

## PUBLIC RELATIONS CENTRE UNIVERSITY OF KASHMI



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## National capacity building programme in glaciology begins at KU

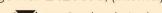


Srinagar, July 17: To strengthen research capabilities in cryospheric science and address the pressing impacts of climate change, the University of Kashmir (KU), under its Centre of Excellence (CoE) for Glacial Studies in the Western Himalaya, inaugurated the 3rd three-week Capacity Building Programme in Glaciology at its main campus.

Supported by the Department of Science and Technology (DST), Government of India, under its Climate Change Programme, the initiative aims to train earlycareer researchers in theoretical and applied aspects of glaciology, with a special focus on Himalayan cryospheric transformations. The programme is part of a threeyear national project (2023-2026), providing intensive training in research methods, instrumentation, and field studies.

In her message Vice Chancellor KU Prof Nilofer Khan while stressing upon the significance of such programs said "In the face of accelerating climate change, the fragile glacial ecosystems of this region demand urgent scientific attention and informed stewardship and programmes like these on Glaciology play a crucial role in equipping our young researchers, scientists, and policymakers with the tools, knowledge, and collaborative frameworks necessary to monitor, understand, and mitigate the impacts of glacial retreat."









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She added that funding under RUSA 2.0 has played a pivotal role in transforming the research and academic landscape at the Department of Geoinformatics, KU and through its generous funding and strategic support, the department has been able to upgrade its infrastructure significantly, including the establishment of state-of-the-art laboratories equipped with high-end instruments such as advanced GIS and Remote Sensing software suites, high-resolution satellite data processing systems, and precision GPS devices.

While inaugurating the programme Prof. Shakil A. Romshoo, Vice-Chancellor, Islamic University of Science & Technology (IUST) and Coordinator of the Summer School, said, "The Himalayan cryosphere is vital for sustaining India's food, water, and energy security, and there is an urgent need to strengthen cryospheric science and monitoring in the Himalaya in view of accelerated climate change."

He also elaborated on the evolution of glacier research at KU and the need for developing human resources in glaciology.

Speaking at the inaugural session, Dean Research KU, Prof. Mohammad Sultan Bhat, in his address, said, "The Centre has emerged as a national hub for Himalayan cryospheric research. It is encouraging to see young scientists engaging with such advanced training programmes at a time when our glaciers are undergoing unprecedented changes."

Registrar KU, Prof. Naseer Iqbal, also spoke on the occasion, highlighting the role of KU in leading impactful climate change-related research in the region. He said that the glacial systems of the Himalaya are critical to the ecology and economy of South Asia and the University is committed to fostering a new generation of researchers who can drive evidence-based policy and climate resilience.

Prof. Mohammad Farooq Mir, Head, Department of Geoinformatics KU, emphasized the value of immersive field and lab training in glaciology and urged participants to make full use of the programme's resources.

Earlier, the welcome address was delivered by Dr. Khalid Omar Murtaza, Co-Investigator of the Centre, and the vote of thanks was presented by Dr. Reyaz Ahmad Dar, Co-Principal Investigator.

About 20 participants from premier institutions across India are attending the programme, which features expert lectures, hands-on training, and projectbased learning in areas such as glacial mass balance, hydrological modeling, remote sensing, glacial hazards, and climate change impact assessment.

The inaugural session witnessed the presence of faculty, researchers, and students from KU, IUST, and other national institutions, marking a robust start to three weeks of intensive scientific learning.

