

स्टार्टअप की रीढ़ बनेगा यूपी का पहला मेडिकल डिवाइस पार्क

■ विशेष संवाददाता, ग्रेनो : यमुना प्राधिकरण क्षेत्र में बनने वाला उत्तर प्रदेश का पहला मेडिकल डिवाइस पार्क प्रदेश में स्टार्टअप कारोबार के लिए रीढ़ बनेगा। सरकार की मंशा के अनुरूप यमुना अथॉरिटी ने इस पार्क में स्टार्टअप कारोबार के लिए 5 एकड़ में इन्क्यूबेशन सेंटर बनाने की योजना पर मुहर लगा दी है। प्रदेशभर में स्टार्टअप को बढ़ावा देने को इस सेंटर में प्रशिक्षण लेने के बाद अपने गृह जनपद में कारोबार खड़ा कर सकेंगे। सेंटर में युवाओं को स्टार्टअप कारोबार के लिए बिजनेस डेस्क भी बनेगा। यमुना अथॉरिटी ने आईआईटी कानपुर की मदद से सेंटर बनाएगा। इस काम में विशाखापट्टनम का कलाम इंस्टीट्यूट आफ हेल्थ टेक्नोलॉजी भी मदद करेगा।

यमुना अथॉरिटी के मुख्य कार्यपालक अधिकारी डॉक्टर अरुणवीर सिंह ने मेडिकल डिवाइस पार्क में जिस इन्क्यूबेशन सेंटर की स्थापना को मंजूरी दी गई है, उससे यूपी ही नहीं हरियाणा व राजस्थान सहित कई राज्यों के युवाओं को स्टार्टअप कारोबार करने में हर तरीके की मदद मिलेगी। विशेषज्ञों के सुझाव एवं मार्गदर्शन, प्रशिक्षण, उपकरण आदि संसाधन उपलब्ध होंगे। वित्तीय संस्थाओं की भी मदद यहां से मिल सकेगी। इसके अलावा छोटी इकाईयां स्थापित करने वाले उद्यमी भी इन्क्यूबेशन का फायदा



■ यमुना अथॉरिटी 5 एकड़ में आईआईटी कानपुर की मदद से बनाएगा प्रदेश का पहला पार्क, इन्क्यूबेशन सेंटर भी

उठा सकेंगे।

कलाम इंस्टीट्यूट ने तय की नियम व शर्तें : उत्तर भारत में विकसित होने वाले पहले मेडिकल डिवाइस पार्क के लिए यमुना प्राधिकरण ने 350 एकड़ जमीन आरक्षित करके रखी है। इसको दो चरण में विकसित होगा। पहले चरण में दो सौ एकड़ में 124 भूखंड व शेड आर्बिट्रिट किए जाएंगे।

मेडिकल डिवाइस पार्क में स्थापित होने वाली इकाईयों की जरूरत को देखते हुए प्राधिकरण ने योजना व उसके नियम शर्तें तय कर कलाम इंस्टीट्यूट आफ हेल्थ टेक्नोलॉजी के पास राय देने के लिए भेजा था। कलाम इंस्टीट्यूट ने प्राधिकरण की तरफ से मेडिकल डिवाइस पार्क स्कीम के लिए नियम व शर्तों पर मुहर लगा दी है।

Digitisation in hospitality learning HT, Pg no. 4(ET)

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It goes without saying that Covid has changed hospitality and innovation markets worldwide.

Many businesses have had to slow down or indeed temporarily close their businesses, but that can be viewed as a crisis or an opportunity.

Hospitality businesses with a focus on proximity and local destinations have been the first to resume and with it all the different forms of travel, accommodation and catering. On the other hand, business tourism will take longer to return to pre-Covid levels.

The solutions that had to be implemented by organizations to avoid travel and allow trade between countries will probably be retained in the period after the virus or at least partially, which will slow the recovery of business tourism. Here players will have to reinvent themselves and offer solutions that meet the new expectations of this sector.

The scope of higher education in the hospitality industry has also shifted. With the outbreak of Covid-19 causing many educational institutions to close temporarily, many including Les Roches had to turn to distance learning. Digital textbooks accessible 24/7, videoconferences and online content and assessments were among the solutions.

To keep a personalized approach, online Q&A sessions for small groups were held several times a day to ensure students from all time zones could participate.

When I started teaching many years ago it was about imparting knowledge in very formal lessons, and we were measuring knowledge learned and memorized.

Today, and with innovation being at the center of our teaching, our methods integrate many interactive forms which complement each other: skill-based learning is the top priority.

Whilst we are looking forward to students returning to campus for face-to-face delivery, we cannot ignore the fact that teaching styles have changed and that digitalization is here. Digitalization is one of the most significant trends in hospitality education, and is also one of the most significant trends in the hospitality industry.

This has been foreseen as a trend shaping the world, but now it has become a necessity with the Covid crisis being a catalyst for digital transformation in the hospitality world. However, we must not forget that hospitality is all about customer's experience and that digitalization must help to enhance this experience.

To provide our students with the best tailor-made experience, we make sure to embrace the best of both, the 'real' and 'virtual' worlds. A good example of where we have brought this together is the first Certificate in Artificial Intelligence applied to hospitality management launched with aivancity, the Paris-Cachan based School for Technology, Business and Society.


The five-day program, running from September 2021, includes two days of sprint design focusing on imagining and prototyping an AI solution for the hospitality industry.

Hospitality education providers should encourage entrepreneurship and innovation in all their courses – this is the way forward post-pandemic.

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HT Pg no. 4(ED)

The new era of employability-focused courses is here

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Even before the pandemic rendered us catatonic, remote working had slowly begun to gain currency. However, COVID-19 has made it starkly clear that telecommuting is going nowhere. According to a recent CFO survey by Gartner, it was found that ~75% of all CFOs plan to move ~5% of their on-site personnel to remote working positions. Although it is said that 'experience is the best teacher', we are still quite underprepared to tackle the problem. As long as the workforce works remotely the upskilling problem will continue to persist.

The learning curve for companies has changed as managers strive to figure out how to lead and motivate their teams virtually. The personal touch has been completely lost and the same cohesion needs to be maintained now without the informal coffee or a team lunch. As organizations mull over the possibility of returning to their workplaces shortly, a new set of skills is about to emerge that their businesses will heavily rely upon. If the workforce is not prepared by then, the transition could become extremely difficult.

As technology continues to advance and drive changes in

the way we work, institutions must keep pace and alter their approach towards education. Curricula have to be relooked at and revised to suit the needs of the industry such that students are ready to take on responsibilities when they graduate. The disruptions are coming and it is time to become focused on employability rather than simply qualification.

The World Economic Forum has published data that indicates ~85 million jobs will be wiped out of the picture when automation fully kicks in by 2025. On the flip side, according to Microsoft, digital transformation will also lead to the creation of an additional ~149 million jobs, each demanding specific skillsets. Both estimations are indicative of a large-scale disruption which we must be prepared to tackle at the earliest.

The learning landscape is rapidly evolving as industries undergo a metamorphic phase.

WITH THE AVAILABLE TECH, INDUSTRIES CAN JOIN HANDS WITH EDUCATIONAL INSTITUTIONS TO CREATE A JOINT CURRICULUM

Teaching newer skills to employees is beginning to take centre stage. While industries are metamorphosing, candidates and students are witnessing a multi-faceted disruption being propelled by a remote-working culture and the onset of automation. An employability gap is becoming more and more evident as a mass digitisation drive grips all industries. The emergence of newer and more capable technologies is frequent and fast-paced creating a shortfall in the number of skilled trainers. Consequently, in order to bridge the skill gap among candidates and students, the skill gap at the trainers' level must be closed.

Organizations need to quickly zero in on the skills that will drive their business recovery plans. Certain skill pools are very likely to overtake the rest and drive the growth of organizations with greater intensity. These crucial value drivers are currently being mapped by most companies in order to accelerate the bounce-back pace. Newer roles that open up will demand a significant value addition through the use of these skills which will require an up-skilled talent pool.

Educators are assessing these value shifts and tailoring courses to create a potential workforce of future-ready candidates. Identifying these trends

and future requirements is a challenging task and educators are taking it in their stride. While a career-focused education does make candidates qualified, it does not make them employable. Experts are of the opinion that the development of core competencies must take precedence and should therefore be integrated into university curricula.

Having said that, digital capabilities must also be learnt and honed. Ironically, in the new normal, going back to basics is important too. Communication, self-awareness, teamwork and social responsibility are the key traits that employers shall be on the lookout for and that is not exactly new. As cliched as it may sound, these qualities are an integral part of any organization's growth story and must therefore be nurtured.

With the technologies and resources available at the disposal of institutions, industries can join hands with them and hammer out a curriculum that is specifically tailored for corporates. Educators may even partner with leading organizations and offer industry-certified training to students and candidates. The academic tie-up will not only establish the value of the skills in demand, but also the worthiness of the curriculum.

While we are cognizant of the

challenges being faced by educators, industries and institutions, one minor problem remains to be addressed. Candidates or

students may find themselves in a situation wherein access to financial resources becomes a daunting task amid these distressful times. This shortfall has been identified as one of the leading causes of a slower up-skilling program in India.

To address this problem, a few institutions offer learners a chance to enter the Income Sharing Agreement (ISA), wherein students are not required to shell out the entire fee amount before they enrol. It is a unique arrangement in which we invest in up-skilling the learners and only begin to charge them once they have a secured source of income resulting from their newly imbibed skills. This keeps them focused on learning rather than financial burdens.

Initiatives like these have the potential to accelerate the economic growth of the country as they contribute towards the rapid creation of an industry-ready workforce. While the world wrestles with the up-skilling dilemma, we must rise to the occasion and work on a recovery plan through such programs.

The author is CEO, SkillEnable