I don't support films portraying JNU in negative light, says V-C

Ashna Butani
NEW DELHI

Jawaharlal Nehru University (JNU) Vice-Chancellor Santishree Pandit on Tuesday said she "does not support any film which portrays JNU in a negative light" amid ongoing protests by students against the shooting of a web series on campus.

The web series, which is based on the Emergency imposed between 1975 and 1977, is being shot on the JNU campus for nine days. Directed by Sudhir Mishra, the series comes hot on the heels of the release of film *Bastar: The Naxal Story* and the poster reveal of *JNU: Jahangir National University* – films that JNU students have written to the V-C over in the past, urging her to take legal action against their "defamatory" content.

"I do not stand for any film that portrays JNU in bad light. Why target JNU in particular? JNU has produced several brilliant people in the past, like [Finance Minister] Nirmala Sitharaman, [External Affairs Minister S.] Jaishankar, and [G20 sherpa] Amitabh Kant. It is unjust to brand a university that has contributed so much to the country. This stereotype stems from the unfortunate incidents that took place on campus before I joined as V-C," Ms. Pandit told *The Hindu*, referring to the two previous films.

The cost generated by the filming, which was raised from ₹5,000 to ₹1 lakh per day, will "generate revenue to benefit the campus and be utilised for student activities", the V-C added, saying that several films, including *Lakshya*, have been shot on university premises for the "last 25 years".

Meanwhile, the JNU Students' Union (JNUSU) accused the administration of "infringing" on students' academic spaces with its "corporate film-making agenda".

"It is a public university. Funds should come from the government and not commercial activities," said Dhananjay, the recently elected JNUSU president.

While JNUSU held that it was not against the series, but against the administration for permitting it, the V-C said JNU "played an important role during Emergency".

"The director is reputed, and we trust that he won't portray the university negatively," she said.

Empowering tomorrow's leaders to navigate through a dynamic, complex business world

Through the right amalgamation of theoretical knowledge and practical experience, management programs are shaping adept business leaders and visionary entrepreneurs, equipped to thrive amidst the complexities of a rapidly evolving global business landscape.

AS PER a Fortune India report, "A total of 4,03,202 students signed up at about 3,100 institutions offering postgraduate diploma in management (PGDM) and masters in business administration (MBA) programmes in FY22." B-schools continue to remain the perennial flavour of the season for those pursuing higher education and for a good reason with reports abounding on how this career advancement move helps 80 per cent of graduates of management programmes land a job within three months of completing their education. Furthermore, in today's dynamic and complex business landscape, wherein technological advancements continuously steer evolving ways of working, management education plays a crucial role in equipping individuals with the skills, knowledge and expertise needed to navigate a wide spectrum of challenges and drive success.

Management education pursued through various PGDM and MBA programmes that are full-time, part-time or online, aids a better understanding of the principles of effectively managing an evolving business world by delivering a holistic business education alongside honing entrepreneurial skills. It fosters strategic thinking, innovation, adaptability, effective communication, analytical skills and problem-solving abilities essential for leadership roles, alongside instilling a deep understanding of organisational dynamics. Moreover, it cultivates ethical decision-making and emphasises the significance of sustainable practices, shaping responsible leaders who can steer businesses toward long-term growth while considering societal and environmental impacts.

Witnessing a paradigm shift, management education has evolved over the decades beyond traditional classroom lectures to incorporate experiential learning, industry collaborations, and technology integration. The emphasis is on developing holistic skill sets encompassing critical thinking, problem-solving, leadership, and adaptability by facilitating students' engagement in real-world projects, case studies, and internships to bridge the gap between theory and practice and foster innovation and creativity in addressing complex business challenges.

NEP'S PIVOTAL ROLE IN OPTIMISING HIGHER EDUCATION

India's National Education Policy (NEP) issued in 2020 serves to restructure the Indian education system's regulation and governance to attain the country's sustainable development goals. As the policy endeavours to address the pressing need for a skilled workforce for the future while ensuring holistic learning, NEP's focus on holistic and multidisciplinary learning plays a pivotal role in optimising higher education, including management education in India.

Outlining the vision of India's new education system, it aligns with the evolving needs of the industry and fosters a holistic learning environment, which is conducive to skill development, innovation, creativity, and critical thinking. It has an undeniably significant part in not only empowering students in their chosen higher educational journey as the pathway to fulfilling their career aspirations but also preparing a skilled workforce that can successfully manage and drive India's thriving economy.

EMERGING STREAMS: BIG DATA, ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING

In response to the growing influence of digital technologies, management education is witnessing a surge in specialised streams such as Big Data, Artificial Intelligence (AI), and Machine Learning (ML). These have emerged as transformative forces across industries, and management education is no exception. Since these fields offer unparalleled opportunities for data-driven decision-making, predictive analytics, and automation across industries, management programs are incorporating modules on data analysis, AI applications, and algorithmic thinking to equip students with the requisite skills needed to harness the power of data for strategic insights and gain competitive advantage in the digital age.

MANAGEMENT EDUCATION OFFERS A COMPETITIVE EDGE

While economic uncertainties and global conflicts impact traditional hiring trends, there is a perpetual demand for talent with agile problem-solving skills, adaptability, and digital literacy. Management graduates equipped with versatile skill sets, industry exposure, inherent resilience and adaptability and an entrepreneurial mindset have the competitive edge to navigate the ever-evolving job market. Additionally, management institutions are increasingly focusing on enhancing employability through internships, industry collaborations, specialised training programs, placement services and career counselling services.

MANAGEMENT EDUCATION HELPS IN UNDERSTANDING AN EVOLVING BUSINESS WORLD THROUGH A HOLISTIC BUSINESS EDUCATION AND AN ENTREPRENEURIAL SKILLSET

PRIVATE B-SCHOOLS AND UNIVERSITIES STEER EXCELLENCE IN MANAGEMENT EDUCATION

With greater autonomy and agility, private institutions are at the forefront of experimentation and innovation, catering to niche domains and emerging trends while adapting their curriculum design swiftly to changing market demands through innovative pedagogies and industry collaborations. Moreover, they serve as hubs for research and knowledge creation, contributing to thought leadership and industry best practices. By nurturing entrepreneurship, fostering leadership skills, and facilitating global exposure, private institutions contribute significantly to preparing future-ready managers and leaders who drive socio-economic progress.

All in all, management education is indispensable for developing the potential of future business leaders capable of steering organisations through evolving global markets and various complexities that affect and shape market dynamics.

TO BE A DOCTOR

Predicament of Indian medical students in Ukraine highlights gaps and absences in education system at home

IN FEBRUARY 2022, 18,000 Indian medical students studying in Ukraine were forced to return home after the country's conflict with Russia escalated into a war. As a one-time exception, India's medical education regulator, the National Medical Commission, allowed 4,000 of these students, who were in their final semesters, to complete their internship at home. With tensions between Russia and Ukraine showing little sign of abating, countries in Central Asia, Eastern and Southeastern Europe have become the preferred destination for a large number of the repatriated students. According to a report in this newspaper, 70 per cent of these MBBS aspirants are now pursuing their dreams in colleges in Serbia, Kyrgyzstan, Uzbekistan and Georgia. These countries are also attracting new batches of Indian students. These developments also point to the deficits in the Indian medical education system.

In July last year, Union Health Minister Mansukh Mandaviya told Lok Sabha that India added more than 220 medical colleges in the last five years. The number of medical seats grew more than 60 per cent to 1,07,950. However, medical college seats are still far less than the number of aspirants who leave school with the dream of becoming a doctor. Last year, for instance, more than two million students took the NEET examination for entrance to MBBS courses. In other words, the ratio of medical college seats to aspirants is about 20:1. The need to offer more opportunities to students who seek a medical career cannot be more pressing. A 2019 study by researchers commissioned by the National Institute of Educational Planning revealed that a large section of students who migrate for medical education come from aspirational middle and lower middle classes, including those from rural areas. NEET figures attest to the increase in the aspirational quotient of the medical profession — the number of students taking the test has increased almost three times in the past 10 years. But the examination remains extremely brutal — only the top 0.25 per cent make it to the elite colleges. Government institutions are more affordable than those run by private bodies, but they account for only about half of the seats on offer.

Experts have suggested a variety of ways out of the problem. In 2020, the Niti Aayog proposed linking private colleges to district hospitals to serve underserved areas. Another school of thought advocates enhancing the skills of paramedics and nurses to cater to non-specialist demands of the medical sector. In other words, tweaks in medical pedagogy could significantly increase the numbers of the professionals, equivalents of the general practitioners today. Several European countries have deployed this strategy with great success. Moreover, MBBS graduates from foreign institutes have to undergo another rigorous test to practice in India. In several parts of Europe, in contrast, the transfer of credits ensures a relatively easier transition to hospital internship for migrants. In recent years, the government has initiated conversations to reform the educational landscape. It should conduct similar exercises to address the absences and shortfalls in medical education.

The troubled campus

When expectations are realistic, viable alternatives are valued, unhappiness in institutions like IITs will fade

ANINDYA CHATTERJEE

SEVERAL RECENT STUDENT suicides in premier institutes have pointed to an underlying problem that requires attention. Each such student suicide is a tragedy. A recent report in *The Indian Express* covered steps being taken in IIT Delhi to help students who may be "academically adrift."

Institutes try to help in various ways — student volunteers who watch out for troubled students; counsellors and psychiatrists to help these students; extensions granted to students for their degree completion; tutoring for troubled students; sometimes allowing close relatives to stay on campus; and lowering graduation requirements (for example, from a GPA of 5 to 4). But these steps address the symptom, not the cause.

Let me offer an analogy. Suppose heart disease becomes common in a country. We must surely open new cardiology units in more hospitals. But we can also act more broadly: What lifestyle issues, dietary habits, environmental pollutants, stressful circumstances, exercise profiles, etc., cause the heart disease?

Behind the small percentage of suicides, which are terrible, there is a broader range of less extreme unhappiness. The entire system is troubled.

In the public consciousness, IITs are famous for jobs, not for education. The press reports astronomical starting salaries, not excellent teaching. Parents of potential students seem blind to the hard statistical truth: Only a tiny percentage of JEE candidates will get in, and only a tiny fraction of those will earn the astronomical salaries. A direct consequence of this apparent blindness is the extreme competition to get in.

The competition takes a toll. Many students enter coaching centres at a tender age. Away from their families, they are insulated from some aspects of family life. Away from general society, they are insulated from some aspects of social life. They are surrounded by competitors rather than friends. They are taught only one measure of worth, namely success on the entrance exam. Their coaching years, spanning their early teens, keep

> Behind the small percentage of suicides, which are terrible, there is a broader range of less extreme unhappiness. The entire system is troubled. In the public consciousness, IITs are famous for jobs, not for education. The press reports astronomical starting salaries, not excellent teaching. Parents of potential students seem blind to the hard statistical truth: Only a tiny percentage of JEE candidates will get in, and only a tiny fraction of those will earn the astronomical salaries. A direct consequence of this apparent blindness is the extreme competition to get in.

them isolated from social and moral aspects of cause and effect, from the give and take of human relations, and even from the idea that there may be other ways of measuring human value.

Do a thought experiment. Suppose, hypothetically, that the JEE decides to reward candidates with a social conscience. That social conscience is to be demonstrated through something selfless, namely donating blood. And so, imagine that any candidate who donated one litre of blood in the previous year will receive five extra marks on the JEE. I think our blood banks will be full.

Why do parents put their children through this brutalisation that masquerades as academics? Because no other stream and college offers such an early guarantee of a reasonable career outcome. That is the reality of our external world.

Consequently, many of our undergraduate students are unhappy. How could they not be? They spend their early teens being soldiers instead of adolescents, dreaming typically of "computer science at IIT Bombay" followed by "one crore plus". If they end up studying, for example, mechanical engineering at IIT Kanpur (my academic home), they think they have failed. They face subjects developed by giants like Gauss, Newton and Euler, and they realise that their JEE training has taught them very little. They realise that their starting salary is likely to be far below their initial dreams. Moreover, within the IIT system, they become average. Their parents usually understand little beyond comparing starting salaries. And their seniors, with no career experience, tell them to de-emphasise the traditional subjects, to learn coding, and to seek "positions of responsibility" in student festivals. Their placement office ranks potential employers based solely on the starting salary. And finally, news filters back from recent graduates about the jobs being boring, and people in their 40s being laid off.

Now consider our postgraduate students. Those often come from smaller colleges, having been even less successful in the JEE race;

and are often at a disadvantage when they take tough courses alongside our undergraduates. Their placement prospects are poorer, too. So, they too are unhappy. Our incoming PhD students often have poor research preparation; they think the PhD is a "course," and face their own set of troubles within our imperfect system.

All in all, the unhappiness in our premier institutes is largely a consequence of known circumstances, some of which can be fixed. We must help parents, students, and the world in general understand what an IITian's realistic prospects are, and what a career can be.

We must engage with the press to describe actual careers and cut the hype. We must engage with parents to help them understand more. We must have career offices, not placement offices. We must have smaller classrooms, where teachers know individual students again. We must have kind and wise adults on campus whom the students can chat with: Such adults are rarer now because faculty members are under increasing pressure to get grants, guide PhDs, and publish research. We must find tutors for troubled undergraduate students not from other undergraduates, but from senior PhD students who tutor students in small groups. We might (dare I say it?) restrict student festivals to a smaller number of music concerts per year, and instead have more locations and time slots for general technical discussions with tutors where, perhaps, light snacks and soft drinks are provided.

The institute is a place of learning, not a placement agency. When expectations are realistic, when viable alternatives are recognised and valued, and when our stakeholders have more faith in education itself, perhaps the unhappiness in our campuses can begin to fade.

The writer is a professor of mechanical engineering, IIT Kanpur, and author of **Build and sustain** *a career in engineering. Views are personal*

Kirori Mal College students protest against RSS event on campus

DEVANSHI MEHTA

NEW DELHI: Kirori Mal College (KMC) at Delhi University became the epicenter of student protests on Tuesday as students voiced their opposition against the hosting of a program by the Rashtriya Swayamsevak Sangh (RSS) on college grounds. The demonstration underscored concerns over the alleged infiltration of divisive communal forces within educational institutions.

The protest highlighted a growing apprehension among students regarding the perceived bias of college administrations towards entities such as the RSS. Some students view such affiliations posing a significant threat to the principles of India's constitution and the legacy of the freedom struggle.

In recent years, there has been mounting discontent among students who feel that campus democracy is under siege, with independent student activities facing surveillance and control. The decision to permit the RSS program at KMC has reignited fears that educational spaces are being co-opted as platforms to advance communal agendas. A student at Kirori Mal College (KMC), speaking with *Millennium Post*, expressed concerns about the trend of inviting RSS figures for seminars and talks within educational spaces at KMC and other colleges affiliated with Delhi University. The student believed that such invitations amount to promoting propaganda rather than fostering an environment of open dialogue and intellectual exchange.

The president of AISA DU, condemned what he described as a trend where affiliations with communal ideologies appeared to be the primary criterion for obtaining permission for events on campus. He questioned the administrative mechanisms granting authoritarian control over student activities, urging resistance against such practices. Shambhavi, Vice President of AISA DU, echoed these sentiments, emphasising the need to resist the suppression of critical voices and dissent within academic institutions. According to Shambhavi, students have been actively exposing the alleged collusion between college administrations and groups like the RSS.

Students belonging to various DU colleges have resolved to staunchly oppose any efforts by college administrations, in collaboration with what they term the "Sangh Brigade," to transform campuses into platforms for propagating RSS ideologies. The movement for campus democracy, they assert, must be fortified to safeguard the pluralistic ethos of educational institutions.

Role of education in shaping Viksit Bharat

SUDHIR **HINDWAN**

The significance of ethical education and interdisciplinary approaches in promoting societal change and nation-building cannot be overstated

The lives of students are amidst a major transformation, largely due to rapidly changing value systems across the globe. However, this transformation, driven solely by acquisition, is unlikely to yield positive results. Instead, it risks turning education, a highly revered institution, into a mere business venture where success is measured solely by material possessions. Moral and ethical education stands as the key to success, enabling the new generation to embrace values and approaches that can nurture the creative urges of the student community within an environment marked by rapid change. Nevertheless, we must acknowledge the challenges posed by this transitional phase.

Keywords such as knowledge, wisdom, creativity, motivation and encouragement are prerequisites for a successful education system. A competent education system must possess an inner strength capable of deploying myriad strategies to tackle unforeseen challenges. Fostering the latest skills and transmitting new moral codes and cognitive thinking subtly are crucial areas that can lay a robust foundation for the Viksit Bharat 2047 campaign.

While our education system is known for embracing values and approaches that shape the creative urges of students and academicians, it faces increasing challenges during this transitional phase. Efforts must be made to bridge the gap in existing knowledge regarding the contemporary importance of interdisciplinary and multidisciplinary studies. Higher education institutions in India need to enrich each discipline with diverse content and ideas. Even science students should be exposed to international, national, socio-political and economic issues through multidisciplinary practices, as initiated by NEP 2020. Such policies serve as catalysts for innovation and foster academic collaboration across multiple disciplines and institutions of higher learning.

In recent years, there has been substantial change in the content and nature of various disciplines, with a focused approach to integrating real-life experiments of democracy, the environment, globalisation and governance into the new education system framework. It's crucial to demonstrate how new higher education approaches can drive change and instil confidence among the masses. The latest research and developments in education globally should be disseminated to upgrade research and teaching accordingly. The strength of the higher education system lies in its internal dynamism, ensuring inclusive growth and contributing significantly to the Viksit Bharat @2047 Campaign.

India's entrepreneurial skills have propelled us forward, overcoming tertiary constraints and fostering innovation. Remarkable initiatives have focused on connectivity and developing new connections, rather than relying solely on the market or cut-throat competition. As Lucy Larcom once said, "If the world seems cold to you, kindle fire to warm it." This sentiment rings true for our forgotten appreciation of traditional values and ethics. The vision of Viksit Bharat@2047 can be achieved by nurturing creativity and responsibility among students, equipping them with moral knowledge and employable skills. This not only broadens ethical horizons and enhances decision-making capabilities but also clarifies what is ethically and morally correct. Practical approaches and workshops can help develop skills through critical thinking and diverse forms of expression.

Ethics transcends clichés, prompting a shift from what is to what ought to be. It's essential to instil a strong sense of responsibility alongside artistic and academic freedom. Despite years of efforts to eliminate major threats, terrorism, caste violence and class conflict persist. Blaming others for these issues is naive; we must acknowledge our role in them. Preservation of identity is important, but efforts to preserve cultural, linguistic, regional or religious identities sometimes damage the socio-political system's fabric. The world also faces the spread of narrow-minded faith, but history shows that such faith seldom survives. A robust education system is needed to cultivate responsibility among the youth, playing a pivotal role in achieving our nation's development goals.

Sensitising students and society through low-cost, intense webinars can be highly effective in this regard, particularly in an era of rapid globalisation. Mass media can play a role in political and social mobilisation, with student participation facilitating mass sensitisation. Improving course content through academic discourse and introducing innovative mechanisms in social sciences can enhance the relevance of education. Academic programmes and services should provide supplemental support to teaching and learning, fostering community development both inside and outside the classroom. Research centres should be established to ensure academic excellence in social sciences.

Intellectual skills should prepare students to engage with socio-economic and political issues on a global scale, fostering collaboration with stakeholders from other institutions. Community education programmes should encourage lifelong learning. To enhance student standards, self-academic orientation and excellence should be developed, incorporating problem-solving and inquiry-based learning activities in a collaborative environment. A new syllabus should provide insight into the problem of terrorism and its causes, paving the way for a comprehensive strategy to combat it. Understanding the nexus between organised crime and terrorism is crucial. Cultural exchanges among students can promote harmony and creativity, transcending social divisions. It's imperative to focus on empirical and normative understandings to address societal concerns effectively. The Government's inspiring vision for the future is promising, positioning India at the forefront globally.

In conclusion, the transformative journey of education towards Viksit Bharat@2047 necessitates a holistic approach, emphasising moral and ethical education alongside academic excellence. The challenges posed by rapid global changes require proactive measures to bridge knowledge gaps and foster interdisciplinary collaboration. It is imperative to instil a sense of responsibility and cultivate creativity among students to address contemporary issues effectively. Efforts should focus on integrating real-life experiences into the education system and fostering critical thinking and problem-solving skills. Embracing diversity and inclusivity in education will strengthen the fabric of society and contribute to national development goals. Moreover, initiatives like low-cost webinars and mass media engagement can amplify the impact of education, promoting social awareness and civic engagement among the youth.

As we navigate through complex socio-political landscapes, it is crucial to uphold traditional values while embracing innovation and progress. By nurturing a generation equipped with moral clarity and practical skills, we can pave the way for a brighter future for India and the world. In essence, the journey towards Viksit Bharat@2047 requires collective efforts from educators, policymakers and society at large. By prioritising ethical education, fostering interdisciplinary learning and embracing diversity, we can build a strong foundation for a prosperous and inclusive future. Together, let us embark on this journey towards excellence, guided by the principles of integrity, empathy and resilience.

(The author, a recipient of the Bharat Gaurav award, is a professor and expert on strategic affairs; views are personal)

> **INTELLECTUAL SKILLS SHOULD PREPARE STUDENTS TO ENGAGE WITH SOCIO-ECONOMIC AND POLITICAL ISSUES ON A GLOBAL SCALE, FOSTERING COLLABORATION WITH STAKEHOLDERS FROM OTHER INSTITUTIONS**

NMC gives nod to 112 new med colleges, UP to get 22, Delhi 1

DurgeshNandan.Jha
@timesgroup.com

New Delhi: The National Medical Commission (NMC) has greenlit the establishment of 112 new medical colleges nationwide, which would take the total number to more than 800. Since 2013-14, the number of medical colleges in the country has nearly doubled.

The number of seats for an undergraduate course (MBBS) has also increased by almost 110%, from 51,348 in 2013-14 to 1,08,990 in 2023-24, whereas the number of postgraduate seats increased by almost 118% from 31,185 to 68,073 from 2013-14 to 2023-24.

Of the 112 approved recently by NMC, a maximum 22 colleges are in Uttar Pra-

Getty Images/iStockphoto

Number of medical colleges in India to cross the 800 mark now

desh. Sources said some of the medical colleges are linked to the local district hospitals. One medical college has been approved in Najafgarh in Delhi.

Recently, a parliamentary committee had recommended that govt should formulate a comprehensive framework to address bureaucratic hurdles and effectively imple-

ment the partnership of private medical colleges with district hospitals.

According to the committee, chaired by MP Bhubanaeshwar Kalita, this will not only provide sufficient clinical material to the MBBS students but also decrease the setting up and operating cost of private colleges, thereby rationalising the costs of medical education.

"Additionally, as another measure to reduce the cost of medical education in private colleges, the committee recommends govt subsidise the necessary equipment/ machines for the setting up of skill labs in private colleges as they are sophisticated and costly and are often imported," the committee said in its report on quality of medical education.

भारतवंशी सौरजीत की कालेज टीम ने जीता 'यूनिवर्सिटी चैलेंज'

लंदन, प्रेट्र : चंद्रयान-2 मिशन से जुड़े व कोलकाता से स्नातक सौरजीत देबनाथ की इंपीरियल कालेज लंदन की टीम ने ब्रिटेन में टेलीविजन के सबसे कठिन क्विज शो 'यूनिवर्सिटी चैलेंज' की चैंपियन ट्राफी जीत ली है। देबनाथ ने इंपीरियल कालेज, लंदन से पृथ्वी विज्ञान और इंजीनियरिंग विभाग में एप्लाइड कम्प्यूटेशनल साइंस और इंजीनियरिंग में मास्टर डिग्री ली है। वह भारतीय अंतरिक्ष अनुसंधान संगठन (इसरो) की अंतरिक्ष यान बनाने वाली शाखा यूआर राव अंतरिक्ष केंद्र में भी काम कर चुके हैं। देबनाथ ने कहा कि क्विज का हिस्सा बनने पर उत्साहित हूं।

नए मेडिकल कॉलेजों के साथ MBBS की सीटें भी बढ़ेंगी, ऑनलाइन मंजूरी पर अब ज्यादा जोर

Bhupender.Sharma
@timesgroup.com

AI Image

विश्वस्तरीय मेडिकल एजुकेशन भी लक्ष्य?

नई दिल्ली: 2024-25 सेशन में नए मेडिकल कॉलेज शुरू होने के साथ-साथ MBBS की सीटों में भी इजाफा होगा। हालांकि यह संख्या कितनी होगी, इस बारे में अभी असेसमेंट प्रोसेस चल रहा है। नैशनल मेडिकल कमिशन (NMC) के पास नए मेडिकल कॉलेज के लिए 112 और MBBS की सीटें बढ़ाने के लिए 58 ऑनलाइन आवेदन मिले है, जिनको जांचने की प्रक्रिया चल रही है। एनएमसी की अंडरग्रैजुएट मेडिकल एजुकेशन बोर्ड की प्रेजिडेंट डॉ. अरूणा वी. वानिकर का कहना है कि 2024-25 में MBBS की कितनी सीटें बढ़ेंगी, इसको लेकर कोई टारगेट तय नहीं किया गया है लेकिन सीटें बढ़ाने के साथ-साथ सबसे ज्यादा जोर इस बात पर होगा कि छात्रों को बेस्ट मेडिकल एजुकेशन मिले। इसको लेकर एनएमसी की ओर से सभी जरूरी कोशिश की जा रही है। उनका कहना है

NMC ने आवेदनों को जांचने की प्रक्रिया शुरू की, AI टूल को भी इस्तेमाल में लाया जाएगा

कि धीरे-धीरे कॉलेजों में जाकर इंस्पेक्शन की प्रक्रिया को कम किया जाएगा और ऑनलाइन प्रक्रिया को ज्यादा फॉलो किया जाएगा। नई-नई तकनीकों का इस्तेमाल होगा, जिनमें AI टूल भी शामिल है।

2013-14 में देश में 387 मेडिकल कॉलेज थे, जो अब बढ़कर 706 हो गए हैं, वहीं MBBS सीटों की संख्या भी 51,348 से बढ़कर 1,08,198 हो गई

है। वहीं पीजी सीट भी इस दौरान 31,185 से बढ़कर 69,457 हो गई है। एनएमसी के पास नए मेडिकल कॉलेज शुरू करने और MBBS की सीटों में इजाफे के लिए आवेदन आए हैं। एनएमसी की ओर से आवेदनों की जांचने की प्रक्रिया चल रही है। एनएमसी ने कॉलेजों में आधार आधारित बायोमेट्रिक अटेंडेंस सिस्टम को अनिवार्य रूप से लागू कर दिया गया है।

विशेषज्ञों का कहना है कि अभी MBBS की 1.08 लाख सीटें है और इन सीटों में अभी 40 हजार तक का और इजाफा हो सकता है। देश में MBBS की सीटों को डेढ़ लाख तक बढ़ाया जा सकता है। इस वर्ष भी सीटें बढ़ाने की प्रक्रिया शुरू हो गई है लेकिन एनएमसी का लक्ष्य केवल सीटें बढ़ाना नहीं है बल्कि यह भी देखना है कि छात्रों को बेहतर से बेहतर मेडिकल एजुकेशन मिले। कॉलेजों की रेटिंग का लक्ष्य भी यही है। बताया जा रहा है कि एनएमसी कॉलेजों में इंफ्रास्ट्रक्चर समेत सभी जरूरी सुविधाओं को लेकर बारीकी से जांच करेगा और उसके बाद ही मंजूरी दी जाएगी। विशेषज्ञ कहते है कि पिछले कुछ वर्षों में MBBS की सीटें काफी बढ़ी है और जिन कॉलेजों में छात्रों को अच्छी शिक्षा नही मिल पा रही है, उसको लेकर एनएमसी को कड़े कदम उठाने होंगे।