



Delhi govt to bring in law on coaching institutions

AVINASH

PRABHAKAR JHA

New Delhi, July 31

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The government has also issued guidelines for students' safety in state-run and private schools in the aftermath of the coaching centre incident.

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■ L-G forms CS-led panel to address regulation of centres ■ Guidelines issued for state-run, private schools

Govt to bring law to regulate coaching centres

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"We met representatives from various coaching hubs like Old Rajinder Nagar and Nehru Vihar. Students put forth their



Delhi minister Atishi speaks with students protesting in Old Rajinder Nagar area in New Delhi on Wednesday, MCD mayor Shelly Oberoi is also seen. — PRITAM BANDYOPADHYAY

concerns and feedback regarding high fees and lack of infrastructure at coaching centres. They also shared concerns about how exploitation is happening in the form of high rent and high brokerage charges," Ms Atishi said.

She said the students also highlighted the lack of facilities for food and added these grievances will be included in the regulation to be framed by the government.

Lieutenant-governor V.K. Saxena, meanwhile, formed a committee headed by the chief secretary to frame guidelines to regulate coaching centres in the city and redress issues faced by students.

The committee will comprise five to six represen-

tatives of coaching institutes, students, and officials of the departments concerned.

A senior Raj Niwas official said the panel will comprehensively address all issues related to regulation, exorbitant rentals, fire clearances, desilting of drains, and other immediate needs of students.

The committee shall prepare a long-term and a short-term action plan for gradually shifting the coaching institutes to a well-planned area in Narela and Rohini.

The chief secretary will take up the matter of formulation of a regulatory framework in line with the guidelines framed by the government of India.

The L-G also directed

the police commissioner to crack down on property owners charging exorbitant rentals from students.

He also issued orders to create a portal with Aadhaar-based log-in credentials for all coaching institutes and students enrolled there.

Earlier in the day, Ms Atishi said, "The Central government has not brought any legislation to regulate the illegalities in co-aching institutes. The Delhi government will not wait for the Centre. The Delhi government will bring legislation that will regulate all types of coaching institutes in the city.

As a long-term solution, the Coaching Institutes Regulation Act will be introduced."

MCD: It is failure for all of us, should have done better

Students set up 15-member panel as fast enters Day 2

BHASKAR HARI SHARMA
NEW DELHI, JULY 31

As the UPSC aspirants continued their hunger strike for the second consecutive day on Wednesday, the Delhi police removed a few "outsiders" from the protest site in Rajinder Nagar where hundreds have been demonstrating to seek justice following the deaths of three civil services aspirants at Rau's IAS Study Circle.

The students formed a coordination committee comprising 15 members to decide a future course of action and communicate with the authorities concerned.

In a related development, chief secretary Naresh Kumar directed all the departments concerned not to make payments to contractors engaged in the desilting of drains unless a third-party audit of such work is completed.

A delegation of students also met MCD commissioner Ashwani Kumar and highlighted the poor safety measures at several coaching centres in the national capital, posing a

threat to their lives, among other issues. After their meeting with the MCD commissioner, the students said, "We met him and submitted several short-term and long-term demands seeking a written response from him. He has said a press release carrying his response to our demands will be released by Thursday."

"The immediate demands that we raised include compensation for the deceased, fixing responsibility of the coaching institute, and releasing FIR copy and CCTV footage of the incident," they said, adding, "The long-term demands include action against institutes that have hiked fees from ₹2,000-3,000 to ₹5,000-6,000 for libraries set up on higher floors after those operating in the basement were sealed. We also demanded an inspec-

tion of the mess facilities here and other poor living conditions," they said. The protest, which has seen participation from more than 400 civil services aspirants, has been ongoing since Sunday under heavy police deployment. The students are demanding better facilities and are adamant about keeping the issue non-political.

Some students who began a hunger strike to press their demands said, "We will continue our protest till our demands are met."

At the protest site, MCD additional commissioner Tariq Thomas, meanwhile, accepted the civic body's failure and said there are serious structural issues that need to be addressed. The civic official said there can be no excuses for the incident and the agency should have done its duty better. According to a police officer, over a dozen individuals were removed from the protest site as they were identified as "outsiders" and not students of any coaching institute.

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Delhi University UG admissions begin after month-long wait

The Hindu Bureau

NEW DELHI

Delhi University opened its Common Seat Allocation System (CSAS) portal on Wednesday, paving the way for admissions to undergraduate programmes through the Common University Entrance Test (CUET) scores for the third consecutive year.

The results, which were scheduled to be announced on June 30, were declared after a month-long delay on July 28, ending the prolonged wait for students looking to secure a seat in Delhi University.

The university officials said students can now start registering on the CSAS portal. The candidates have to initially apply to the university and later enter preferences for various programmes and colleges.

DU Registrar Vikas Gupta said, "Students have started registering on the portal. From Thursday onwards, they will be able to fill in their preferences as well."

Process to be sped up

A university official said while the admission process takes around a month, they will try to speed it up this year on account of delays caused by the late declaration of the CUET results. Once the registrations are closed,

students will be allocated the best possible option based on their preferences, performance, and availability of seats.

The application fee for

DU's undergraduate programmes for candidates from the unreserved, Other Backward Classes-Non-Creamy Layer, and Economically Weaker Section categories is ₹250 while students from Scheduled Castes, Scheduled Tribes, and Persons with Benchmark Disabilities have to pay ₹100.

'End to anxiety'

With uncertainty over the announcement of CUET results by the National Testing Agency, which has been grappling with paper leak allegations involving NEET-UG, UGC-NET, and CSIR-UGC-NET exams, many students who were looking forward to getting into DU had started applying to private universities.

One such aspirant, a resident of Noida, said, "Because of the delay, I decided to secure a seat at Jai Hind College in Mumbai." After she received a score of 750, which is considered to be competitive, the student is now hopeful of realising her dreams of studying at DU.

Satya Prakash Pandey, the father of a DU aspirant, said his daughter had been anxiously waiting for DU to begin its admission process as she had made up her mind to go to St. Stephen's College and had not applied elsewhere.

Meanwhile, professors have been saying that the delay in the admission process will affect the academic calendar of first-year students and lead to teachers getting overburdened. ✨

The civil services dream: how Delhi maintains a pull on UPSC aspirants

UPSC preparation is often long and difficult. Students prepare and take exams multiple times due to limited seats and high numbers of applicants. Delhi is a popular hub for UPSC preparation because of its prestigious coaching facilities and highly competitive atmosphere

Sanjay Kumar
Sandeep Shastri
Jyoti Mishra

On July 27, three students died in a flooded basement, which was being used as a library by Rau's IAS Study Circle. Due to heavy rains, the basement of the building got filled with water, and many students who were in the library were trapped inside. This incident led to massive protests and strong public outrage. It drew attention to how building rules and safety measures in Delhi's coaching centres are flouted and ignored. Delhi, being a hub for UPSC coaching institutes, attracts and motivates many aspirants to prepare for the civil services. A study conducted by Lokniti-CSDS among 1,003 UPSC aspirants in Delhi just a week before this mishap indicates that the city's renowned coaching institutes and its competitive environment attracts students from all over the country to fulfil their dreams in the bustling capital. We summarise the reasons for the pull Delhi holds and the sometimes dreamy but often gory implications.

Why Delhi?

Delhi has a well-established reputation as being the hub for UPSC coaching, and this was the main attraction for close to six of every 10 (58%) surveyed students who came to Delhi for coaching. This is not merely a perception – some of the most prestigious coaching institutes are based in Delhi. These include Chanakya IAS Academy, Rau's IAS Study Circle, and Vajiram and Ravi, to name a few. With their reputation and acclaimed facilities, such as a well-trained and experienced faculty, enriched study materials, and a systematic approach to preparing students, these institutes instil confidence in the students to succeed.

Additionally, the competitive atmosphere in Delhi gives students the right ambience to prepare for the examinations with all seriousness. It is motivating to be surrounded by thousands of like-minded, ambitious, and focused people who share similar goals and aspirations. In the study, one seventh (14%) of the students stated that they came to Delhi because they wanted to be in the city's competitive environment for UPSC preparation. However, one in every 10 (11%) came to Delhi for preparation on the recommendation of friends, family, or teachers. Only a few based their choice on the coaching centres (Table 1).

Delhi coaching centres attract students not only from Delhi but also from other States like Uttar Pradesh (24%), Bihar (12%), Haryana (7%), and Rajasthan (7%). States like Madhya Pradesh (6%) and Maharashtra (4%) too account for a small but significant chunk of students (Table 2). Examining the residential backgrounds of these candidates, it was discovered that, in addition to the students from cities (50%), there are also students from small towns (25%) and villages (25%) who come to Delhi to prepare for UPSC. This indicates that civil services and the idea of training in Delhi are widely popular throughout various geographical areas.

Away from home

One of the significant challenges for these

Built on hope and dreams

While aspirants' commitment and persistence are more than evident, they also need strong support networks and safer surroundings to guarantee their well-being

Table 1: Reasons for taking coaching classes in Delhi

	%
Reputation of Delhi's coaching institutes	58
To get exposure to the competitive environment	14
Friends, teachers or family recommended it to me	11
I reviewed the success rates	4
Other reasons	13

Question asked: What was the main reason you started taking coaching classes in Delhi?

Table 2: The geographical pool of UPSC aspirants in Delhi

	%
Uttar Pradesh	24
Bihar	12
Haryana	7
Rajasthan	7
Madhya Pradesh	6
Maharashtra	4
Other States	16
From Delhi	24

Question asked: Which State are you from?

Table 3: The current living arrangements of UPSC aspirants in Delhi

	%
Living with family	33
Living with friends	22
Living alone	45

Question asked: With whom do you live with in your current place of residence in Delhi?

aspirants is living away from their families. While one in three surveyed aspirants stay with family (parents or siblings), nearly two in five (22%) live with their friends.

A large proportion of aspirants, close to a half (45%), live alone (Table 3). This physical isolation often leads to homesickness, with varying degrees of frequency. Three in five (60%) aspirants coming from other States, feel homesick often or sometimes, compared to one in five who never feel homesick. To cope with this, students frequently meet their parents. While one in 10 (12%) meet their parents once a month, others do so less frequently. Three in 10 stated that they meet their parents quarterly, and nearly a similar proportion (27%) meet their parents only twice a year. A notable portion (9%) had not met their parents since coming to Delhi (Table 4).

Living alone in an unknown city without the immediate support of family can increase feelings of stress and anxiety. However, the demanding nature of UPSC preparation makes it necessary to give more time to study than to recreational or leisure activities.

Staunch dedication

A UPSC aspirant's journey is often long and difficult. Students prepare and take

Table 4: The frequency with which aspirants meet their parents

Frequency of meeting parents	%
Once a month	12
Once every 3 months	30
Once every 6 months	27
Once a year	15
I haven't met them since I came to Delhi	9

Note: Those who live with their parents are set as missing. Rest either did not respond or gave other responses.

Question asked: How often do you meet your parents in a year?

Table 5: Attempts and success rate

Numbers of attempts	%
First attempt	58
Second attempt	20
Third attempt	12
More than three attempts	10
Success rate at different stages of exam	
Cleared prelims	11
Cleared mains	2
Cleared Interview	<1

Question asked: How many times have you appeared for the civil service exam?

Method Note: The findings presented here are from a recent study conducted by Lokniti-CSDS with a sample size of 1,003 students preparing for UPSC in Delhi. The survey was carried out at three locations—Old Rajendra Nagar, Mukherjee Nagar, and Karol Bagh—between the second and third weeks of July 2024. The research team included Rishikesh, Deepa T, Tarini Sharma, Yashodhara Ranjana, Ganesh R, Kulkarni, Shuchita Singh, Vrinda Deshmukh, Kalra, Naman Jaju, Samyak, Divyansh, and Vithi. The survey was conducted face-to-face using a structured questionnaire, with each interview lasting 15-20 minutes. A similar study conducted in Kota had its findings published in *The Hindu* in a three-part series on November 6, 9, and 11, 2023.

exams multiple times due to limited seats and high numbers of applicants. For nearly three in five (58%) aspirants from the study, it is their first attempt, while one in five (20%) students are trying for the second time. The success rates are daunting, with a small percentage clearing the prelims, even fewer the mains, and a minuscule number, the interview (Table 5).

The motivations for opting for civil services are varied among aspirants. Serving the nation is the primary motivation for many aspirants, as stated by 26% of the students. Career stability and security are also important motivations for pursuing civil services, with 17% of the surveyed aspirants motivated by this factor. Other factors, such as personal interest (15%) and the prestige and respect (14%) associated with these jobs, have also motivated the youth towards civil services. Notably, one in 10 (10%) wanted to carry forward their family tradition as their family members were employed in government jobs. Although a good salary is typically the primary motivation for getting any kind of job, only 7% say they want to get into administrative services due to the good salary (Table 6).

Cracking the UPSC exam is seen as a milestone in an aspirant's life as it confers

respect in society and improves their standard of living. Past studies by the CSDS- Lokniti have also indicated the strong preference for government jobs (Youth Studies 2016, 2022, 2023). The pursuit of civil services is also significantly influenced by factors such as career stability and security. In India, government employment is renowned for its retirement benefits, attractive perks, and job security. A reliable job is greatly desired in a nation where unemployment and economic instability are pervasive.

Delhi is a popular hub for UPSC preparation because of its prestigious coaching facilities and highly competitive atmosphere. The youth put in a lot of effort to pass the UPSC exam despite the challenges of living away from home and the psychological costs of homesickness. However, the recent incident at Rau's IAS Study Circle highlights how crucial it is to address infrastructure requirements and safety regulations in coaching centres. It emphasises the need for stronger support networks and safer surroundings to guarantee their well-being.

Sanjay Kumar is professor and co-director Lokniti-CSDS, Sandeep Shastri is Director-Academics, NITTE Education Trust and the national coordinator of the Lokniti Network and Jyoti Mishra is researcher at Lokniti-CSDS.



PTI

The ecosystem that feeds on aspiration

What started in the 1990s as a few coaching institutes kicked off a trend that led to dawn of a profit-hungry industrial complex feeding on dreams of millions

Paras Singh

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NEW DELHI: A rickety staircase leads down to a cramped room within the basement of a four-storey building in South Delhi's Kalu Sarai. Nearly a dozen students are attending a class in a room with no windows, preparing for their IIT-JEE exams. The houses in this lane are so cramped that even sunlight barely makes it through the narrow gaps between the buildings. Low-hanging electricity wires hover barely a few inches above the heads of pedestrians packed into the lanes.

This is one of the 40 estimated coaching centres located in Kalu Sarai, the epicentre for coaching centres that draw IIT aspirants by the thousands.

The first coaching centres in Kalu Sarai were set up in the early 1990s. The first growth phase came in early 2000s with the start of centralised exams, leading to the creation of a parallel education system that offered a fast-track to prosperity for million by clearing competitive professional exams. Since then, they have grown rapidly, creating an ecosystem that feeds and feeds off anyone who is part of India's unforgiving universe of competitive exams. There are hundreds of buildings offering paying guest (better known as PG) accommodation, book shops, home-cooked meals, and restaurants that offer tiffin services.

The 14th century village may have been among the first areas in Delhi to emerge a coaching hub, but the model has since been replicated across several others, with one constant. Regulations on infrastructure, fees, and protecting the rights of students are either non-existent or ambiguous.

Coaching centres themselves are allowed under Delhi's Master Plan, but the Municipal Corporation of Delhi (MCD) does not issue any trade licence for them, according to a senior MCD official (and simply because they do not need one). "The entire industry remains largely unregulated," said the official,

who did not wish to be named.

The only rules they are required to follow are all related to buildings, not trade. They include payment of conversion charges, parking charges, conformation to building byelaws, development control norms and approvals from statutory bodies like fire services.

An expansion, but without any clear norms

Last year, a massive blaze at a coaching centre in Mukherjee Nagar created widespread outrage when videos of students rappelling down from the windows in an effort to save their lives were published, prompting the Delhi high court to take suo motu cognisance of the matter. In a status report filed in this matter, Delhi Police had informed the high court in July 2023 that of the 583 coaching institutes running in Delhi, only 67 possessed no-objection certificates (NOC) from the Delhi Fire Services.

But even that number is far from accurate.

Industry insiders put the number of such coaching centres at least 4,000-5,000 in the city. And even this number is likely to be an underestimate as it does not include smaller tuition centres and people running coaching classes in their homes. The floating population of students that patronise these centres and tutors is estimated at anything between 500,000 and a million.

For context, India's unofficial coaching capital - Kota - caters to around 150,000 students.

Keshav Aggarwal, president, Educators' Society, an association representing coaching centres, said: "The real growth came after 2007 when MPD (master plan Delhi) 2021 came out and coaching centres were permitted under mixed land use provisions". He admitted that the rules and infrastructure requirements for these remained unclear, leading to "unplanned growth."

A person who runs a coaching centre, said on condition of anonymity that all that MCD requires is a ₹500 registration fee and parking and conversion charges.

"The industry largely remains unregulated with no clear set of rules. Every government department tries to pass on the responsibility. MCD is willing to take lakhs of rupees in conversion charges, but does not provide any conclusive proof of legitimacy," this person added.

Under Clause 15.7.3 of the Master Plan



People walk past boards of coaching centres in Laxmi Nagar.

PH:FILE

of Delhi 2021, coaching centres and tuition centres are permissible up to two-thirds of the maximum permissible floor-area ratio (FAR) of the plot size, up to a maximum of 500 sqm built up area. MCD officials said that tuition centres for school children are permitted in the ground floor of group housing societies up to a maximum floor area of 100 sqm or 50% of the floor area of the flat.

The latest push in expansion of coach-

ing in the city came after the Covid-19 pandemic. During the pandemic, there was massive demand for digital coaching centres — leading to the emergence of celebrity tutors, a phenomenon fuelled by social media platforms.

After the pandemic, many of these people sought to leverage their celebrity, setting up coaching centres on their terraces, or basements. In the aftermath of

the July 28 tragedy, MCD has so far sealed 28 basements where coaching centres were being run. One such sealed basement was being used by Drishti IAS, a popular UPSC exam coaching institute, MCD has said in an official statement. Vikas Divyakirti, who runs Drishti IAS institute, said in a statement that the problem related to coaching institutes is not as simple as it appears. "It has many aspects which are due to the ambiguity and contradiction of laws. There is inconsistency in the rules of DDA, MCD and Delhi Fire Department. Similarly, there is a lot of contradiction in the provisions of 'Master Plan of Delhi 2021', 'National Building Code', 'Delhi Fire Service Rules' and 'Unified Building Bye Laws'. Except 'Master Plan of Delhi 2021', no document has clear provisions for coaching institutes. We are hopeful that when the committee appointed by the Union home ministry submits its report in a month, most of the above-mentioned points will be resolved," Divyakirti added.

His reference is to the committee set up by the Union home ministry on July 29 to investigate the Old Rajendra Nagar case. In addition, on Wednesday, the Delhi government said it would come up with a law for coaching centres. Divyakirti said that one solution is for the government to identify a handful of areas in Delhi and designate them specifically for coaching institutes.

Aggarwal said that certain clauses such as fire safety NOC end up being tricky to implement for coaching centres as they only operate on a few floors, or parts of a building and often don't own the structure outright. "For structural changes to items like staircases, one needs to have complete ownership of a building."

He added that the smaller tuition centres meant for students in residential localities need to be separately defined with number of students and space requirements. "The larger centres with hundreds of students may need separate regulations. It should be clearly defined on how these units can be run, space, area," he added.

Unending profit, and unending demand

MCD commissioner Ashwani Kumar on Tuesday said that there is a huge demand for coaching and that many students from other regions come to Delhi to study in these centres.

"We should also identify space for people to open coaching centres legally and formally where all services are provided. It is a requirement of the city so that illegality can be prevented."

AK Jain, former commissioner (plan-

ning), Delhi Development Authority (DDA), who worked on the MPD-2021 said that the mushrooming of such dangerous units has been spurred by high profit margins and lack of any enforcement.

"MPD 2021 tried to regulate this activity. Coaching centres were not allowed even on mixed land use streets till 2006. The first time such units were permitted was in February 2007, but with very specific conditions like 18m wide road, approved building plans, a minimum 200sqm plot payment of conversions charges among others," he added.

But regulations and the law can go only that far in an ecosystem where supply far exceeds demand, forcing students to seek out any advantage they can access and which is within their means to do well in exams that often offer them (and their families) an opportunity to change their fortunes.

Sumit Saurabh, a 29-year-old who moved to Delhi from Kaimur in Bihar in 2023, said that the students who attend these classes are generally left with no option but to stay in the area and around to be able to cut transportation cost, adding that a major chunk of their expenses are consumed by the exorbitant fees charged by the coaching institutes.

"Most of us spend years here, and our parents fund our education. If we spend on transportation, where will we go? That's the reason we compromise on our living conditions," he said, adding that they have no option but to sit in whatever classes they get allotted.

Another aspirant Abhishek (single name), 29, said that he eats outside every day because the food offered by his PG owners is "inedible" and pays ₹18,000 for a bed and a small study table in Old Rajendra Nagar.

"This is how everyone who comes here lives. With lack of options. The incident is extremely unfortunate but we hope that the students' deaths remind the authorities that they need to act," he said.

Students also recalled incidents where they were packed heavily inside classrooms at these institutes.

Satyam Pandey, 26, who had come from Kannauj in Uttar Pradesh to Delhi in 2020, narrated how he attended classes in a reputed institute with more than 1,000 students in a class.

"The teachers for whom we come here don't even know who we are. There are between 500 and 1,000 students in a class. It's just that they know the subjects so well that we feel it'll help us. And another aspect is that not only libraries are running in the basement, even classes are taken there," he said.

Atishi: Will bring in law to regulate coaching centres

Alok KN Mishra

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NEW DELHI: The Delhi government will pass a law to regulate coaching centres in the Capital, specifying requirements such as mandatory infrastructure, qualifications of the teachers, and fees, education minister Atishi announced on Wednesday, four days after the death of three students in the basement of a coaching institute after they drowned when it was flooded because of a local downpour.

"Coaching industry is spread across country, but no central law has been made yet to regulate them...Delhi government will not wait for central government to make law, Delhi government will bring a law to regulate coaching centres on the line of laws which regulate private schools, private hospitals and nursing homes. The Delhi government will bring Coaching Institutes Regulation Act to regulate all coaching centres running in Delhi for any exams. It will be part of a long term solution," Atishi said at a press conference at Delhi secretariat.

To be sure, education is on the concurrent list of the constitution, which means both the Centre and the states can make laws on it.

"The law will set the guidelines related to minimum infrastructure requirement. The qualifications of the teachers will be specified. The coaching fees will also be regulated. They will be stopped from issuing misleading advertisements. The process to regulate coaching centres will not be a one time process, but regular inspections will be done," the minister added.

In the recent incident of the drowning deaths, it emerged that Rau's IAS Circle, which ran the centre, was using a basement meant for storage and parking as a library.

"The Delhi government is likely to form a committee to draft the bill which will ultimately go into the making of the law. The committee will include officials from the Delhi government, the Municipal Corporation of Delhi, and the fire department, and students. The higher education department of the Delhi government will draft the bill.

The minister ruled out consultation with the owners of the coaching centres at this time and



The road in front of Rau's IAS Study Circle was again completely flooded on Wednesday.

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Key issues to be addressed

DETAILED LAWS REQUIRED TO COMBAT PROBLEM

- A law that details parking norms for coaching centres
 - Institutes should only operate in commercial areas
 - Empower the stakeholders like market associations, RWAs
- **ATUL GOYAL**, chief of URJA, an umbrella body of RWAs

A STATUTORY BODY TO MAINTAIN RECORDS OF CENTRES

- Set up a body that will register coaching centres
 - Standardisation of syllabus, teachers, fees
 - Divide role of civic bodies, fix responsibility to establish clear accountability
- **PS UTTARWAR**, retired additional commissioner of DDA

REGISTER INSTITUTES, CLARIFY CATEGORIES

- Clarify categories of coaching centres
 - Civic authorities should monitor structural requirements
 - Zones should be created where big institutes can operate
- **KESHAV AGGARWAL**, president of coaching centres body

REGULATION OF RENT, BROKERAGE

- There is a nexus of brokers, PG accommodation owners who exploit students. We need rules and regulations for this
 - Check on civic issues like flooding, naked wires
 - A nodal officer/helpline to address issues of the students — like harassment by PG owners; libraries and institutes taking more students than they should
- **AVLOKIT MISHRA**, 30, UPSC aspirant

said legal action should be taken against those who have violated laws. "It is time to take legal action against the owners of these coaching institutes and MCD is also taking action. Their basements are being sealed. I am appealing to the people responsible for law and order in Delhi to take criminal action against the owners of these coaching centres," said Atishi.

Law and order in the UT of Delhi comes under the Union government, through the lieutenant governor.

Although not talked about as a coaching hub in the same context as Kota and Sikar, Delhi, is, in fact, bigger, with tens of thousands of students from different parts of the country coming to the Capital every year to prepare for UPSC, banking, and CA

exams among others. Neighbourhoods such as Rajendra Nagar, where the drowning incident happened, Mukherjee Nagar, Preet Vihar, and Laxmi Nagar have emerged hubs for the coaching business.

The minister released an email ID (coaching.law.feedback@gmail.com) and urged people to share feedback which can be considered in the drafting of the bill. Atishi, her fellow ministers Saurabh Bharadwaj and Gopal Rai, mayor Shelly Oberoi, and Delhi government officers met with a group of UPSC aspirants in Delhi secretariat on Wednesday afternoon.

"...today we listened to the problems of the students and took their feedback... Students have put forward many issues before us such as those related

to infrastructure and fees... We have assured the students that a solution will definitely be found," Atishi said after the meeting.

Since Saturday's drowning, MCD sealed basements of 30 coaching institutes and issued notices to 200 for violations, said Oberoi.

Delhi BJP president Virendra Sachdeva asked why the AAP government did not bother to come up with such a law over the past 10 years. "Even after four days of the Rajendra Nagar incident, not a single minister of the AAP government has dared to go there. Those who are talking about bringing the Coaching Act today should know that this should have been done 10 years ago." The BJP leader claimed that AAP leaders were just trying to avoid taking responsibility for the incident.

Hope and heartbreak

There can be so much darkness in a race where there is not much space on the podium. What is it exactly that is pushing UPSC aspirants through uncertain loops of study-revise-restart?



DEVYANI ONIAL

IN A COACHING class in Old Rajinder Nagar in the OTT series *Aspirants*, a teacher, once an IAS aspirant himself, sums up two ways of changing the country. One is from the bottom — as a labourer, a farmer, through activism. The other, he says, is from the top, by becoming an IAS, IPS or IRS officer.

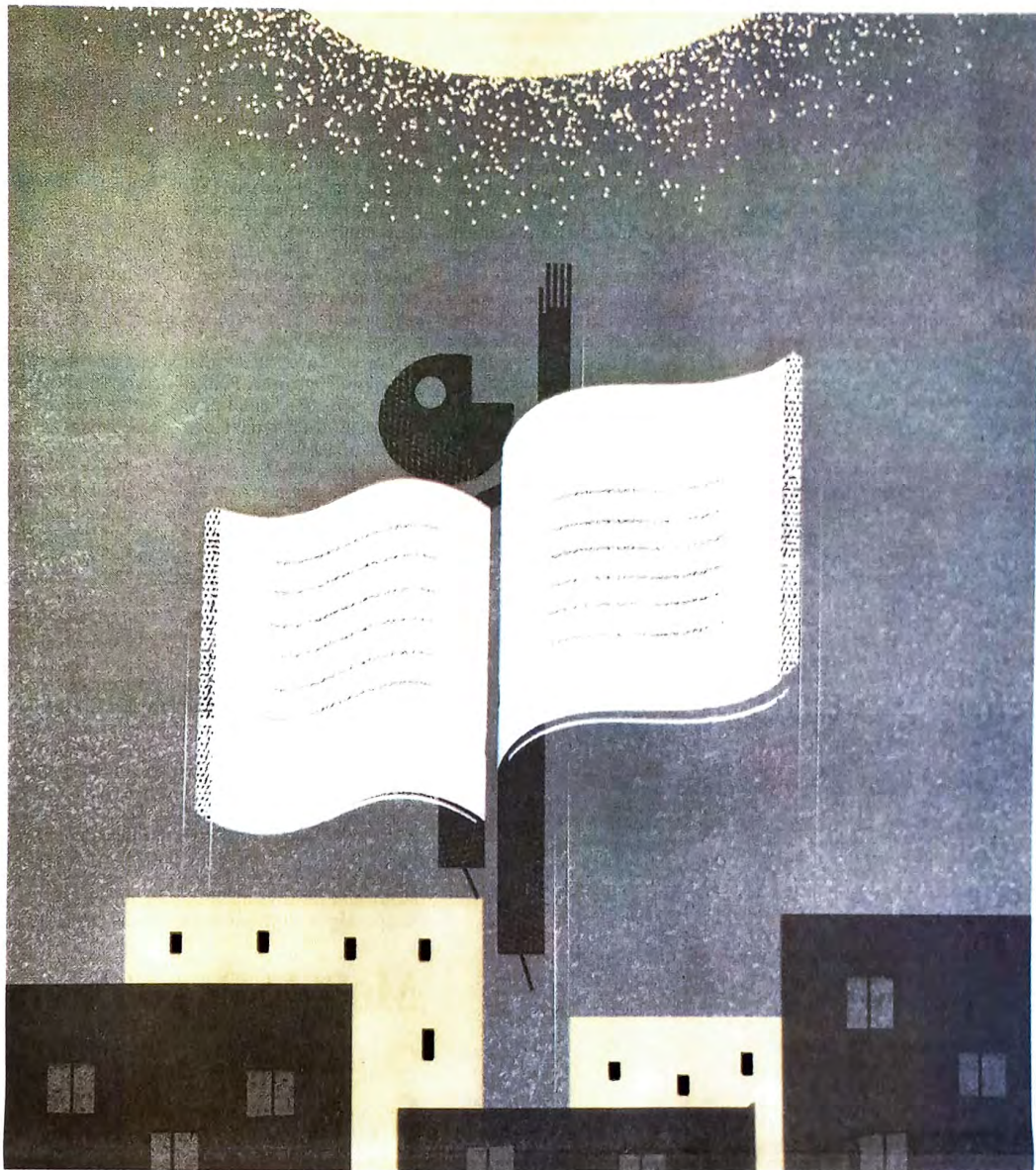
There are no prizes for guessing which way most people would want to take to change the country — and their circumstances. So Abhilash Sharma from *Aspirants*, a series which started streaming on Prime Video in 2021 and got a second season last October, and Manoj Kumar Sharma from the film *12th Fail* (2023), a “Hindi medium type” from the badlands of Chambal who makes Delhi’s other coaching hub, Mukherjee Nagar, his home, give it their all to succeed at the civil services examination. The two entertainers chronicle the grit and determination of such aspirants, putting the lens on this obsessive world of studies and revisions, coaching classes, and the quest to crack competitive exams.

The UPSC (Union Public Service Commission), as it came to be known after India adopted its Constitution in 1950, conducts examinations for recruitment of officers to the All India Services and the Central Civil Services. A legacy of the British Raj, the prestige and the sheen of the civil services, the competitive examinations for which started in 1855 and were earlier held only in London, has remained intact over the centuries. If anything, the on-screen depiction has only burnished the civil services’ halo.

At present, over one million candidates compete for just around a thousand seats in the civil services, ensuring more heartbreaks than high fives. Through the cinematic journey of these aspirants, we see what being a bureaucrat means to a large section of India that wants to claw its way out of a system so arranged against it that it wants to become a part of it. In *12th Fail*, Manoj’s character, inspired by a real life police officer and played by actor Vikrant Massey, who won several accolades for it, has had a rough ride. His father has been suspended for hitting a corrupt officer, his brother has had a run-in with the henchman of an MLA and been framed, and the only person who has shown integrity and stood up to rogue authority is a police officer. An officer who had stopped cheating in Manoj’s school, inspiring him to join the police force. So, for Manoj, the uniform is vested with the power to undo past injustices and act for future good.

Meanwhile, in *Aspirants*, as the camera pans over the congested streets of Old Rajinder Nagar in Delhi, you know you are in the “Mecca of UPSC”. The coaching institutes, around which spin the world of civil service aspirants, the book-lined shops, the conversations over prelims, mains, number of attempts, and the advice that comes free with the chai, capture an ecosystem that swings madly between hope and disappointment.

The vibe is right and the screen stories, helped by nuanced acting, manage to chronicle the struggles, friendships, triumphs and



CR Sasikumar

failures of the students, but what they don’t really convey is the crushing weight of expectations and what pressure can do to these aspirants. Apart from the professed aim of “I want to change the country”, what is it exactly that is pushing these aspirants through uncertain loops of study-revise-restart? Home is a place that comes up occasionally, but is it the source of the pressure students take upon themselves? And what happens when all the chances are exhausted and, as one character says, you look back and six years of your life have just vanished?

Then there are issues such as dangerous infrastructure, high fees and quality of services offered by coaching centres, all of which have come to light after the tragic death of three civil services aspirants who drowned in an illegal basement in Old Rajinder Nagar on July 27, that never take centre stage.

The genial teacher, that one “bhaiyya” who is on his last exam attempt but is always ready to help others, blunt the toxic environment, both physical and mental, that students often endure. The darkness that accompanies

a system where the winner takes all doesn’t ever pierce the nostalgia-cloaked world of classes, friendships and crammed PG digs.

And there can be so much darkness in a race where there is not much space on the podium. As a character in *12th Fail* tells another, “Of the two lakh Hindi medium aspirants, only 25 to 30 become IAS or IPS. For the rest, it’s back to zero and then re-start.”

Back in Old Rajinder Nagar, the once-aspirant, now-teacher, tells his class, “Here you will see countless stories of hopes and disappointments. Some stories started and ended here. But some stories made history.”

It is perhaps in the nature of motivational stories and films that we forget the characters whose dreams fell by the side and remember — and are inspired by — the ones who made history. The aspirant who got through in the last attempt, the one who made it despite all odds. For the rest who didn’t make it, there is always the restart button. But for Old Rajinder Nagar, their story started and ended here.

Apart from the professed aim of ‘I want to change the country’, what is it exactly that is pushing these aspirants through uncertain loops of study-revise-restart? Home is a place that comes up occasionally but is it the source of the pressure students take upon themselves? And what happens when all the chances are exhausted?

What 'equivalence' among school boards means

ABHINAYA HARIGOVIND

NEW DELHI, JULY 31

PARAKH — a standard-setting body under the NCERT for student assessment, and the evaluation of all school boards in India — has submitted an 'equivalence' report to the Ministry of Education. The report gives recommendations on how academic standards across all school boards can be made analogous.

What does equivalence across school boards mean?

Currently, there are 69 school boards in India, including state boards, CBSE, ICSE, the National Institute of Open Schooling (NIOS), open school boards, and madrasa boards, among others. These boards are different from one another in terms of curricula, examinations, structure, functioning, etc. As a result, some of them are seen as "better" than others, according to a government official.

The 'equivalence' report makes suggestions which will help change that. It sets standards for the boards across five categories: administration, curriculum, assessment, inclusiveness, and infrastructure.

The official said equivalence of boards would ensure that "every learner who enrolls in a school affiliated in any board... [would] get certain standardised, benchmarked facilities for performance."

What are the report's recommendations?

■ The report suggests that a student's performance in classes 9, 10, and 11 should be counted towards their final marks for class 12. The class 12 report card should be envisaged as a "cumulative" one, and a weight of 15% for Class 9, 20% for Class 10, 25% for Class 11, and 40% for Class 12 should go into the final class 12 results.

■ Assessments should be in terms of cred-

its in each grade. A student can earn a certain number of credits for each subject, for pursuing online courses, and for activities that are part of the holistic progress card. This will include the student's evaluation of themselves, and the teacher's assessment of the student.

■ The report suggests that boards develop a cadre of "professional paper setters" — teachers who will be trained to prepare question papers to ensure standardisation in the assessments in classes 9, 10, 11, and 12.

■ For standardisation of question papers, the report recommends that for classes 9 and 11, boards create a question bank for all subjects offered, and a blueprint for developing question papers. Question paper blueprints have also been suggested for classes 10 and 12.

■ The report says that the guidelines for school affiliation specified by the boards be finalised according to its recommendations. It suggests that the boards should conduct

periodic reviews of affiliated schools, and affiliations should be granted for a maximum of three years only.

■ The boards should incorporate digital literacy in affiliated schools, including training in coding and cybersecurity, and adhere to the National Curriculum Framework for School Education.

How was the report prepared?

A total of 32 boards, excluding the Sanskrit boards, madrasa boards, and technical boards, were assessed to determine their present status. PARAKH gave a questionnaire, comprising questions on different parameters such as administration and curricula, to these boards, and then analysed their responses. The body also examined two years' worth of question papers prepared by the boards.

Last week, PARAKH held a conference with representatives of seven state boards to discuss the report's recommendations. Conferences with the rest will be held in August.

**EXPLAINED
EDUCATION**

Connecting the dots

Nexus of Good



ANIL SWARUP

The CM Rise School programme is a flagship state initiative with an investment of over Rs 10,000 crore—highest of its kind in the education sector from any state

The CM Rise School programme in Madhya Pradesh, in collaboration with NGO Peepul, is facilitating comprehensive resources, infrastructure, and educational support to drive holistic reforms in schools through innovation

Amidst all the discussions relating to quality of school education, there is one state moving with an audacious vision of not only making marginal interventions but a holistic reform of the landscape itself—this is the CM RISE School programme in Madhya Pradesh. Spearheaded by the School Education Department, Government of Madhya Pradesh, and supported by one of India's leading education NGOs, Peepul, this innovative programme seeks to redefine the vision of a government school in the country through its whole-school transformation model. Peepul is an organisation whose school I visited in Delhi during my tenure as Secretary, Education, Government of India. At the time, my advice to them was to explore how to take that transformative model to scale together with the government. This CM Rise school programme does exactly that, and has the potential for replication across all states in the true spirit of Nexus of Good. In fact, the recent PM Shri Schools initiative can be a further effort to bring about whole-school transformation through collaborative public-private partnerships, drawing best practices from the deep work done already by Peepul.

In 2019, Madhya Pradesh had about 1 lakh schools spread across its 55 districts for its 98 lakh children. Most of these schools were opened post the reforms and guarantees under Sarva Shiksha Abhiyan and Right to Education Act (2009). While this led to improved access for children across the state, especially in the hinterland, owing to low population density and distances, many of these schools ended up being of small sizes.

Facing these challenges, in 2022, the Department decided to re-envision the landscape by proposing to develop 9,200 integrated world-class schools across the state which would be fully resourced and integrated (K-12), equipped with state-of-the-art physical infrastructure and offering high-quality education within approximately 15 kilometers of any location by



The CM Rise programme has transformed educational practices across participating schools in Madhya Pradesh

providing transportation facilities and allowances to students in the catchment areas.

These schools would then act as resource and learning centers in their respective clusters, thereby also aligning with National Education Policy's (NEP) concept of school complexes and serving as a visual exemplar for other schools in the state. Unlike other model school programmes, admissions in these schools are open and not based on tests or other filtration criteria ensuring that opportunities remain equitable to the most disadvantaged of children.

Currently, the project is in its first phase with a total of 369 schools started. Of these, 274 schools under the School Education Department (remaining fall under the Tribal Welfare Department) have started the groundwork of resource provision and capacity building, reaching approximately 900 school leaders, 10,000 teachers and 2.5 lakh students. The infrastructure work for a few buildings is also complete. Amidst swathes of farms and villages, these new state-of-the-art buildings invoke a sense of possibility for the children and educators in the state alike.

A flagship state initiative with an investment of over Rs 10,000 crore, highest of its kind in the education sector from any state, the CM RISE Schools programme has seen investment from the highest levels, with the entire project conceptualised and initiated under the guidance of the foremost political leadership.

To ensure that the project gets off to a solid start, two crucial steps were undertaken to ensure collective buy-in:

1. A visioning exercise that started from the ground up—bringing principals, teachers and district officials to come together and envision what excellence looks like, and collectively crafting a vision and mission for the project. As a part of this, the core project team was also sent on exposure visits to some of the best schools across the country and abroad.

2. Building a coalition of partners and subject-experts in different areas to support the programme: Various partners were called in to support on different aspects of creating world-class schools—from academics, holistic learning, co-curriculars to infrastructure, technology and project management. It takes a village to raise a child.

A solid set of leadership drives the change. The programme has been envisioned and led by Rashmi Arun Shami, former Principal Secretary, Anubha Srivastava, former Commissioner, Public Instruction and ably deployed by DS Kushwah, Sudhakar Parashar, Atul Danayak, Ranjan Sharma and Sangeeta Thakur—all bringing their experience of working in the government system to drive improvements. Moving forward, the programme will thrive under the capable leadership of Sanjay Goel, Secretary of School Education, and Shilpa Gupta, Commissioner,

Public Instruction, ensuring continued progress and innovation. On the NGO side, from Peepul it has been led by Shiladitya Ghosh and Upasna Sachdeva, two extraordinary individuals with diverse backgrounds—one an educationist of 25+ years and one an investment banker turned educator.

A key ingredient of an exemplar school is exemplary academic focus. To make this happen, and create change on the ground, the School Education Department and Peepul conceived the novel idea of an Academic Support and Monitoring Unit (ASMU) that would be a deep collaborative endeavour between the state, Peepul and other partner NGOs. The goal of the ASMU was to empower and strengthen school leaders and teachers through comprehensive capacity building, developing them as agents of change for the school community. In addition, their ASMU sets up the attendant monitoring & incentive structures to track and recognise strong performance.

Ingredients of the change

► **School leader capacity building:** Empowering the School Leaders to lead their school communities through continuous residential training programmes, exposure visits, online training and provision of resources such as handbooks and SOPs.

► **Teacher capacity building:** Ongoing professional development for teachers at the schools to adopt strategies that help create a high-engagement classroom

► **In-school coaching & support:** This involves deep in-school support provided by the academic implementation field team from Peepul & department OICs (Officer in-Charge).

► **Parents and community engagement:** Holistic school transformation isn't possible without the support of the community, and so, towards this aspect, the ASMU enables the school leaders and teachers to better engage the parents via supporting in conducting parent orientations.

► **Monitoring and data support:** To bolster accountability for academic and cultural initiatives, a robust monitoring system was established by the Department with Peepul's assistance.

► **Reward and recognition:** Finally, one of the most critical enablers, recognition initiatives play a vital role in fostering motivation and highlighting exemplary work in the schools. These include weekly appreciation structures such as "Prerak Prayas" where efforts of teachers are shared in form of celebratory Sundays by the ASMU team, recognised on a WhatsApp group with the entire Senior Leadership present, and "Utprerak"—a web platform for cross-learning that recognises and hosts best practices.

Impact of interventions

The CM RISE programme has significantly transformed educational practices across participating schools in Madhya Pradesh. In a walk-through of a typical CM RISE school, one would observe how children's work and learning is valued by way of the print-rich corridors and classrooms. The corridors would have different trackers or charts announcing rewards such as teacher of the month, student of the month etc., setting an environment where good behaviours and excellence are valued.

Madhya Pradesh government and Peepul present a wonderful example of Nexus of Good that is being scaled within the state through public-private partnership and has the potential of being replicated elsewhere.

Views expressed are personal

Twilight transformation

Night or evening schools could act as a viable solution for expediting the education process of street vendors—leading to an enhanced quality of life through knowledge and vocational training



RAAVI BIRBAL

Street vendors often live a life filled with fear, despair, and uncertainty. Night/evening schools could be a silver lining for those hoping to change their lives. While there are options for open schools, night schools would make the process of education faster and more regular.

Street vendors are well recognised in India by virtue of the Street Vendors (Protection of Livelihood and Regulation of Street Vending) Act, 2014. The Act was promulgated to protect the livelihood rights and social security of urban street vendors in the country. The statute aims to create a congenial environment for street vendors to carry out their activities without unnecessary harassment. It also provides for the regulation of urban street vending and is uniformly and mandatorily applicable to all States and Union Territories. The Act defines a street vendor as a person engaged in vending articles, goods, wares, food items, or merchandise of everyday use or offering services to the general public in a street, lane, sidewalk, footpath, pavement, public park, or any other public place or private area, from a temporary built-up structure or by moving from place to place. They include hawkers, peddlers, squatters, and all other synonymous terms which may be local or region-specific.

Apart from the promulgation of provisions regulating their work, focus also needs to be made on enhancing their



Providing education to street vendors will uplift India as a country

quality of life, which can be done through education. Education is a human right and a necessity for developing the human mind. One solution is the opening of night and evening schools for street vendors and other marginalised groups, in addition to open schools. A night or evening school is a school that holds classes in the evening or at night, especially to accommodate people who work during the day.

In India, there are some night schools for children in various places. In the late 19th and early 20th centuries, some elementary and high schools in the United States provided evening classes for children from poor families who were

engaged in farm work. Night schools in China have also been popular. According to records, these were initiated during the industrial revolution and were designed to bridge the gap between work and education, as well as to enhance skills. As early as the 1920s, workers' night schools were established in different regions. From literacy to vocational education, languages, and other areas, night schools have enabled young individuals to enhance their knowledge. The first evening schools, called *scuola serale*, opened in Italy in the first half of the nineteenth century with the main aim of literacy.

With technology making the world a smaller place,

there could also be possibilities of exploring e-night schools for hawkers, allowing them to learn from the comfort of their homes and avoid spending time on travel. This could include recorded classes with compulsory attendance to some extent. Since vendors have the liberty to work according to their own timings, based on customer demand, there could be an augmentation of both evening and night schools, with choice and flexibility given to vendors. These schools need not be for longer hours, and start times should be fixed in consultation with various street vendors. Government schools in local areas could be utilised,

allowing street sellers to use any school nearest to their place.

The Indian Constitution has provisions to ensure that the state provides education to all its citizens. The Indian Constitution, in its original enactment, defined education as a state subject. Under Article 42 of the Constitution, an amendment was added in 1976 and education became a concurrent list subject. Education and vocational training could be life-changing opportunities for vendors, creating more employment opportunities, leading to career advancement, and securing a better income. The Universal Declaration of Human Rights *inter alia* declares that everyone has the right to education. Equality, as enshrined in the Constitution, can be achieved with the formulation of policies and provisions catering to the basic needs of varied classes of people.

Education acts as a catalyst for better economics and social upliftment. Without education, there would be rampant inequality and limited opportunities. While a lot of improvements have taken place for street hawkers in the last couple of years, additionally providing education to street vendors, who constitute a major part of our population, will uplift us as a country. It shall be a gain for each one of us.

The writer is a practising Advocate in Supreme Court and High Court of Delhi.

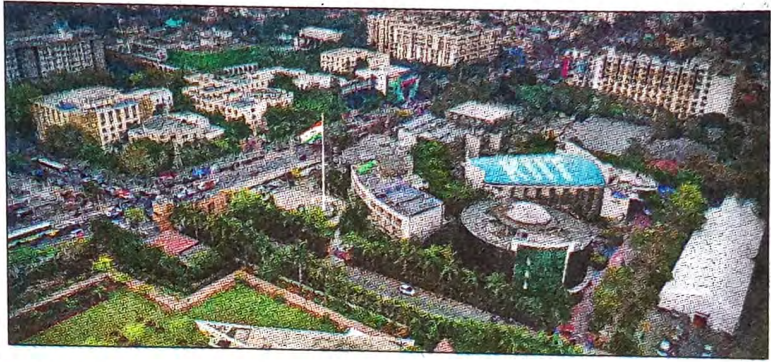
Views expressed are personal

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The first evening schools, called *scuola serale*, opened in Italy in the first half of the nineteenth century with the main aim of literacy

KIIT DU AWARDED UN ECOSOC SPECIAL CONSULTATIVE STATUS

*The institute
has inked
MoU
with UN
Volunteers*



OUR CORRESPONDENT

KIIT Deemed to be University has been granted the distinguished Special Consultative Status by the United Nations Economic and Social Council (UN ECOSOC), recognising the University's substantial contributions to the Sustainable Development Goals (SDGs). From a pool of 476 applications around the world, only 19 organisations, including KIIT DU, were selected for this prestigious honour. The status was conferred during the UN ECOSOC management segment meeting held on July 23 at the United Nations Headquarters in New York.

This recognition underscores KIIT's unwavering commitment to the United Nations' Agenda 2030 and the SDGs. Attaining Special Consultative Status marks a significant milestone, positioning KIIT among a select group of universities globally that have earned this esteemed distinction.

In another development, KIIT has signed an MoU with UN Volunteers (UNV). This partnership opens a remarkable opportunity for students of KIIT DU to engage with various UN agencies to serve as 'National University UN Volunteers' who will be deployed for various development initiatives within the UN agencies. These opportunities will equip KIIT students with valuable professional experience in international development, shaping their future career paths with proper stipend. This initiative is a first of its kind by any private university in South Asia.

Similarly, the American Council of Young Political Leaders (ACYPL), a

global leader in fostering international understanding and diplomacy has announced its historic collaboration with the Kalinga Institute of Social Sciences (KISS) and KIIT. KISS is the sister concern of KIIT. With the steadfast support of the US Department of State and a score of other partners, over 8,900 leaders in the US and in 129 countries and territories around the world have travelled on life-changing exchange programmes.

With alumni that include prominent figures such as Prime Minister Narendra

Modi, Senate Minority Leader Mitch McConnell, US Department of Transportation Secretary Pete Buttigieg, North Carolina Governor Roy Cooper, Illinois Governor JB Pritzker, Congresswoman Tulsi Gabbard of Hawaii, and former South Carolina Governor Nikki Haley, ACYPL has a storied history of influencing international relations and leadership.

Dr Achyuta Samanta, Founder, KIIT & KISS said that it is a matter of pride that KIIT is the only professional and technical university in India to achieve UN ECOSOC Special Consultative Status. Also, in India, both KIIT and KISS are proud to get this prestigious award. KISS has already been awarded with UN ECOSOC Special Consultative Status in 2015 and has been continuing with this status till date, he informed.

He has also expressed that KIIT is the only university in South Asia to get UNV status for engaging students for internship. ACYPL is a very prestigious thing for KIIT to engage political diplomats and leaders to visit KIIT and KISS from across the world and have an internship programme, he added.

The American Council of Young Political Leaders, a global leader in fostering international understanding and diplomacy, has announced its collaboration with the KISS and KIIT

CEO

SPEAKS

EARLY CAREER DECISIONS: VITAL FOR SUCCESS IN A COMPETITIVE ERA

DR SANKU BOSE

In our generation and even after, the path to choosing a career was often leisurely and meandering. Many had the luxury of exploring their interests and deciding on a career only after starting college or even later. However, in today's fiercely competitive job market, students are increasingly required to make crucial career decisions much earlier. This shift from a leisurely exploration to an urgent necessity underscores the importance of ensuring that career goals are both realistic and achievable—and the earlier the better.

Statistics increasingly highlight the necessity of early career planning. According to a report by the World Economic Forum, 65% of children entering primary school today will ultimately end up working in completely new job types that don't even exist today. Such is the pace at which the world around us is evolving, driven by tectonic shifts in technology, such as AI. This underscores the importance of early exposure to a variety of careers and the development of adaptable skills in line with innate strengths and abilities of the students. Moreover, a survey conducted by the National Center for Education Statistics, Dept. of Education, USA found that students who start thinking about their careers in high school are much more likely to graduate from college on time and find jobs quickly. This early start allows students to align their educational paths with their career aspirations, ensuring they acquire the necessary skills and qualifications.

Planning ahead and ensuring that career goals are achievable involves setting realistic expectations and creating a clear, step-by-step plan to reach those goals. This process begins with self-assessment, where students identify their interests, values, and strengths. Tools such as personality assessments and career interest inventories can aid in this process.

Next, students should research potential careers that align with their self-assessment results. Understanding the educational and skill requirements, job outlook, and potential salary can help students make informed decisions. Setting short-term and long-term goals, along with actionable steps to achieve them, is crucial. For instance, if a student aspires to be a software engineer, their plan might include taking advanced mathematics and computer science courses in high school, participating in coding boot camps, and seeking internships in tech companies. While this may sound asking too much of students in high school, from what I have seen in my extensive interactions with young high school students, this is something that many serious students are already doing. With technology at their fingertips, knowledge of the world they live in is no longer a limiting factor!

This is where parents and teachers can help significantly. Parents and teachers play a pivotal role in guiding young

students toward making informed career choices. They are often the first to notice a child's strengths and interests. Recognising and nurturing a child's strengths and abilities from an early age can significantly influence their career trajectory. According to a survey by the NCERT, 75% of students believe that their parents' support and guidance are crucial in their career decision-making process.

However, guiding a child toward a suitable career is no easy task. Parents often need to seek assistance in the form of training or workshops to learn effective mentoring strategies. Workshops can provide parents with the tools to help their children explore various career options, understand their interests and strengths, and set realistic goals. Again, technology can be an enabler here. Not only can parents research extensively the careers available for the special interest areas for their children, they can also join online support groups that help with training and provide professional guidance. Apps like Lifology can also help.

As far as teachers are concerned, there must be policy level interventions to methodically train teachers in nurturing

Parents and teachers play a pivotal role in guiding young students toward making informed career choices. They are often the first to notice a child's strengths and interests

and guiding their students towards realistic and achievable career goals. And this need not be for high school teachers alone. This needs to be introduced for junior schoolteachers as well, since many children start displaying their proficiencies from a very early age. While some exclusive, and often expensive, private schools have taken steps in this direction, I sincerely urge the Govt. to introduce necessary policy and implementation

level reform so that teachers can play a more effective role as life guides for their students. The vast majority of students in India still depend on state run schools for their schooling needs.

While parents and teachers can offer invaluable support, the expertise of professional career counsellors is indispensable. Schools should integrate career counselling programs to ensure students receive professional guidance from an early age. Career counsellors can provide students with insights into emerging job trends, help them understand the educational requirements for various careers, and offer personalised advice based on their strengths and interests. Again, Govt. intervention and policy support can make a world of a difference here.

By fostering a supportive environment and equipping students with the necessary tools and insights, we can empower the next generation to navigate their career paths with confidence and achieve their aspirations. Investing in early career guidance is not just about individual success; it's about shaping a future-ready workforce that can drive India's growth and innovation on the global stage!

The author is the Group CEO of Techno India Group, a visionary and an educator.

Beyond his corporate role, he is also a mentor who guides students towards resilience and self-discovery

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YOUR CAREER CHOICE SETS YOUR DIRECTION

In the past, a career was mainly about stability and financial security. Now, professional satisfaction and happiness are equally important



ANINDITA ACHARYA

For much of his childhood, Apratim Roy dreamt of becoming a pilot. Today, at 32, he is a real estate consultant. Deepshikha Banerjee was a born artist. She could turn any canvas into a masterpiece. However, she never applied to art college—not because she couldn't pass the exam, but because she never took it. After a successful banking career, she quit last year to pursue her true passion for painting. Both Apratim and Deepshikha didn't initially follow their desired career paths. Apratim was unsure about his career choices as a child, while Deepshikha let her parents decide her path for her.

Career is a strange term. As a kid, you dream of becoming someone you admire. Your parents may have different aspirations for you. As you grow, you start to recognize your own interests and passions. Whatever career you choose, it's important to ensure your goals are realistic and achievable. In doing so, remember to "do what you love, love what you do," because a suitable career decision will help you stay happy and fit—mentally, physically and financially.

Choosing a career is a major life decision, as it affects what you do every day for many years. In the past, a career was mainly about stability and financial security. Now, professional satisfaction and happiness are equally important. So, picking the right career early on matters. However, this is often easier said than done, especially for

Self-assessment, guidance, realistic goals, research and exploration and majorly education and experience are amongst various strategies that need to be used to narrow down career choices



students. But of course, times have changed. Today's students have access to vast information. They are well-informed, ready to take on challenges, and their parents are gradually becoming more open to new perspectives, moving away from traditional outlooks. Today, parents are aware of Artificial Intelligence and ChatGPT. They understand that some jobs will soon become redundant while new ones will be created. Unlike in the 80s and 90s, parents are more accepting if a student wants to be a gamer or a YouTuber. In fact, a game designer can sometimes earn more than an electrical engineer. In such an era, the students, therefore, must access

their talents, interests, limitations and values, said Dr Silpi Sahoo, Chairperson, SAI International Education Group.


"Students should develop clear and smart goals that outline what they want to accomplish, and they should be explicit. As the education landscape changes due to technological advancements, it would be beneficial for students to engage in ongoing learning by attending conferences, workshops, and other courses that allow them to stay updated with educational trends and practices," said Dr Sahoo.

Making a career choice is a defining moment in every student's life. They need to consider various factors before making a decision. However, a career aligned with personal interests can lead to greater job satisfaction and motivation. Nirupama VG - Founder & Managing Director, Ad Astra Consultants said it's crucial for students to thoroughly assess their potential, skills, and interests. "The student needs to identify the strengths and areas for improvement to create a clear roadmap. Also, they need to consider external factors such as industry trends, job market demands, and economic conditions. Aligning your goals with your personal aspirations and market realities increases the likelihood of success. This balanced approach will help you set career goals that are both realistic and attainable," she said.

Dr Kevin Brady, principal, GD Goenka School, Vasant Kunj, Delhi, believes it's important for educational

institutions to provide families with information they require to support students. "Collecting data pertaining to the aptitude, interests, motivation, and historical performance of all of our students enables the school and its parents to gain a more complete and nuanced understanding of what course of study provides the best match for each student," she said.

Dr Kanika Gupta, career counselor at the same school, also admits that today narrowing down a career choice can be incredibly difficult. "There are countless options, and it can be overwhelming to decide which path is right. Self-assessment, guidance, realistic goals, research and exploration and majorly education and experience are amongst various strategies that need to be used to narrow down career choices," she said.

A career decision also depends on factors like financial stability, work-life balance, location preferences, education and training, and health issues. Dr. Sahoo believes that consulting with mentors and experts in related fields can be very helpful in making this decision. "Due to the abundance of professional alternatives and the pressures from parents, friends, and society, choosing a career can be challenging for many young people. While there are several ways to achieve professional goals, students should be adaptable and utilise tools such as SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis and pros and cons lists to weigh their options," she said. 

National Space Day held in Siliguri

OUR CORRESPONDENT

Siliguri Institute of Technology (SIT) along with Techno India Group Public Schools (TIGPS), Siliguri, jointly organised the 'National Space Day 2024' in association with North Eastern Space Application Centre (NESAC) and Indian Space Research Organisation (ISRO) recently in the presence of chief guest Prof Buddhadeb Sau, ex-Vice Chancellor, Jadavpur University, ISRO scientists like Dr Tirtha Pratim Das, Director, Science Program ISRO Headquarters, Bangalore, Suparn Pathak, DGM, Regional Remote Sensing Centre, Kolkata, Dr Banani Adhikari (Das) from SIT, and Dr Nandita Nandi, principal, TIGPS Siliguri. Dr Shyam S Kundu, Head, Space & Atmospheric Science Division, North Eastern Space Applications Centre Shillong, Meghalaya, coordinated the event. A total team of six scientists and two research scholars from ISRO also participated.

The event is part of a nationwide celebration of the maiden National Space Day to commemorate the successful landing of 'Chandrayaan-III Vikram



Lander' on the Lunar South Pole region on August 23, 2023. The theme of the programme was 'Touching lives while touching the moon: India's space saga'. As part of the celebration, school students from class IX-XII from around 22 schools in and around Siliguri participated in the event held on SIT campus.

Moreover, audio visual shows and quiz competitions were organised by ISRO with TIGPS Siliguri securing the first position, Delhi Public School Siliguri and Delhi Public School, Fulbari securing second and third position respectively. A day-long space exhibition and display of space on wheel were also held. A total of around 400 students visited the exhibition.

IIM LUCKNOW CELEBRATES 40TH FOUNDATION DAY

OUR CORRESPONDENT

The 40th Foundation Day at IIM Lucknow featured special activities like tree plantation drive, mementos for employees with 25 years of service, cash awards for employees' meritorious children, and a cultural programme to celebrate its community and commitment to a supportive environment.

"This year, we introduced the Young Faculty Researcher Endowment and launched a Centre of Excellence for Blockchain Technology, set to foster over 100 startups in Uttar Pradesh," said Prof Archana Shukla, Director-in-Charge, IIM Lucknow.

However, it was the special lecture delivered by Nitin Seth, co-founder, and CEO of Incedo Inc., and an alumnus from the 1996 batch, that was the highlight



of the event. The lecture, titled 'Timeless mantras for success in the digital and AI age,' offered invaluable insights into navigating the rapidly evolving digital landscape. "We are now in the digital and AI age, where the dynamic interplay of digital, data, and AI is driving transformative changes across industries. AI is generating a range of new career opportunities for the upcoming generation of experts, including roles such as data curators, AI ethics officers, and machine learning engineers, which will be crucial for shaping the future workforce," he said.

Budget prioritises applied research but neglects basic science



BIJU DHARMAPALAN

Promoting applied research at the cost of fundamental sciences, like physics and ecology, could jeopardise scientific progress and innovation

The recent budget emphasises operationalising the Anusandhan National Research Fund (ANRF) for research and prototype development and increasing private participation in generating funds for research. Though these are commendable, the government should consider a few academic and research community apprehensions. One main concern is the declining trend among researchers and policymakers towards supporting basic science research. Basic science, sometimes called fundamental or pure science, is driven by curiosity and the quest for understanding the underlying principles governing the natural world without immediate concern for practical applications. Discoveries made through basic research often lay the groundwork for subsequent advancements.

For instance, a theoretical endeavour to understand atomic and subatomic particles and quantum mechanics initially led to the development of tech-



nologies such as semiconductors and MRI machines. This expansion of knowledge is not merely an academic exercise; it creates a foundation upon which applied sciences can build. We need good physics, chemistry, mathematics, and biology researchers to do this. Unfortunately, our teachers fail to convey the application of basic research to the student community. Natural calamities are recurring in every part of our country. Still, we haven't deliberated with our researchers working in the field of ecology, climate studies or the environment. Biodiversity and the environment are the lifelines of our planet, and we need good researchers to study them in the future. Unfortunately, research in

systematics, ecology, etc., hardly gets the attention of our policymakers.

We hardly have a national institution whose mandate is systematics or ecology, though these are part of many institutions as a division. Researching with sophisticated instruments in the lab is comparatively easier than researchers in the field. Why should a researcher spend years in a forest studying wildlife? They are real scientists who are providing yeoman service to the nation. Unfortunately, they are not getting enough recognition or acceptance from our policymakers or society. Because of this, many good researchers passionate about fundamental science research are moving towards more lucrative areas.

This will create a cavity in our future scientific knowledge base. Policymakers should understand that the success we have received in space research or health care in recent times is because of the strength of the fundamental science we have built over the peri-

od. We need to create an environment where basic science education and research are promoted.

For this, the government should allot part of the budget for ANRF exclusively for basic science research.

The huge financial investment required for basic science and the uncertainty of results may deter private entities from funding such endeavours. But if we neglect basic science in the long run, our science will suffer badly.

The stagnation of basic science can lead to a lack of new theories and principles, which hinders the development of innovative technologies and solutions. The government should prioritise basic science research in policy documents and provide necessary support to researchers working in the field. We can address emerging challenges only if we have a robust basic science workforce.

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

Delhi sinks in cesspool of Government apathy



SIDHARTH MISHRA

Recent tragedies, such as the flooding of a coaching institute basement that claimed three young lives, highlight Delhi's mismanagement



Historical writings many times create a perspective of adulation for some of the most undeserving characters. Take the instance of Bahadur Shah Zafar, the last of the Mughal dynasty, whose rule started in Shahjahanabad and ended at Palam. He was extended by the British for his connivance with the rebellious soldiers and died in Myanmar. His 'tragedy' is best known by the lines which he penned himself before he died. He wrote, 'kitna hai badnasib zafar dafn ke lie do gaz zamin bhina mili ku-e-yar m?' (How unfortunate is Zafar! For his burial; Not even two yards of land were to be had, in the land of his beloved.). In the popular culture, it's seldom recalled that he was a worthless leader, incapable of administering, always cribbing and too preoccupied with palace conspiracies. Nearly 150 years later, we in Delhi have a government which is as Zafaresque in its bearing as the Mughal rule in 1857.

The day leaders from INDIA block converged in the national Capital in the support of incarcerated chief minister of Delhi Arvind Kejriwal, the same evening his party ruled Delhi government and the Municipal Corporation of Delhi (MCD)

presided over a catastrophe in the flooded basement of a coaching institute in the heart of the national Capital. Nobody among those supposed to be in charge of the city administration seems to be mourning the loss of three young lives.

They in typical Zafaresque style are busy blaming one and all possible. Kejriwal's regents in the Delhi government have done their bit. Minister Atishi Marlena has said that she has ordered a magisterial enquiry, which you can bet would have no clear finding to present. Her colleague Saurabh Bhardwaj has claimed that though he holds meetings with the officials nobody listens to him. Not to leave behind, city's Lieutenant Governor Vinai Kumar Saxena too has joined the charade blaming the city government and the MCD for not taking the necessary initiative to prevent such a tragedy.

In the midst of all this, our modern-day Zafar aka Arvind Kejriwal would be busy penning another sob story in his prison cell about his persecution and alleged continuous loss of weight. How do you expect the MCD to be functional when you have a Mayor



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who is unauthorisedly occupying the chair much beyond her term expired? Shelly Oberoi is a beneficiary of the political crisis engulfing Delhi. The Lieutenant Governor scuttled the election of the new Mayor because the file did not have a note by the Chief Minister, who could not put his pen on the file as he was in jail.

That was the technical reason but the political reason was that the Bharatiya Janata Party (BJP) did not want to have an embarrassment ahead of the Lok Sabha elections losing the Mayoral polls. Now that the polls are over and the BJP has won all the seven Lok Sabha seats in the national Capital, the Lieutenant Governor could have gathered sufficient wisdom to allow an election and have somebody head the municipal body who was authorised to do so. The Municipal Corporation of Delhi works through various committees, including the one responsible for keeping the drains in the city clean. Ever since the AAP came to power in MCD in 2022 with a thin majority, the slugfest between AAP and BJP has ensured that most of these powerful committees have remained non-functional.

When such a stalemate has swamped the Civic Centre, the headquarters of the MCD, how does one expect the city to have civic governance? During the last Lok Sabha polls earlier this year, the campaign in the city was cantankerous focusing mostly on mudslinging. It was a campaign where the issues about Delhi were all lost in the bitter cacophony. No wonder even after the polls issues of Delhi remain unaddressed.

There is no indication that it will be addressed anytime soon. While Kejriwal continues to play a Zafar albeit his rule does not extend beyond his cell in Tihar Jail, the Centre through its representative is in the role of Nero, the Roman emperor who once famously said, "I have only to appear and sing to have peace once more in Gaul." Delhi has been sans governance for several years and will take several years to bring it back on the rails.

The Centre should realise that it cannot continue to play Nero but intervene and save it from the kind of destruction that Rome faced.

(The writer is an author and president, the Centre for Reforms, Development & Justice; views are personal)

'Over 1.15 cr youth received certification under PMKVY'

AGENCIES

NEW DELHI, 31 JULY

The Centre informed on Wednesday that more than 1.15 crore youth have received certification under the Pradhan Mantri Kaushal Vikas Yojana till June this year, while more than 1.48 crore youth have received training since its inception in 2015. Minister of State (Independent Charge) in the Skill Development and Entrepreneurship Ministry, Jayant Chaudhary, informed the Parliament that the Skill India Mission aims to enable the youth to be future-ready and equipped with industry-relevant skills.

Under the mission, the Ministry of Skill Development and Entrepreneurship delivers skill, re-skill, and up-skill training under various schemes -- PMKVY, Jan Shikshan Sansthan, National Apprenticeship Promotion Scheme, and Craftsman Train-



ing Scheme through Industrial Training Institutes to all sections of the society.

The Minister informed that more than 25 lakh youth got certified under the JSS scheme (till June), and over 41 lakh under the CTS initiative. Under NAPS, around 30 lakh apprentices were engaged from 2018-19 to June this year, out of which around 14.8 lakh were trained.

The scheme is aligned with the Common Cost Norms and has a total budgetary outlay of Rs 12,000 crore.

The Minister said that training programmes offered under the schemes of MSDE are developed in collaboration with the industries, keeping in view the market

demands.

Thirty-six Sector Skill Councils, led by industry leaders in their respective sectors, have been set up by the National Skill Development Corporation which are mandated to identify the skill development needs of the respective sectors as well as to determine skill competency standards. "Future-ready job roles addressing the requirement of Industry 4.0, emerging sectors like drones, artificial intelligence (AI), robotics, mechatronics, etc., have been prioritised under PMKVY 4.0. Under CTS also, new age courses have been developed to meet the demand of futuristic job roles in emerging technologies," informed Chaudhary.

The government has also announced the setting up of 30 Skill India International Centres to cater to the demand for skilled workers from foreign countries. *stat*

Permission granted for seven new medical colleges in UP; classes to begin this session

STATESMAN NEWS SERVICE

LUCKNOW, 31 JULY

In a significant accomplishment for the Yogi Adityanath government, the National Medical Commission (NMC) has approved the launch of MBBS programmes in seven new medical colleges in Uttar Pradesh for the 2024-25 academic session.

Chief Minister Yogi Adityanath had discussed with Union Health Minister JP Nadda the recognition of 13 new medical colleges in the state. Following these discussions, the National Medical Commission has issued Letters of Permission for seven government medical colleges for the 2024-25 academic session.

Earlier, the NMC had denied permission to these 7 medical colleges to run MBBS courses in the current academic session for not fulfilling the norms.



At the same time, the remaining 6 medical colleges will appeal to the NMC again, and if all goes as planned, they are likely to receive their Letters of Permission soon.

In addition, approval has been granted to increase the number of seats in various medical colleges across the state, including those operated under government, private, and PPP models.

Following this, the Department of Medical Education has begun preparations for counselling to accommodate 10,500 MBBS seats for the current academic session.

Director General of Medical Education (DGME) Kinjal Singh said here on Wednesday that, "For the academic session 2024-25, Letters of Permission have been issued for the autonomous state medical colleges in Bijnor, Bulandshahr, Kushinagar, Pilibhit, Sultanpur, Kanpur Dehat, and Lalitpur. Counselling will be conducted for 600 MBBS seats across these seven medical colleges. Additionally, the government medical colleges in Agra and Meerut have had their seat counts increased by 72 and 50, respectively, bringing the total to 200 seats at Agra Medical College and 150 seats at Meerut Medical College."

According to DGME Kinjal Singh, the PPP-mode medical colleges in Shamli, Maharajganj, and Sambhal have also received Letters of Permission for 150, 150, and 50 MBBS seats respectively, for the 2024-25 session.

Govt wants to end coaching culture: Education Minister

NEW DELHI, JULY 31

Union Education Minister Dharmendra Pradhan today said that the government wants to end the coaching culture in India.

Addressing Parliament, he said that the National Testing Agency (NTA) is accountable to the students and the government is committed to ending the pervasive coaching culture.

“Be it NTA or any instrument of the government, it is accountable in every way, inside and outside Parliament, up to the level of CAG audit. In the past six years, more than five crore students took up 250 exams conducted by NTA. The quality of education should be such that there is no need for coaching centres. Kendriya Vidyalaya and Navodaya Vidyalaya are examples of quality education. We have to bring our students out of the world of coaching centres, it should be done legally and by bringing social change,” Pradhan said.

Pradhan also noted significant advancements in medical education, stating that the number of MBBS seats in the country has more than doubled from 51,000 in 2014 to 1,10,000 at present. — TNS

बदहाल शिक्षा की देन हैं कोचिंग केंद्र

पिछले दिनों दिल्ली के ओल्ड राजेंद्र नगर में एक दर्दनाक हादसा हुआ। आइएएस की तैयारी कराने वाले एक नामचीन कोचिंग संस्थान के बेसमेंट में अचानक भरे पानी में डूबकर तीन छात्रों की मौत हो गई। यह दुर्घटना आपराधिक लापरवाही का परिणाम लगती है, क्योंकि यह हादसा गैर कानूनी ढंग से चलने वाले कोचिंग सेंटर की निजी व्यवस्था के तहत हुआ। देखा जाता है कि देश में जब भी कोई गंभीर घटना होती है और जनता की आवाज उठती है तो जांच कमेटी बैठेगी, सख्त कार्रवाई होगी, कानून अपना काम करेगा और दोषी को बख्शा नहीं जाएगा जैसी घोषणाएं करते हुए सरकार थोड़ी देर के लिए जगती है। जैसे कि इस दर्दनाक हादसे में भी देखा जा रहा है, लेकिन कुछ दिनों बाद प्रायः घटनाओं को और उनके आशय को अपनी मौत मरने के लिए छोड़ दिया जाता है। समय बीतने के साथ लोग भी भूल जाते हैं और जिंदगी में आगे बढ़ जाते हैं। इस बीच राजनीति और राजनेता भी बदल जाते हैं। फिर हम अक्सर वहीं खड़े रहते हैं, जहां पहले खड़े थे। उम्मीद है यह घटना इस यथास्थितिवाद को तोड़ेगी।

इसमें दोराय नहीं कि भारत के पास अतीत की बड़ी थाती है। हम सभी नागरिक भारतीय होने पर गर्व भी करते हैं। यह महान देश निकट भविष्य में विश्वगुरु बनने की उत्कट इच्छा पाले हुए है। इसके साथ ही भारत को विकसित देश बनाने का दावा भी किया जा रहा है। इसे बनाने के लिए सभी कटिबद्ध दिखते हैं। इस दृष्टि से युवा वर्ग की भूमिका और दायित्व खास हो जाता है। आज देश में सामाजिक और भौतिक विविधताएं तो हैं ही आर्थिक विषमता भी बहुत ज्यादा है। ऐसे में हर युवा ऊंची से ऊंची उड़ान भरने के लिए स्वाभाविक रूप से आतुर हो रहा है। इस हलचल भरे माहौल में युवा वर्ग अपने भविष्य को संवारने के लिए घर-बार छोड़ कर कोचिंग करने के लिए बड़े शहरों की ओर रुख करते हैं। अभिभावक गण रुपया-पैसा जुटा कर अपने बच्चों को कोचिंग के साथ परीक्षा की तैयारी में आर्थिक मदद करते हैं। आशाओं और आकांक्षाओं की उठापटक के बीच ये युवा कठिन परिस्थितियों में अथक परिश्रम करते हैं। अपने सपनों को साकार करने के लिए धैर्यपूर्वक और लगन के साथ कोशिश करते हैं। अब औपचारिक डिग्री की गुणवत्ता पिटने के फलस्वरूप हर काम के लिए, यहां तक कि



गिरीश्वर मिश्र

व्यावसायिक कोचिंग का विशाल धंधा शिक्षा की घोर दुर्व्यवस्था की स्थिति को ही बयान करता है



दिल्ली में सील किए जाते कोचिंग केंद्र ● एएनआइ

अगली कक्षा में प्रवेश या फेलोशिप के लिए भी कोई न कोई परीक्षा अनिवार्य हो गई है। खस्ताहाल हो रही औपचारिक शिक्षा अपर्याप्त होती है। ऐसे में यदि कोचिंग केंद्रों की झड़ी लग रही है तो इसमें कोई आश्चर्य नहीं, मगर इस लाभ वाले व्यापार के विस्तार के साथ इसके सुचारु संचालन के लिए जरूरी आधारभूत सुविधाओं का अभाव भी है। वस्तुतः व्यावसायिक कोचिंग का विशाल धंधा शिक्षा की घोर दुर्व्यवस्था को ही बयान करता है।

विद्यालय की पढ़ाई से विद्यालय की परीक्षा की तैयारी और कोचिंग की पढ़ाई से व्यावसायिक परीक्षा की तैयारी, यह आज हर अभिभावक और विद्यार्थी की मानसिकता बन गई है। इसके चलते आज मेधावी बच्चे भी विद्यालय को छोड़ कोचिंग में भर्ती हो रहे हैं। कोटा नगरी की व्यथा-कथा विश्व प्रसिद्ध हो चली है। सरकारी शिक्षा के प्रति सरकार, समाज और विद्यार्थी सबका अविश्वास बढ़ रहा है। इस टूटते भरोसे के बीच कोचिंग की वैकल्पिक शिक्षा व्यवस्था खूब फल-फूल रही है। इसकी रोकथाम

करने के बदले साझी प्रवेश परीक्षा पर जोर इसी अविश्वास की पुष्टि करती है और घोषित करती है कि विद्यालय की पढ़ाई जैसे हो रही थी, जारी रहेगी। यदि आगे पढ़ने-पढ़ाने की इच्छा है तो विद्यालयी परीक्षा के अतिरिक्त इस नई परीक्षा को अनिवार्य रूप से पास करना होगा। विद्यालय की पढ़ाई प्रवेश परीक्षाओं के लिए सिर्फ प्रवेश पत्र रह गई है। यह दुर्भाग्य है कि सरकार विद्यालय, महाविद्यालय और विश्वविद्यालय की बिगड़ती हालत को सुधारने के लिए तत्पर नहीं हो रही है। वह हर चीज को तब तक झुलाती रहती है जब तक इंतहा न हो जाए।

शिक्षा पर बाजार की भयंकर जकड़न दिन-प्रतिदिन बढ़ रही है। सरकारी व्यवस्था अक्सर इस बात से बेखबर और उदासीन रहती है कि शिक्षा और कोचिंग संस्थानों में क्या और कैसे हो रहा है। शिक्षा के प्रति उदासीनता का रवैया और युवा वर्ग की जिंदगी के साथ इस तरह का खिलवाड़ आत्मघाती और अक्षम्य अपराध है। गैरकानूनी शिक्षा की दुकानों में और उनके आसपास विद्यार्थियों के रहने के लिए बने पीजी आवासों में भी आए दिन हादसे होते रहते हैं। मानसिक और शारीरिक स्वास्थ्य की दृष्टि से निहायत बुरे हालात में चलने वाले ये कोचिंग के व्यापार केंद्र देश में शिक्षा की दुर्गति की हकीकत बयान करते हैं। आज की जनसंख्या में युवावर्ग के अनुपात में हो रही वृद्धि के साथ शिक्षा पर दबाव लगातार बढ़ रहा है। ऐसे में शिक्षा नीति से क्रांति लाने के दावे के बावजूद दूर-दूर तक कोई राहत नजर नहीं आ रही है। यह जरूर है कि सार्वजनिक क्षेत्र की तुलना में निजी क्षेत्र का अभूतपूर्व विस्तार हुआ है। यह स्वाभाविक भी है, क्योंकि सरकारी पहल नदारद या नाकाफी है। न तो सरकार की ओर से शिक्षा में पर्याप्त निवेश हो रहा है, न व्यवस्था ही ठीक हो पा रही है। चूंकि शिक्षा देश के समाज के मानस-निर्माण, उत्पादकता तथा सृजनात्मकता के लिए महत्वपूर्ण है और देश के भविष्य को प्रभावित करती है, लिहाजा इस दिशा में तत्काल ध्यान देना आवश्यक है। दिल्ली में युवा जीवन की असमय मौत की यह दास्तान शिक्षा के क्षरण का ही एक लक्षण है, जो समूचे देश के लिए खेद का विषय है। समाज और सरकार सबको इस पर सोचना होगा और आवश्यक कदम उठाने होंगे।

(लेखक पूर्व कुलपति हैं)

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अब कैट, क्लैट और सीयूईटी की भी कोचिंग दिलाएगी सरकार

अरविट पांडेय • जागरण

छात्रों को निजी कोचिंग सेंटरों के चंगुल से निकालने का प्रयास

निःशुल्क आनलाइन कोचिंग 'साथी' में शामिल होंगी ये परीक्षाएं

पिछले वर्ष जेईई-मेन की तैयारी से हुई थी कोचिंग की शुरुआत

'साथी' पर 10 हजार घंटों की अध्ययन सामग्री मुहैया कराई

नई दिल्ली : निजी कोचिंग सेंटरों पर छात्रों से न सिर्फ बड़ी रकम वसूलने, बल्कि कई अन्य सवाल भी खड़े हो रहे हैं। इन पर नकेल की मांग उठ रही है। ऐसे में केंद्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान ने बुधवार को राज्यसभा में एक सवाल के जवाब में स्पष्ट किया कि सरकार छात्रों को कोचिंग सेंटरों की दुनिया से बाहर लाना चाहती है और इसके लिए कानूनी व सामाजिक हर प्रयास किए जाएंगे। इसमें सरकारी 'साथी' (सेल्फ असेसमेंट, टेस्ट एंड हेल्प आफ एंट्रेस एक्जाम) कारगर होगा। इसकी शुरुआत पिछले वर्ष जेईई-मेन की तैयारी कराने से हुई थी। अब इसके जरिये जेईई-एडवांस, नीट-यूजी और केंद्रीय सेवाओं के ग्रेड-2 व ग्रेड-3 श्रेणी के कर्मचारियों के चयन के लिए आयोजित एसएससी जैसी प्रतियोगी परीक्षाओं की तैयारी कर रहे छात्रों को निःशुल्क आनलाइन



नई दिल्ली में बुधवार को संसद में चल रहे मानसून सत्र के दौरान राज्यसभा में बोलते केंद्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान • एएनआइ

छात्र इन माध्यमों से भी जुड़ सकते हैं इस कोचिंग से

प्रतियोगी छात्रों की सुविधा के लिए शिक्षा मंत्रालय सरकारी आनलाइन कोचिंग 'साथी' को वेब पोर्टल के साथ ही मोबाइल एप, यू-ट्यूब, डीटीएच चैनल आदि के जरिये भी उपलब्ध करा रही है। जिन छात्रों के पास इंटरनेट जैसी सुविधाएं नहीं हैं, उनके लिए ग्राम पंचायतों के कामन सर्विस सेंटर (सीएससी) पर यह सुविधा मुहैया कराई जा रही है। मंत्रालय ने इसे लेकर सीएससी के साथ करार भी किया है। मौजूदा समय में 'साथी' प्लेटफॉर्म पर 10 हजार से अधिक घंटों की अध्ययन सामग्री मुहैया कराई गई है। इसके लिए छह सौ से अधिक मॉडर जोड़े गए हैं। वहीं अब तक इस पर डेढ़ लाख छात्र पंजीकृत हो चुके हैं।

कोचिंग उपलब्ध कराई जा रही है। इसमें जल्द ही विधि संस्थानों में प्रवेश से जुड़ी परीक्षा क्लैट, प्रबंधन संस्थानों में प्रवेश से जुड़ी परीक्षा कैट के साथ ही विश्वविद्यालयों में प्रवेश से जुड़ी परीक्षा सीयूईटी को शामिल करने की तैयारी है। कोई भी छात्र इसके लिए रजिस्ट्रेशन कराकर पढ़ सकेगा।

प्रतिवर्ष इन सभी परीक्षाओं में देश के 50 लाख से ज्यादा छात्र शामिल होते हैं। ऐसे में यह पहल इन सभी छात्रों के लिए बड़ी मदद है। सरकार का इस दिशा में उत्साह तब बढ़ा है, जब इस वर्ष उन्हें जेईई-मेन की कोचिंग में बड़ी सफलता मिली। इसके जरिये पढ़ाई करने वाले 12 सौ से ज्यादा छात्रों ने क्वालीफाई

किया। 'साथी' प्रोजेक्ट से जुड़े शिक्षा मंत्रालय के एक वरिष्ठ अधिकारी के मुताबिक, आने वाले दिनों में इसे निजी आनलाइन कोचिंग के मुकाबले खड़ा करने की तैयारी है। जिसमें आइआइटी, एनआइटी, आइआइएम और एम्स जैसे देश के शीर्ष संस्थानों के शिक्षकों की मदद ली जा रही है। वे न सिर्फ पढ़ाएंगे, बल्कि वे छात्रों

के लिए आनलाइन उपलब्ध भी रहेंगे। उनके लेक्चर अंग्रेजी व हिंदी के साथ ही तमिल, कन्नड़ व उर्दू जैसी भाषाओं में भी हैं। यह पहल छात्रों के लिए इसलिए भी उपयोगी है क्योंकि इनमें पढ़ाने वाले शिक्षकों की योग्यता में कोई संशय नहीं है, दूसरा छात्रों को निजी कोचिंग की तरह मोटी राशि नहीं चुकाने पड़ेगी।

केवी में प्रवेश को सांसद कोटा फिर शुरू करने का कोई प्रस्ताव नहीं : जयन्त

नई दिल्ली, प्रेटर: शिक्षा मंत्रालय ने बुधवार को केंद्रीय विद्यालयों (केवी) में प्रवेश के लिए सांसदों के लिए विवेकाधीन कोटा फिर से शुरू करने के किसी भी प्रस्ताव को खारिज कर दिया। शिक्षा राज्यमंत्री जयन्त चौधरी ने शिवसेना (यूबीटी) सांसद प्रियंका चतुर्वेदी द्वारा राज्यसभा में एक लिखित प्रश्न के उत्तर में यह जानकारी दी। जयन्त ने कहा- "सांसदों के कोटे सहित कुछ विशेष प्रविधानों के तहत स्वीकृत छात्र संख्या से अधिक प्रवेश दिए गए थे, जिससे कक्षाओं में छात्र-शिक्षक अनुपात (पीटीआर) बढ़ने से पढ़ाई पर प्रतिकूल प्रभाव पड़ रहा था।"

पांच साल में शिक्षा क्षेत्र में 40,000 से अधिक लोगों की भर्ती हुई : धर्मेंद्र प्रधान : शिक्षा मंत्री धर्मेंद्र प्रधान ने बुधवार को राज्यसभा में कहा कि केंद्र सरकार ने पिछले चार-पांच वर्षों में शिक्षा क्षेत्र में रिक्त पदों पर 40,000 से अधिक लोगों की नियुक्ति की है। उन्होंने कहा कि आइआइटी जैसे उच्च शैक्षणिक संस्थानों में उद्योग से अनुभवी लोगों को लाने के लिए प्रोफेसर आफ प्रैक्टिस (पीओपी) प्रणाली शुरू की गई है। प्रधान ने कहा कि पीओपी शिक्षा में विशेषज्ञता और नए विचार लाएंगे।

अयोध्या में खुलेगा वैश्विक सनातन अनुष्ठान प्रशिक्षण केंद्र

नेमिष हेमंत, जागरण

नई दिल्ली: अयोध्या से सनातन धर्म के ध्वजवाहक निकलेंगे, जो पूरे विश्व में प्राचीन धर्म के प्रचार-प्रसार के साथ धार्मिक अनुष्ठानों को वैदिक रीति-नीति से शुद्धता के साथ पूर्ण कराएंगे। धर्म जागरण उनका ध्येय होगा। इसके लिए रामलला की नगरी में वैश्विक सनातन धार्मिक अनुष्ठान प्रशिक्षण केंद्र की स्थापना होगी। संत समाज के मार्गदर्शन में विहिप के प्रयासों से यह केंद्र वर्ष के अंत तक शुरू हो जाएगा। पहले वर्ष में 30 वेद छात्रों को प्रशिक्षण दिया जाएगा, जिसे क्रमवार वर्षों में बढ़ाने की तैयारी है। इसके लिए प्रतिष्ठित संतों की अगुवाई में पाठ्यक्रम तैयार किया जा रहा है।

अयोध्या में इस केंद्र की स्थापना ऐसे समय में होगी, जब 500 वर्षों के संघर्ष-प्रतिष्ठा के बाद रामलला भव्य मंदिर में विराजमान हुए हैं। देश में पुजारी व पुरोहितों की कमी के बीच

फरीदाबाद में भी तैयार होंगे पुजारी व पुरोहित

इसी तरह फरीदाबाद में भी एक केंद्र खोला जाएगा, जिसमें देश की आवश्यकताओं के मद्देनजर पुजारी और पुरोहित तैयार किए जाएंगे। उस केंद्र के भी इस वर्ष के अंत तक शुरू हो जाने की संभावना है।



मंत्रोच्चार शुद्ध और स्पष्ट हो। अंग्रेजी आती हो और तकनीक में भी पारंगत हों। - आलोक कुमार, राष्ट्रीय अध्यक्ष, विहिप

सामाजिक समरसता को बढ़ाएंगे केंद्र

ये केंद्र सामाजिक समरसता को बढ़ाएंगे। इसमें प्रशिक्षण के लिए जाति बंधन नहीं होगा, बल्कि सभी को उनकी योग्यतानुसार मौका मिलेगा। हालांकि, महिलाओं को लेकर स्थिति स्पष्ट नहीं है।

विदेश में हिंदू समुदाय में पुजारी व पुरोहित की कमी महसूस की जा रही है, जिसको पूरा करने के लिए एक संस्थान बनाने का निर्णय किया गया है। यह अयोध्या में होगा। जिसमें ऐसे पुजारी व पुरोहित तैयार किए जाएंगे, जो पूजा पाठ व धार्मिक अनुष्ठान में पारंगत हो। ज्ञात हो जिनका

विहिप के पास लगातार इस संबंध में आग्रह आ रहे हैं। ऐसे में हाल ही में राजस्थान के जोधपुर में विहिप की दो दिवसीय केंद्रीय प्रबंध समिति की बैठक में इस केंद्र के प्रारूप को

अंतिम रूप दिया गया।

इस केंद्र में शास्त्री की शिक्षा पूरी कर चुके वेद छात्रों के लिए एक वर्ष का पाठ्यक्रम होगा। छात्रों का चयन विहिप द्वारा संचालित वेद विद्यालयों

मतांतरण विरोधी कानून को कटोर बनाने का विहिप ने किया स्वागत

जासं., नई दिल्ली : विश्व हिंदू परिषद ने उत्तर प्रदेश सरकार द्वारा मतांतरण विरुद्ध कानून को कटोर करने का स्वागत किया है। विहिप के केंद्रीय संगठन महामंत्री मिलिंद परांडे ने कहा कि अब आशा की जा सकती है कि जो संगठित अपराधी हैं, न सिर्फ वे बल्कि जिहादी व मिशनरी भी अपने कुकृत्यों से डरेंगे। इसके लिए मुख्यमंत्री योगी आदित्यनाथ को साधुवाद देते हुए परांडे ने कहा कि अब तक बमुरिश्कल 10-11 राज्य ही मतांतरण विरोधी कानून ला पाए हैं। उनमें भी कटोर सजा का प्रविधान, संभवत उत्तर प्रदेश के कानून में ही है। उन्होंने आशा व्यक्त करते हुए कहा कि शेष राज्य सरकारें भी इस बारे में त्वरित पहल करेंगी।

और अन्य संबंधित संस्थाओं से होगा, जबकि एक माह का पाठ्यक्रम वर्तमान पुजारियों के लिए भी होगा, जो किसी न किसी मंदिर से जुड़े हुए हैं।

कोचिंग सेंटरों पर नियंत्रण के लिए बने नीति



जगदीश ममगाँई
पूर्व अध्यक्ष दिल्ली
नगर निगम निर्माण
समिति

दिल्ली मास्टर प्लान 2021 में कोचिंग सेंटर को आवासीय श्रेणी में रखा गया है जिसके लिए किसी भी सरकारी निकाय से अनापत्ति प्रमाणपत्र लेने की आवश्यकता नहीं है। आवासीय इमारत में बेसमेंट बनाने की भी अनुमति है हालांकि इसका उपयोग स्टोर, गोदाम, पार्किंग आदि के लिए किया जा सकता है। भूस्वामी वकील, सीए, डाक्टर हो तो भी अपने व्यावसायिक गतिविधियों के लिए इसका उपयोग कर सकता है। आवासीय श्रेणी में होने की छूट का फायदा कोचिंग सेंटर उठाते हैं जबकि वह शिक्षा का कारोबार कर बेतहाशा कमाई कर रहे हैं। प्रस्तावित दिल्ली मास्टर प्लान 2041 में भी इस विषय को सतही तौर पर लिया गया है, इसमें भी कोचिंग सेंटरों को आवासीय श्रेणी में रखा गया है तथा अग्निशमन और अन्य वैधानिक निकायों की मंजूरी की आवश्यकता भी अपेक्षित नहीं है हालांकि मास्टर प्लान 2021 में बेसमेंट वाले भवनों के लिए अग्निशमन और अन्य मंजूरी का प्रविधान था।

शिक्षा के बढ़ते व्यावसायीकरण के चलते विभिन्न शहरों में कोचिंग सेंटरों का धंधा तेजी से बढ़ा, सीमित निर्मित भूक्षेत्र के चलते कानूनी पेचिदियों से बचने के लिए निर्मित भवन के कमरों में ज्यादा से ज्यादा बच्चों को समायोजित करने के लिए पीवीसी शीट से पार्टिशन कर आग लगने के खतरे को बढ़ाना शुरू कर दिया। अधिकाधिक कमाई के लिए अधिकाधिक भर्ती की जाने लगीं, किताबों के गोदाम के रूप में दर्शा बेसमेंट में लाइब्रेरी का प्रविधान कर दिया गया। कोचिंग सेंटर खिड़कियों पर प्रचार होर्डिंग लगा देते हैं जबकि केवल वाणिज्यिक संपत्ति पर ही अपने नाम व काम का अधिकतम ढाई मीटर तक बोर्ड/होर्डिंग लगाना स्वीकृत है, आवासीय भवनों पर इसकी अनुमति नहीं है। ऐसे अवैध बोर्ड या होर्डिंग पर लगभग एक लाख का जुर्माना है जो बारंबार उल्लंघन करने पर बढ़ता रहता है। इस दुरुपयोग से नजर फेरने के लिए दिल्ली नगर निगम के कर्मियों की जेबें भर दी जातीं, निगम में व्याप्त भ्रष्टाचार के चलते निर्मित ढांचागत रूप से कामचलाऊ अवैध भवनों में भी कोचिंग सेंटर चलाए जाने लगे हैं। कोचिंग सेंटरों में पार्किंग भी नहीं है जिससे गली में जाम लगता है,

ये नियम जरूरी

- कोचिंग सेंटर को वाणिज्यिक क्षेत्रों में ही निर्धारित प्लाट तय हो।
- सड़क की न्यूनतम चौड़ाई 30 मीटर से कम न हो।
- कोचिंग सेंटर की खिड़कियों पर लगने वाले बड़े प्रचार होर्डिंगों पर प्रतिबंध लगे
- दिल्ली अग्निशमन विभाग से कोचिंग सेंटरों को मंजूरी लेने का प्रविधान हो
- एनओसी हर साल जरूरी हो और नियमित अग्नि सुरक्षा उपकरणों की जांच हो।
- कोचिंग सेंटर में सभी कक्षाओं के लिए सीसीटीवी कैमरे लगाना अनिवार्य किया जाए।

आस-पड़ोस के निवासी परेशान होते हैं लिहाजा स्थानीय पुलिस तंत्र की भी सेवा की जाती है।

मई 2019 में सूरत में आग की चपेट में आने से 20 विद्यार्थियों के जल जाने के चलते दिल्ली सरकार ने कोचिंग सेंटरों के पास आवश्यक अनापत्ति प्रमाणपत्र होने के जांच के निर्देश दिए परंतु भवन अधिनियम के अनुसार 15 मीटर तक की इमारतों में चल रहे कोचिंग सेंटर न केवल आवासीय श्रेणी के तहत आते हैं और उन्हें किसी भी सरकारी निकाय से अनापत्ति प्रमाणपत्र लेने की आवश्यकता भी नहीं है। दिल्ली के मुखर्जी नगर, लक्ष्मी नगर, राजेंद्र नगर, कालू सराय, मुनिरका, बेर

सराय, कटवारिया सराय, पीतमपुरा आदि में बड़े पैमाने पर चल रहे कोचिंग सेंटर कमजोर भवन अधिनियम व नगर निगम-पुलिस की सांठगांठ से बच्चों की जान खतरे में डाल कमाई कर रहे हैं। पिछले वर्ष मुखर्जी नगर में हुई दुर्घटना के बाद कोर्ट के स्वतः संज्ञान लेने के चलते निगम जांच करने के लिए उतरा परंतु कमजोर कानून के चलते पंगु साबित हुआ। केंद्रीय शिक्षा मंत्रालय द्वारा राज्यों व केंद्र शासित प्रदेशों के विचारार्थ कोचिंग सेंटर के विनियमन के लिए दिशानिर्देश प्रस्तावित किए गए जिसमें अग्नि एवं भवन सुरक्षा प्रमाणपत्र को अनिवार्य करने तथा जहां आवश्यकता हो सीसीटीवी कैमरे लगाए जा सकते हैं, का

सुझाव दिया लेकिन इसमें सुरक्षा मानकों का अभाव दिखाई दिया।

दिल्ली में बारंबार कोचिंग सेंटरों में हुई दुर्घटना के कारण यहां शिक्षण प्राप्त करने वाले छात्रों एवं उनके परिवारवालों में असुरक्षा व्याप्त है, इस असुरक्षा को दूर करने के लिए कोचिंग सेंटरों के लिए सुरक्षा मानकों के साथ नियंत्रण एवं संतुलन, मास्टर प्लान में संशोधन एवं प्रभावी नीति बनाने की आवश्यकता है। दिल्ली अग्निशमन विभाग से कोचिंग सेंटरों को मंजूरी लेने का प्रविधान नहीं है, हालांकि हो भी तो आवासीय भवन के लिए एक बार जारी की गई फायर एनओसी पांच साल तक वैध है और इस दौरान फायर डिपार्टमेंट के अधिकारी झांक कर भी नहीं देखते कि फायर सुरक्षा उपकरण कार्यरत हैं या नहीं, सुरक्षा मानकों का पालन हो रहा है या नहीं। विभिन्न आडिटोरियम/सभा में लोगों के एकत्र होने के लिए तो दिल्ली पुलिस व अन्य वैधानिक निकायों की मंजूरी आवश्यक है परंतु कोचिंग सेंटरों में 300-700 तक छात्रों के एकत्र होने के बावजूद कोई मंजूरी अपेक्षित नहीं है। निहाल सिंह से बातचीत पर आधारित

एनओसी: हादसे के बाद आती है याद

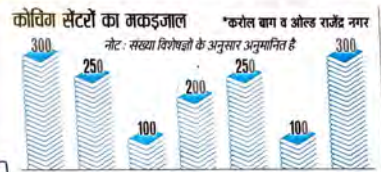
आप अपने बच्चे को कैसे कोचिंग सेंटर पढ़ने के लिए भेज रहे हैं, कभी देखा है। इतनी मोटी फीस देकर भी आपका युवा बेटा-बेटी अपना करियर बनाने के लिए मीत के मुहाने पर बैठे हैं। न वहां फायर एनओसी है, न ही कोई सुरक्षा के इंतजाम। दिल्ली जिसे सिविल सर्विस की कोचिंग की मंडी माना जाता है वहां 90% कोचिंग सेंटर बगैर एनओसी के हैं। दड़वे जैसे छोटे-छोटे चार बाइ चार के रूम में दो-दो बच्चे निवास करते हैं। ऐसे बेसमेंट में बैठकर पढ़ाई करते हैं जहां कुछ दुर्घटना हो जाए पिछले दिनों हुए ऐसे ही एक हादसे में एक कोचिंग सेंटर युवा सपनों का कब्रगाह बन गया।



1,500 दिल्ली में कोचिंग सेंटर
463 फायर एनओसी के लिए चिह्नित
400 लाइब्रेरी



के पास नहीं है फायर एनओसी

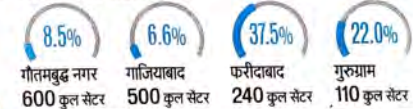


बेसमेंट में पुस्तकालय संचालित

Area	Count
कालू सराय	100*
नेहरू विहार	3
करोल बाग*	10
अन्य	20

*इसमें डांस, संगीत आदि की भी कोचिंग शामिल है।

एनओसी प्राप्त कोचिंग सेंटर



जागरण इन्फो

कैसा हो कोचिंग सेंटर का ढांचा/क्या है नियम

50 से अधिक छात्र जहां पढ़ते हैं उसे कोचिंग सेंटर कहते हैं।
500 वर्ग मीटर न्यूनतम प्लॉट होना चाहिए, वो भी व्यावसायिक इलाके में।

100 वर्ग मीटर का प्लॉट में भी कोचिंग सेंटर चलाया जा सकता है, रिहायशी और व्यावसायिक क्षेत्र है तो। हालांकि सड़क की न्यूनतम चौड़ाई 18 मीटर होनी चाहिए। इसमें इमारत में आपात स्थिति से निकलने के लिए पर्याप्त इंतजाम होने चाहिए।

9 मीटर से ऊंची इमारत के लिए फायर एनओसी की जरूरत है।
1.5 मीटर चौड़ी सीढ़ी होनी चाहिए इमारत में।

● प्रवेश-निकास द्वार हो अलग-अलग

दो साल में कोचिंग सेंटर में बड़े हादसे



15 जून 2023: मुखर्जी नगर में कोचिंग सेंटर में आग लगने से बच्चे जान बचाने के लिए इमारत से कूद गए, 60 छात्र घायल।

27 सितंबर 2023: मुखर्जी नगर के एक पीजी में आग लगी, 35 छात्रों का रेस्क्यू किया गया।



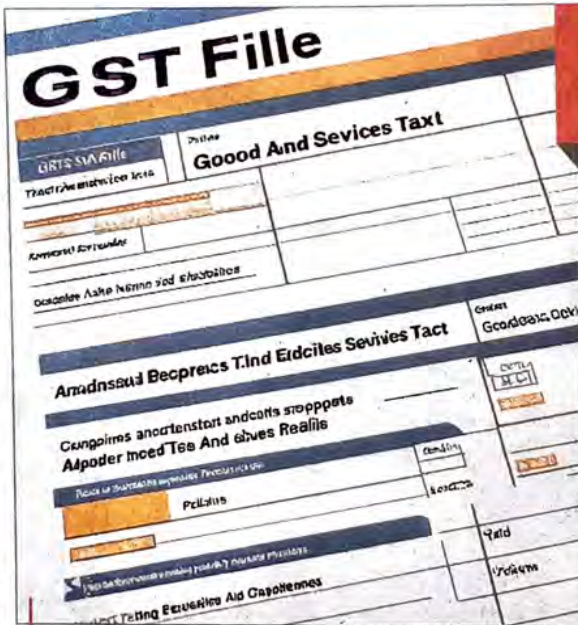
14 अप्रैल 2024: मुखर्जी नगर के पीजी में आग लगने से पांच बच्चे घायल हो गए।

इतनी तेज़ी से फैली कोचिंग इंडस्ट्री, देश में दोगुने से अधिक हुआ GST कलेक्शन

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■ नई दिल्ली : देश में कोचिंग इंडस्ट्री कितनी तेजी से फल-फूल रही है, इसका अंदाजा इनसे मिल रहे जीएसटी कलेक्शन को देखकर लगाया जा सकता है। पिछले चार-पांच साल में कोचिंग इंस्ट्रूटयूशन से मिलने वाले जीएसटी कलेक्शन में दोगुनी से ज्यादा की बढ़ोतरी हुई है। वित्त मंत्रालय के राजस्व विभाग के आंकड़ों के मुताबिक 2019-20 में कोचिंग संस्थानों से 2240.73 करोड़ रुपये का जीएसटी कलेक्शन मिला, वहीं 2023-24 में यह 5517.45 करोड़ हो गया है। 2020-21 में यह आंकड़ा 2215.24 करोड़ का रहा। 2021-22 में 3045.12 करोड़ और 2022-23 में 4667.03 करोड़ रुपये कलेक्शन रहा। राज्यसभा के सदस्य प्रमोद तिवारी की ओर से पूछे गए एक सवाल के लिखित जवाब में यह जानकारी दी गई है।

लिखित जवाब के मुताबिक राष्ट्रीय शिक्षा नीति 2020 में भी यह माना गया है कि छात्रों के साथ-साथ उनके पैरेंट्स बेहतर रिजल्ट के लिए कोचिंग को चुन रहे हैं। विषय को समझाने की जगह रटने पर फोकस कराया जा रहा है। समाधान के लिए नई शिक्षा नीति में रेगुलर फोरमेटिव असेसमेंट की सिफारिश की गई है। सिर्फ रटने और परीक्षा-केंद्रित तैयारी पर जोर देने वाली कोचिंग संस्कृति के प्रभाव को कम करने के लिए जरूरी कदम उठाने की बात कही गई है। वीएसपीके एजुकेशन सोसायटी के चेयरमैन एस. के. गुप्ता का कहना है कि पैरेंट्स व छात्रों पर कोचिंग का बुखार इस कदर हावी है कि वे डमी स्कूलों में चले जाते हैं। डमी स्कूलों में जाकर एडमिशन ले लेते हैं और क्लास कोचिंग में लेते हैं। जबकि स्कूल जाने से बच्चा ज्यादा सीखता है।



5517.45 करोड़ रुपये सरकार को मिले जीएसटी से 2023-24 में

पांच साल में जीएसटी कलेक्शन हुआ दोगुने से भी ज्यादा

**CUET, NEET, JEE...
बोर्ड सब्जेक्ट बेस्ड**

2024 में सरकार ने जेईई में न के साथ-साथ NEET-UG 2024 के सिलेबस में भी कटौती की थी। CUET, NEET, JEE जैसे बड़े एंट्रेंस टेस्ट बोर्ड स्तर की परीक्षाओं में पढ़े गए कोर सब्जेक्ट के आधार पर कराए गए हैं। यानी बोर्ड में अच्छी तरह से पढ़ने वाले छात्र इन बड़े एंट्रेंस टेस्ट को बिना कोचिंग के भी क्रेक कर सकते हैं। जेईई एक वर्ष में दो बार होता है। सीयूईटी, जेईई और नीट देश की 13 भारतीय भाषाओं में कराई जाती है। अब सरकार ने परीक्षा सुधारों के लिए हाई लेवल कमिटी भी बनाई है, जो तीन स्तर की रणनीति पर काम कर रही है। 2025 के एंट्रेंस टेस्ट में कुछ और बदलाव की उम्मीद है।

**NBT
Lens**

**समझिए खबरों के
अंदर की बात**

गाइडलाइंस ही काफी नहीं

छात्रों से ज्यादा फीस वसूलने, छात्रों पर ज्यादा तनाव थोपने जैसी समस्याओं को देखते हुए शिक्षा मंत्रालय ने कोचिंग सेंटरों के लिए 16 जनवरी 2024 को गाइडलाइंस तो जारी की थी, लेकिन यह काफी

नहीं। कोचिंग सेंटर अपने इंफ्रास्ट्रक्चर पर ध्यान नहीं देते, नियमों का पालन नहीं कर रहे हैं। इस वजह से छात्रों की जान पर खतरा है। इसे हर हाल में रोकना होगा। केंद्र को राज्यों के साथ मिलकर छात्रों के हित वाली पॉलिसी पर काम करना होगा।

NBT

NIRF, QS रैंकिंग पर मिले अहम सुझाव

■ विस, नई दिल्ली: ग्लोबल रैंकिंग में भारतीय शिक्षा संस्थान भी अपनी जगह बना सके, इसे लेकर नेशनल इंस्टीट्यूशनल रैंकिंग फ्रेमवर्क (NIRF) और QS रैंकिंग पर सरकार को कई अहम सुझाव मिले हैं। सुझाव में कहा गया है कि नेशनल और ग्लोबल रैंकिंग में साख बढ़ाने में उच्च शिक्षण संस्थानों के रिसर्च आउटपुट की मात्रा और गुणवत्ता का विशेष महत्व है। ऐसे में यूनिवर्सिटीज और शिक्षा संस्थानों में रिसर्च पर विशेष ध्यान दिया जाना चाहिए।

NBT