"Everything comes to us that belongs to us if we create the capacity to receive it."

-Rabindranath Tagore
IIT Delhi launches new programmes in line with NEP 2020

Professor Narayan D Kurur, Dean, Academics said: "IIT Delhi is committed to implementing the NEP provisions. We have implemented several provisions, and several others are in the pipeline. We have signed up for the Academic Bank of Credits."

Indian Institute of Technology (IIT) Delhi has launched several programmes in line with the National Education Policy (NEP 2020), including B Tech courses in Material Engineering, Energy Science and Engineering, Computational and Applied Mechanics, and an MSc course in Economics.
A statement issued Thursday said the Institute has taken multiple initiatives to implement NEP 2020, which focuses on multidisciplinary higher education.

Other programmes the Institute will offer are MTech courses in Cybersecurity, Electric Mobility and Data Science, Biomolecular and Bioprocess Engineering, and Masters in Public Policy.

Along with these, IIT Delhi has started the Centre for Automotive Research and Tribology, School of Artificial Intelligence, and others, to promote interdisciplinary research. It is also providing students with multiple entry and exit options, which is one of the key provisions of the NEP. For instance, a student can change their discipline at the end of the first year of undergrad, transfer from one postgraduate programme to another, and upgrade.

Professor Narayan D Kurur, Dean, Academics said: “IIT Delhi is committed to implementing the NEP provisions. We have implemented several provisions, and several others are in the pipeline. We have signed up for the Academic Bank of Credits.”

IIT Delhi Receives 'GATI Achiever' From DST For Promoting Women In STEM

The GATI programme acknowledges IIT Delhi’s contributions in enhancing women’s participation and career advancement in STEM education and research.
The Department Of Science and Technology (DST) has recognised Indian Institute Of Technology, Delhi with the title of ‘GATI Achiever’ for the Gender Advancement for Transforming Institutions (GATI). The recognition is given to the institute for its unwavering commitment and efforts to promote gender equity in STEM. The GATI programme acknowledges IIT Delhi’s contributions in enhancing women’s participation and career advancement in STEM education and research.

In the press release, IIT Delhi has shared some of the activities that the institute undertook to increase women’s participation. The institute has conducted an extensive self-assessment and meaningful action plans to address the gender gap and barriers women face in STEM. The Institute informs that they are promoting hiring and retention of women faculty at the department level, gender sensitisation workshops, and family-friendly policies are adopted. Further, the institute claims that they are trying to build accessible infrastructure to pave the way for a more diverse and equitable campus.

Prof. Angelie Multani, Dean, Diversity and Inclusion, IIT Delhi, expressing gratitude, said, “IIT Delhi is spearheading various initiatives to increase the representation of women and other marginalised categories among its students and faculty members. This award reaffirms our commitment to fostering an inclusive environment where diversity is celebrated and all voices are heard”.

ABOUT GATI

The GATI pilot programme launched by the DST, in partnership with the British Council, aimed to nudge higher education and research institutions to ensure gender equality in STEM. Project GATI was one of the three initiatives of DST announced on February 28 2020 on the National Science Day by the President.

With an aim to nudge institutions of higher education and research towards supporting diversity, inclusion, and the full spectrum of talent for their own success and progression, GATI was introduced. One of the objectives of programme is to create an enabling environment for equal participation of women in Science, Technology, Engineering, Medicine and Mathematics (STEMM) disciplines at all levels, thereby addressing deep-rooted problems.

IIT Delhi Takes Multiple Initiatives Towards Implementing NEP 2020

IIT Delhi has taken multiple initiatives in the direction of implementing the National Education Policy (NEP) 2020.

In line with the aim of NEP 2020 that talks about multidisciplinary higher education, the Institute has launched the following programs.

- B.Tech. programs in Materials Engineering, Energy Science and Engineering, Computational and Applied
Mechanics
• Bachelor in Design
• MSc in Economics, Cognitive Science
• M.Tech. programs in Cybersecurity, Electric Mobility, ML and Data Science, Biomolecular and Bioprocess Engineering.
• Master’s in Public Policy
• Joint PG Diploma with NITIE, Mumbai, in Visionary Leadership for Manufacturing
• Master of Science by Research (MSR) programs in Automotive Research and Tribology, Energy Science and Engineering, Material Science and Engineering, Transportation Research and Injury Prevention

Further, the Institute has started the following centres and school focusing on interdisciplinary research:
• Centre for Automotive Research and Tribology
• Optics & Photonics Centre
• Sensors, Instrumentation and Cyber-Physical Systems Engineering
• Transportation Research and Injury Prevention Centre
• School of Artificial Intelligence

IIT Delhi is providing its students with multiple entry as well as exit options, as it is one of the key provisions of the NEP.
• PhD exit with MS(R)
• M.Tech. /MBA exit with PG Diploma of IIT (DIIT)
• UG exit with diploma or diploma in a particular engineering discipline
• Discipline change at the end of 1st year of UG
• UG to PG conversion
• Transfer from one PG programme to another and upgradation

To create a flexible academic atmosphere for the students, the Institute has the following provisions:
• Temporary hold in M.Tech. program to avail employment and rejoining later
• Opportunity to UG students to further specialize in their parent discipline and explore other disciplines
• Semester leave for incubating startup and internship
• Flexible time frame, based on ability, to complete their course of study

Over time, the Institute has made significant efforts towards the internationalisation of the IIT Delhi campus.
• Joint PhD programs with the University of Queensland Australia and the National Yang Ming Chiao Tung University Taiwan have been launched.
• Launched International PhD Fellowship Program (IPFP) and International Masters Scholarship Program (IMSP).
• Over hundred international MoUs for student exchange

In the direction of facilitating online education, various online certificate programs under the eVidya initiative have been launched.

The Institute organised multiple academic outreach events, as given below, for the students of the government and private schools.
• SciTech Spins lecture series for high school students
• STEM mentorship workshop for girls
• Grassroots innovation program (GRIP) for local communities
• Changemakers Bootcamp for high school and UG students
• Lab sessions for Delhi Skill and Entrepreneurship University students
• Mentoring and setting up an engineering college in Kargil

Speaking of the various NEP initiatives taken by the Institute, Prof. Narayanan D. Kurur, Dean, Academics, said: “IIT Delhi is committed to implementing the NEP provisions. We have implemented several provisions, and several others are in the pipeline. We have signed up for the Academic Bank of Credits (ABC)”.

On July 29, 2023, Hon’ble Prime Minister Shri Narendra Modi will be inaugurating the 2nd Akhil Bhartiya Shiksha Samagam in New Delhi, concurring with the third anniversary of the National Education Policy.

**IIT-Delhi launches advanced certification in Web 3.0, social media and Metaverse programme, JEE score not required**


The programme, as per IIT Delhi, provides hands-on learning of the subject with the learning of tools like WordPress, Google Analytics, PhP, Orange, E-Commerce Website Development and integration with Social Media Analytics, and Digital Tools for Marketing.
The Indian Institute of Technology (IIT) Delhi today announced the launch of advanced certification in Web 3.0, Social Media and Metaverse programme. The six-month programme explores the convergence of these three powerful technologies, allowing participants to gain invaluable insights into how Web 3.0 is revolutionising the internet, social media is empowering social interaction and the emerging Metaverse is creating digital experiences, as per a statement by IIT Delhi.

In the process, applicants will learn about Web 3.0, Social Media and Metaverse through hands-on projects and case studies with tools like WordPress, Google Analytics, PHP, and Orange. They will also learn E-Commerce website development and integration with social media analytics, and digital tools for marketing. The programme is specially designed for graduates from any background seeking a career in the Web 3.0, Social Media, or Metaverse domains, as well as professionals in the software and IT industry seeking to gain Web 3.0 or Metaverse expertise to apply it in their respective fields.

Arpan Kumar Kar, Chair Professor & Professor, Department of Management Studies & School of Artificial Intelligence, IIT Delhi, said “In today’s competitive market, knowledge of Web 3.0 is essential to comprehend the future of the internet. It creates career prospects in blockchain and decentralised systems while empowering individuals with data privacy and driving innovation. Social media platforms play a crucial role in communication, connecting people and businesses. Understanding their functioning enhances personal and professional leverage. Technologies like VR and AR are poised to revolutionise the digital landscape, offering immersive experiences in the Metaverse. By exploring these technologies, individuals gain insights into the potential for transformative interactions and experiences.”
The learners will get 100 hours of curriculum activities while being mentored by IIT Delhi faculty. The live sessions will be delivered Direct-to-Device (D2D) over the course of six months, including a campus immersion component.

The Web 3.0 module includes topics like Web Analytics and Machine Learning for E-commerce Sales and Revenue Management, Social Media includes Digital Influencer Management and Overview of Artificial Intelligence for Web 3.0, and Metaverse includes Cases on Metaverse Applications in Different Industries and Understanding the Technical Architecture of VR Ecosystems.

**First IIT Delhi campus to come up in Abu Dhabi; to offer programs on energy, sustainability**

India's Ministry of Education signed a Memorandum of Understanding (MoU) with Abu Dhabi Department of Education and Knowledge (ADEK), and the Indian Institute of Technology Delhi (IIT Delhi) to establish IIT Delhi's first campus in Abu Dhabi.

The MoU was signed on Saturday (July 15) in the presence of HE Sheikh Mohamed Bin Zayed Al Nahyan, President of the UAE and Shri Narendra Modi, Prime Minister of India. PM Modi was in UAE for a day-long visit following his France trip.

"The MoU for establishment of IIT Delhi campus in Abu Dhabi in the presence of the Prime Minister Shri Narendra Modi unfolds a new chapter in internationalization of India's education. An example of New India's innovation and expertise, the IIT Delhi campus in UAE will be an edifice of India-UAE friendship," said Dharmendra Pradhan, Indian Minister for Education and Skill Development & Entrepreneurship.

IIT Delhi has made significant contributions to India's R&D ecosystem across sectors ranging from energy, defense, healthcare, and rural development, to transportation, IT, and software.

The IIT Delhi- Abu Dhabi campus is expected to launch master's level program beginning January 2024, and bachelor's level program and Ph.D programs from September 2024. In addition it will operate research centers related to sustainable energy and climate studies, as well as computing and data sciences.

The IIT-D campus will offer diverse range of programs covering energy and sustainability, artificial intelligence, computer science and engineering, mathematics and computing and other disciplines of engineering, sciences, and humanities.

To complement the academic, research and innovation ecosystem in Abu Dhabi, IIT Delhi – Abu Dhabi will be collaborating with key players such as Mohamed bin Zayed University of Artificial Intelligence, Khalifa University, New York University Abu Dhabi, Technology Innovation Institute, and Hub71 to offer complimentary programs, conduct advanced research, and to further domestic startup ecosystem.

"The execution of this MoU marks a milestone in our plans towards actualizing a globally competitive education ecosystem. In line with our national strategy, this MoU reflects our commitment to providing world-class educational experiences," said Her Excellency Sara Musallam, Minister of State for Early Education, Chairman of the Federal Agency of Early Education, and Chairman of ADEK.

"We anticipate that the IIT Delhi - Abu Dhabi partnership will support our transition towards fostering an environment that nurtures innovation and accelerates high-level research."
The Indian Institute of Technology Delhi has maintained a rank within top 200 in the QS World Rankings between 2021 and 2024.

The Indian Institute of Technology, Delhi (IIT Delhi) is one of the most prestigious institutes in India. It has consistently been ranked as one of the top institutes in the National Institutional Ranking Framework (NIRF) published by the Ministry of Education (MoE).

Over the last five years, it has secured the top ranks in the overall and engineering category. It is one of the premier institutes for research, innovation as well as management in the country. This year, it has ranked fourth in the newly inducted ‘innovations’ category of NIRF.

### Last 5 years NIRF Ranking of IIT-Delhi

<table>
<thead>
<tr>
<th></th>
<th>2023</th>
<th>2022</th>
<th>2021</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>India Rankings Overall</strong></td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>India Rankings Engineering</strong></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>India Rankings Research</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>India Rankings Management</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>India Rankings Innovation</td>
<td>4</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>

The IIT Delhi’s global ranking is also quite impressive. It is also globally recognised institution from the country.

**Last 4 years QS World University Ranking of IIT-Delhi**

<table>
<thead>
<tr>
<th>Year</th>
<th>Rankings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024</td>
<td>197</td>
</tr>
<tr>
<td>2023</td>
<td>174</td>
</tr>
<tr>
<td>2022</td>
<td>185</td>
</tr>
<tr>
<td>2021</td>
<td>193</td>
</tr>
</tbody>
</table>

IIT-Delhi is boycotting the ‘Times Higher Education (THE) World University’ for the last three years in a row. It has problems with the evaluation parameters of the ranking agency.

IIT Delhi was established in 1961 as ‘College of Engineering’ and later it was declared as an institution of national importance under the ‘Institutes of Technology (Amendment) Act, 1963’ and was renamed as the ‘Indian Institute of Technology Delhi’. It was formed as part of the government of India’s vision to nurture talent and expertise in science and technology.
What measures are you taking to maintain your position in national rankings every year?

We do not do anything specifically to maintain our ranking positions. Our focus lies on the fundamentals of providing an excellent experience for our students. We strive for excellence in education, aiming for a well-rounded and holistic learning experience. We constantly assess the relevance of our curriculum and offer opportunities for experiential learning. A significant portion of our learning takes place outside the classroom, including co-curricular and extracurricular activities, as well as laboratory work. Essentially, we prepare our students for the future workforce by fostering critical thinking and imparting essential skills. This covers the education aspect.

Secondly, we emphasise research and have state-of-the-art facilities for various domains, such as characterisation and fabrication. We continually upgrade these facilities and encourage interdisciplinary collaboration to address issues of national and global importance. Moreover, we are now placing additional focus on ensuring that our research has a meaningful impact on society. We believe in our responsibility to contribute to society by providing leadership and generating positive change. These are some of the key elements that define our approach.

We constantly seek feedback, evaluate relevance, and strive for improvement in the areas of education, research, and impact. Additionally, innovation and incubation play a significant role in our institution. As a result, our rankings emerge naturally. We never explicitly prioritise rankings because being a university or an institute is a multifaceted endeavour. Rankings may capture certain aspects, but what truly matters to us is
that students from all over the country prefer our institution. Our high selectivity demonstrates that we are moving in the right direction.

**How can engineering colleges enable a meaningful career for their students, one that gives financial empowerment and impacts society positively?**

We lead a program called Unnat Bharat Abhiyan, which connects over 7,000 villages across the country using a hub-and-spoke model. This model involves around 3,000 colleges and universities specialising in engineering and science.

In these villages, we explore how technology, science, and interventions can make a difference. We have various projects and internship opportunities aimed at creating positive change. In the next phase, we are also focusing on catalysing innovation and startups in rural areas. Additionally, in terms of healthcare, many of our projects already have a societal impact. We collaborate with different government entities and work on projects that improve people’s lives. For instance, our public systems group has created real systems like the food distribution system at Delhi airport, where we utilise optimisation, artificial intelligence, and other techniques. In civil engineering, we have a dedicated water group that addresses issues such as flooding and has developed a medieval-time alert system used by authorities. Similarly, several groups within our institution focus on air quality measurement and attribution. We actively work on solving real problems and finding systemic solutions.

AI is undoubtedly causing significant disruption, raising concerns about job losses and layoffs. Some attribute these layoffs to the impact of AI, while others may associate them with economic recessions. It would be interesting to understand how engineering colleges have been preparing for these challenges over the past year.

Typically, at the entry level, we have not observed many problems in terms of placements or layoffs. However, the long-term impact of AI on jobs is a potential concern, although it is difficult to predict its exact trajectory. To address this, we have established a School of Artificial Intelligence and offer a master's programme in AI. Additionally, we have various courses in machine learning and AI that our graduates can take advantage of. People are equipped with a strong foundation in these areas. Opinions on this matter may differ, but despite advancements in AI and other technologies, we still face real problems related to poverty, hunger, climate change, and disaster resilience. There are challenges to be addressed and opportunities for solutions. While tools and techniques evolve, there is no magic wand. We must understand that these are tools and techniques that need to be applied purposefully. We need to reorient ourselves and perhaps automate routine tasks, but we must also consider what our society needs and determine the role AI should play in that context. This is a complex issue, as some argue for technology determinism, believing that
technology will dictate societal paths. However, I personally believe that society has a choice. We need to collectively decide the parameters within which a particular technology, like AI, will develop. We must address concerns related to privacy and proactively establish guidelines and discussions. We need to develop an understanding of systems and find ways to integrate technology with the natural world. As jobs evolve, we should reorient our education system to ensure that we are not confined to predefined standards. We should strive to shape the narrative and retain control over our future.

What kind of specialised programmes do you offer in AI? Are you planning to introduce any new programme?

We currently offer a master's programme in AI, machine learning, and data analytics. We also have online programs available. Additionally, we have integrated AI components into various departments, and we may explore the possibility of introducing additional programs in the future. Furthermore, we recently introduced a master's program in robotics and cybersecurity. We are also considering options in quantum computing and other quantum-related fields. There have been discussions about the potential introduction of an undergraduate program focused on data analytics and AI, but we are still in the exploratory phase for that. Overall, we offer a range of courses and programmes in these domains, and while the basic degree names may remain the same, we continually introduce new courses to keep up with advancements in the field.

What are the unique characteristics and advantages of each institution, considering both the perspective of insiders and outsiders? How has your extensive experience as a faculty member at IIT Bombay shaped your understanding and ability to contribute to the institution's legacy?

Ideally, what I believe happens is that each institution has its own unique characteristics. And sometimes, there are advantages of being from a particular place, while there are also advantages of looking at it from the outside. By the way, Bombay has a slightly different approach to doing things; it does, but the core fundamentals remain very similar. Similarly, the Institute in Delhi has its own legacy. I have been a faculty member at IIT Bombay for over 28 years. During this time, I have been involved in teaching, researching, interacting with students, and handling administrative responsibilities. Therefore, I have gained insights into every aspect of the institution, and these experiences have equipped me to effectively work here.

What has been the landmark transition in pedagogy?

Let me tell you, at the onset of COVID, before it was happening, people in all domains were very reluctant to have online interactions and meetings. Initially, when it started, at IIT Bombay, and I am sure it was similar at IIT Delhi, there was a hesitation to conduct lectures online, with many faculty members even cancelling them. However, as time went on, faculty members started innovating and became more comfortable with
the online format. We learned a lot of lessons related to online teaching, such as different approaches to testing and recording lectures. Some of these lessons have even helped us improve our classroom teaching.

On the negative side, COVID has changed certain habits, especially among students. Attention spans in the physical classroom were affected, so the transition back to in-person teaching had some challenges initially. However, things have improved over time. Now, we can explore hybrid teaching models, where we have a physical classroom setting but also incorporate online elements. This allows for interesting possibilities, such as gathering statistics on student participation and incorporating online resources. Many colleagues have already embraced this approach.

Overall, COVID has increased the repertoire of tools available to us in education. However, the challenge of keeping students engaged and excited about learning remains tough. It requires exceptional teaching skills to maintain someone's attention for 50 minutes. We are currently undergoing a curriculum review to explore how we can make improvements and implement best practices. It is an ongoing process.

**Have any of the new teaching and learning methods introduced during the Covid-19 period been retained and continued after the pandemic?**

In our system, we do not micromanage. The biggest advantage is that the faculty have the independence to design and conduct their courses as they see fit. We had numerous discussions, even in our Senate, about this matter. We have decided to primarily have physical classes, but we do provide flexibility under certain conditions. For example, in some cases, a percentage of the classes can be conducted online. The overall message is that physical classes are preferred, but there may be instances where presentations or conferences can be done remotely. These are the kinds of considerations we consider.

**Now, moving on to the research part, incubation, and startup funding, what progress has been made in recent years, and how has the transferability of research been?**

We have different modes of transferring research and innovation. Firstly, when a new idea is generated within the institution, we have a team of patent attorneys who work with faculty members to file patents. These patents can then be licensed to interested parties. This is one mode of translation.

Secondly, we collaborate with industries where they take over the research and innovation. Additionally, our faculty members can establish incubator companies through our technology business incubator. We have numerous examples of products that have been successfully licensed and commercialised, including during the COVID-19 pandemic.

Furthermore, we have initiated research and innovation programs where industries co-locate within our institution. This enables direct interaction between the industry and our academic community. We have 23 centres of Excellence, many of which are funded by industries. These centres focus on specific domains and
involve collaboration among multiple faculty members, working on an overall theme. For instance, we have centres of Excellence in clean air, biology-related robotics, and drones (known as BIRD), quantum technologies, climate (supported by Renew Power), and various other domains. These centres receive funding for approximately five years, typically around 10 crore rupees.

We also have strong connections with the services and defence sectors. For example, we have a centre where technology development for defence purposes is undertaken. Some notable achievements include establishing the first quantum encrypted link between two cities, developing indigenous lightweight bulletproof jackets, and being involved in 5G test cases.

**What measures has IIT taken to promote diversity among its student population and address gender imbalance?**

Diversity is indeed an important aspect for us. Our student intake is already quite diverse, and this diversity encompasses various dimensions. We have students from different regions, varying income backgrounds, and diverse socio-economic backgrounds. Our classrooms are already reflective of this diversity.

We have been actively focusing on gender equalisation and sensitisation. We have established the Office of Diversity and Inclusion to address these issues. Our efforts also extend to ensuring accessible education for all. This is an ongoing process, and we continuously strive to make progress in these areas. We have implemented initiatives and policies to promote diversity, sensitisation, and representation.

Currently, among our undergraduate student population, approximately 23 per cent are women. Overall, the percentage may be slightly higher, around 27 per cent. While we have made progress, we acknowledge that there is still work to be done. Our goal is to reach a point where gender ceases to be an issue, where there is a balanced representation without the need for special attention. We are committed to moving in the right direction and continuously improving our efforts towards achieving this goal.

At IIT, we have implemented certain measures to support and provide opportunities for female students. One such measure is the supernumerary quota in the Joint Entrance Examination (JEE) for women. This means that a certain percentage of seats in each department are reserved for women. However, it is important to note that these women are still required to meet the eligibility criteria and compete based on their ranks.

When it comes to faculty hiring, we do relax the eligibility criteria to encourage the hiring of female faculty members. This is done to address the gender imbalance in the faculty. However, apart from these specific relaxations, we do not relax any other criteria. We are actively working on proactively hiring female faculty
members and exploring different strategies to address the issue. We are aware of the problem, track relevant data, and strive to create a safe and comfortable environment for all students.

**Life at IIT-Delhi: ‘IITs prepare you to face all challenges in life,’ says a BTech student**


Rewari boy Parth Verma was fascinated with engineering as he grew up with parents who were engineers. He wants to study further and pursue research and maybe go abroad for higher studies.

Life in an IIT: Parth always knew he wanted to be an engineer, what inspired him was his parents, both of whom are also engineers. (Graphics by Angshuman Maity)

— Parth Verma

My parents are engineers and seeing them inspired me to become one myself. My determination got stronger when one of my cousins got admission to the Indian Institute of Technology-Banaras Hindu University (IIT-BHU). I was in Class 8 back then and asked my father about it and got to know that IITs are the most prestigious engineering colleges in the country. And, therefore, I decided that I will pursue engineering from an IIT.
How I chose BTech in Mathematics and Computing at IIT-D

In 2022, I cleared JEE Main with an India rank of 382 and in JEE Advanced, I got 746 rank. After weighing my options during the counselling, I decided to enrol myself into BTech in Mathematics and Computing at the Indian Institute of Technology, Delhi. I chose this course as I have a deep interest in Mathematics and Computer Science. Moreover, I really liked the course content. I was getting Electrical Engineering at IIT Bombay but since I didn’t have an interest in it, I chose my current course. Before making the final decision, I spoke to some seniors regarding the scope and what is offered by the course.

In the long run, I want to pursue research and study further. Though not certain, I have the desire to move abroad for higher education. I would like to pursue a career in Computer Science as I prefer it a wee bit over Mathematics and I am regularly involved in programming and knowing about new technologies.

IIT-Delhi’s library is my sanctuary

Right now, I am on semester break. My batch has just given our end semester exams and when we’ll join back, I will be in my second year. However, before the break, my usual day would begin at 7 am as the lectures began at 9 am and would go on till 4 pm to 5 pm. Post that, we were free to do whatever we like — be it chilling out with friends, going out, taking part in club activities and more.

I am a bit of an introvert and love spending my free time in the library. IIT Delhi has an amazing library, it has three storeys. The ground floor has books from all genres. The first and second floors are reading areas, you can study there, bring your books and get lost in them. Sometimes, I also participate in competitions held in the library by the technical club.

Other than spending time at the library, I participate in some club activities as well. I am a part of the programming club and enjoy the competitions held by them. I also participated in the technical fest of our college—Tryst. I was a part of the organising team and even participated in a competition—Vision of India 2047, where we showcase how we think India would look like in 2047. I presented my idea where the cities were compressed and roads in the air to a panel of 15 judges. I got second place in the competition.

At college, I have a group of friends which has five to six people who are closest to me, all of them are from my hostel. We go out on weekends, sometimes we also visit the city. Generally, weekdays are busy as we have classes and other activities, however, on weekends we relax.
My biggest learning experience from the whole IIT experience has been to keep going and face all the challenges that come your way. It teaches you to not give up no matter how hard a situation may seem.

**IIT Delhi to set up its campus in Abu Dhabi: Dharmendra Pradhan**


The Indian Institute of Technology (IIT Delhi) will establish its campus in United Arab Emirates' capital Abu Dhabi, said Union Education and Skill Development Minister Dharmendra Pradhan on Monday.

Pradhan said this while meeting with UAE's Minister of State for Early Education, Sara Musallam at IIT Delhi this morning.

Minister Pradhan said that the relationship between India and UAE has been going on for a long time. The Prime Minister of India and the President of the UAE are good friends. The two countries have now played an important role in the world, he added.

Pradhan maintained that the establishment of IIT Delhi campus in Abu Dhabi is certainly a matter of happiness. This initiative is a reflection of the successful leadership of the two countries. This will further strengthen the relationship between the two countries in the field of education, he said.
As the education infrastructure gets stronger, students from both countries will be inspired to work for new ideas and innovation. A global model will also emerge, the Minister said.

On this occasion, Pradhan along with UAE Minister Musallam inaugurated the Future Changemakers Summer Bootcamp at IIT Delhi. He also met the ambassadors of India and the EU and wished the students of UAE a bright future.

Pradhan said the bootcamp will provide a unique learning experience for high school students of the UAE and India. It will connect society to society, he added saying that the journey for the students of both the countries has just started.

Recently, the Indian Institute of Technology, Madras (IIT-M) inked an agreement to open its first-ever international campus in Zanzibar, Tanzania.

**IIT Delhi Successfully Organizes Open House for JEE (Advanced) 2023 Qualified Female and PwD Candidates**

*July 3, 2023* [https://home.iitd.ac.in/show.php?id=330&in_sections=News](https://home.iitd.ac.in/show.php?id=330&in_sections=News)*
IIT Delhi organized an Open House on June 24, 2023, for female candidates and persons with disabilities who have qualified for JEE (Advanced) 2023. The event was organized in a hybrid mode by the Initiative for Gender Equity & Sensitization (IGES) and the Office of Accessible Education (OAE) at IIT Delhi, as a proactive step in fostering diversity and inclusion.

Candidates from different parts of the country attended this open house, offline and online. Attendees had the chance to interact with the Deans, IIT Delhi faculty members, and student volunteers of IIT Delhi.

The Open House provided crucial details to the candidates regarding the academic courses, co-curricular and extra-curricular activities, which IIT Delhi offers to the students. The entire event was conducted in the following phases: first phase was an introduction by the Institute Director Prof. Rangan Banerjee, Deans and IGES & OAE representatives wherein questions pertaining to campus life, choice of department, hostel accommodation, and career prospects were discussed.

Addressing the attendees at the Open House, Prof. Rangan Banerjee, Director, IIT Delhi, said, "We at IIT Delhi are keen to have more women students. We currently have about 23% of women students in our intake batch, and we are also making efforts to make our student community diverse, and we are looking at inclusion and accessibility. We have created an Office of Diversity and Inclusion to ensure that the experience on campus is good for everyone, and we would like to see that we can have a vibrant and diverse community, a better gender balance. We have the Initiative for Gender Equity (IGES) and are looking at ways in which we can have more women students, and involvement of women students, women faculty in all aspects.

Whichever discipline you choose, you can specialize in that discipline. At our institute, you will also have the opportunity to follow minors to have specializations in cutting-edge technology in areas that may not be in your core discipline. You will use these 4 or 5 years, depending on the programme you choose, to actually find your passion, to also see what else you would like to do. At IIT Delhi, we have a whole host of clubs, sports and cultural facilities that will enable your overall growth.

Today, the old mindsets have changed, and if you look at every discipline, women are actually at the forefront of many different initiatives. They are leading technologies, leading companies, and making their own startups. We have several such examples in our midst. The future belongs to you. We hope that you will entrust some portion of your future to us and come and spend time with us and join IIT Delhi".
This was followed by the second phase where the attendees got a chance to interact with dedicated faculty members from different academic units about specific disciplines, programs, and career prospects ahead.
Attendees who visited the campus also got an opportunity to see the common spaces such as library, eateries, sports facilities, hostel facilities.

Overall, the Open House was a proactive step aimed at facilitating candidates in making informed decisions about their future and showcasing the institute’s capability and commitment towards diversity, inclusivity, and supportive learning environment.