to different parts of the country and abroad every year, said Education Minister Rohit Thakur after a meeting here today.

He said that parameters would be framed for sending meritorious students on these exposure visits. "A recommendation has been made to send 20 students each from Class X and XII on tours. Besides, 10 students will be selected from sports, cultural activities, NCC, NSS and Bharat Scouts and Guides for the exposure visits. The government has already started sending teachers abroad on exposure visits to improve their teaching skills," he added.

The minister summoned the records of teachers and officers, who had been on deputation in other states for many years. "Notices will be issued to these teachers and officers and they will be posted back in the state as soon as possible," he said.

Education Minister Rohit Thakur presides over a meeting in Shimla on Tuesday. TRIBUNE PHOTO

In the meeting, suggestions were given regarding the rationalisation of teaching staff and other employees in schools. A proposal for organising annual functions in schools before November 30 and in colleges by February 20 was also discussed. "It was unanimously decided to shift colleges running from rented buildings to the vacant buildings of merged schools," the minister said.

For increasing the strength of students in government schools, the minister directed the officials concerned to study the model adopted by Assam, Chhattisgarh and Gujarat. Further, a presentation was given by the Samagra Shiksha Project on the performance of students of Class III, VI and IX in the National Achievement Survey. Under this survey held recently, 1.61 lakh students participated in an artificial intelligence-based examination conducted in 13,000 schools. "All wings of the Education Department should work in coordination so that corrective measures may be adopted for better results," the minister said.

Research funding needs a clear pathway

The ANRF or the govt should have a blueprint on how private sector funding would be raised

DINESH C SHARMA
SCIENCE COMMENTATOR

START: PM Narendra Modi, accompanied by Education Minister Dharmendra Pradhan, chaired the first meeting of the Governing Board of the Anusandhan National Research Foundation on September 10. PTI

LAST week, Prime Minister Narendra Modi chaired the first meeting of the governing body of the Anusandhan National Research Foundation (ANRF), a new research funding agency. When it was announced by the Central Government in 2019, it was conceived as an umbrella organisation to 'fund, coordinate and promote' research in thrust areas relevant to national priorities as well as fundamental research. Now, the government has described it as "an apex body to provide high-level strategic direction of scientific research" in line with the recommendations of the National Education Policy (NEP).

Coupling the ANRF with the NEP, the governing body decided to pair universities where research is at a nascent stage with top-tier institutions for mentorship. The board directed that ANRF strategies should be aligned with the goals of Viksit Bharat 2047. The foundation will initiate strategic interventions for the global positioning of India in key sectors and launch research programmes in electric mobility, advanced materials, solar cells, smart infrastructure and sustainable agriculture.

Providing state support for scientific research to generate new knowledge and address societal problems has been the fundamental goal of science and technology policies since the adoption of the first Scientific Policy Resolution in 1958. Subsequent policies focused on developing institutional mechanisms and strategies, and aligning research with contemporary realities as well as emerging demands. Some recent examples of this evolving process are the creation of new bodies like the Science and Engineering Research Board (SERB) in 2008 and science universities and institutions like the Indian Institutes of Science Education and Research (IISERs). Besides the SERB, the research funding ecosystem includes diverse agencies like research councils for medical and agriculture research as well as the Department of Biotechnology.

The prevailing national research system faces multiple challenges — bureaucratic delays in the release of funds, a lack of transparency in the award of grants, restrictive procurement rules, taxation issues, problems in international collaboration, etc. The biggest hurdle is dwindling or stagnating levels of funding. Could the SERB and other funding agencies have been reformed before superseding them with an umbrella, centralised body? Is the ANRF a solution to all this? Ideally, a critical evaluation of the SERB in advancing scientific research in India should have preceded the creation of a body that supersedes it. The government has also not clarified how far social science research would be covered under the ANRF when dedicated research councils are functional for social science and historical research. This clarity is needed because the governing body decided to establish Centres of Excellence to support interdisciplinary research in humanities and social sciences and a representative of the Indian Council of Historical Research attended the board meeting.

> The national research system faces multiple challenges, such as bureaucratic delays in the release of funds and a lack of transparency in the award of grants.

The elephant in the room is the level of funding required for scientific research. The government has repeatedly been saying that the ANRF would get funding of Rs 10,000 crore a year with the caveat that 65 per cent of it would come from the private sector. If this is so, the ANRF or the government should have a blueprint on how private sector funding would be raised. The first board meeting had hardly any industry representation and the official version of the meeting makes no mention of any discussion on the ways to make the private sector cough up Rs 6,500 crore every year for funding research in public institutions and universities. All that the Prime Minister had to say on funding was that "the scientific community of the country should have faith that there will be no dearth of resources for their endeavours".

Often, the US National Science Foundation (NSF) is cited as a model for research funding; the ANRF is said to be inspired by it. A former head of the NSF, Subra Suresh, has been made a member of the ANRF governing board. Incidentally, the current head of the NSF, Sethuraman Panchanathan, is also a scientist of Indian origin. While the NSF is an important source of research funding in America, it is not the sole one. Multiple government agencies fund research — the National Institutes of Health (NIH), Defence Advanced Research Projects Agency (DARPA) and now there is the Advanced Research Projects Agency-Energy (ARPA-E). While the NSF focuses on basic research and some applied research, the NIH is dedicated to translational medical research and technologies. Other agencies fund defence and energy-related applied research. It is not a perfect research ecosystem but has adequate levels of transparency, accountability and external review.

Borrowing just the NSF model without attendant checks and balances is not a good idea. Instead, we should strive for a heterogeneous research funding system, building on our strengths. For example, India followed a diverse research council system to promote sector-specific research — agriculture, medical, industrial research etc. This system needs to be revived and nurtured to make it responsive and serve national needs, instead of replacing it with a monolithic, centralised and opaque structure.

We also need to evolve new criteria for measuring research output. For a long time, scientists have followed the dictum of 'publish and perish'. This is so because grants, promotions and awards are linked with the number of research papers published. The same goes for another important matrix — patents. It's no use gathering more patents if they have no economic value. Now there are 'altmetrics' which reflect media coverage and social media buzz around one's research. Publications, citations and patents are important measures, but they give an incomplete picture of the quality and usability of research.

Artificial intelligence, storage technologies, solar energy, advanced materials, etc. are often cited as areas Indian funding agencies and researchers should focus on. The ANRF should cut through such generalities and identify niche areas where India needs to develop research and technological capacity in short, medium and long terms — areas that need a major leap or just incremental improvements, technologies that require substantial and sustained funding, and areas not covered by ongoing academic efforts in research institutes or industrial firms. Such clear mapping of critical areas across sectors is a prerequisite to serving the twin objectives of deploying scientific research for societal needs and attaining technological capability.

DAINIK JAGRAN, 19 SEPTEMBER 2024

12 कालेजों के ऊपर है वित्तीय संकट, एलजी निकालें समाधान : ए के भागी

जागरण संवाददाता, नई दिल्ली: दिल्ली विश्वविद्यालय शिक्षक संघ (डूटा) ने दिल्ली सरकार की शिक्षा विरोधी नीतियों, पूर्ण वित पोषित 12 कालेजों के वित्तीय संकट और वेतन की मांग को लेकर कुलपति कार्यालय से दिल्ली विधानसभा तक विरोध मार्च किया। डूटा ने दिल्ली सरकार से शिक्षकों के पदों के अनुमोदन की मांग करते हुए तत्काल उनपर भर्ती प्रक्रिया आरंभ करने की मांग की। प्रदर्शन कर रहे शिक्षकों ने सरकार से दिसंबर 2023 व जनवरी 2024 में जारी शिक्षा विरोधी पत्रों को वापस लेने की मांग की। दिल्ली विश्वविद्यालय शिक्षक संघ पदाधिकारियों ने डूटा और प्रिंसीपल एसोसिएशन के रिप्रेजेंटेशन पर बनी हाई पावर कमेटी की सिफारिशों को सार्वजनिक करने की मांग भी की। डूटा ने विरोध प्रदर्शन के बाद उपराज्यपाल को 12 कालेजों की समस्याओं को लेकर ज्ञापन देकर समस्या के समाधान की अपील की।

एके भागी

नई दिल्ली-डीयू आर्ट फैक्लटी के आगे अपनी मांगों को लेकर डूटा के बैनर तले मार्च निकालते डीयू शिक्षक ● जागरण

इस अवसर पर डूटा अध्यक्ष प्रो. अजय कुमार भागी ने कहा कि दिल्ली सरकार डीयू से संबद्ध 12 कालेजों को दिसंबर 2023 के पत्र के अनुसार स्व वित पोषित स्वायत डिग्री प्रदान करने वाले कॉलेजों में परिवर्तित करना चाहती है। वहीं शिक्षकों के वेतन का संकट भी है, जिसका समाधान उपराज्यपाल को करना चाहिए। डूटा सचिव अनिल कुमार ने बताया कि डूटा ने दिल्ली सरकार की गरीब और शिक्षा विरोधी नीतियों का विरोध करने का निर्णय लिया है। डूटा द्वारा जारी बयान में कहा गया है कि प्रो. श्रीप्रकाश सिंह की रिपोर्ट डीयू के एकेडमिक और कार्यकारी काउंसिल के संयुक्त सत्र में स्वीकृत की गई, जिसमें 12 कालेजों को लेकर आतिशी के पत्र में वित्तीय अनियमितता को लेकर किए गए झूठे दावों को उजागर किया गया। बता दें कि डूटा ने दो दिन का विरोध कार्यक्रम आयोजित किया है। डूटा आज मुख्यमंत्री आवास पर अपनी कैंडल लाइट मार्च करेगा।

DAINIK JAGRAN, 19 SEPTEMBER 2024

जीएलए ग्रेटर नोएडा में ओरिएंटेशन के साथ शुरू हुआ शैक्षणिक सत्र

जीएलए विश्वविद्यालय ग्रेटर नोएडा कैंपस में आयोजित ओरिएंटेशन कार्यक्रम को संबोधित करते सीईओ नीरज अग्रवाल ● सौ. विश्वविद्यालय प्रबंधन

वि, ग्रेटर नोएडा : जीएलए विश्वविद्यालय ने 27 वर्ष की यात्रा में आमूलचूल परिवर्तन किए हैं। चाहे वह तकनीकी शिक्षा का क्षेत्र हो या फिर रोजगारपरक शिक्षा की बात हो। आज संस्थान की राष्ट्रीय व अंतरराष्ट्रीय स्तर पर पहचान है। यह बात ग्रेटर नोएडा कैंपस में आयोजित ओरिएंटेशन कार्यक्रम में जीएलए विश्वविद्यालय के सीईओ व मोटिवेशनल स्पीकर नीरज अग्रवाल ने कहीं। इस मौके पक जीएलए के कुलाधिपति नारायण दास अग्रवाल, सीएफओ विवेक अग्रवाल, डीन रिसोर्स जनरेशन एंड प्लानिंग प्रो. दिवाकर भारद्वाज, बिड फोर बेस्ट के सीईओ जयंत सिंह, कोफोर्ज आइडीटी के टेक्निकल एनालिस्ट निशांत खुराना, कुलपति प्रो. फाल्गुनी गुप्ता, प्रतिकुलपति प्रो. अनूप कुमार गुप्ता, कुलसचिव अशोक कुमार सिंह, अल्यूमिनाई अमन गुप्ता, प्रोफेसर डा. सुनील कुमार, डा. हिमांशु शर्मा आदि मौजूद रहे।

NAV BHARAT TIMES, 19 SEPTEMBER 2024

DU: स्पॉट राउंड के लिए आज करें अप्लाई

■ विस, नई दिल्ली : दिल्ली यूनिवर्सिटी ने अंडरग्रैजुएट कोर्सों की खाली सीटों को भरने के लिए बुधवार को स्पॉट राउंड की विंडो खोल दी। डीयू ने खाली सीटों की लिस्ट जारी की है, जो स्टूडेंट्स के डैशबोर्ड में नजर आ रही है, इसके हिसाब से वे खाली सीटों पर अप्लाई कर सकेंगे। 19 सितंबर रात 11:59 बजे तक स्टूडेंट्स इनके लिए ऑनलाइन अप्लाई कर सकेंगे। 21 सितंबर को सीटें अलॉट की जाएंगी, जिसके आधार पर 21 से 24 सितंबर तक एडमिशन होंगे। डीयू में अभी करीब दस हजार सीटें खाली हैं मगर स्पॉट राउंड में उन्हीं स्टूडेंट्स को एडमिशन का मौका मिल रहा है, जिन्हें अब तक एडमिशन नहीं मिला है।

आज रात 11:59 बजे तक ऑनलाइन अप्लाई कर सकेंगे