

EDUDOC SERVICE SERIES

EDUDOC SERVICES: NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

July 2024

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

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Preface

The Library and Documentation Division (LDD) of the National Council of Educational Research and Training (NCERT), serves as a crucial hub for information, research, and academic resources, supporting the diverse needs of educators, researchers, and policy-makers in education. Established to foster an environment conducive to educational excellence and innovation, LDD plays a pivotal role in the dissemination of knowledge and the promotion of advanced learning in the field of academic research. LDD is recognized for its hybrid collection of old and new print collections of books, journals, reports, and other reference collections.

With the mandate of Dr. Dinesh Prasad Saklani, the Hon'ble Director, NCERT, the Library and Documentation Division executes several specialized services for its patrons known as *edudoc services*. In this edition of "EDUDOC SERVICES: NEWSCLIPS", the LDD has delved into and presented a compilation of newspaper clippings published in reputed newspapers related to education during July 2024.

In the fast-paced world of today, newspapers play a crucial role in shaping public opinion and keeping society informed about the latest developments. This publication of newspaper clippings is an attempt to encapsulate news published about National Education Policy; National Council of Educational Research and Training (NCERT) and School Education.

Being an educational tool, the newspaper clippings under this edition shall surely serve as a valuable resource for scholars doing research in the field of education as the period i.e. July 2024 covers the newsclips related to celebration of four years of National Education Policy and introduction of new text books by NCERT based on NEP 2020.

(Dr. Akash)
Head, LDD
NCERT, New Delhi

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Should education be brought back to the State list?

When was the subject added to the concurrent list? How do other countries govern education?

Rangarajan. R

The story so far:

The NEET-UG exam has been embroiled in controversies over the award of grace marks, allegation of paper leaks and other irregularities. The government also cancelled the UGC-NET exam after it was held, while the CSIR-NET and NEET-PG exams have been postponed.

What is the historical background?

The Government of India Act, 1935 during the British rule created a federal structure for the first time in our polity. The legislative subjects were distributed between the federal legislature (present day Union) and provinces (present day States). Education which is an important public good was kept under the provincial list. After independence, this continued and education was part of the 'State list' under the distribution of powers.

However, during the Emergency, the Congress party constituted the Swaran

Singh Committee to provide recommendations for amendments to the Constitution. One of the recommendations of this committee was to place 'education' in the concurrent list in order to evolve all-India policies on the subject. This was implemented through the 42nd constitutional amendment (1976) by shifting 'education' from the State list to the concurrent list. There was no detailed rationale that was provided for this switch and the amendment was ratified by various States without adequate debate.

The Janata Party government led by Morarji Desai that came to power after Emergency passed the 44th constitutional amendment (1978) to reverse many of the controversial changes made through the 42nd amendment. One of these amendments that was passed in the Lok Sabha but not in the Rajya Sabha was to bring back 'education' to the State list.

What are international practices?

In the U.S., State and local governments

set the overall educational standards, mandate standardised tests and supervise colleges and universities. The federal education department's functions primarily include policies for financial aid, focussing on key educational issues and ensuring equal access. In Canada, education is completely managed by the provinces. In Germany, the constitution vests legislative powers for education with landers (equivalent of States). In South Africa, on the other hand, education is governed by two national departments for school and higher education. The provinces of the country have their own education departments for implementing policies of the national departments and dealing with local issues.

What can be the way forward?

The arguments in favour of 'education' in the concurrent list include a uniform education policy, improvement in standards and synergy between Centre and States. However, considering the vast diversity of the country, a 'one size fits all'

approach is neither feasible nor desirable. Further, as per the report on 'Analysis of Budgeted expenditure on Education' prepared by the Ministry of Education in 2022, out of the total revenue expenditure by education departments in our country estimated at ₹6.25 lakh crore (2020-21), 15% is spent by the Centre while 85% is spent by the States. Even if expenditure by all other departments on education and training are considered, the share works out to 24% and 76% respectively.

The arguments against restoring 'education' to State list include corruption coupled with lack of professionalism. The recent issues surrounding the NEET and NTA have however displayed that centralisation does not necessarily mean that these issues would vanish.

Considering the need for autonomy in view of the lion's share of the expenditure being borne by the States, there needs to be a productive discussion towards moving 'education' back to the State list. This would enable them to frame tailor-made policies for syllabus, testing and admissions for higher education including professional courses like medicine and engineering. Regulatory mechanisms for higher education can continue to be governed by central institutions like the National Medical Commission, University Grants Commission and All India Council for Technical Education.

Rangarajan. R is a former IAS officer and author of 'Polity Simplified'. Views expressed are personal.

THE GIST

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The Hindu, 1 July 2024, Page No.- 5

Cherian's remarks on school education's quality trigger row

The Hindu Bureau
ALAPPUZHA

Kerala Culture Minister Saji Cherian has seemingly stepped on a political and social landmine by remarking that many students who passed the Class 10 examinations could barely read or write.

The remark at a private school function in Alappuzha on Saturday arguably cast severe doubts on the State's secondary education system. The observation appeared to acquire the contours of a controversy on Sunday, with General Education Minister V.

Sivankutty forcefully contesting Mr. Cherian's statement. He countered that the statement was not factual. He said the State's school education system was robust and improved by the government.

He added some persons may have cherry-picked parts of Mr. Cherian's speech and highlighted them out of context. He noted that Mr. Cherian stressed the need to improve the quality of education. Mr. Cherian had blamed the "liberal evaluation" system for the alleged lack of scholastic merit among Class 10 pass-outs.

HOLISTIC PROGRESS CARD'

New NCERT report card for senior classes to track post-school plans and life skills

ABHINAYA HARIGOVIND
NEW DELHI, JUNE 30

FROM PREPARATIONS for entrance exams to acquiring life skills such as time management and understanding the value of money — the report cards of students of classes 9 to 12 could be vastly different, reflecting a lot more than just marks scored in school-level and Board examinations.

These elements are part of a new 'Holistic Progress Card (HPC)', a report card that PARAKH — a standard-setting body under the NCERT (National Council of Educational Research and Training) — recently released for secondary school students (Classes 9 to 12).

Sources said that while the report card will not be used in the ongoing 2024-25 academic session, teachers and other officials will be trained on its implementation. States can take a call on whether to implement the HPC as released by the NCERT or adapt it to suit their needs.

EXPLAINED E Focus beyond marks

THE HOLISTIC Progress Cards are part of the government's effort to transform evaluations by focusing on diverse skills and competencies, instead of just the performance in periodic pen-and-paper tests and exams. Similar HPCs were earlier designed for students from classes 1 to 8.

The HPCs are a part of the government's effort to realign school report cards with the National Curriculum Framework for School Education (NCFSE), which seeks to transform evaluations by focusing on diverse skills and competencies, instead of just the performance in periodic pen-and-paper tests and exams.

Saying that the HPCs for
CONTINUED ON PAGE 2

• NCERT

classes 9 to 12 are designed to focus on the "learner as researcher", Indrani Bhaduri, head and CEO, PARAKH, told *The Indian Express* that these report cards are expected to be factored in the results for those appearing for the Board exams in Classes 10 and 12.

"The HPC will be different from the internal marks that are part of Board exam evaluation. In the HPC, what the child has done during the academic years is reflected, and this is designed to augment the Board results. It will be amalgamated with the Board results," Bhaduri said, adding that PARAKH has submitted to the Education Ministry the details of how elements from the HPC can be incorporated in the Board results.

The report card for the secondary level, which has been developed after deliberations with the SCERTs (the curriculum bodies at the state-level) and school boards, is also meant to contribute towards bringing equivalence across different boards.

As first reported by *The Indian Express* in March, HPCs have been designed for various educational stages: the foundational stage (Classes 1 and 2), the preparatory stage (Classes 3 to 5), and the middle stage (Classes 6 to 8). The HPC for the senior classes, covering classes 9 to 12, was released last week.

The progress card for classes 9 to 12 contains several sections, including one where students evaluate themselves on parameters such as 'time management', 'plans after school', and other life skills. The 'plans after school' section requires

students to talk about their 'next big step of my life' — whether they plan to attend college, take up a vocation, or prepare for admission to a professional institute.

Additionally, students are asked to discuss with their parents, teachers and peers and complete a section detailing their strengths or abilities that could help them realise their post-school plans. They must also identify potential challenges and the improvements needed to achieve these plans.

The HPC also has an 'accomplishments inventory' to track the student's "steps and skill" — whether they have gathered information on entrance exams, college applications, and job opportunities. This inventory includes academic skills like "engaging in independent work/research" and "thinking critically and creatively", and life skills like "understanding the value of money and budgeting" and "managing stress for self and others."

The teacher's assessment of the student in group project work, the student's own reflections on it, and peer feedback on the student's understanding of and contributions to the project are part of the HPC. Saying that while the HPC focuses on empowering learners to attain knowledge and skill independently, teachers will play a key role in guiding the students achieve their goals. "The teachers have to understand the required competencies vital for learners at the secondary level... This is to be done through activities like projects, individual research, and innovative classroom interactions. The activities need to be designed in a manner that they are meaningful to the students," Bhaduri said.

Azadi Ka
Amrit Mahotsav

Ministry of Education



Self-nominations open for National Teachers' Award 2024 till 15th July 2024

Posted On: 02 JUL 2024 3:51PM by PIB Delhi

Online self-nominations from eligible teachers for National Teachers' Awards 2024 are being invited with effect from 27 June 2024 on the Ministry of Education's portal <http://nationalawardstoteachers.education.gov.in>. The last date for receiving online nominations is 15 July 2024. This year, 50 teachers will be selected through the three-stage selection process, i.e., at the District, State and National level. The award will be conferred by the President of India on 5th September 2024 at a ceremony held at Vigyan Bhawan, New Delhi.

The Department of School Education & Literacy, Ministry of Education, organizes a national level function on Teachers Day, i.e., 5th September every year to confer the National Awards to the best teachers of the country selected through a rigorous, transparent, and online selection process. The purpose of the National Teachers' Award is to celebrate the unique contribution of some of the finest teachers in the country and to honour those teachers who, through their commitment and industry, have not only improved the quality of school education but also enriched the lives of their students.

Eligibility conditions:

School teachers and Heads of Schools working in recognized primary/middle/high/higher secondary schools run by State Govt./UT Administrations, local bodies, and Private schools affiliated with the State/UTs Board are eligible for the Award.

- Central Govt. Schools, i.e., Kendriya Vidyalayas (KVs), Jawahar Navodaya Vidyalayas (JNVs), Sainik Schools run by Ministry of Defence (MoD), schools run by Atomic Energy Education Society (AEES), and Eklavya Model Residential Schools (EMRS) run by Ministry of Tribal Affairs; and
- Schools affiliated with the Central Board of Secondary Education (CBSE) and Council for Indian Schools Certificate Examination (CISCE).

SS/AK

(Release ID: 2030217) Visitor Counter : 3348

03-07-2024

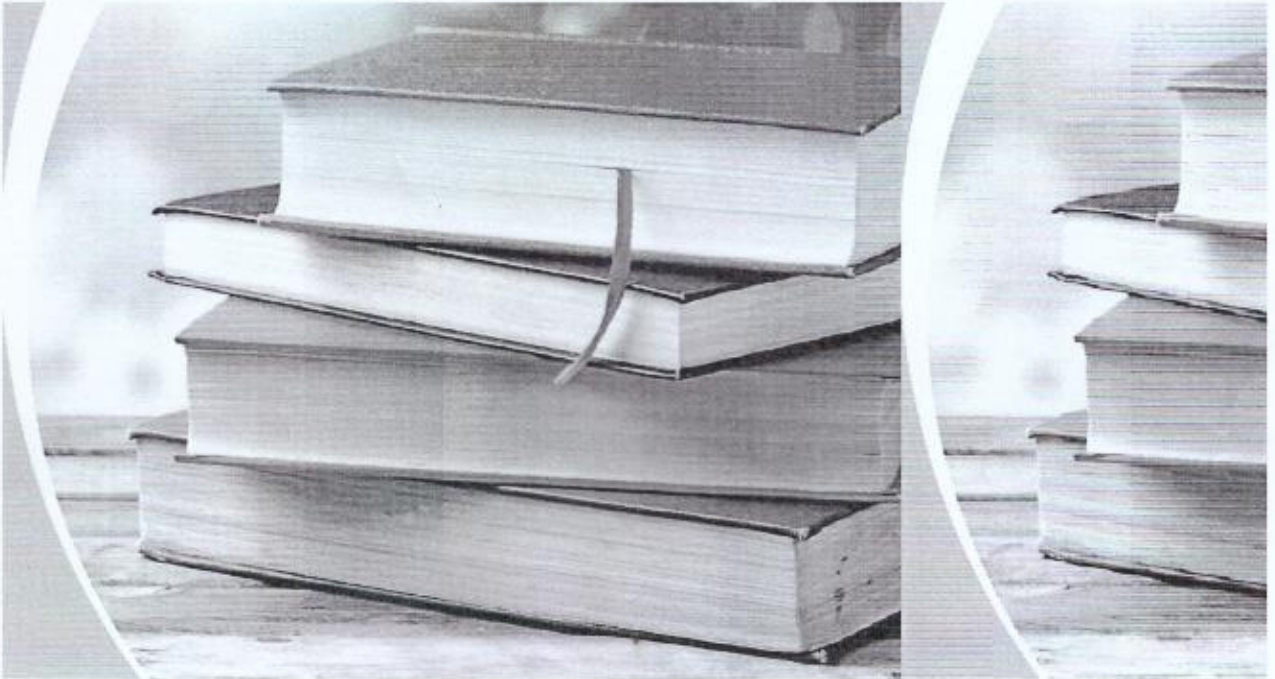
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Ahmedabad Education

Teach From NCERT, GCERT Books Only, Edu Dept Tells Schools



NCERT



Ahmedabad Mirror

Jul 03, 2024 06:00 AM | UPDATED: Jul 03, 2024 01:10 AM | 5 min read

The Gujarat education department has issued a reminder circular to the schools to adhere to the textbooks published by National Council of Educational Research and Training (NCERT) and State Council of Educational Research and Training (SCERT). The circular meant for schools affiliated to Gujarat board, Kendriya Vidyalaya and Central Board of Secondary Education (CBSE) also warns the schools to not use reference books not approved by the academic authority or non-approved printed material for students of classes 1 to 8.

DEO City, RM Chaudhari issued the circular. "The idea is to remind the schools to not indulge in educating students from unapproved textbooks as textbooks from private publishers not only lack authenticity but are not prepared by seasoned academics like the NCERT and SCERT books," he said.

He added that strict action would be taken against schools found to be using textbooks apart from prescribed ones.

DEO summons 96 teachers

The DEO City summoned 96 teachers from government and grant-in-aid schools who did not heed the call for paper checking for second language (English). They did not come to examine the paper of Class 12 science second language at the central assessment facility. AM

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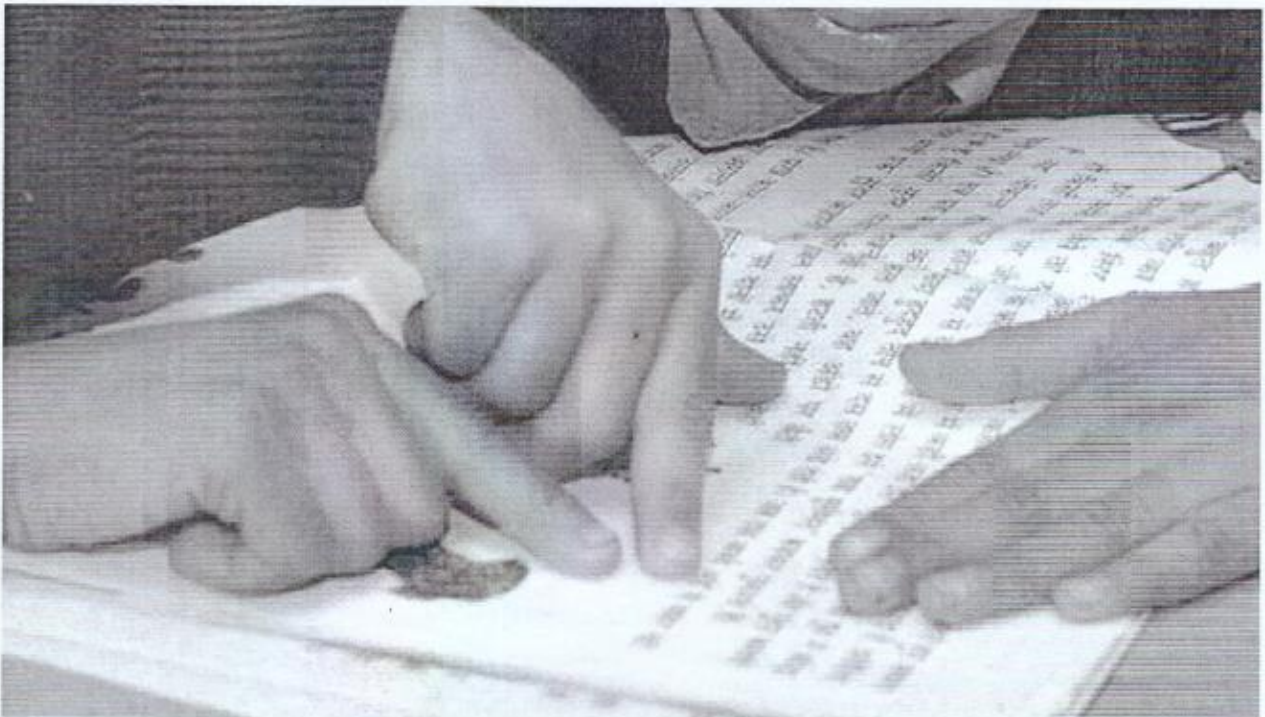
New NCERT textbooks delayed, Class 6 students to go to school without books

NCERT has not received the drafts of the new books for Social Science, Mathematics and Science for Class 6 students from the NSTC. MoE Officials are “expecting a delay of around two months” before they can make new books available to the students

Updated - July 03, 2024 08:58 pm IST Published - July 03, 2024 08:44 pm IST - New Delhi



MAITRI PORECHA



NCERT had said that in 2024-25, students of Classes 3 and 6 will get new books.. File. | Photo Credit: V. Sudershan

Students of Class 6 will be without textbooks for Mathematics, Science and Social Sciences as schools open for the academic year 2024-25 this month. The introduction of the new National Council of Educational Research and Training (NCERT) textbooks based on the National Curriculum Framework (NCF) and New Education Policy 2020 for Class 6 has been delayed.

NCERT had said that in 2024-25, students of Classes 3 and 6 will get new books.

“While new textbooks for Class 3 have hit the market, the entire lot for Class 6 has not yet been made available to students, leaving students (with) no textbooks to study from,” an official from the Ministry of Education (MoE) told *The Hindu*. Officials said the students are likely to get the new books within two months.

Also read | Text book revision: NCERT drops some references to Babri demolition, Gujarat riots, Manipur

Last July, MoE had constituted the National Syllabus and Teaching Learning Material Committee (NSTC) to develop new textbooks from Classes 3 to 12. MoE had set an ambitious deadline of developing new textbooks for all grades within seven months of constituting the NSTC by February this year.

The deadline was later revised, and it was decided that only students of Classes 3 and 6 will get new textbooks this academic year. However, NCERT has not received the drafts of the new books for Social Science, Mathematics and Science for Class 6 from NSTC, officials said. Once NSTC submits the approved drafts, NCERT can issue a print order and make the textbooks available within 10 to 15 days.

At present, students of Class 6 are without textbooks for the three subjects because NCERT was instructed not to print books with the old syllabus. Even online, only books on the language subjects -- English, Hindi and Urdu -- are available for download.

“This predicament of not having access to old books and not receiving new books has left Class 6 students in a lurch. We are expecting a delay of around two months before we can make new books available to the students,” an official said.

MoE sources said there is a possibility that three books on Social Science subjects -- ‘Our Pasts’ (History), ‘Our Earth: Our Habitat’ (Geography) and ‘Social and Political Life’ (Political Science) will be merged into one. However, there is no clarity on this yet as NSTC has not sent drafts for publication to the NCERT.

For Class 3, new books for English, Hindi, Urdu, Mathematics, Environmental Education and Arts are in the process of being printed and supplied, officials said.

Last November, the Ministry had said that new textbooks with revised syllabus will be introduced from Classes 1 to 12, in line with NCF. Later, NCERT said only Classes 3 and 6 will get new textbooks. This, officials said, was because NSTC did not want to introduce the new textbooks for higher grades in a haste.

NSTC has on board M.C. Pant, chancellor of National Institute of Educational Planning and Administration, professor Manjul Bhargava from Princeton University, Sudha Murthy, chairperson of Infosys Foundation, music maestro Shankar Mahadevan, and Bibek Debroy, chairman of the Prime Minister's Economic Advisory Council among others.

The new books will comprise the fourth generation of NCERT textbooks since the 1990s. While the first generation of books were published in the 1990s, between 2002 and 2004, under the NDA government of Atal Bihari Vajpayee, there were 'pro-Hindutva' changes. A third generation of textbooks were released between 2006 and 2008 by the Congress-led government.

After the NDA government assumed power in 2014, and since the past decade, a fourth generation of textbooks are being moulded that have seen at least three rounds of revision and will be introduced after the NSTC's nod. Officials said NSTC is working on new textbooks till Class 12 and could take at least two more years to introduce them.

जागरण सिटी दिल्ली/आसपास

प्राथमिक स्कूलों के बच्चे विश्वस्तरीय खेलों के लिए होंगे तैयार

जागरण संवाददाता, नई दिल्ली: वर्ष 2036 तक देश को दुनिया के शीर्ष दस खेल राष्ट्रों में से एक और साल 2047 तक शीर्ष पांच में शामिल करने के उद्देश्य से केंद्रीय युवा मामले और खेल मंत्रालय की ओर से देशभर में खेलो इंडिया राइजिंग टैलेंट आइडेंटिफिकेशन (कीर्ति) कार्यक्रम शुरू किया गया था। कार्यक्रम के तहत राजधानी में दिल्ली नगर निगम ने सबसे पहले भारतीय खेल प्राधिकरण (साइ) के साथ हाथ मिलाया है। इसके अंतर्गत राजधानी में निगम के प्राथमिक विद्यालयों के बच्चों को विश्वस्तरीय खेलों के लिए तैयार किया जाएगा। साइ दिल्ली के निगम विद्यालयों में पढ़ने वाले 24 हजार बच्चों का शारीरिक परीक्षण के आधार पर मूल्यांकन करेगा। मूल्यांकन के बाद बेहतर प्रदर्शन करने वाले बच्चों की टीम बनाई जाएगी। चयनित हुए खिलाड़ियों को इसी वर्ष अक्टूबर में होने वाले जौनल, इंटर-जौनल खेलों में खेलने

● आठ जुलाई से तीन अगस्त तक जेएलएन स्टेडियम में होगा मूल्यांकन कार्यक्रम

● कीर्ति कार्यक्रम के तहत 24 हजार बच्चों का किया जाएगा मूल्यांकन



मैदान पर फुटबाल का अभ्यास करते निगर निगम स्कूल के बच्चे ● फाइल फोटो

का मौका दिया जाएगा।

जेएलएन स्टेडियम में होगा मूल्यांकन कार्यक्रम : दिल्ली के जवाहरलाल नेहरू स्टेडियम में आठ जुलाई से तीन अगस्त तक मूल्यांकन कार्यक्रम चलेगा। यहाँ पर साइ यह मूल्यांकन करेगा कि कौन-सा बच्चा किस खेल में बेहतर प्रदर्शन करता है। इसमें निगम के कुल 12 जौन से दो-दो

हजार यानि 24 हजार बच्चे शामिल होंगे। प्रत्येक जौन को दो-दो दिन दिए जाएंगे। इसमें विभिन्न प्रकार के शारीरिक परीक्षणों के आधार पर बच्चों का मूल्यांकन किया जाएगा।

कीर्ति कार्यक्रम का उद्देश्य: देशभर में नौ से 18 वर्ष तक की आयु के स्कूली बच्चों में प्रतिभा को खोजने के उद्देश्य से केंद्रीय युवा मामले

इन खेलों में होगा बच्चों का मूल्यांकन

- एथलेटिक्स
- फुटबाल
- वालीबाल
- कबड्डी
- खो-खो

इन्होंने तैयार की है रूपरेखा

कार्यक्रम को दिल्ली नगर निगम की शिक्षा निदेशक आकांक्षा शर्मा के नेतृत्व में उप-शिक्षा निदेशक मंजु खत्री व सुरेंद्र भदोरिया, विद्यालय निरीक्षक शशि कुमार और अंतरराष्ट्रीय पैरा एथलीट विकास उगार तैयार किया है।

और खेल मंत्रालय की ओर से कीर्ति कार्यक्रम शुरू किया गया था। इस कार्यक्रम के तहत देशभर से करीब 20 लाख खेल प्रतिभाओं का मूल्यांकन किया जा है। इसका उद्देश्य बच्चों की खेल प्रतिभा को निखारने के साथ ही उनको नशे और मोबाइल की लत को दूर करना है। जिससे वह स्वस्थ रहें।

राष्ट्रीय सहाय, 4 जुलाई 2024, पेज नं- 9

भारतीय भाषाओं में राष्ट्रीय स्तर की लेखन प्रतियोगिताओं की नई पहल

नई दिल्ली (एसएनबी)। केन्द्रीय शिक्षा मंत्रालय ने भारतीय भाषाओं में राष्ट्रीय स्तर की लेखन प्रतियोगिताएं आयोजित करेगी। सरकार ने इस तरह की प्रतियोगिताओं के आयोजन के लिये एक प्लेटफार्म विकसित करने की शुरुआत की है। इस पहल का उद्देश्य देश में छात्र छात्राओं की लेखन व पठन क्षमता में वृद्धि करना है।

केन्द्रीय स्कूल व साक्षरता विभाग सचिव संजय कुमार ने आज भारतीय भाषाओं में

राष्ट्रीय स्तर की लेखन प्रतियोगिताओं के आयोजन के लिये उच्चस्तरीय बैठक बुलाई जिसमें स्कूल शिक्षा व साक्षरता, सीबीएसई, एनबीटी, एससीआरटी, नवोदय विद्यालय समिति (एनवीएस), एससीआरटी के अधिकारियों और 9 राज्यों के प्रतिनिधियों ने भाग लिया।

इस बैठक में सचिव संजय कुमार ने

सभी एजेंसियों के बीच आपसी सहयोग करके एक ढांचा विकसित करने पर बल दिया। उन्होंने कहा कि स्कूल शिक्षा व साक्षरता विभाग देश के भाषा विशेषज्ञों और सीबीएसई को शामिल करके बहुभाषावाद के उद्देश्य को पूरा करेगा और मूल्यांकन प्रक्रिया में एससीआरटी का सहयोग लेगा।

उन्होंने कहा कि स्कूल राज्य व जिला

स्तर पर विभिन्न भाषाओं में प्रतियोगिताएं आयोजित करेंगे,

स्कूल व साक्षरता विभाग सचिव ने बुलाई उच्चस्तरीय बैठक

तथा सीबीएसई द्वारा आयोजित राष्ट्रीय स्तर की प्रतियोगिता के लिए प्रतिभागियों का चयन करेंगे। संजय कुमार ने राष्ट्रीय डिजिटल लाइब्रेरी के लिए लोकप्रिय क्षेत्रीय भाषा की पुस्तकों की पहचान करने और उन्हें शामिल करने के लिए एससीआरटी और राष्ट्रीय पुस्तक न्यास (एनबीटी) के बीच सहयोग का आग्रह किया।

नवभारत टाइम्स, 4 जुलाई 2024, पेज नं- 6

गुमराह करने वाली पॉलिसी बंद करे I.N.D.I.A. : धर्मेंद्र प्रधान

■ विस, नई दिल्ली : केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने बुधवार को विपक्ष पर लिखा कि कांग्रेस का अतीत और पर निशाना साधते हुए आरोप लगाया कि कांग्रेस और I.N.D.I.A. मेडिकल प्रवेश परीक्षा NEET-UG के मुद्दे पर झूठ फैलाकर छात्रों को भ्रमित कर रहा है। इन्हें इस मुद्दे पर अपनी गुमराह करने वाली 'चीट पॉलिसी (cheat policy)' बंद देश और छात्र विरोधी है।



धर्मेंद्र प्रधान

वर्तमान मुद्दों पर देश के साथ चीट (धोखाधड़ी) करने का रहा है। नीट मामले में भी इनकी मंशा यही खुलकर आई है। झूठ और अफवाह के सहारे मुद्दों से भटककर अस्थिरता पैदा करने की 'इंडी' गठबंधन की मंशा है।

NEET मामले में एक और पकड़ा गया

■ पीटीआई, नई दिल्ली : सीबीआई ने NEET-UG पेपर लीक मामले में कथित सह-साजिशकर्ता अमन सिंह को झारखंड के धनबाद से गिरफ्तार किया है। अधिकारियों ने बुधवार को बताया कि सीबीआई को कथित पेपर लीक में शामिल झारखंड में सक्रिय मोड्यूल के बारे में खुफिया जानकारी मिली थी, जिसके बाद

सिंह को गिरफ्तार किया गया। एजेसी ने इससे पहले हजारीबाग में स्थित ओएसिस स्कूल के प्रिंसिपल, वाइस प्रिंसिपल और कथित तौर पर नीट परीक्षार्थियों को ठहरने के लिए फ्लैट उपलब्ध कराने वाले दो लोगों को गिरफ्तार किया था। इसी फ्लैट से बिहार पुलिस ने जले हुए प्रश्नपत्र बरामद किए थे।

राष्ट्रीय सहारा, 4 जुलाई 2024, पेज नं-9

कस्तूरबा गांधी बालिका विद्यालयों को मिलेंगे स्मार्ट क्लासरूम

नई दिल्ली (एसएनबी)। केन्द्रीय शिक्षा मंत्रालय कस्तूरबा गांधी बालिका विद्यालयों, केजीवीवी और छात्रावासों में इन्फार्मेशन व कम्यूनिकेशन आईसीटी लैब और स्मार्ट क्लासरूम उपलब्ध करेगा। इस परियोजना पर लगभग 290 करोड़ रुपये होंगे परियोजना पर खर्च होंगे और 7 लाख से अधिक छात्राओं को इन सुविधाओं का लाभ मिलेगा।

केन्द्रीय शिक्षा मंत्रालय ने देश में गरीब छात्राओं को सशक्त बनाने, उन्हें डिजिटल रूप से कुशल बनाने और उनके सीखने के परिणामों को बढ़ाने के लिए समग्र शिक्षा मानदंडों के अनुसार सभी कस्तूरबा गांधी बालिका विद्यालयों (केजीवीवी) और छात्रावासों में आईसीटी (सूचना और संचार प्रौद्योगिकी) लैब और स्मार्ट क्लासरूम उपलब्ध कराने का निर्णय लिया है। इस पहल से लगभग 290 करोड़ रुपये की अनुमानित लागत से केजीवीवी की 7 लाख लड़कियों को लाभ होगा।

कस्तूरबा गांधी बालिका विद्यालय



लगभग 290 करोड़ रुपए होंगे परियोजना पर खर्च

7 लाख से अधिक छात्राओं को मिलेगा इन्फार्मेशन व कम्यूनिकेशन लैब का लाभ

देश में बंचित वर्ग एससी, एसटी, ओबीसी, अल्पसंख्यक और गरीबी रेखा से नीचे (बीपीएल) की लड़कियों के लिए कक्षा 6 से 12वीं तक के आवासीय विद्यालय है। केजीवीवी की स्थापना

शैक्षणिक रूप से पिछड़े ब्लॉकों में की गई है, जिसका उद्देश्य इन लड़कियों को गुणवत्तापूर्ण शिक्षा सुनिश्चित करना और स्कूली शिक्षा के सभी स्तरों पर लैंगिक अंतर को कम करना है। वर्तमान में, देश के 30 राज्यों व केंद्र शासित प्रदेशों में 5116 केजीवीवी कार्यरत है। इन विद्यालयों में छात्राओं के लिये आईसीटी लैब और स्मार्ट क्लासरूम प्रदान करना महत्वपूर्ण है क्योंकि इससे बंचित वर्ग की छात्राओं को भी आधुनिक तरीके से शिक्षा हासिल करने में मदद मिलेगी और डिजिटल साक्षरता से उनका व्यक्तिगत व व्यवसायिक विकास भी होगा। मंत्रालय के अनुसार इस पहल से केजीवीवी की छात्राओं को स्कूल शिक्षा और साक्षरता विभाग के डिजिटल प्लेटफार्मों व संसाधनों जैसे कि स्वयं, स्वयं प्रभा, राष्ट्रीय डिजिटल लाइब्रेरी, ई-पाठशाला, मुक्त शैक्षिक संसाधनों का राष्ट्रीय भंडार, दीक्षा आदि तक बेहतर पहुंच मिलेगी।

Education Minister holds review meeting to look into textbook delay issue

The review was attended by Secretary, School Education and Literacy, NCERT Director and Chairperson of the CBSE

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THE HINDU BUREAU



Image for representation. File | Photo Credit: The Hindu

Union Education Minister Dharmendra Pradhan held a detailed review on the progress of textbook development with senior Ministry officials on Thursday.

The review was attended by Secretary, School Education and Literacy, NCERT Director and Chairperson of the Central Board of Secondary Education (CBSE).

The review meeting comes a day after *The Hindu* reported that students of Class 6 have been left without any textbooks to study from after there has been a substantial delay in receiving new Science, Maths and Social Sciences books from the National Syllabus and Textbook Committee (NSTC) by the National Council of Educational Research and Training (NCERT).

Even as the new academic year 2024-25 begins in July, as schools have re-opened the students of Class 6 have no access to textbooks to study the aforementioned subjects.

An official statement from the Ministry of Education has stated that for the academic year of 2024-25, new and engaging textbooks will be introduced for Classes 3 and 6.

"Textbook development work is in the final phase and nine textbooks for Grades three and six are already available. The remaining eight will be available very soon," the statement said.

Mr. Pradhan also reviewed the capacity building undertaken for the teachers of Classes 3 and 6, who will use these new textbooks.

While the NSTC has been tasked to make new textbooks till Class 12, the current academic year will only see the introduction of new textbooks for Classes 3 and 6.

NCERT textbooks for three subjects of Class 6 will reach students late

Maitri Porecha
NEW DELHI

Students of Class 6 will be without textbooks for mathematics, science and social sciences as schools reopen for the academic year 2024-25 in July. The introduction of the new National Council of Educational Research and Training (NCERT) textbooks based on the National Curriculum Framework and New Education Policy, 2020 for Class 6 has been delayed.

The NCERT had said that in 2024-25, students of Classes 3 and 6 would get new books.

"While new textbooks for Class 3 have hit the market, the entire lot for Class 6 has not yet been made available to students, leaving students with no textbooks to study from," an official from the Education Ministry told *The Hindu*. Officials said the students are likely to get the new books within two months.

Last July, the Ministry constituted the National



Students are likely to get new books in two months. M. KARUNAKARAN

Syllabus and Teaching Learning Material Committee (NSTC) to develop new textbooks for Classes 3 to 12. It had set an ambitious deadline to develop new textbooks for all grades within seven months of constituting the NSTC by February. The deadline was later revised, and it was decided that only students of Classes 3 and 6 will get new textbooks this academic year.

However, the NCERT has not received drafts of the new books for social science, mathematics and

science for Class 6 from the NSTC, officials said. Once the NSTC submits the approved drafts, the NCERT can issue a print order and make the textbooks available within 10 to 15 days.

At present, students of Class 6 are without textbooks for the three subjects because the NCERT was instructed not to print books with the old syllabus.

Even online, only books on the language subjects – English, Hindi and Urdu – are available for download. Ministry sources said there

was a possibility that three books on social science subjects – *Our Pasts* (history), *Our Earth: Our Habitat* (geography) and *Social and Political Life* (political science) – will be merged into one. However, there is no clarity on this yet as the NSTC has not sent drafts for publication to the NCERT.

For Class 3, new books for English, Hindi, Urdu, mathematics, environmental education and arts are in the process of being printed and supplied, officials said.

Fourth generation texts
The new books will be the fourth generation of NCERT textbooks since the 1990s.

While the first generation was published in the 1990s, between 2002 and 2004, under the NDA government of Atal Bihari Vajpayee, there were "pro-Hindutva" changes. A third generation of textbooks were released between 2006 and 2008 by the Congress-led government.

परीक्षा पर आनलाइन चर्चा से छात्रों से नजदीकी बढ़ाएगी मोदी सरकार

नई दिल्ली, प्रेस : प्रधानमंत्री नरेन्द्र मोदी के 'परीक्षा पर चर्चा' सालाना कार्यक्रम को अब वर्चुअल प्लेटफार्म पर भी रचा जाएगा। 'परीक्षा पर चर्चा' का आनलाइन पोर्टल बनाने को एनसीईआरटी ने एक प्रस्ताव दिया है, जिसमें पीएम मोदी के भाषणों के साथ ही छात्रों को परस्पर संवादात्मक अंदाज में उनके साथ 2डी/3डी मोड में सेल्फी लेने की भी सुविधा हो। मोदी सरकार 'परीक्षा पर चर्चा' के आनलाइन पोर्टल के जरिये छात्रों में अपनी पैठ बनाना चाहती है।



प्रधानमंत्री नरेन्द्र मोदी • फाइल फोटो

- एनसीईआरटी ने 'आनलाइन पोर्टल का रखा प्रस्ताव
- छात्रों से परस्पर संवाद से लेकर सेल्फी का भी होगा इंतजाम

नेशनल काउंसिल फॉर एजुकेशनल रिसर्च एंड ट्रेनिंग (एनसीईआरटी) ने इस संबंध में इसी हफ्ते 'रुचि की अभिव्यक्ति' (ईओआइ) के दस्तावेज चयनित वेंडरों के समक्ष रखे हैं। ताकि 'परीक्षा पर चर्चा' की आनलाइन

प्रदर्शनी का एक प्लेटफार्म विकसित किया जा सके। योजना के मुताबिक, एक आनलाइन पोर्टल से दोतरफा संवाद स्थापित करने के लिए 2डी/3डी वातावरण तैयार किया जाएगा, जिसमें यूजर जानकारी के आदान-प्रदान से

लेकर संवाद स्थापित कर सकेगा। प्रस्ताव के अनुसार, ऐसा पोर्टल तैयार करना है जिस पर सालाना एक करोड़ डिजिटल आ सके। इसका उद्देश्य 'परीक्षा पर चर्चा' कार्यक्रम को आनलाइन फारमेट में तैयार करना है। इस वर्चुअल प्रदर्शनी में एक एक्जीविशन हॉल, एक आडिटोरियम, एक सेल्फी जॉन, क्विज जॉन और एक नेता का पैनल होगा। डेडिकेटेड सेल्फी जॉन का मतलब है कि यूजर छात्र पोर्टल पर पीएम मोदी के साथ सेल्फी लेने के साथ ही उसे बाल पर पोस्ट कर सकेगा या फिर डाउनलोड करके उसे इंटरनेट मीडिया पर जारी कर सकेगा। आडिटोरियम में पीएम और अन्य मंत्रियों के भाषण और संबोधन होंगे। साथ में वह चर्चाएं भी शामिल की जाएंगी, जो छात्रों के लिए आवश्यक हैं।

लोकपाल नियुक्त न करने वाले 63 विश्वविद्यालय डिफाल्टर

जागरण ब्यूरो, नई दिल्ली: छात्रों से जुड़ी शिकायतों पर गंभीर यूजीसी ने अब तक लोकपाल की नियुक्ति न करने वाले 63 विश्वविद्यालयों के रवैए पर गंभीर नाराजगी जताई है। इन सभी को नियमों का पालन न करने के चलते डिफाल्टर विश्वविद्यालयों की सूची में डाल दिया है। इन विश्वविद्यालयों में लगभग 46 राज्य विश्वविद्यालय, छह निजी विश्वविद्यालय और 11 मानद विश्वविद्यालय शामिल हैं।

यूजीसी ने सभी डिफाल्टर विश्वविद्यालयों को नोटिस जारी कर नए नियमों के तहत जल्द लोकपाल की नियुक्ति करने सहित छात्रों से जुड़ी च्यवस्थाओं को जुटाने के निर्देश दिए हैं। विश्वविद्यालयों के रवैए को लेकर



यूजीसी की डिफाल्टर सूची में अकेले 46 राज्य विश्वविद्यालय, छह निजी और 11 मानद विश्वविद्यालय भी हैं शामिल

यूजीसी ने यह नाराजगी तब जताई है, जब उसके बार-बार निर्देश के बाद भी विश्वविद्यालयों ने छात्रों की शिकायतों से जुड़े नियमों को अपने यहां लागू नहीं किया। या फिर उसकी जानकारी नहीं दी। यूजीसी

ने छात्रों की शिकायतों से जुड़े नए नियमों को 2023 में ही लागू कर दिया था। साथ ही विश्वविद्यालयों को लागू करने को कहा था।

गौरतलब है कि छात्रों से जुड़े नए नियमों के तहत प्रत्येक विश्वविद्यालय को अनिवार्य रूप से लोकपाल की नियुक्ति करनी होगी। जहां संस्थान की ओर से गठित कमेटी की ओर से न्याय न मिलने पर लोकपाल के सामने उस फैसले को चुनौती दी जा सकेगी।

डिफाल्टर की सूची में कर्नाटक, ओडिशा के अधिक विश्वविद्यालय: यूजीसी ने देश के जिन 46 राज्य विश्वविद्यालयों को डिफाल्टर की सूची में डाला है, उनमें सबसे अधिक आठ-आठ विश्वविद्यालय कर्नाटक और ओडिशा के हैं।

परिवहन विभाग ने स्कूलों के लिए जारी किए दिशा-निर्देश

■ नई दिल्ली (एसएनबी)।

परिवहन विभाग ने राजधानी में ड्राइविंग स्कूलों के लिए दिशा-निर्देश जारी किए हैं। परिवहन विभाग के अधिकारी का कहना है कि इसके तहत इलेक्ट्रॉनिक रजिस्टर रखना, प्रशिक्षुओं की आधार आधारित पहचान रखना व यातायात नियम की जानकारी देने के लिए मॉडल की मदद से व्याख्यान आयोजित करना सभी ड्राइविंग स्कूलों के लिए अनिवार्य कर दिया गया है।

दिल्ली सरकार के

परिवहन विभाग के अधिकारी का कहना है कि ड्राइविंग स्कूल संचालकों ने केंद्रीय मोटर वाहन नियमों के मुताबिक दिशा-निर्देश जारी करने की अपील करते हुए 2015 में हाई कोर्ट का रुख किया था। ऐसे में अदालत ने विभाग को इस संबंध में निर्देश दिए थे। इसी के तहत यह कदम उठाया गया है। दिशा-निर्देश के मुताबिक केंद्रीय मोटर वाहन नियमावली, 1989 के नियम-24 से 31 के तहत लाइसेंस प्रदान करने या नवीकरण के लिए आवेदन उस क्षेत्र के लाइसेंसिंग प्राधिकारी को

किया जाएगा, जिस क्षेत्र में स्कूल या प्रतिष्ठान स्थित है। मोटर वाहन अधिनियम, 1988 की उपधारा (20) में परिभाषित लाइसेंसिंग प्राधिकारी उस क्षेत्र का जिला परिवहन अधिकारी (डीटीओ)/मोटर लाइसेंसिंग अधिकारी (एमएलओ) होगा, जिस क्षेत्र में स्कूल या प्रतिष्ठान स्थित है।

अधिकारी के अनुसार दिशा-निर्देशों में कहा गया है कि लाइसेंसधारक को ड्राइविंग स्कूल में

आधार आधारित प्रणाली पर प्रशिक्षुओं का नामांकन करना होगा और पोर्टल पर ड्राइविंग स्कूल में प्रशिक्षुओं के नामांकन

को दर्शाते हुए फॉर्म-14 में एक इलेक्ट्रॉनिक रजिस्टर रखना होगा। इसमें कहा गया है कि आवेदकों/प्रशिक्षुओं के विवरण समेत सभी आवश्यक जानकारी मोटर ड्राइविंग स्कूल संचालकों द्वारा पोर्टल पर उसी समय अद्यतन की जाएगी। इसमें कहा गया है कि लाइसेंस प्रदान करने/नवीनीकरण की प्रक्रिया परिवहन विभाग द्वारा विशेष रूप से तैयार किए गए पोर्टल के माध्यम से की जाएगी। अधिकारी ने बताया कि राजधानी दिल्ली में करीब 80 ड्राइविंग स्कूल हैं।

■ राजधानी दिल्ली में है 80 ड्राइविंग स्कूल

छात्रों को पाठ्य पुस्तक मुहैया कराने के लिए हाईकोर्ट ने की दिल्ली सरकार की प्रशंसा

नई दिल्ली (भाषा)। दिल्ली उच्च न्यायालय ने सभी सरकारी विद्यालयों में विद्यार्थियों को पाठ्यपुस्तक वितरण का काम पूरा करने के लिए बृहस्पतिवार को दिल्ली सरकार की प्रशंसा की। उच्च न्यायालय ने पूर्व में दिल्ली सरकार के अधिकारियों को पाठ्य पुस्तक वितरण में हुई देरी के लिए फटकार लगाई थी। दिल्ली सरकार के वकील संतोष कुमार त्रिपाठी ने अदालत को सूचित किया कि किताबों को मुहैया कराने की प्रक्रिया पूरी कर ली गई है। कार्यवाहक मुख्य न्यायाधीश मनमोहन और न्यायमूर्ति तुषार राव गेडेला की पीठ ने कहा, 'बहुत अच्छा, यह दिखाता है कि जहां चाह है वहां पर राह है।'

■ बहुत अच्छा, यह दिखाता है कि जहां चाह है वहां पर राह है : उच्च न्यायालय

अदालत ने इसी के साथ गैर सरकारी संगठन (एनजीओ) 'सोशल ज्यूरिस्ट' की याचिका पर सुनवाई बंद कर दी, जिसमें सरकारी विद्यालयों के छात्रों को नया शैक्षणिक सत्र शुरू होने के बावजूद पाठ्य पुस्तक, वर्दी एवं कॉपी जैसे कानूनी लाभ मुहैया कराने में देरी का मुद्दा उठाया गया था। एनजीओ का पक्ष अदालत में अधिवक्ता अशोक अग्रवाल और कुमार उत्कर्ष ने रखा।

तिब्बिया कॉलेज को नेशनल यूनिवर्सिटी बनाने की बाबत सौंपा पत्र

नई दिल्ली (एसएनबी)। ऑल इंडिया यूनानी तिब्बि कॉलेज को नेशनल यूनिवर्सिटी बनाने के संबंध में प्रधानमंत्री के नाम भाजपा अल्पसंख्यक मोर्चा के राष्ट्रीय अध्यक्ष जमाल सिद्दीकी को पत्र सौंपा। पत्र के जरिए उनसे गुजारिश की गई कि देश में सौ साल पहले हकीम अजमल खां ने सबसे बड़ा इंटीग्रेटेड आयुर्वेदिक और यूनानी चिकित्सा महाविद्यालय और अस्पताल स्थापित करके एक शानदार मिसाल पेश की। सरकारी स्तर पर इस परंपरा को बढ़ावा देने के लिए देश के अन्य सरकारी और निजी कॉलेजों और संस्थानों में यूनानी मेडिकल कॉलेजों की स्थापना की जानी चाहिए।

क्लास तीन और छह की नौ किताबें आईं, बचीं 8 जल्द

NCERT की किताबों की क्या है स्थिति, शिक्षा मंत्री ने की समीक्षा

Bhupender.Sharma
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AI Image



■ नई दिल्ली: केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधा ने मौजूदा सत्र 2024-25 में NCERT की किताबों के स्टेटस, नई किताबों को पढ़ाने वाले टीचर्स की ट्रेनिंग और अगले वर्ष आने वाली किताबों को लेकर मंत्रालय के वरिष्ठ अधिकारियों के साथ उच्च स्तरीय बैठक की। इस वर्ष क्लास 3 और 6 में NCERT की नई किताबें लागू की गई हैं और तीसरी क्लास की सभी किताबें आ चुकी हैं। शिक्षा मंत्रालय का कहना है कि मौजूदा सत्र के लिए नई किताबें तैयार करने की प्रक्रिया अब अंतिम दौर में है। इन दोनों क्लासेज की 9 पाठ्यपुस्तकें आ चुकी हैं और बची हुई 8 किताबें भी बहुत जल्द आ जाएगी। इस बैठक में स्कूल शिक्षा और साक्षरता विभाग के सचिव संजय कुमार, NCERT के निदेशक प्रो.

दिनेश प्रसाद सकलानो, CBSE अध्यक्ष समेत वरिष्ठ अधिकारी शामिल हुए। स्कूल शिक्षा के लिए नैशनल करिकुलम फ्रेमवर्क (NCF-SE) के आधार पर 2024-25 में सबसे पहले क्लास 3 और 6 की नई किताबें लाई गई हैं। क्लास 6 की लैंग्वेज की किताबें आ गई हैं। अगले कुछ दिनों में मैथ्स, सोशल साइंस, साइंस, फिजिकल एजुकेशन की किताबें भी आ जाएगी। अगले वर्ष दूसरी क्लासेज की नई

किताबें लागू होंगी।

छठी की इंग्लिश की बुक 'पूर्वी' में भारत और इंडिया दोनों: NCERT ने छठी क्लास की इंग्लिश की नई किताब को 'पूर्वी' नाम दिया है। दरअसल, भाषाओं की किताबों का नाम रागों के आधार पर रखा गया है, जैसे राग पूर्वी। इस किताब में भारत भारत के साथ-साथ इंडिया शब्द का प्रयोग भी है। पूर्वी किताबों में कहानियों के साथ-साथ भारतीय विषय-वस्तु और संदर्भ को प्राथमिकता दी गई है।

NCERT की अडवाइजरी में क्या?: NCERT ने अडवाइजरी जारी कर कहा है कि किताबों की सॉफ्ट कॉपी NCERT की वेबसाइट <http://ncertbooks.ncert.gov.in> पर उपलब्ध है। छात्रों और पैरेंट्स को कहा गया है कि वे पायरेटिड पाठ्यपुस्तकें और वर्कबुकस न खरीदें। ऐसी किताबों में गलत कंटेंट हो सकते हैं।

NET Lens NCERT की क्या हैं चुनौतियां?
समझिए खबरों के अंदर की बात

NCERT की इतिहास, राजनीति विज्ञान समेत दूसरे विषयों की पाठ्यपुस्तकों से कई चैप्टर हटाए जाने का विवाद सुर्खियों में रहा। इसके बाद NCERT की एक कमिटी ने नई स्कूली किताबों में 'इंडिया' की जगह 'भारत' लिखने की सिफारिश कर दी, जिस पर भी काफी हल्ला मचा। हालांकि NCERT ने स्पष्ट कर दिया है कि किताबों में भारत और इंडिया का परस्पर प्रयोग किया जाएगा। अब NCERT के सामने चुनौती है कि मौजूदा सत्र के साथ-साथ अगले सत्र की किताबों की भी तैयारी युक्त स्तर पर हो और नए सेशन से पहले ही किताबें आ जाएं। यहीं, किताबों को लेकर विवाद न हो, यह भी NCERT को सुनिश्चित करना होगा। NCERT की किताबें देश के ज्यादातर शिक्षण संस्थानों में लागू होती हैं। प्रतियोगी परीक्षाओं की तैयारी में भी ये काम आती हैं।

बच्चों को मिलीं किताबें और शिक्षा विभाग को तारीफ

AI Image



■ विस, नई दिल्ली: दिल्ली हाई कोर्ट ने सभी सरकारी स्कूलों में स्टूडेंट्स को कोर्स की किताबें मुहैया कराने की कवायद पूरी करने के लिए दिल्ली सरकार के शिक्षा विभाग की गुरुवार को तारीफ की। सरकार के वकील संतोष कुमार त्रिपाठी ने कोर्ट को बताया कि यह काम अब पूरा हो चुका है और बच्चों को शिफ्ट करने की प्रक्रिया जारी है।

कोर्ट ने पिछली सुनवाई के दौरान सरकारी और निगम के स्कूलों में बच्चों को कोर्स की किताबें मिलने में देरी को लेकर अधिकारियों से सवाल किया था। एक्टिंग

सभी सरकारी
स्कूलों में
स्टूडेंट्स
को कोर्स की
किताबें दी गईं

चीफ जस्टिस मनमोहन और जस्टिस तुषार राव गेडेला की बेंच ने अब इस मुद्दे पर प्रगति देखते हुए अपनी खुरी जाहिर की। बेंच ने कहा, बहुत अच्छा... यह दर्शाता है कि जहां चाह होती है, वहां राह होती है। यह अदालत शिक्षा निदेशालय द्वारा किए गए कामों की तारीफ करती है। इन टिप्पणियों के साथ कोर्ट ने एनजीओ सोशल ज्यूरिस्ट की याचिका पर कार्यवाही बंद कर दी। एनजीओ की ओर से एडवोकेट अशोक अग्रवाल और कुमार उत्कर्ष ने इस बात की पुष्टि की। याचिका में स्कूलों में यूनिफॉर्म, टेक्स्ट बुक्स और नोटबुकस सहित पढ़ाई-लिखाई के सामान और कानूनी लाभ मिलने में देरी को उजागर किया था।

हिन्दुस्तान, 5 जुलाई, पेज नं - 3

10वीं-12वीं में दाखिले का मौका

नई दिल्ली। शैक्षणिक सत्र 2024-25 के लिए गैर योजना दाखिला के लिए तहत सरकारी स्कूलों में कक्षा दस और 12वीं में दाखिला को इक्कू छत्र फिर से आवेदन कर सकेंगे। इस संबंध में शिक्षा निदेशालय की स्कूल शाखा ने सर्कुलर जारी किया है। इसमें निदेशालय ने दिशा-निर्देश जारी किए हैं। सर्कुलर के अनुसार, दाखिले के लिए आठ जुलाई से स्कूल में फॉर्म उपलब्ध होंगे। आवेदन की आखिरी तारीख 20 जुलाई होगी।

प्रयोगशाला में सुरक्षा सुनिश्चित करने के निर्देश

नई दिल्ली। स्कूलों में विज्ञान प्रयोगशाला के रखरखाव और सुरक्षा को लेकर शिक्षा निदेशालय की विज्ञान और टीवी शाखा ने सर्कुलर जारी किया है। इसके अनुसार, छात्रों को प्रयोगशाला में अभ्यास कार्य के दौरान रसायन, उपकरण, सामग्री सहित कई दूसरे संसाधनों की जरूरत होती है। ऐसे में प्रयोगशाला में बच्चों की सुरक्षा सुनिश्चित होना जरूरी है। 23 बिंदुओं के तहत प्रयोगशाला का डिजाइन सीबीएसई के मानकों और मानदंडों के अनुसार हो।

स्कूलों में अटल टिकरिंग लैब का पीरियड लगेगा

नई दिल्ली। स्कूलों की समय-सारणी में अटल टिकरिंग लैब (एटीएल) के पीरियड को भी शामिल किया जाएगा। इस संबंध में शिक्षा निदेशालय की विज्ञान एवं टीवी शाखा ने सर्कुलर जारी किया। इसमें टिकरिंग पाठ्यक्रम और कैलेंडर आधारित गतिविधियों के बेहतर प्रयोग के इस्तेमाल को लेकर भी निर्देश दिए हैं। सर्कुलर के अनुसार, समय-सारणी में हर हफ्ते एक-दो घंटे एटीएल पीरियड के लिए एकीकृत किए जाएं। दिल्ली के 198 स्कूलों में एटीएल की सुविधा है।

स्कूल में साइंस स्ट्रीम पढ़ाने की मंजूरी मिली

नई दिल्ली। शैक्षणिक सत्र 2024-25 से जहांगीरपुरी के ब्लॉक के स्थित राजकीय चरिष्ठ माध्यमिक कन्या विद्यालय में साइंस स्ट्रीम पढ़ाने को लेकर मंजूरी दी गई है। इसके तहत छात्र भौतिक विज्ञान, रसायन विज्ञान, जीव विज्ञान और कंप्यूटर साइंस विषय की पढ़ाई कर सकेंगे। इधर, शैक्षणिक सत्र 2024-25 के लिए नंद नगरी के जनता पलेट स्थित राजकीय चरिष्ठ माध्यमिक बाल विद्यालय का सर्वोदय बाल विद्यालय में विलय कर दिया गया है।

AAP urges LG to revoke school teachers' transfer orders

STAFF REPORTER ■ NEW DELHI

The Aam Aadmi Party (AAP) has called on the Lieutenant Governor (LG) Vinai Kumar Saxena to revoke the transfer orders of teachers in Delhi government schools. Delhi Education Minister Atishi has instructed the chief secretary to immediately stop the mandatory transfer of 5,000 teachers who have been teaching in Delhi government schools for more than 10 years, following allegations of corruption in the transfer process.

At a press conference, Atishi highlighted the detrimental impact of the transfer order on the education system.

"This order is absolutely wrong and anti-education. It undermines the hard work of teachers who have transformed Delhi's government schools



over the last 10 years," she said. A circular was issued by the DoE on June 11, titled "Online requests for transfer of teaching staff of the Directorate of Education", wherein, vide Clause 16, it was directed that all teachers who have served for more than 10 years in the same school shall compulsorily apply for transfer, failing which they will be transferred to any school by the DoE. Atishi had ordered

on July 1 that no teacher should be transferred solely because he has spent more than 10 years in a particular school.

The minister emphasised the crucial role these teachers play in the lives of their students, particularly those from impoverished backgrounds.

"These children are mostly first-generation learners with no academic support at home. For them, their teachers are their

sole academic guides," she said. The minister also referred to the National Education Policy (NEP), which discourages frequent or large-scale transfers of teachers. Stability in teacher placement is essential for maintaining the quality of education, especially for vulnerable student populations, she said.

The Aam Aadmi Party (AAP) leader also raised serious concerns about "corruption" in the transfer process.

"There are worrying reports that bribes have been taken to stop the transfers. This is extremely concerning as corruption within the education department threatens the future of our children," she said.

The minister called for an immediate investigation into these allegations and strict action against any officials found guilty of accepting bribes.

The Hindu, 5 July 2024, Page No.-14

NCERT textbooks delay issue: Minister holds review meeting

The Hindu Bureau
NEW DELHI

Union Education Minister Dharmendra Pradhan held a detailed review meeting on the progress of textbook development with senior Ministry officials on Thursday.

The meeting was attended by the Secretary, School Education and Literacy, National Council of Educational Research and Training (NCERT) Director and Chairperson of the Central Board of Secondary Education (CBSE).

The meeting comes a day after *The Hindu* reported that students of Class 6 have been left without textbooks as there has been a substantial delay in receiving the new science, maths and social sciences books from the National Syllabus

and Textbook Committee (NSTC) by the NCERT. Even as schools reopened for the new academic year in July, students of Class 6 do not have access to textbooks for the three subjects.

An official statement from the Education Ministry said that for the academic year 2024-25, new and engaging textbooks would be introduced for Classes 3 and 6. "Textbook development work is in the final phase and nine textbooks for grades three and six are already available. The remaining eight will be available very soon," the statement said.

Mr. Pradhan also reviewed the capacity building undertaken for the teachers of Classes 3 and 6 who will use these new textbooks.

Platform will have arts, crafts, innovation projects by students

Amid Neet mess, NCERT to recreate Pariksha pe Charcha

SANJAY KAW
NEW DELHI, JULY 4

Amid Neet row, the NCERT is working on a proposal to recreate 'Pariksha Pe Charcha' in a virtual format via a web platform, which will host Prime Minister Narendra Modi's speeches and allow students to "capture selfies" with him and "share on social media."

The proposed virtual exhibition of the 'Pariksha Pe Charcha' will seek to provide an "immersive experience" to the students, who will be offered the opportunity to showcase their projects on the platform that will also host the speeches made by other Union ministers.

The plan is to draw at least 1 crore online visitors annually.

The NCERT move comes against the backdrop of a raging row over alleged irregularities in competi-

tive examinations with the Opposition raising questions on the credibility of the examination processes in the country.

The Opposition has taken swipes at PM Modi, demanding that he should hold one such interaction on the medical entrance exam Neet issue as well.

Launched in 2018, 'Pariksha Pe Charcha' (PPC) is an annual event in which PM Modi interacts with students, teachers, and parents on ways to tackle exam-related stress.

The NCERT released an expression of interest document this week to identify vendors for developing the virtual exhibition for 'Pariksha Pe Charcha.'

"The aim is to recreate 'Pariksha Pe Charcha' in a virtual format, allowing audiences from across the country to experience the event all through the year from the comfort of their homes.



Narendra Modi's

"The virtual platform will showcase the arts, crafts, and innovation projects undertaken by students, providing inspiration and motivation to others," according to an official document.

"The experience will be an immersive 3D/2D experience, similar to the physical exhibition, offering attendees a unique and engaging virtual environment," it added.

The virtual exhibition will feature an exhibition hall, an auditorium, a selfie zone, a quiz zone, and a leaderboard.

The document said, "A dedicated selfie zone could be there to allow attendees to capture selfies with the Honorable Prime Minister, post them on a selfie wall or download them and share them on social media...The auditorium will feature speeches and addresses from the Prime Minister of India and esteemed ministers, as well as essential sessions and discussions necessary for students."

The seventh edition of PPC saw 2.26 crore registrations and took place in January. The only time it was shifted online was in 2021 due to the Covid pandemic.

It is streamed live across television and social media platforms. Students are selected through an online multiple-choice question competition, themes for which are shared with schools across the country. } }

Development of Class 6 textbooks in final phase: Ministry

PRESS TRUST OF INDIA
New Delhi, July 4

UNION EDUCATION MINISTER Dharmendra Pradhan reviewed the development of school textbooks in accordance with the New Curriculum Framework (NCF) at a meeting here on Thursday.

The meeting came in the backdrop of a delay in coming up with Class-6 textbooks that were supposed to be taught from April and are yet to hit the market.

The National Council for Educational Research and Training (NCERT) had earlier announced that new textbooks for Classes 3 and 6 will be intro-

duced from the 2024-25 academic session.

"For the academic year 2024-25, new and engaging textbooks will be introduced in Classes 3 and 6. The textbook development work is in the final phase and nine textbooks for Grades 3 and 6 are already available. The remaining eight will be available very soon," a senior ministry of education (MoE) official said.

The NCERT had an initial aim of releasing the new textbooks based on the NCF 2023 only for Classes 3 and 6 this year. While the textbooks for Class 3 are available in the market, those for Class 6 have been delayed. It was only this

Virtual exhibition of PM's 'Pariksha pe Charcha'

PRIME MINISTER NARENDRA Modi's annual 'Pariksha pe Charcha' initiative might soon be recreated for a virtual platform, with the NCERT working on a proposal to develop a portal to host his speeches and allow students



to capture selfies with him in an interactive 2D/3D environment. The NCERT has released an expression of interest document this week to identify vendors for developing the virtual exhibition.

— PTI

week that the NCERT released new English and Hindi textbooks for Class 6 in the middle of the academic session. The

textbooks for the remaining subjects, such as social science, science and mathematics, are not ready yet and schools have

been asked to teach the Class-6 students from a bridge programme until then.

"The NEP 2020 aims at providing economically-priced, high-quality textbooks to make learning joyful and stress-free for better learning outcomes. The NCERT is constructing new textbooks for Classes 1 to 12 to fully realise the provisions of the National Education Policy," the official said. The official informed that the minister did a detailed review of the progress of the NCERT textbook development with the school education secretary, NCERT director and Central Board of Secondary Education (CBSE) chairman.

Meanwhile, the new English

language textbook for Class 6, titled "Poorvi", has a revamped content with most chapters rooted in an Indian context and with references to Indian culture, traditions and ancient knowledge.

While the old book had stories by non-Indian authors featuring non-Indian characters, the new textbook has most of its content based on Indian settings with Indian characters.

"Bharat" has also been used in the chapter titled "Culture and Tradition" and is used interchangeably with "India". According to NCERT officials, textbooks for all classes in accordance with the new curriculum will be ready by 2026.

05-07-2024

[businesstoday.in](https://www.businesstoday.in)

NCERT's newest Class 6 English textbook 'Poorvi' turns spotlight on 'Bharat', shifting focus from West to India

Business Today Desk

~3 minutes

In a recent update, the National Council of Educational Research and Training (NCERT) has revealed its newest edition of the English language textbook for class 6, named 'Poorvi'.

This new educational material marks a significant shift from its former textbook as it now includes a notable emphasis on content created by Indian authors set in Indian environments. The move is part of a broader effort to align with the National Curriculum Framework (NCF) 2023 and the revised National Education Policy 2020.

The previous NCERT English textbook, titled 'Honeysuckle', predominantly showcased works by non-Indian authors, with only a few pieces by Indian writers, the Indian Express reported.

However, 'Poorvi' features nine prose pieces by Indian authors and incorporates Indian settings, providing students with a more culturally rooted educational experience. While the new textbook does include five poems by non-Indian authors, the overall

balance has notably shifted towards indigenous content.

Furthermore, a noteworthy addition in 'Poorvi' is introducing the term 'Bharat' within an NCERT textbook for the first time. The word 'Bharat' is featured prominently throughout the chapters, especially in a section dedicated to 'Culture and Tradition'. The chapter emphasises the heritage and virtues of 'Bharat', portraying it as a land of wisdom and valor that commands respect on a global scale.

Additionally, the revised textbook incorporates chapters that explore unconventional uses of spices beyond culinary applications and delve into the benefits of yoga, showcasing a holistic approach to education that encompasses cultural elements and traditional practices.

Although originally slated for release in April and May, the availability of the new textbooks for classes 3 and 6 has faced delays. While the class 3 textbooks have hit the shelves, the class 6 materials are still pending release. Amid these developments, the Central Board of Secondary Education (CBSE) has instructed all affiliated schools to adopt the new syllabus and textbooks for classes 3 and 6 starting from the upcoming 2024-25 academic year.

Joseph Emmanuel, the Director of academics at CBSE, emphasised the importance of transitioning to the updated educational materials by stating, "Consequently, schools are advised to follow these new syllabi and textbooks for classes 3 and 6 in place of textbooks published by NCERT till the year 2023." This directive aligns with the educational reforms to provide students with a more culturally immersive and relevant learning

05-07-2024

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NCERT to recreate PM Modi's 'Pariksha pe Charcha' for virtual exhibition

PTI

3-4 minutes

New Delhi: Prime Minister [Narendra Modi](#)'s annual 'Pariksha pe Charcha' initiative might soon be recreated for a virtual platform, with the [NCERT](#) working on a proposal to develop a portal to host his speeches and allow students to capture selfies with him in an interactive 2D/3D environment.

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The move comes against the backdrop of a raging row over alleged irregularities in competitive examinations with the opposition raising questions on credibility of the examination processes in the country.

The Opposition has taken swipes at Modi, demanding that he should hold one such interaction on medical entrance exam [NEET](#) issue as well.

The National Council for Educational Research and Training (NCERT) has released an Expression of Interest (EoI) document this week to identify vendors for developing the Virtual Exhibition for Pariksha Pe Charcha.

The plan is to develop a virtual platform with an interactive

2D/3D environment with features to facilitate attendee engagement and interaction.

The proposal says the plan is to draw at least one crore online visitors annually.

"The aim is to recreate 'Pariksha Pe Charcha' in a virtual format, allowing audiences from across the country to experience the event all through the year from the comfort of their homes. The virtual platform will showcase the arts, crafts, and innovation projects undertaken by students, providing inspiration and motivation to others," according to the EoI document.

"The experience will be an immersive 3D/ 2D experience, similar to the physical exhibition, offering attendees a unique and engaging virtual environment," it added.

The virtual exhibition will feature an exhibition hall, an auditorium, a selfie zone, quiz zone and a leader board.

"A dedicated selfie zone could be there to allow attendees to capture selfies with the Honorable Prime Minister, post them on a selfie wall or download them and share them on social media.

"The auditorium will feature speeches and addresses from the Prime Minister of India and esteemed ministers, as well as essential sessions and discussions necessary for students," it added.

The virtual exhibition hall in the proposed web platform will have booths that will host display projects from students in arts, crafts, and science.

"Each booth could either feature a 3D/2D avatar of the student along with their exhibits in interactive 3D/2D format (paintings & sculptures) or a video recording of the program or a 2D exhibit," it added.

Launched in 2018, 'Pariksha Pe Charcha' (PPC) is an annual event in which PM Narendra Modi interacts with students, teachers and parents on ways to tackle exam-related stress.

The seventh edition of PPC in January this year saw 2.26 crore registrations and took place. It is streamed live across television and social media platforms.

Students are selected through an online multiple choice question competition, themes for which are shared with schools across the country.

Published 04 July 2024, 18:17 IST

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Transfer of Delhi govt school teachers be stopped immediately: Gopal Rai

STATESMAN NEWS SERVICE
NEW DELHI, 5 JULY

The Aam Aadmi Party Delhi State Convenor and Cabinet Minister Gopal Rai on Friday alleged that the BJP has been running a campaign for several years to stop the works of the Kejriwal government in Delhi, and this time its target was Delhi's education model, Rai claimed, pointing towards the transfer of 5000 teachers.

The AAP has appealed to the BJP and Delhi Lieutenant Governor Vinai Kumar Saxena to not affect the bright future of the children in Delhi who study in government schools by damaging to the education model.

He said that the entire country was aware that at present, Delhi's education model is being discussed across the globe.

Rai further claimed that the government education system in the country was slowly collapsing, while people had started accepting that



government schools cannot be improved, while only poor people used to send their children to government schools, out of compulsion.

He further claimed that the AAP government in Delhi under Kejriwal's leadership completely changed this thinking of the people, and proved that government schools can become way better than private schools.

The Minister said: "This change in the government schools of Delhi was felt by the whole country and the world, including Delhi. The biggest example of this is that when the US President came to visit India, his wife,

the First Lady of America, first expressed her desire to see the government schools of Delhi. Before this, no head of state of any country had ever expressed a desire to see the government schools of any state during his visit to India."

However, the senior AAP leader further alleged that the BJP began a campaign to topple the city's education system by asserting mental pressure on the officials of Delhi, and the proof is that 5000 teachers were transferred overnight without any criteria, he added.

"On June 11, the officials of the education department issued an order that any

teacher who has been teaching in a school for more than 10 years will be transferred from there to another place," Rai said.

"They do not know that our teachers are the backbone of the transformation of the education system in Delhi," the AAP leader added.

The AAP leader alleged that arbitrary administrative stick used by the bureaucracy and the corruption of transfer-posting destroyed government schools, and claimed that this was eradicated in Delhi with the efforts of the Kejriwal government.

Delhi government Teachers were given respect and freedom; they were given training, and they were made to feel that these children and schools are yours, he added.

"It is understandable that if the performance of a teacher is not good then he or she is transferred. But without any assessment, more than 5000 teachers were transferred in just one night," he added.



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Voices

NTA reforms: Balancing school education, coaching classes

The competitive schooling ecosystem not only takes the mental health trajectory of students to dizzying levels, but also glorifies a coaching class teacher to trivialise the schooling class teacher.



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S Vaidhyasubramaniam

Published on: 07 Jul 2024, 5:00 am

I can't help but recall an old teacher's analogy on the selfless, thankless and tireless job of a school teacher. As kids enter school in their kindergarten, they sit on the floor with the teacher on the chair at a higher level. As they progress, they sit on a small bench which later becomes a



chair only to become a bigger chair with the teacher still in the same chair-level despite students progressing through differing seating heights.

As the students sit elevated in today's amphitheatre type gallery classroom, the teacher is still in the same chair at the bottom-centre elevating students' career. Such a noble profession of teaching in schools is at challenging crossroads today.

The competitive schooling ecosystem not only takes the mental health trajectory of students to dizzying levels, but also glorifies a coaching class teacher to trivialise the schooling class teacher. There cannot be a time more appropriate than now to strike a balance between the two alternatives to meritocracy—Class XII aggregate or entrance exam scores—neither cuts the mustard.

The global experiment of having entrance exams for college admissions has its own evolutionary story—manmade, systemic and also judicial intervention. In India, it's a cocktail policy for entrance exams for admissions to medical, engineering, law, management and other degree programmes.

Recent efforts like CUET are primitive to be characterised, but popular ones like JEE-Main, NEET, CAT, CLAT, etc. have resulted in a coaching class industry that puts certain unicorn success stories to shame. The questionable narrative that only coaching classes can produce star performers undermines genuine effort and native intelligence of students.

This unfair characterisations of student abilities during their formative years is a big demotivator. Students are taxiing in their career runaway preparing for entrance exams from Class VI onwards with parents and career counsellors becoming their auto-pilots. In a supply-demand situation that is widely polarised, the mental strength of India's demographic dividend is subjected to avoidable stress creating fatigue and influencing students' daily lives.

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S Vaidhyasubramaniam, Vice-Chancellor, SASTRA Deemed University. Filre Photo

The phantasmagorical coaching class industry aka 'shadow school' or 'proxy school' or 'school away from school' has stunted school education that is responsible for polishing the contours of student thinking and creativity, a NEP 2020 objective. The high-power committee headed by Dr. K Radhakrishnan as part of their NTA reform exercise should revitalise school education, failing which schools shall remain brick-and-mortar



vintage edifices, while the stentorian chorus for coaching classes create animated showpieces of artificial success.

One of the largest and oldest college entrance exams, Scholastic Aptitude Test (SAT) has its own evolutionary story right from its start in 1926. Many changes have been made to the SAT in the past 30-40 years, some of them to prevent cheating, some infusing technology and some to put back school education in the right track. Schools develop creative thinking, reading and writing skills, etc. besides subject knowledge making the school-going experience from K to 12 running parallelly strong along with SAT prep centres.

Admissions to top colleges is based on school scores, SAT scores, community service, essays, etc. A similar system is prevalent in all non-medical UG degree admissions worldwide with certain exceptions. For a big schooling system like India and a bigger rush for college admissions, competitive exams system for UG admissions certainly needs to balance the interest of various stakeholders—schools, higher education institutions, parents, teachers, students, etc. Here are certain fundamental questions as the NTA reform exercise begins.

Why should entrance exams be multiple subjects based (Maths, Physics, Chemistry) in a manner that catalyses coaching classes? For UG admissions, isn't general reading, writing and mental ability skills with minimum school learning outcome adequate? Why should schools be forced to shift gears into the entrance exam mode impoverishing students' life skills and create irreversible learning outcome loss? Why should limitless offers be given to students who end up repeaters with rich experience in cracking entrance exams, shattering hopes of debutants?

Why should entrance exam scores alone be a predictor of merit when there is a huge socio-economic academic 'gini'? Why can't states decide on the ratio of entrance and Class XII scores for admissions to professional colleges? Why is technology not positively disrupting the present conduct of vulnerable entrance exams? Why should teachers struggle for respect inside classrooms trying to meet unreasonable student-parent demands? More questions fill the NTA quiver as the reform process begins, with a hope that the satisfying answers of the committee ignite aspirational careers for the millions.



मैथिली साहित्य के लिए नई पहल, अब कहानी पाठ की भी शुरुआत

Roushan Jha
@timesofindia.com

■ नई दिल्ली: मैथिली समीक्षा और कथा को लेकर दिल्ली-एनसीआर में मासिक गोष्ठी की शुरुआत की गई है। इस श्रृंखला की पहली गोष्ठी रविवार को मैथिली संग्रहालय, लक्ष्मी नगर में आयोजित हुई। गोष्ठी में मैथिली के स्थापित साहित्यकारों के अलावा युवा साहित्यकारों ने भी भाग लिया। शैलेन्द्र झा की अध्यक्षता में हुई पहली बैठक में अजीत आजाद, प्रकाश झा, गुंजनश्री, राहुल झा, मुकुंद झा, रमन कुमार सिंह, अजित झा, प्रखर पुंज, सविता झा सोनी, सुधा ठाकुर और अंशुमान झा सहित कई लोगों ने हिस्सा लिया।

यह आयोजन हर महीने के पहले रविवार को अलग-अलग जगहों पर किया जाएगा। इसमें नाटक और कहानी का पाठ किया जाएगा। आयोजन के प्रमुख गुंजनश्री ने कहा कि मौजूदा समय में मंचों पर केवल



मैथिली समीक्षा और कथा की पहली गोष्ठी रविवार को लक्ष्मी नगर इलाके में हुई

कविता-पाठ की परंपरा है। इस कोशिश का मकसद मैथिली में गद्य लिखने वाले साहित्यकारों को एक मंच प्रदान करना और युवा साहित्यकारों को कविता से अलग कथा, नाटक, समीक्षा और गद्य लिखने की तरफ प्रेरित करना है। उन्होंने बताया कि इन

'सगर राति दीप जरय'

'सगर राति दीप जरय' का अगला आयोजन पटना में किया जाएगा। दरभंगा में 29 जून को कार्यक्रम के दौरान संयोजक हीरेंद्र कुमार झा ने अगले संयोजक कमल मोहन चुन्नु को दीप सौंपा। यह आयोजन हर तीन महीने पर होता है। पटना में 119वां आयोजन होगा। तारीख की घोषणा बाद में की जाएगी।

बैठकों में पाठ की गई रचनाओं में से चुनिंदा रचनाओं को 'क्रमशः' पत्रिका में प्रकाशित करने की योजना है। अजित आजाद ने कहा कि यह बैठक मैथिली साहित्य में रुचि रखने वाले सभी साहित्यकारों और श्रोताओं के लिए प्रेरि है।

Our education system cries out for a revamp

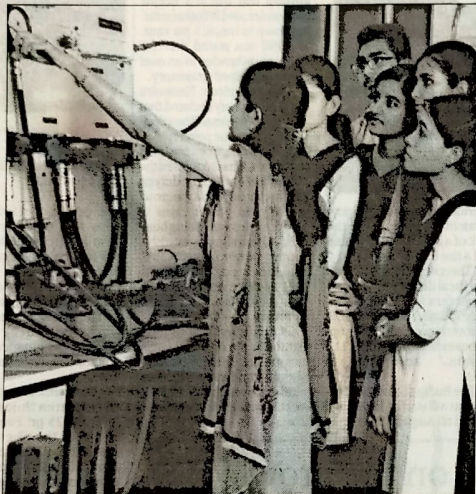
SANJUKTA DASGUPTA

The fourth among the 17 sustainable development goals prescribed by the United Nations for the period 2015-2030 is Quality Education. It states "Eliminate all discrimination in education" by 2030, "eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations."

What have we done in our beloved country? Increasingly instead of universalizing education and making quality education available to everyone irrespective of caste, class, religion and gender, we seem to have foregrounded precisely these negative factors that consolidate selective, discriminatory education. We have not been able to address the sustainable development targets outlined by the United Nations, to any significant degree.

Yet, our newly re-constituted National Education Policy 2019, has set itself commendable goals, mission and vision. It states, "The National Education Policy 2019 provides a framework for the transformation and reinvigoration of the education system in order to respond to the requirements of fast-changing, knowledge-based societies while taking into account the diversity of the Indian people, their traditions, cultures, and languages. It seeks to ensure that human capital, the most vital form of capital that would fuel the necessary transformation, is secured and strengthened. Highest priority is accorded to the task of ensuring universal access to an education of high quality and breadth that would support India's continued ascent, progress, and leadership on the global stage..."

This is 2024. We have six more years to go, that is till 2030, in which we can set up targets to achieve the UN SDGs, which underscore that we ensure equitable quality education for everyone willing to learn, that is pro-



vide lifelong opportunities for those eager to learn.

Yet the alarming rate at which the education sector of our country, at both the state and national levels, have recently been demeaned through unprecedented scams must be addressed with urgency and determination, so that structural changes can be introduced and corruption in the domain of competitive examinations can be weeded out completely. This of course engages the tricky question, who will bell the cat.

Fact-finding committees seem to drag their feet banking on the reliable fact that public memory is short. We have also noticed that top leaders of the country often promote skill development and start-ups, ironically urging the youth not to look for jobs but become job creators. We seem to be multiplying in millions, facing the

tragic plight of Thomas Hardy's *Jude the Obscure*, the young man who was denied quality education in an elite educational institution because he was poor and belonged to the working class. That was in 1895 England. We can surely do better than that in 21st century post-colonial India.

Pursuit of knowledge is ignored as a primitive concept; information seems to be the preferred search obsession. So NET, NEET, and all other competitive examinations have generated the emergence of a marketplace for leaking questions, buying questions and purchasing jobs. Qualifications, merit and performance are redundant. It is a world of brokers and fixers who seem to be dominating our education sector. If you have the money, you can buy any degree that you fancy and join any profession of your choice. This complete lack of ethics and respect for quality education has

shocked the aspirational educated youth of our country leading to stress and trauma as well as the desperation to quit one's own country and prefer to become illegal immigrants.

Students from the working class and lower middle-class homes, many first-generation learners, mostly having studied in vernacular-medium schools, find that they are trapped in an inescapable maze created by vested interests.

On the other hand, the privileged youth are being seduced to study and settle abroad by parents, teachers and international agents who routinely visit private schools waxing eloquent about the facilities that universities in the first world provide. Parents and their wards are invited to visit the campuses and are even offered free accommodation, as during summer break the hostels lie vacant.

This results in humungous education loans offered by banks and other agencies, in some cases selling of land and gold for the golden opportunity to learn and earn in star-studded locations. The super rich are in a different league, for them it is about global education, international internships and transnational identities. But those who fall within the parameters of the new National Education Policy need immediate recognition, support and empathy.

The entire education system in our beloved country is crying out for an immediate and thorough revamp irrespective of profit and loss, whatever might be the target dollar economy we may be aspiring towards.

(The writer, a distinguished academician, is former Dean of Arts, Calcutta University.)

The Asian Age, 8 July 2024, Page No.- 3

PRIMARY BOOKS IN 18 LANGUAGES IN C'GARH SOON

AGE CORRESPONDENT
BHOPAL, JULY 7

Chhattisgarh chief minister Vishnu Deo Sai has directed the education department to come out with bilingual books in 18 more local languages and dialects for inclusion in the primary education curriculum in the state. "The initiative is a part of the broader vision under NEP (National Education Policy) 2020 to make education more inclusive and accessible



Vishnu Deo Sai

to children in their native languages", the Chhattisgarh government spokesman said. The key objective behind the move is to increase access and quality of education in tribal communities, so that the children can get education in their mother tongue and stay connected with their culture. In the first phase, courses to be prepared are in Chhattisgarhi, Sargujia, Halbi, Sadari, Gondi and Kudukh dialects, chief minister Vishnu Deo Sai announced, while inaugurating the state-level "Shala Praveshotsav (entering school)" in Bagiya village in Jashpur district in the state. For this, the help of litterateurs, folk artists, compilers from across the state will be taken. 11

News / Education Today / Featurephilia / Importance of sustainability in school education

Importance of sustainability in school education

Education plays a crucial role in raising the younger generations' awareness in the right direction and safeguarding their future sustainability.

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Importance of sustainability in school education

India Today Education Desk X

Educating students on environment will promote awareness, address the current challenges, and help build perspective toward environmental needs with sustainable development goals. In the present world scenario, there is consensus that children must be taught values of sustainability so that they can help future generations imbibe the same. From biodiversity to solar energy, there is now a need to build a greener earth, and in this journey, schools indeed play a key role in encouraging students to learn new ways to build sustainability.

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Niru Agarwal, Trustee, Greenwood High International School, will shed some light on the diverse ways in which schools can help students be green warriors at an early age:

TEACHING SUSTAINABLE WAYS OF LIVING

Teaching sustainable ways of living helps in creating a critical mindset among children. They understand that they need to look beyond the materialistic values of things and learn to appreciate their intrinsic value. Schools will help students learn reuse and recycling materials that will prevent wastage and over-production, which is the principal cause of over-industrialisation and carbon emissions. Recycling has taken the world by storm and schools need to take measures that will enable students to further intensify this approach.

STUDENTS SHOULD NOT NEGLECT ENVIRONMENT



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The school syllabus can have a mix of theoretical concepts, knowledge and practical steps that will surely enhance the intellect of students and enable them to learn new aspects of the environment. Students should not grow up with neglect about the environment. They must be taught everything there is to know about the planet and this is best done by incorporating such ideas in a curriculum. This will create awareness on all aspects of earth and how best to protect it.

LEARNING THRIFT HOLDS FUTURE PROMISE

Living a minimalist lifestyle can teach students how one needs only a handful of good and well-loved items to live a fulfilling life. Students will have to be shown a broader view of things when they learn how much they can save the planet by making better choices. Consumerism is at an all-time high, but teaching children how to thrift can make them more conscious about wastage and prevent them from binge buying when they are old enough to buy things for themselves.

SUSTAINABILITY IS BOTH AN INDIVIDUAL AND TEAM EFFORT

Sustainability involves everyone working together in small ways to achieve something huge. It is both an individual and a team effort. If you can get parents and guardians involved in your sustainability initiatives, the lessons will go deeper. This means that everyone needs to be involved and teachers and school leaders should lead by example.

Whether it is cycle-to-work initiatives, installing solar panels, or bringing lunch in sustainable packaging, sustainability must be modelled as well as taught. To be truly sustainable, schools should fully engage with these activities, which means helping teachers and staff members and going beyond the school gates.

LEARNING PRACTICAL SKILLS IS IMPORTANT

Children and the society's youth should be urged to undertake individual responsibilities, such as minimising resource usage, composting, reducing over-consumption, depending on clean energy sources, practising minimalism, and purchasing local and organic items. Education on sustainability will help them develop these sustainable life skills and practices.


In conclusion, it can be said that early education, especially at school, will lead to mature individuals proactively managing global challenges and contributing to a greener and healthier planet. Students are the future advocates and educating today's youth is imperative to enable environmental conservation. Education plays a crucial role in raising the younger generations' awareness in the right direction and safeguarding their future sustainability. The right direction will allow young people to make conscious decisions and lead a greener lifestyle with evolved knowledge and understanding of the natural surroundings. ■

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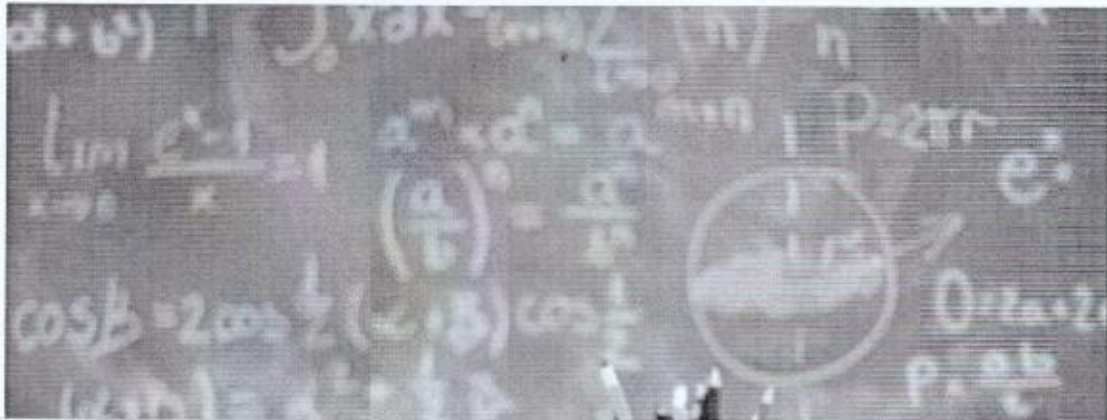
Friday, 26 July 2024

Home / India / NCERT nudges schools on Viksit Bharat test, teachers and parents raise concern

Teachers, parents raise concern as NCERT nudges schools on Viksit Bharat test

A school principal said internal assessments were usually left to the schools. The Central Board of Secondary Education (CBSE) has already issued guidelines on the conduct of internal assessments. The NCERT's question bank has not come to the schools yet

Basant Kumar Mohanty | New Delhi | Published 08.07.24, 05:30 AM



ME Q OPINION INDIA KOLKATA WORLD BUSINESS SPORTS MY KOLKATA ENTERTAINMENT EDUGRAPH STATES



Representational image
File picture

- f The NCERT has prepared a question bank and study material on the projects undertaken by the Centre under its Viksit Bharat programme and wants schools to use them in their internal assessments, two government officials have said.
- x
- es However, the National Council of Educational Research and Training did not consult stakeholders such as school boards, students and parents before taking the decision.

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School internal assessments carry 20 per cent weightage in the board exams.

Several teachers expressed concern about such a move as Viksit Bharat is a government programme and not part of the syllabus.

"In internal assessments, the schools award marks for various activities such as projects, unit tests, home work and quiz, among others. All these activities are related to the subject taught as part of the syllabus," said a teacher who did not wish to be identified.

A school principal said internal assessments were usually left to the schools. The Central Board of Secondary Education (CBSE) has already issued guidelines on the conduct of internal assessments. The NCERT's question bank has not come to the schools yet.

"It may come as an advisory to schools to follow NCERT's question bank on Viksit Bharat for internal assessments," said the principal.

She said the NCERT had not sought any feedback from schools or parents on the question bank.

A parent said the government was trying to push its agenda among children.

"The schools are giving projects to children regularly on government policies. Many of them are relevant but some are propaganda. The schools should be allowed to decide on projects and other activities," said the parent.



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The NCERT has also prepared five modules on Viksit Bharat to enable students to get supplementary reading material. These modules in Hindi have been prepared on themes such as cleanliness, promotion of indigenous products, contribution of physically challenged persons for economic growth, start-ups as a growth engine in Amritkal and the policies of the government.

Last year, the education ministry had asked the NCERT to prepare modules on the government's achievements in recent years in various fields. The NCERT first published a series of modules on the success of the Chandrayaan mission and had to undertake revisions to rectify factual errors in the modules.

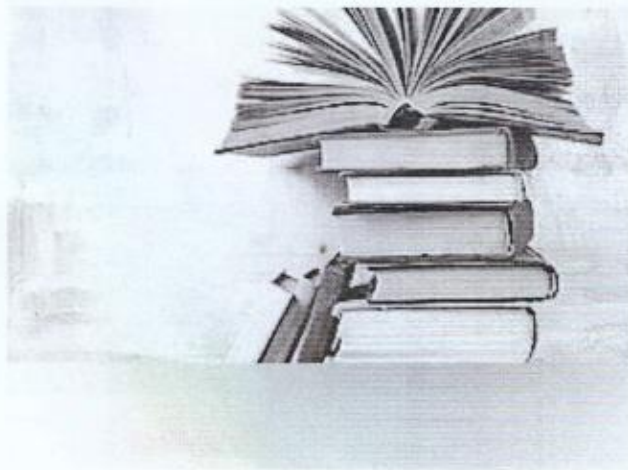
An email was sent to NCERT director D.P. Saklani to understand the council's perspective on preparing the question bank without consultation with stakeholders. His response is awaited.

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Education ministry: NCERT doesn't differentiate between India & Bharat
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NEW DELHI: NCERT does not differentiate between India and Bharat and duly acknowledges the spirit as enshrined in our Constitution that recognises both, the ministry of education said on Wednesday.

This reply was shared by junior minister for education, Annapurna Devi, in response to a written question in Rajya Sabha asked by CPI (M) member Elamaram Kareem regarding the NCERT panel's



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"Article 1 of the Constitution of India states that 'India, that is Bharat, shall be a Union of States'. India's Constitution recognises both 'India' and 'Bharat' as the official names of the country which can be used interchangeably. NCERT duly acknowledges this spirit as enshrined in our Constitution and does not differentiate between the two," she said.

The name Bharat first appeared officially when the government sent out G20 invites.

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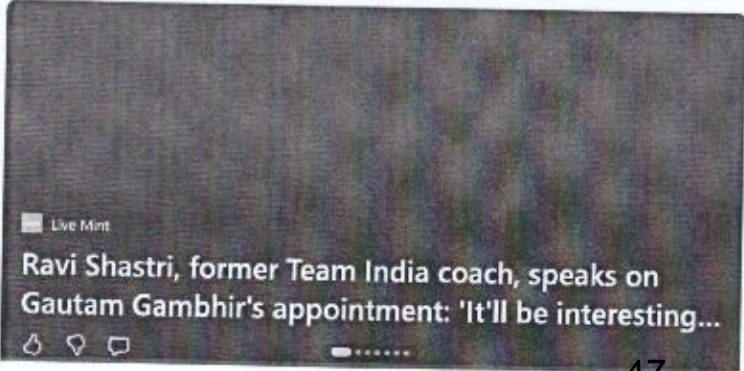


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کیرالہ کا ڈیجیٹل تعلیمی ماڈل ایک عالمی مثال: یونیسف

ٹروانٹ پورم (یو این آئی)

یونیسف انڈیا کے ایک مطالعہ میں کیرالہ کے ڈیجیٹل تعلیمی اقدام (ایڈ ٹیک) کی نہ صرف دیگر ہندوستانی ریاستوں بلکہ زمینی آمدنی والے اور ترقی یافتہ ممالک کے لیے بھی ایک ماڈل کے طور پر تعریف کی گئی ہے۔ یہ رپورٹ جس کا عنوان تھا 'نو جوانوں کو مستقبل کے لیے تیار بننے کے ساتھ بااختیار بنانا: چھوٹی چٹانوں کی متاثر کن کہانی ہفتہ کو یہاں شائع ہوئی۔ جنرل انجیکشن ڈیپارٹمنٹ کی پرنسپل سکریٹری رانی جارج نے کیرالہ کے وزیر اعلیٰ بنارانی وین اور جنرل انجیکشن اور لیبر مشنری سیون کی کی موجودگی میں یونیسف انڈیا کی تعلیمی ماہر پرمیلا منوہرن سے مطالعاتی رپورٹ حاصل کی۔ مطالعہ اعلیٰ کے آئی ٹی ای ایس پروگرام پر توجہ مرکوز کرتا ہے، جو ہندوستان میں طلباء کا سب سے بڑا آئی ٹی ای ایس ٹی ٹی ٹی ہے۔ اقوام متحدہ کے عالمی فریم ورک کے ساتھ ساتھ مستقبل کے لیے تیار مہارتوں کو فروغ دینے کے لیے عالمی اور قومی کوششوں کے مطابق یہ مطالعہ ڈیٹا پر مبنی 10 سفارشات فراہم کرتا ہے۔ کیرالہ کے آئی ٹی ای ایس کی ترقی میں ایڈ ٹیک ماڈل منافع بخش دکھانے والوں پر بھروسہ کیے بغیر اسکیل اپیل اور موافقت پذیر ہے، جو اسے دوسرے شعبوں کے لیے بھی ملتی جلتی بناتا ہے۔ رپورٹوں کے مطابق کیرالہ نے اوپن سورس سافٹ

ویئر کا استعمال کر کے 3000 کروڑ روپے کی بچت کی ہے، اور یہاں تک کہ فن لینڈ نے اعلیٰ کوشش ماڈل کی نقل کرنے میں دلچسپی ظاہر کی ہے۔ اعلیٰ کے آئی ٹی ای ایس پائل لڑکیوں کی شرکت کی حوصلہ افزائی کرتے ہوئے ایس ٹی ای ایس شعبوں میں صحتی تفاوت کو دور کرتے ہوئے کیرالہ کو ملٹی معاشرے اور معیشت میں تبدیلیاں کرنے، بچوں میں تخلیقی صلاحیتوں اور مسائل حل کرنے کی مہارتوں کو فروغ دینے میں تعاون کرتی ہے۔ مزید برآں، اس پروگرام نے پرائیویٹ سکولوں کے طلباء کو سرکاری سکولوں میں داخلہ لینے کی طرف راغب کیا ہے۔ یونیسف کا ایک مطالعہ اعلیٰ کے آئی ٹی ای ایس کے وقت کو بڑھانے اور تمام پائی اسکولوں اور ہائر سیکنڈری سطحوں تک پہنچنے کی درخواست کرتا ہے۔ وہ عوامی تعلیم میں سرمایہ کاری بڑھانے کے لیے مقامی اداروں اور کمیونٹی کو شامل کرنے کی بھی سفارش کرتے ہیں۔ رپورٹ میں کیرالہ کے بنیادی ڈھانچے کی تعریف کی گئی ہے، جس میں 9000 روپوں تک کٹ کی تعمیراتی اور اعلیٰ کوشش کے لیے AI/IoT ٹریٹنگ شامل ہے۔ آئی ٹی ای ایس 180,000 ساٹھ کو مصنوعی ذہانت (ایس آئی) کی تربیت دے رہا ہے، جو اسے ملک میں ایک منفرد ماڈل بنا رہا ہے۔ اعلیٰ کے آئی ٹی ای ایس طلباء کو روپوں اور اسے آئی ٹی ای ایس میں آزادانہ طور پر کام کرنے کی طاقت دیتا ہے۔

NCERT की छठी क्लास की हिंदी की किताब 'मल्हार' में दिखी भारतीय संस्कृति कुल 13 पाठ, हर पाठ में छात्रों के लिए नए-नए शब्दों का प्रयोग

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नई दिल्ली: राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) ने छठी क्लास की इंग्लिश के बाद अब हिंदी की पाठ्यपुस्तक भी तैयार कर प्रकाशित कर दी है। इसे 'मल्हार' नाम दिया गया है। राष्ट्रीय शिक्षा नीति 2020 के प्रस्तावों पर आधारित इस पुस्तक में कुल 13 पाठ (चैप्टर) हैं। हर पाठ में भारतीय ज्ञान परंपरा और संस्कृति की झलक देखने को मिलती है। देश का नाम रोशन करने वाली हस्तियों की आत्मकथा के अंश इस किताब में दिए गए हैं। साथ ही, किताब के अंत में हिंदी शब्दकोष में ऐसे शब्दों के बारे में छात्रों को बताया गया है, जिससे उन्हें इस भाषा के नए-नए शब्दों की जानकारी मिल सकेगी।

पुस्तक के कवर पेज पर एनसीईआरटी के निदेशक दिनेश प्रसाद सकलानी ने लिखा है, 'मल्हार पुस्तक में साहित्य की प्रमुख विधाएं शामिल हैं। ये रचनाएं देशप्रेम, पर्यावरण, विज्ञान, कला, इतिहास, खेल और भारतीय समाज के अनुभवों की तस्वीर को बयां करती हैं। खास बात यह है कि हर पाठ को संवादात्मक शैली में प्रस्तुत किया गया है ताकि छात्र आसानी से विषयों को समझ सकें।' वह लिखते हैं कि हर प्रश्न के साथ एक चित्रात्मक संकेत (आइकॉन) दिया



गया है, इससे छात्रों को यह समझने में मदद मिलेगी कि उस प्रश्न में उन्हें क्या करना है, चर्चा करनी है, क्या लिखना है, बोलकर जवाब देना है या कोई गतिविधि करनी है।

मल्हार में पाठों के अलावा कुछ अतिरिक्त रचनाएं भी शामिल की गई हैं, जिनमें से परीक्षा में प्रश्न नहीं पूछे जाएंगे। पुस्तक की एक विशेषता यह है कि भारतीय ब्रेल लिपि 'भारती' में दिए गए देवनागरी वर्णमाला के ब्रेल रूप का परिचय भी दिया गया है, ताकि छात्र देवनागरी के ब्रेल रूप के प्रति भी जानकारी हासिल कर सकें।

किताब की शुरुआत में ही प्रसिद्ध तमिल किव सुब्रमण्यम भारती की एक कविता का हिंदी अनुवाद 'भारतवर्ष' शीर्षक से दिया गया है, जो छात्रों को

तमिल भाषा और कवि के बारे में जानने के लिए प्रेरित करेगा।

'गोल' में मेजर ध्यानचंद की आत्मकथा: मल्हार किताब में भारतीय ज्ञान परंपरा और संस्कृति की झलक है। पहले पाठ मातृभूमि में भारत के इतिहास, भूगोल और विशेषताओं को बहुत सुंदर शब्दों में प्रस्तुत किया गया है- जन्मे जहां थे रघुपति, जन्मी जहां थी सीता, श्रीकृष्ण ने सुनाई, वंशी पुनीत गीता।

'गोल' पाठ में महान खिलाड़ी मेजर ध्यानचंद की आत्मकथा का अंश है, जिससे छात्र भारत के स्वर्णिम ओलंपिक इतिहास से प्रेरणा ले सकेंगे। 1936 में भारतीय हॉकी टीम ने बर्लिन ओलंपिक में जीत हासिल की थी, उसकी फोटो भी दी गई है। 'मेरी मा' अमर क्रांतिकारी और बलिदानों रामप्रसाद बिरमल की आत्मकथा का एक अंश है, जिससे छात्रों में भारतीय स्वतंत्रता संग्राम के वीरों के जीवन से परिचित होने का मौका मिलेगा।

अन्य खास बातें: 'पेड़ की बात' प्रसिद्ध भारतीय वैज्ञानिक जगदीश चंद्र बसु द्वारा लिखित एक वैज्ञानिक निबंध है, जिसमें वे पेड़-पौधों और जीव-जंतुओं के जीवन और आपसी संबंधों को उजागर कर रहे हैं। सूरदास जैसे अमर कवियों के बारे में भी बताया गया है। रहीम के दोहे भी हैं। किताब में जीवंत चित्र, छायाचित्र और ग्राफिक्स का काफी प्रयोग किया गया है।

डीयू के अध्ययन केंद्र में छह वैकल्पिक विषय जुड़ेंगे

प्रस्ताव

नई दिल्ली, प्रमुख संवाददाता। दिल्ली विश्वविद्यालय में पिछले साल शुरू हुआ हिन्दू अध्ययन केंद्र अपने विद्यार्थियों को वैकल्पिक विषयों के रूप में वैदिक साहित्य का परिचय, उपनिषद परिचय, धर्म और रिलिजन जैसे विकल्प देने की योजना बना रहा है। डीयू के विद्वत परिषद में इसको जल्द मंजूरी मिलने की संभावना है। विभाग ने हिंदू अध्ययन में



12 जुलाई को होगी विद्वत परिषद की बैठक, इसमें मंजूरी मिलने की संभावना

विशेषज्ञता हासिल करने के इच्छुक छात्रों के लिए छह नए वैकल्पिक विषय शुरू करने का प्रस्ताव दिया है और विश्वविद्यालय की शैक्षणिक परिषद से इनके अनुमोदन की प्रतीक्षा है। ये संशोधन हिंदू अध्ययन केंद्र की शासी निकाय की सिफारिशों के आधार पर प्रस्तावित है। अकादमिक परिषद

की बैठक 12 जुलाई को होगी है। डीयू के एक अधिकारी ने बताया कि विश्वविद्यालय अनुदान आयोग (व्जीसी) द्वारा अनुमोदित पाठ्यक्रम के अतिरिक्त, हिंदू अध्ययन केंद्र अब हिंदू धर्म के विभिन्न पहलुओं पर विषय पेश करने की योजना बना रहा है। इनमें मानवता के लिए भगवद् गीता,

हिंदू विचारक और पुराण परिचय पर शोधपत्र भी शामिल होंगे। प्रस्तावित ऐच्छिक विषयों के शिक्षण उद्देश्य में कहा गया है कि हिंदू विचारकों पर आधारित शोध पत्र का उद्देश्य छात्रों को प्राचीन और आधुनिक समय के प्रतिष्ठित हिंदू विचारकों के प्रमुख विचारों से परिचित कराना है। इसके अलावा, धर्म और रिलिजन विषय पश्चिमी धार्मिक परंपराओं से तुलना करते हुए हिंदू अध्यात्म और धर्म को आधारभूत अवधारणाओं का परिचय देते हुए उनका विकास करेगा। //

स्कूली छात्रों ने रोजमर्रा की मुश्किलों का हल निकाला

नई दिल्ली, विशेष संवाददाता। स्कूली छात्रों ने रोजमर्रा के जीवन में आने वाली कई दुशवारियों का समाधान खोज निकाला है। हनी बी नेटवर्क ने ऐसे 16 छात्रों को उनकी खोजों के लिए डॉ. एपीजे अब्दुल कलाम इग्नाइट माईड चिल्ड्रन क्रिएटिविटी एंड इनोवेशन अवॉर्ड से नवाजा है।

गुरुग्राम के एक स्कूल के एस. तापुरिश ने हाथ में पहनने वाली एक ऐसी डिवाइस विकसित की है, जो मिर्गी का दौरा पड़ने पर देखभाल करने वाले के मोबाइल पर तत्काल अलर्ट भेजती है।

डीपीएस इंदिरापुरम के छात्र आदित्य राज चोपड़ा ने एलईडी बल्बों के कचरे को कम करने के लिए बल्ब में सुधार का समाधान पेश किया है। बल्ब में लगा पीएलबीए के खराब होने पर बल्ब को फेंकना पड़ता है, लेकिन आदित्य ने नया एलईडी बल्ब डिजाइन किया है, इसमें पीएलबीए को बदले जाने का प्रावधान है।

नोएडा के शिवनाहर स्कूल के उर्जित महाजन ने रोबोटिक भुजा कवर डेक्सट्राबोट विकसित किया है, जो उन लोगों के लिए बेहद उपयोगी है, जिनके हाथ कांपते हैं। //

उपराज्यपाल के निर्देश पर कुछ समय के लिए

पांच हजार स्कूल शिक्षकों के तबादले का आदेश स्थगित

नई दिल्ली (एसएनबी)। दिल्ली सरकार ने उपराज्यपाल वी के सक्सेना के आदेशों पर कार्रवाई करते हुए पांच हजार स्कूल शिक्षकों के तबादले का आदेश सोमवार को कुछ समय के लिए स्थगित कर दिया। ये शिक्षक 10 से अधिक वर्ष से एक ही स्कूल में तैनात हैं।

सक्सेना ने रविवार को मुख्य सचिव नरेश कुमार को तबादले के आदेश को कुछ वक्त के लिए स्थगित करने का निर्देश दिया। यह तबादला आदेश पिछले सप्ताह जारी किया गया था। उपराज्यपाल ने भारतीय जनता पार्टी (भाजपा) की दिल्ली इकाई के नेताओं और शिक्षकों के प्रतिनिधिमंडल से मुलाकात के बाद एक अंतरिम उपाय के रूप में तबादले के आदेश को कुछ वक्त के लिए स्थगित रखने का निर्देश दिया। दिल्ली की शिक्षा मंत्री ने यहां संवाददाताओं को संबोधित करते हुए तबादले के आदेश के पीछे भाजपा की साजिश का आरोप लगाया। उन्होंने आदेश वापस लिये जाने के लिए



दिल्ली के लोगों को शुभकामनाएं भी दीं।

शिक्षा विभाग ने एक आधिकारिक आदेश में कहा कि शिक्षा निदेशालय द्वारा हाल ही में जारी तबादले के आदेश के मामले में कई अभ्यावेदन प्राप्त हुए हैं। यह अभ्यावेदन उन शिक्षकों से संबंधित हैं, जो एक ही स्कूल में 10 वर्ष से अधिक समय तक कार्यरत हैं।

आदेश के मुताबिक, 'अभ्यावेदनों को पढ़ने और प्रतिनिधिमंडल की बातें सुनने के बाद सक्षम प्राधिकारी ने एक समिति गठित करने का फैसला किया है, जिसमें सभी हितधारकों के प्रतिनिधि और विशेषज्ञ शामिल होंगे ताकि मामले पर समग्र, सहानुभूतिपूर्ण और निष्पक्ष दृष्टिकोण तैयार किया जा सके।' आदेश में बताया गया कि इसलिफ अगले आदेश तक दो जुलाई 2024 को जारी शिक्षकों के तबादले के आदेश को स्थगित किया जाता है। सभी प्रभावित शिक्षकों की तैनाती बहाल की

■ पिछले सप्ताह जारी किया गया था तबादले का आदेश

■ भाजपा की दिल्ली इकाई के नेताओं और शिक्षकों के प्रतिनिधिमंडल से मुलाकात के बाद एक अंतरिम उपाय के रूप में लिया फैसला

■ आदेश वापस लिए जाने पर आतिशी ने दिल्ली के लोगों को दी शुभकामनाएं

जाती है।

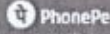
वैदिक साहित्य व धर्म विषयों का विकल्प देगा डीयू

नई दिल्ली। दिल्ली विश्वविद्यालय का हिंदू अध्ययन केंद्र छात्रों को वैकल्पिक विषयों के रूप में वैदिक साहित्य का परिचय, उपनिषद परिचय, धर्म जैसे विकल्प देने की योजना बना रहा है। एक अधिकारी ने बताया कि यूजीसी द्वारा अनुमोदित पाठ्यक्रम के अतिरिक्त, हिंदू अध्ययन केंद्र अब हिंदू धर्म के विभिन्न पहलुओं पर विषय पेश करने की योजना बना रहा है। इनमें मानवता के लिए भगवद् गीता, हिंदू विचारक और पुराण परिचय पर शोधपत्र भी शामिल होंगे। छह नए वैकल्पिक विषयों को शुरू करने का प्रस्ताव के अनुमोदन पर डीयू की विद्वत परिषद की बैठक 12 जुलाई को होनी है।

भारतीय गणित पर शिक्षकों को दी ट्रेनिंग

नई दिल्ली। आर्यभट्ट कॉलेज में प्राचीन भारतीय गणित पर शिक्षकों को ट्रेनिंग दी गई। कॉलेज उन 17 केंद्रों में से एक है, जिसे शिक्षा मंत्रालय द्वारा शिक्षक प्रशिक्षण केंद्र प्रदान किया गया है। इसका मकसद शिक्षा में भारतीय ज्ञान प्रणालियों को बढ़ावा देना है। इस दौरान प्रतिभागियों ने सुलभसूत्र, पाई की खोज, लीलावती, गणित के केरल स्कूल, गणितपद और कई स्वदेशी अवधारणाओं के बारे में सीखा। अंतिम दिन, पद्मश्री, प्रो. दिनेश सिंह ने शिक्षा प्रणाली और प्राचीन गणित पर अपने विचार साझा किए।

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Business News News India Education Ministry reviews guidelines for implementation of bagless days in schools

Education Ministry reviews guidelines for implementation of bagless days in schools

PTI - Last Updated: Jul 09, 2024, 05:53:00 PM IST

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Synopsis

The Ministry of Education reviewed NCERT guidelines for implementing bagless days in schools, aiming to make learning more experiential and stress-free. Suggestions include teaching students about local ecology, testing water purity, and visiting local monuments. The PSSCIVE will fine-tune its guidelines based on the review. The National Education Policy recommends a 10-day bagless period for grades 6-8, focusing on skill-building and engaging activities outside traditional classrooms.



Representative Image

The Ministry of Education on Tuesday reviewed the NCERT guidelines for implementation of bagless days in schools and said they will be further fine-tuned, according to officials. PSS Central Institute of Vocational Education (PSSCIVE), a unit of the National Council for Educational Research and Training (NCERT), had developed comprehensive guidelines for implementing bagless days and make learning in schools more joyful, experiential and stress-free for students.

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*Various suggestions were discussed during the meeting, including sensitising

*Follow Congress Manifesto, Scrap

students about the local ecology, teaching them to test water purity, recognising local flora and fauna, and visiting local monuments. Based on this review, PSSCIVE will further fine-tune and finalise its guidelines," a senior MoE official said.

The National Education Policy (NEP) 2020 had recommended that all students in grades 6-8 participate in a 10-day bagless period.



During this time, students will intern with local skill experts and engage in activities outside of traditional school settings. This initiative aims to help students develop an appreciation for the larger ecosystem in which their school is embedded, the policy had suggested.

"Bagless Days will be encouraged throughout the year, encompassing a variety of activities such as arts, quizzes, sports, and skill-based learning.

"Students will gain periodic exposure to activities outside the classroom, including visits to historical, cultural, and tourist sites, interactions with local artists and craftsmen, and visits to various educational institutions within their village, tehsil, district, or state, as mapped by local skilling needs," the official added.

Visit and survey of vegetable market; charity visit; survey and report writing on pet care; doodling, kite making and flying; organising a book fair; sitting under Banyan tree; and visiting a biogas plant and solar energy park are among the recommended activities in the NCERT guidelines.

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Shri Dharmendra Pradhan calls upon States to work together for building a collaborative education system

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Shri Dharmendra Pradhan highlights shift towards competency-based education system in the country

Shri Dharmendra Pradhan stresses on the importance of education in mother tongue and Indian languages

Posted On: 09 JUL 2024 2:17PM by PIB Delhi

Union Education Minister Shri Dharmendra Pradhan today addressed the inaugural session of review meeting of Department of School Education and Literacy with States and Union Territories. Minister of State for Education, Shri Jayant Chaudhary also addressed the gathering. Secretary, DoSE&L, Shri Sanjay Kumar; Additional Secretaries, Shri Vipin Kumar and Shri Anandrao V. Patil; other officials of the Ministry, Principal Secretary/Secretary and SPD/Directors of several States/UTs, heads and representatives of the NCERT, SCERTs, Kendriya Vidyalaya, Navodaya Vidyalaya, CBSE, etc. were also present at the meeting.

He urged that both States and Centre have to work as a team to strengthen the education ecosystem as well as to replicate and amplify best-practices from across all States/UTs. He called upon all stakeholders in States/UTs to work cohesively for strengthening capacities, building a collaborative education system and leveraging education as the key pillar of Viksit Bharat.

He also spoke about the emotional connect one shares with their school teachers and the importance of teachers' capacity building in making our educational ecosystem more vibrant. Speaking about competency-based education, he said that we must also augment our skilling capacities to increase employability.

Speaking at the event Shri Jayant Chaudhary said that NEP 2020 is the most ambitious and progressive policy document. He also highlighted how improving GER and taking it to 100% is extremely important and students from the economically and socially backward, tribal communities must be included in the formal educational system. He also spoke about other ambitious programmes of the Ministry such as PM SHRI and invited states to be a part of the programme.

Shri Sanjay Kumar, in his address, mentioned that the main aim of the review meeting will be reviewing NEP 2020 and its implementation in the states and alignment of the flagship schemes of the Ministry such as the Samagra Siksha, PM SHRI, PM Poshan, ULLAS, etc. with the Policy, he added. He also said that the meeting will also help in developing the roadmap for the coming five years.

During the meeting, discussion will be held on the five-year action plan; 100 days action plan; on status of the progress of infrastructure and civil works, ICT and Smart classrooms under Samagra Shiksha for all States/UTs; discussion on the status/setting up of VSK & 200 channels; finalization of UDISE+ for 2023-24; Best Practices; discussion on DIET: upgradation as Centers of Excellence; and need for Tobacco Control and implantation of TOFEI guidelines in Schools.



SS/AK

(Release ID: 2031684) Visitor Counter : 2108

निजी घरानों की मदद से संवारे जा रहे सरकारी स्कूल

लखनऊ (एसएनबी)। सूबे में कारपोरेट निजी घराने की मदद से सरकारी स्कूलों को संवारा जा रहा है। इनमें टाटा की एयर इंडिया सैट्स समेत दूसरे विद्यालय शामिल हैं। परिपक्व स्कूलों में किचन से लेकर क्लासरूम तक का कार्याकल्प हो रहा है। कहीं-कहीं पर तो पूरे विद्यालय का ही कलेवर बदल दिया जा रहा है और यूपी को अब तक औद्योगिक घराने के सीएसआर निधि से 18 हजार करोड़ रुपये मिल चुके हैं।

योगी सरकार के एक सरकारी प्रवक्ता ने बताया कि टाटा की एयर इंडिया सैट्स यूपी के प्राइमरी विद्यालयों की दशा सुधार रही है। इनमें एक पूरी तरह बनकर तैयार है तो दूसरा भी जल्द बनकर तैयार हो रहा है। महाराजगंज जिले में निर्मित इन प्राइमरी विद्यालयों को वर्ल्ड क्लास सुविधाओं से लैस किया जा रहा है। किचन से लेकर क्लासरूम, स्मार्ट क्लास तक की सभी सुविधाएं किसी ब्रांडेड प्राइवेट स्कूल की तर्ज पर बनाई गई हैं।

उल्लेखनीय है कि योगी सरकार ने प्रदेश के प्राइमरी स्कूलों को आधुनिक बनाने के लिए मिशन कार्याकल्प की शुरुआत की थी। सरकार की ओर से

निजी कंपनियों को भी इस योजना से जुड़कर सहयोग करने की अपील की गई थी।

एआई सैट्स ने महाराजगंज के दो प्राइमरी स्कूलों के कार्याकल्प का जिम्मा उठाया है। इसके लिए उसने जिला प्रशासन को 45 लाख रुपये मुहैया कराए हैं। इस धनराशि से चौक क्षेत्र के कंपोजिट

■ सीएसआर फंड से अब तक 18 हजार करोड़ मिले
■ महाराजगंज के दो प्राथमिक विद्यालयों का बदला स्वरूप

विद्यालय सोनाड़ी खास व प्राथमिक विद्यालय चौक छावनी को वर्ल्ड क्लास सुविधाओं से लैस किया जा रहा है। इनमें से एक प्राथमिक विद्यालय छावनी के कार्याकल्प का कार्य पूर्ण हो चुका है। प्राथमिक विद्यालय की दीवारों पर बुड फर्निशिंग कराई गई है। कंप्यूटर, इंटरैक्टिव पैनल, स्मार्ट क्लास, फर्नीचर आदि सुविधा मुहैया कराकर दोनों विद्यालयों को मॉडल

स्कूल के रूप में विकसित किया गया है। जिन 19 पैरामीटर पर इन स्कूलों को सुधारा गया है, उसमें पेयजल, ब्लैक बोर्ड, फर्नीचर, शांचालय, नल से जल, रंगई पुताई, साइंस लैब, लाइब्रेरी, कंप्यूटर लैव शामिल हैं।

एआई सैट्स के अधिकारी के अनुसार उत्तर प्रदेश में शिक्षा और उससे जुड़े इंफ्रास्ट्रक्चर को गुणवत्ता को सुधारने के लिए मुख्यमंत्री योगी आदित्यनाथ द्वारा शुरू की गई पहल कार्याकल्प के तहत इन दोनों स्कूलों का चयन किया गया है। चयनित जिला वंचित और पिछड़ा हुआ है और यहाँ पर कंपनी ने बीते दिनों जॉब फेयर का भी आयोजन किया था। इन दोनों स्कूलों के कार्याकल्प की परियोजना पर कुल 45 लाख रुपये की लागत आएगी। इन स्कूलों के मेकओवर का उद्देश्य शिक्षा को बढ़ावा देना है। एआई सैट्स का प्रयास सुविधा के अभाव में स्कूल नहीं आने वाले विद्यार्थियों की उपस्थिति बढ़ाना है। कई बड़ी सरकारी और गैर सरकारी संस्थाएँ अपने सीएसआर फंड के माध्यम से शिक्षा विभाग के मिशन कार्याकल्प में सहयोग कर रही हैं।

दैनिक जागरण, 10 जुलाई 2024, पेज नं. - II

आइआइटी दिल्ली कराएगा जैम, दो फरवरी को होगी परीक्षा

जागरण संवाददाता, नई दिल्ली: आइआइटी दिल्ली इस वर्ष ज्वाइंट एडमिशन टेस्ट (जैम 2025) आयोजित करेगा। यह परीक्षा दो फरवरी को दो सत्रों में होगी। जैम पीजी में प्रवेश को कराई जाती है।

शेड्यूल के मुताबिक जैम में सात पेपर होंगे, जिसमें बायोटेक्नोलॉजी, केमिस्ट्री, इकोनॉमिक्स, जियोलाजी, मैथमेटिक्स, मैथमेटिकल स्टेटिस्टिक्स और फिजिक्स शामिल हैं। सुबह की पाली में केमिस्ट्री, जियोलाजी और मैथमेटिक्स का पेपर होगा। जबकि बायोटेक्नोलॉजी, इकोनॉमिक्स, मैथमेटिकल स्टेटिस्टिक्स और फिजिक्स का पेपर दोपहर की पाली में होगा। यह परीक्षा कंप्यूटर आधारित होगी, जो 100 शहरों में कराई जाएगी। परीक्षा

100 शहरों में होगी कंप्यूटर आधारित परीक्षा

में स्नातक पास या अंतिम वर्ष में पढ़ रहे विद्यार्थी शामिल हो सकते हैं, चाहे वह किसी भी आयुवर्ग का हो। इस परीक्षा के जरिये आइआइटी सहित दूसरे संस्थानों में तीन हजार स्नातकोत्तर सीटों, जिसमें एमएससी, एमएससी (टेक), एमएससी-एमटेक डुअल डिग्री, एमएस (रिसर्च), विभिन्न आइआइटी के ज्वाइंट एमएससी-पीएचडी डुअल डिग्री प्रोग्राम, भारतीय विज्ञान संस्थान (आइआइएससी), राष्ट्रीय प्रौद्योगिकी संस्थान (एनआइटी) और भारतीय इंजीनियरिंग, विज्ञान और प्रौद्योगिकी संस्थान (आइआईएसटी) शिबपुर में प्रवेश दिया जाता है।

Confusion over revised NCERT textbooks for Classes VI, IX and XI leave teachers in a tizzy

As there are talks of textbooks being revised in the next academic year too, printers are inclined to print only the exact number of copies required to prevent excess stock, leaving schools in a tough spot two months into the new academic year

Updated - July 10, 2024 02:49 pm IST Published - July 09, 2024 09:53 pm IST - Chennai

MEGHNA M.



The vendors in the South who are facing a shortage must inform our Bangalore centre, so that adequate stock can be made available to them, say NCERT officials. | Photo Credit: FILE PHOTO

Confusion prevails in Central Board of Secondary Education (CBSE) schools in the State as teachers are unsure of the availability of National Council of Educational Research and Training (NCERT) textbooks for Classes VI, IX, and XI. Teachers have sent digital copies of the books to parents and asked them to take printouts.

The Union Ministry of Education had announced earlier this year that revised textbooks for Class VI would be released for the academic year 2024-25. Now, it is

reported that the textbooks for Class VI would take another two months. So far, only e-content textbooks for English and Hindi have reached the students, which was released 10 days ago. "This has been a gruelling experience, especially when we are trying to minimise screen time and advocate active learning. Now, we have to resort to teaching through screens and PDFs," said a teacher from a private school.

It was reported that textbooks for Classes IX and XI would also be developed by the Ministry and hence, the teachers had decided to wait, while some of them opted to stick to previous years' books.

"Most schools in Tamil Nadu use private publishers for Class VI and use NCERT textbooks from Class IX onwards. It was not communicated properly by the CBSE whether only Classes III and VI would receive revised textbooks or Classes IX and XI would also be included. We had printed over 5,000 copies of a unit in English for students," a teacher from a private school said. The miscommunication has cost many schools much, as they have missed placing textbook orders earlier.

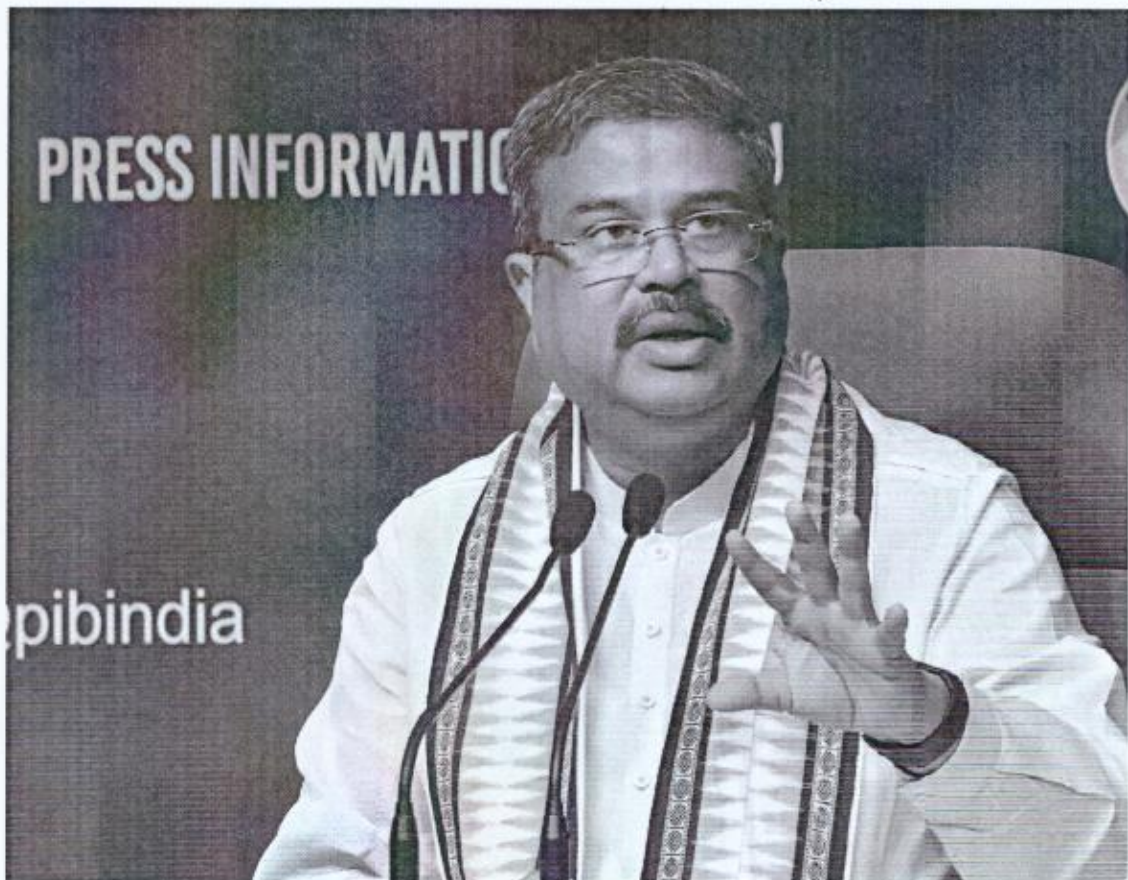
Since there are talks of textbooks being revised in the next academic year too, printers are inclined to print only the exact number of copies required to prevent excess stock, leaving schools in a tough spot two months into the new academic year.

"Apart from Class IX english and geography textbooks, Class XI computer science, chemistry and history textbooks are also not printed. The parents are very agitated regarding the delay in Class VI textbooks too," said N. Vijayan, correspondent of Zion Matriculation Higher Secondary School.

Speaking to *The Hindu*, senior officials at NCERT said, "We have our regional distribution centre for the Southern region in Bangalore. There is a possibility that books which were made available since April, have now been sold out. The vendors in the South, who are facing a shortage, must inform our Bangalore centre, so that adequate stock can be made available."

Four lakh copies of geography textbooks, and 7.5 lakh copies of two English textbooks have been distributed in the market for Class IX. For Class XI, 1.9 lakh copies of two political science textbooks, 20,000 copies of computer science textbooks, 7.3 lakh copies of chemistry textbooks and one lakh copies of history textbooks have been distributed, according to data shared by NCERT.

Education Minister Pradhan Urges States To Work Together To Strengthen Education System



Union Education Minister Dharmendra Pradhan on Tuesday addressed a review meeting of the Department of School Education and Literacy, attended by representatives from states and Union Territories.

Pradhan outlined a five-year roadmap for revamping school education in India. He called for a collaborative effort between the states and the centre to strengthen the education ecosystem and replicate best practices nationwide. Pradhan highlighted the emotional bond between students and their teachers and emphasized the importance of teacher capacity building to enhance the vibrancy of the educational system. The minister also spoke on the need to boost skilling capacities to improve employability.

Reflecting on nearly four years since the introduction of the National Education Policy (NEP), Pradhan pointed out the policy's role in transforming India into a knowledge superpower while ensuring equitable access to quality education.

The minister also underscored the importance of education in Indian languages, in line with NEP 2020's emphasis on instruction in the mother tongue. He urged stakeholders to uphold the policy's core principles of access, equity, quality, affordability, and accountability in education.

The education minister stressed the need to prepare global citizens for the 21st century, driven by rapid technological advancements. He advocated for an education system that is both rooted in tradition and forward-looking, highlighting the importance of technology readiness and critical thinking in schools.

The agenda for the meeting included discussions on a five-year action plan, a 100-day action plan, the status of infrastructure and civil works, ICT and smart classrooms under Samagra Shiksha for all States and UTs, the status and setup of VSK and 200 channels, finalizing UDISE+ for 2023-24, upgrading DIET as Centers of Excellence, and the need for tobacco control and implementation of TOFEI guidelines in schools.

'NEP prioritises edu in mother tongue & all Indian languages'

Pradhan called for the basic spirit of NEP to ensure Access, Equity, Quality, Affordability

STATESMAN NEWS SERVICE
NEW DELHI, 9 JULY

Union Education Minister Dharmendra Pradhan said here on Tuesday that the National Education Policy (NEP) 2020 emphasises the importance of education in the mother tongue and all Indian languages.

Addressing the inaugural session of a review meeting of the Department of School Education and Literacy with states and Union Territories, Pradhan called for the basic spirit of NEP to ensure Access, Equity, Quality, Affordability, and Accountability in education.

The Union education minister shared his thoughts on the roadmap for the next five years for the holistic development of school education across India. He said education is key to Prime Minister



Narendra Modi's vision of Viksit Bharat and called upon states & UTs to work together to achieve this goal.

"In almost four years of National Education Policy, the education ecosystem in the country has made tremendous progress and the implemen-

tation of the NEP is the key to transforming Bharat into a knowledge superpower and enabling equitable and inclusive access to quality education," he added.

He said India is a young country and "our challenge is to make global citizens for

the 21st century world which is rapidly changing and being driven by technology".

"Ensuring an education system that is both rooted and futuristic is our collective responsibility," the minister further added.

He also called for tech-

nology readiness in schools with a holistic approach and ensuring critical thinking among students.

Pradhan urged both the states and the Centre to work as a team to strengthen the education ecosystem as well as to replicate and amplify best practices from across all states/UTs.

He called upon all stakeholders in states/UTs to work cohesively to strengthen capacities, build a collaborative education system, and leverage education as the key pillar of Viksit Bharat. He also spoke about the emotional connection one shares with his/her school teachers and the importance of teachers' capacity building in making our educational ecosystem more vibrant.

On the competency-based education, he said, "We must also augment our skilling capacities to increase employability."

10 July 2024



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Odisha

800 schools to be upgraded under PM SHRI in Odisha

A rooted, futuristic, multilingual and 21st century education is a collective responsibility.



Union Minister Jayant Singh Chaudhury after signing of the MoU on Tuesday

Express News Service

Updated on: 10 Jul 2024, 9:10 am · 1 min read



BHUBANESWAR: As many as 800 schools of the state will be developed into PM SHRI Schools (PM Schools for Rising India) in alignment with the National Education Policy (NEP).



The MoU was signed between Union Minister of state for Education Jayant Singh Chaudhury and commissioner-cum secretary of state School and Mass Education department Aswathy S on Tuesday.

The PM SHRI schools are NEP-2020 exemplar schools. Two schools in every block and urban areas of the state will be developed into PM SHRI schools and these educational institutions will reflect the curriculum that has been recommended in the NEP-2020. The initiative aims to enhance the infrastructure and quality of existing schools under Central and state governments, local bodies, Kendriya Vidyalaya Sangathan, and Navodaya School Society.

Earlier, addressing the review meeting of the department of School Education and Literacy with different states and union territories, Union Education Minister Dharmendra Pradhan said implementation of NEP in its entirety, large-scale use of technology and improving learning outcomes remains central to transforming Bharat into a knowledge superpower and enabling equitable and inclusive access to quality education.

A rooted, futuristic, multilingual and 21st century education is a collective responsibility. He said both state and the Centre have to work as a team to strengthen the education ecosystem as well as replicate and amplify best practices from across all states/UTs.

A release by the Ministry of Education stated that the PM SHRI Schools will serve as model institutes for the other schools in the state and encapsulate the spirit of NEP-2020.

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Azadi Ka
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Clarification on misleading news item regarding NCERT Textbooks

All Grade 6 textbooks will be made available by
NCERT within July 2024

For all classes other than 3 and 6, there is no
change to the existing curriculum or textbooks

Posted On: 10 JUL 2024 3:23PM by PIB Delhi

With reference to the news item published in The Hindu dated 9th July 2024 titled “Confusion over revised NCERT textbooks for classes VI, IX and XI leave teachers in a tizzy” it is clarified that the news item is **factually incorrect and misleading**.

The article mentions that:

1. Class VI NCERT textbooks would take another 2 months to reach students
2. It was not communicated properly by the CBSE whether only classes III and VI would receive revised textbooks or classes IX and XI would also be included.
3. Class IX English & geography and class XI computer science, chemistry and history textbooks are not printed

To allay any misgivings and for greater clarity, the following is reiterated –

1. All Grade 6 textbooks will be made available by NCERT within July 2024. The 2-month dateline being referred to is incorrect. In order to provide adequate time to teachers and students for hands-on experiences under experiential learning perspectives and to ensure smooth transition for both teachers and students from old to new curriculum, NCERT has already made available a month-long bridge programme in all the 10 subject areas for Grade 6, which is being used for teaching at present.
2. In March 2024 itself, it had been informed vide CBSE’s circular no. Acad. 29/2024 dated March 22, 2024 that for all classes other than 3 and 6, there is no change to the existing curriculum or textbooks. In light of misleading information, schools have once again been advised by CBSE to continue using the same textbooks for these classes as they did in the previous academic year (2023-24).
3. RPDC Bangalore caters to all South Indian States including Tamil Nadu. Title-wise demand of Class 9 and 11 textbooks received from RPDC Bangalore has been met by NCERT Publication

division and no shortage has been reported by RPDC Bangalore.



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India

Govt terms media reports on delayed NCERT textbooks 'incorrect' and 'misleading'

Govt clarification came after a media report claimed that Class IX English & geography and class XI computer science, chemistry and history textbooks are not printed.

Statesman News Service / New Delhi | July 10, 2024 10:18 pm



The Ministry of Education on Wednesday refuted a recent media report regarding NCERT textbooks, saying all grade 6 textbooks will be made available by NCERT within this month.

The Ministry's clarification came amid the media report claiming Class VI NCERT textbooks would take another 2 months to reach students and it was not communicated properly by the CBSE whether only classes III and VI would receive revised textbooks or classes IX and XI would also be included. The media report further claimed that Class IX English & geography and class XI computer science, chemistry and history textbooks are not printed.

"It is clarified that the news item is factually incorrect and misleading," the Ministry said in a statement.

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"All Grade 6 textbooks will be made available by NCERT within July 2024. The 2-month dateline being referred to is incorrect. In order to provide adequate time to teachers and students for hands-on experiences under experiential learning perspectives and to ensure smooth transition for both teachers and students from old to new curriculum, NCERT has already made available a month-long bridge programme in all the 10 subject areas for Grade 6, which is being used for teaching at present," the Ministry said.

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"In March 2024 itself, it had been informed via CBSE's circular no. Acad. 29/2024 dated March 22, 2024 that for all classes other than 3 and 6, there is no change to the existing curriculum or textbooks. In light of misleading information, schools have once again been advised by CBSE to continue using the same textbooks for these classes as they did in the previous academic year (2023-24)," it said.

"RPDC Bangalore caters to all South Indian States including Tamil Nadu. Title-wise demand of Class 9 and 11 textbooks received from RPDC Bangalore has been met by NCERT Publication division and no shortage has been reported by RPDC Bangalore," the Ministry added.

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NCERT Textbooks



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نقل مکانی کمیشن بنانے کی تجویز کا بینہ سے منظور

کانکنی کی وجہ سے بے گھر لوگوں کو راحت دینے کی حکومت کی کوشش

کا جائزہ لیں۔ نئی پالیسی یا منصوبہ بنانے سے پہلے موجودہ صورتحال کا جائزہ لیں۔ منصوبوں کو مشیروں سے نافذ کریں۔ نئی بارائیکوں کے حوالے سے شکایات موصول ہوتی ہیں، تمام محکموں کو اس کے بارے میں مطلع کیا جائے۔ جانکاری حاصل کر کے مسئلے کا حل تلاش کرنا چاہیے۔

اسی وقت حل ہوں گے جب لوگ مل بیٹھ کر بات کریں گے۔ حکومت حساس ہے اور مسئلے کا حل نکالے گی۔ سماعت سورین نے کہا کہ ریاست میں تمام عوامی فلاحی کام حکومت کی طرف سے کئے گئے ہیں۔ تمام وزراء سے کہا گیا ہے کہ وہ اپنے اپنے محکموں میں بلاتا خیران

سورین نے کہا کہ یہ ریاست میں پہلے ہی ہو جانا چاہیے تھا، لیکن حکومت اسے ترجیحی بنیاد پر نافذ کرے گی۔ معاون پولیس کے احتجاج کے سوال پر سماعت سورین نے کہا کہ معاون پولیس کو احتجاج چھوڑ دے، حکومت ان سے بات کرنے کو تیار ہے۔ انہوں نے کہا کہ مسائل



راجنیش (ایس این بی) ہیرا کھنڈ کے وزیر اعلیٰ سماعت سورین نے کہا ہے کہ اب حکومت کان کنی کی وجہ سے بے گھر ہونے والوں کے لیے ایک نقل مکانی کمیشن تشکیل دینے جا رہی ہے۔ کمیشن بے گھر لوگوں پر کان کنی کی سرگرمیوں کے اثرات کا جائزہ لے گا۔ حکومت ان کا ڈاٹا تیار کر رہی ہے تاکہ ان کی معاشی اور سماجی طور پر مدد کی جا سکے۔ انہوں نے کہا کہ ریاست میں کان کنی کا کام سب سے زیادہ ہے۔ اس کی وجہ سے بہت سے لوگ بے گھر ہوئے، کیونکہ ریاست میں 40 فیصد معدنیات موجود ہیں۔ انہوں نے کہا کہ حکومت کے پاس کان کنی سے بے گھر ہونے والے لوگوں کے حوالے سے کوئی واضح پالیسی نہیں ہے۔ نقل مکانی کمیشن بنانے کی تجویز کی کا پیٹھ نے منظور دے دی ہے۔ ریاست کے تمام بے گھر لوگوں کو سماجی اور معاشی طور پر تحفظ فراہم یا جانے گا۔ ریاست

کے تمام بے گھر لوگوں کو سماجی اور معاشی طور پر تحفظ فراہم کیا جائے گا۔ انہوں نے کہا کہ ڈاٹا تیار کر کے بائٹنگ کے اثرات کو سمجھنے کی کوشش کی جائے گی، یہاں کے لوگوں کو بائٹنگ کی وجہ سے کیا نقصان ہوتا ہے، انہیں کیا حاصل ہوتا ہے اور کیا ملتا ہے۔ اس کا اثر کیا ہے؟ وزیر اعلیٰ نے کہا کہ وہ یہی علاقوں کے لوگوں کو کان کنی کے لیے گھر بار اور زمینیں چھوڑنی پڑتی ہیں، حکومت انہیں راحت دینے کے لیے پالیسی بنائے گی۔ متاثرہ افراد کے لیے کام کریں گے۔ سماعت

طلباء کی فیس واپس نہیں کی گئی تو کالج کی منظوری ختم

داخلہ ختم کرنے پر کالجوں کی طرف سے فیس کی عدم واپسی کی شکایات کے بعد یو جی سی نے بنایا سخت ضابطہ

فیصد فیس واپس کر دی جائے گی۔ داخلے کی آخری تاریخ سامنے کے 15 دن بعد 80 فیصد داخلہ واپس کر دیا جائے گا۔ اس کے علاوہ 15 سے 30 دنوں کے درمیان 50 فیصد رقم واپس کی جائے گی۔ داخلے کے ایک ماہ یا 30 دن کے بعد کوئی فیس واپس نہیں کی جائے گی۔



نافذ ہوگا، فیس کی عدم ادائیگی کی صورت میں یو جی سی نے کالج انتظامیہ کے لیے سخت فریم ورک تیار کیا ہے۔ اس میں آن لائن اور یونین اینڈ ڈسٹنس

فنی، دہلی (ایجنسیوں) یونیورسٹی گرانٹس کمیشن (یو جی سی) نے طلباء اور والدین کی شکایات کے بعد فیس کی واپسی کے حوالے سے نئی پالیسی بنائی ہے۔ فیس ریٹرنڈ پالیسی 2024 کو پیلے کی پالیسی سے زیادہ سخت کر دیا گیا ہے۔ میڈیا رپورٹس کے مطابق اگر کالج کی جانب سے کسی بھی طالب علم کی فیس بروقت واپس نہیں کی گئی تو اب مختلف کالج کی منظوری بھی ختم کی جاسکتی ہے۔ اس کے ساتھ ہی اس کالج کی گرانٹ کو روکنے سے لے کر اسے ڈیفالٹر لسٹ میں ڈالنے تک کے انتظامات کیے گئے ہیں۔ مرکزی وزارت تعلیم کے سکریٹری منیش جوشی نے اس سلسلے میں ایک نوٹس جاری کیا ہے۔ اس نوٹس میں ان قواعد و ضوابط کا حوالہ دیا گیا ہے جن کے تحت فیس واپس نہ کرنے کی صورت میں کالج کی منظوری روکنے کا ذکر ہے۔ یہ ضابطہ انجینئرنگ، میڈیکل سمیت دیگر کالجوں پر بھی

یو پی کے اسکولوں میں آن لائن حاضری کا سسٹم نافذ

لکھنؤ (ایجنسیوں) اساتذہ کی شدید مخالفت کے باعث ٹوٹل پرائمری سکولوں میں آن لائن حاضری کا نظام پہلے ہی دن ناکام ہو گیا۔ یو پی ریاست میں کل 6,09,282 سکول پرائمری اساتذہ میں سے صرف 2.6 فیصد یعنی 16,015 اساتذہ نے آن لائن حاضری کا اندراج کیا، باقی نے اس کا بائیکاٹ کیا۔ اساتذہ تنظیموں کی کابل پر اساتذہ نے بازو پر سپاہ چڑھانے کے بعد حکومت نے امید ظاہر کی ہے کہ اساتذہ وقت مطابق حاضری دیں گے۔ ذمہ داری جھانکیں گے اور اگلے ہفتے یا 15 دنوں میں بہتری آئے گی۔ دراصل 8 جولائی سے پرائمری اساتذہ کیلئے آن لائن حاضری کو لازمی قرار دیا گیا۔ اگر وہ اساتذہ کے ہینک اسکولوں میں اساتذہ کی آن لائن حاضری کے پہلے دن ریاست بھر میں اساتذہ کی تنظیموں نے اس فیصلے کے خلاف مجاہد کھول دی تھی، جب کہ ریگنڈے کالی پٹیوں ہائونڈنگ گن جنس اور احتجاج کیا۔ ریڈ میں 161، فیروز آباد میں 302 اور شہن پوری میں 280 اساتذہ نے آن لائن حاضری دی، جبکہ کالج ٹیچر اور ایس اے آن لائن حاضری صفر رہی۔



نظام میں کمی پارا یا پلا گیا۔ کہا جاتا ہے کہ اگر ناگزیر ہو جائے تو اسے ختم کر دیا جائے گا۔ اپنا نام واپس لے لیتا ہے، تو اسے ضوابط کے مطابق کالج سے فیس کی واپس نہیں مل رہی ہے۔ ایسی شکایت کرنے والے طلباء اور والدین کی تعداد میں مسلسل اضافہ ہوتا جا رہا تھا۔ منیش جوشی کے نوٹس کے مطابق اگر آپ داخلے کی آخری تاریخ بتانے کے 15 دن پہلے سیٹ چھوڑ دیتے ہیں، تو 100 فیصد فیس واپس کر دی جائے گی۔ اس کے ساتھ ساتھ داخلے کی آخری تاریخ کے نوٹیفکیشن کے 15 دن سے کم عرصے میں 90

لرننگ کورسز پڑھانے کی منظوری واپس لینے، خود مختار ادارے کا درجہ واپس لینے، ان کے نام ڈیفالٹر لسٹ میں ڈالنے اور انہیں منظر عام پر لانے تک کا انتظام ہے۔ منیش جوشی کے نوٹس کے مطابق اس کیلئے طلباء یا والدین کو بھی ضوابط کی حدود میں درخواست دینا ہوگی۔ مثال کے طور پر، فیس کی واپسی کیلئے ایک مقررہ وقت کی حد ہے۔ ایسے میں طالب علم یا والدین کو اس وقت کی عدم کے اندر درخواست دینا ہوگی، تاکہ ان کی رقم کو وقت پر واپس کی جاسکے۔ بہت سے طلباء اور والدین کی طرف سے یہ شکایت ملی کہ اعلیٰ تعلیمی

नवभारत टाइम्स, 11 जुलाई 2024, पेज नं-13

जुलाई तक किताबें मिल जाएंगी: NCERT

AI Image



■ विस, नई दिल्ली: एनसीईआरटी ने मीडिया में उन खबरों को सिर से खरिज किया है कि कक्षा छह की पुस्तकें आने में अभी दो महीने का समय और लगेगा। इसके अलावा कक्षा 6, 9 और 11 के लिए संशोधित किताबों पर भ्रम होने के दावों को भी गलत बताया गया है। एनसीईआरटी ने एक बयान जारी कर कहा है कि जुलाई 2024 तक कक्षा 6 की सभी पाठ्यपुस्तकें उपलब्ध करा दी जाएंगी। शिक्षकों और छात्रों को पर्याप्त समय देने और पुराने पाठ्यक्रम की जगह नए पाठ्यक्रम को सुचारु रूप से लाने की दिशा में एनसीईआरटी पहले ही ग्रेड 6 के लिए सभी 10 विषयों में एक महीने का ब्रिज प्रोग्राम चला रही थी और इसका फायदा भी मिल रहा है।

नो डिटेंशन पालिसी हटने के बाद फेल विद्यार्थी बढ़े

जागरण संवाददाता, नई दिल्ली: राजधानी के सरकारी स्कूलों में बीते वर्ष आठवीं तक के विद्यार्थियों के लिए नो डिटेंशन पालिसी हटा दी गई है। लेकिन इसके हटने के बाद विद्यार्थियों के परिणामों में काफी गिरावट देखी गई है। शैक्षणिक सत्र 2023-24 के परिणाम बताते हैं कि सरकारी स्कूलों में आठवीं में 46,622 विद्यार्थी वार्षिक परीक्षा उत्तीर्ण नहीं कर पाए हैं। ये आंकड़े सूचना के अधिकार (आरटीआइ) अधिनियम के तहत पीटीआइ भाषा को मिले हैं।

आरटीआइ के तहत नौवीं में पढ़ने वाले एक लाख से अधिक और 11वीं में 50 हजार से अधिक विद्यार्थी वार्षिक परीक्षा में फेल हो

11 वीं में 50 हजार व नौवीं के एक लाख से अधिक छात्र हुए फेल

• आरटीआइ अधिनियम के तहत पीटीआइ भाषा को मिले आंकड़े



कुल फेल				
• कक्षा	2023-24	2022-23	2021-22	2020-21
• नौवीं	1,01,831	88,409	28,351	31,450
• 11वीं	51,914	54,755	7,246	2,169


गए। दिल्ली में 1,050 सरकारी स्कूल और 37 डा. बीआर अंबेडकर स्कूल ऑफ स्पेशलाइज्ड एक्सीलेंस स्कूल हैं। शिक्षा निदेशक से शैक्षणिक सत्र 2023-24 में आठवीं, नौवीं और

11वीं में कुल नामांकित विद्यार्थियों की जानकारी मांगी लेकिन उन्होंने कोई जवाब नहीं दिया। शिक्षा निदेशालय से मिले आंकड़ों के मुताबिक शैक्षणिक सत्र 2021-

22 में नौवीं में 2,48,031 विद्यार्थी नामांकित थे। दिल्ली शिक्षा विभाग के एक अधिकारी के मुताबिक दिल्ली सरकार की नो डिटेंशन पालिसी हटने के बाद पांचवीं से आठवीं कक्षा के विद्यार्थी यदि वार्षिक परीक्षा में अनुत्तीर्ण हो जाते हैं तो उन्हें अगली कक्षा में प्रोन्नत नहीं किया जाएगा। लेकिन उन्हें दो माह के अंदर फिर से परीक्षा देकर अपने प्रदर्शन में सुधार करने का एक और मौका मिलेगा। इस परीक्षा में उत्तीर्ण होने के लिए प्रत्येक विषय में 25 प्रतिशत अंक लाना जरूरी है, ऐसा न करने पर विद्यार्थी को रिपीट श्रेणी में डाल दिया जाएगा, जिसका मतलब है कि विद्यार्थी को अगले सत्र तक उसी कक्षा में रहना होगा।

12 July 2024



TVS 

Expires on 31st July

31 July रोजी EMPS सक्तीची संपल्यापूर्वी आपला TVS iQube खरेदी आणि नोंदणी करा आणि ₹22,300 पर्यंत बचत करा

News

CBSE Syllabus 2024-25: Curriculum Changes Only for Classes 3 and 6

The board has instructed all affiliated schools to continue teaching the old curriculum and textbooks for all classes except 3 and 6.



CBSE shiksha sadan Sakal Media Group

Shivraj Sanas

Published on: 12 Jul 2024, 8:00 pm



TVS 

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Pune: The Central Board of Secondary Education (CBSE) has announced changes to the curriculum and textbooks for the academic year 2024-25, but only for classes 3

and 6.

No changes have been made to the curriculum for any other classes. The CBSE clarified this through a circular, addressing confusion among affiliated schools regarding the curriculum.

The board has instructed all affiliated schools to continue teaching the old curriculum and textbooks for all classes except 3 and 6. The National Council of Educational Research and Training (NCERT) has informed CBSE that new curricula and textbooks are being prepared for classes 3 and 6.

All textbooks for class 6 are expected to be available by the end of July, and schools have been advised to follow the new curriculum once available.

The CBSE has adopted the "National Curriculum Framework - School Education 2023," and schools are expected to implement the recommendations provided.

The annual curriculum for classes 9 to 12 has already been announced, including learning outcomes, pedagogical methods, and assessment guidelines. Schools are required to teach students according to this curriculum.

The development of new curricula and textbooks for classes 3 and 6 is currently underway. The NCERT informed CBSE on March 18, 2024, that the process will be completed soon.

Additionally, NCERT has developed a bridge course for class 6 and concise guidelines for class 3, in line with the new educational approach and as mentioned in the National Curriculum Framework.

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CBSE Syllabus 2024-25

Curriculum Changes

Central Board of Secondary Education

Hindustan Times, 15 July 2024, Page No. - 7

{ HAILS MODI'S FARSIGHTEDNESS }

NEP key to achieve goal of developed India by 2047: Shah

Press Trust of India

letters@hindustantimes.com

INDORE: Union home minister Amit Shah on Sunday virtually inaugurated hailed Prime Minister Narendra Modi's farsightedness in bringing in the New Education Policy amid the aim of making India a developed country by 2047, as he inaugurated

Prime Minister's College of Excellence for all 55 districts in Madhya Pradesh.

Speaking at an event at the Atal Bihari Vajpayee Government Arts and Commerce College in Indore, which has been developed as a PM College of Excellence, Shah said students must download the NEP document as it will teach them to

"think out of the box".

"Prime Minister Narendra Modi has set a target to make India a developed nation by 2047 when the country will celebrate 100 years of Independence. NEP will play a major role in it. In order to become a developed nation, the foundation of education has to be strengthened and PM Modi has shown farsighted-

ness by bringing in NEP that fulfils the needs of the next 25 years," he said.

"NEP will get our students on par with international standards while keeping them intact with their culture. It focuses on quality and not quantity and provides an opportunity to students to think out of the box," Shah said.

The Union minister said the

55 colleges he inaugurated meet all parameters to provide top quality, practical and modern education.

The Union home minister also praised MP for being the first to implement the NEP, which he said took place when chief minister Mohan Yadav was state higher education minister (in the Shivraj Singh Chouhan government).

Sumoor village on ancient trade route declared 'Book Village of Ladakh'

STATESMAN NEWS SERVICE
JAMMU, 15 JULY

In a landmark event, the Sumoor Village on the ancient trade route between China and Ladakh has been officially declared as the 'Book Village of Ladakh'.

The launch was done by Ladakh Autonomous Hill Development Council (LAHDC) Deputy Chairman Tsering Anchuk, and Leh Deputy Commissioner Santosh Sukhadeve, who inaugurated the first book village of Ladakh on Monday.

This initiative led by the Village Lab Foundation, Ladakh and supported by LAHDC Leh, aims to transform village education through innovative approaches.

The project has successfully installed 16 mini libraries across Sumoor village and developed a dedicated library cum reading centre.

The Deputy Commissioner lauded the efforts of Rigzen Wangmo, educator and founder of the Village Lab Foundation (VLF), Ladakh.

DC Sukhadeve congrat-



ulated the people of Sumoor village for their collaborative work and expressed his commitment to enhancing the project with digital technologies to reach new heights.

The event commenced with a reading session led by Tibetan writer, Tenzin Tsundue, and VLF volunteer, Stanzin Norboo. The session was followed by vibrant cultural performances and speeches.

Educator and founder of

VLF Ladakh, Rigzen Wangmo emphasised that this initiative is the first step towards transforming village education systems using innovative approaches. He also informed that VLF was committed to working for the betterment of children in villages across Ladakh. Councillor of Tigger constituency, Rigzin Lhundup; SDM Nubra, and the Zonal Education Officer of Nubra were also present on the occasion.

3 Opposition-ruled states refuse PM-SHRI scheme

Government has stopped funds under school programme to Punjab, Delhi & Bengal

ABHINAYA HARIGOVIND, DIVYA GOYAL GOPAL & ATRI MITRA
New Delhi/Ludhiana/Kolkata, July 15

THE EDUCATION MINISTRY has stopped funds under the Samagra Shiksha Abhiyan (SSA), the flagship school education programme, to Delhi, Punjab, and West Bengal because of their reluctance to participate in the Pradhan Mantri Schools for Rising India (PM-SHRI) scheme, it has been learnt.

The scheme, with a budget of over ₹27,000 crore for the next five years — the Centre is supposed to shoulder 60% of the financial burden and the states 40% — aims to upgrade at least 14,500 government schools into “exemplar” institutions to showcase the implementation of the National Education Policy, (NEP) 2020. States have to confirm their participation by signing a memorandum of understanding with the education ministry.

Five states — Tamil Nadu, Kerala, Delhi, Punjab, and West Bengal — are yet to sign the MoU. While Tamil Nadu and Kerala have indicated their willingness, Delhi, Punjab and West Bengal have refused, ostensibly prompting the Centre to stop their SSA funds, it is learnt.

The three states have not received the third and fourth installments of SSA funds for the last financial year's October to December and January to March quarters, nor the first instalment for the current financial year's April to

CENTRE-STATE TUSSLE

■ The Pradhan Mantri Schools for Rising India (PM-SHRI) scheme, with a budget of over

₹27,000 cr for the next five years, aims to upgrade at least

14,500 government schools into 'exemplar' institutions



■ Delhi and Punjab, ruled by the Aam Aadmi Party, have refused to participate in the scheme since they already run similar schemes for exemplar schools called 'Schools of Eminence'

■ West Bengal opposed prefixing "PM-SHRI" to the names of their schools, particularly since states bear 40% of the cost of the scheme

June quarter. This has prompted them to send several letters and reminders to the Ministry for the release of pending funds.

According to state government officials, Delhi is awaiting around ₹330 crore, Punjab close to ₹515 crore, and West Bengal over ₹1,000 crore for the three quarters.

The education ministry did not respond to questions about the fund stoppage and the pending amounts claimed by the states. A senior ministry official said states cannot continue to receive funds under the SSA and not implement the PM-SHRI scheme, which is a part of the programme.

Delhi and Punjab refused to participate since the two states, ruled by the Aam Aadmi Party, already run a similar scheme for exemplar schools called “Schools of Eminence”. West Bengal opposed prefixing “PM-SHRI” to the names of their schools, particularly since the states bear 40% of the cost.

West Bengal's education minister Bratya Basu and education secretary Manish Jain are learnt to have

written letters to the ministry seeking release of SSA funds. The Delhi government, too, is learnt to have written to the Centre.

Documents also show that since July 2023, at least five letters have been exchanged between the Centre and the Punjab government. These include the one written by Union education minister Dharmendra Pradhan to Punjab chief minister Bhagwant Mann, asking the state government to be a part of the project, and the state reiterating its stand to opt out of the scheme.

Punjab had initially opted to implement PM-SHRI. It signed an MoU in October 2022 and schools that were to be upgraded were identified, but the state later backed out. On March 9, Pradhan wrote to Mann, stating that “Punjab has unilaterally opted out of the PM-SHRI scheme, contrary to the terms stipulated in the signed MoU”.

On March 15, Punjab's education secretary Kamal Kishor Yadav again communicated to the Centre that the state doesn't want to be a part of the project. He wrote that the

state was already implementing its own “Schools of Eminence”, “Schools of Brilliance” and “Schools of Happiness”, which would be aligned with NEP.

Parallely, Punjab education department officials have been writing letters over pending SSA funds. In a letter dated January 18, Punjab's Samagra Shiksha state project director Vinay Bublani wrote to Vipin Kumar, joint secretary, ministry of education, requesting the release of funds “so that balance payments and targets fixed could be achieved in time”. Mann also wrote to Pradhan on March 27, saying the “matter was becoming serious (and) non-release of funds has halted basic activities in schools”.

On March 5, Yadav wrote to his central government counterpart Sanjay Kumar, saying, “Currently there is no balance in the Single Nodal Account of Samagra Shiksha due to which payments for some activities are pending, including employees' salaries.” The financial crunch is being felt in Delhi too.

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On March 15, Punjab's education secretary Kamal Kishor Yadav again communicated to the Centre that the state doesn't want to be a part of the project. He wrote that the

state was already implementing its own “Schools of Eminence”, “Schools of Brilliance” and “Schools of Happiness”, which would be aligned with NEP.

Parallely, Punjab education department officials have been writing letters over pending SSA funds. In a letter dated January 18, Punjab's Samagra Shiksha state project director Vinay Bublani wrote to Vipin Kumar, joint secretary, ministry of education, requesting the release of funds “so that balance payments and targets fixed could be achieved in time”. Mann also wrote to Pradhan on March 27, saying the “matter was becoming serious (and) non-release of funds has halted basic activities in schools”.

On March 5, Yadav wrote to his central government counterpart Sanjay Kumar, saying, “Currently there is no balance in the Single Nodal Account of Samagra Shiksha due to which payments for some activities are pending, including employees' salaries.” The financial crunch is being felt in Delhi too.



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Karnataka

Let kids pick advanced, basic maths in SSLC: Panel

Experts also discussed strategies to improve teacher training, curriculum development and student assessment.



Image used for representation.

Express News Service

Updated on: 17 Jul 2024, 8:24 am · 1 min read



BENGALURU: A committee formed to improve education in state board schools with various experts and stakeholders has raised serious concerns over the curriculum, exam pattern, poor SSLC results and government saving face with grace marks.



X

During a round table on Monday, the committee discussed the overhauling needed in state board schools. Key highlights included the need for a curriculum that is on par with other boards, like ICSE and CBSE, implementation of the National Curriculum Framework (NCF), creation of a similar pattern along the lines of the National Council of Educational Research and Training (NCERT) and changing the syllabus for maths and science.

It suggested that students should be given the option to select either Standard Math or Basic Math at the secondary level to improve their scores. Experts also discussed strategies to improve teacher training, curriculum development and student assessment.

D Shashikumar, Secretary, of Associated Managements of Primary and Secondary Schools (KAMS), said the curriculum needs improvement and the implementation of NCERT curriculum is necessary for pre-primary and primary students.

“A balance between state and national curriculum is pivotal, and the state government should take necessary steps to do that,” he said. Infrastructure in state board schools, especially government institutions, needs to be improved, he added.

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Explainer

● What has the Centre done?

THE CENTRAL GOVERNMENT has stopped release of funds under the Samagra Shiksha Abhiyan (SSA) — the umbrella programme for school education — to three opposition-ruled states after they refused to implement the Centre's PM SHRI (Prime Minister's Schools for Rising India) scheme. The SSA scheme (which subsumes the earlier Sarva Shiksha Abhiyan) supports implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009.

The clamp on funds follows the refusal of the three states — West Bengal, Delhi, and Punjab — to sign a memorandum of understanding with the Union ministry of human resource development (HRD) confirming their participation in PM-SHRI. Education department authorities of the three states have written to the Centre seeking release of the pending funds under SSA.

Two other opposition-ruled states — Kerala and Tamil Nadu — have, however, agreed to sign up for the scheme.

● Why have the three states refused to sign up for PM-SHRI?

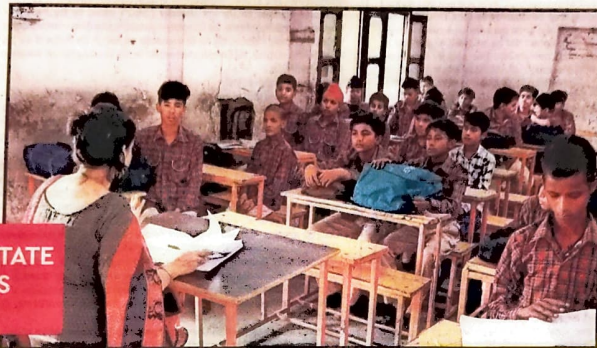
DELHI AND PUNJAB, ruled by the Aam Aadmi Party, have declined to participate in the PM-SHRI scheme, asserting they already run a similar scheme for exemplar schools called "Schools of Eminence", "Schools of Brilliance" and "Schools of Happiness", and these are aligned with the National Education

Policy (NEP). According to an *Indian Express* report, Punjab had signed the MoU in October 2022 and agreed to implement PM-SHRI but the Aam Aadmi Party later decided to opt out.

The Delhi government's directorate of education runs the Rajkiya Pratibha Vikas Vidyalayas, renamed as Dr. Bhim Rao

Ambedkar Schools Of Specialized Excellence (DBRA-SOSE).

West Bengal, where the Trinamool Congress is in power, objected to prefixing "PM-SHRI" to the names of its schools, given that the Centre is not the sole sponsor of these schools and the state is also making a 40% financial contribution.



CENTRE-STATE RELATIONS

Why Centre has cut off school funds to 3 states

Government schools in Delhi, Punjab and West Bengal are staring at a funds crunch after the Centre halted disbursement of funds under the Samagra Shiksha Abhiyan. *Banasree Purkayastha* explains what led to this

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NOT RELEASED TO WEST BENGAL, WHILE DELHI AND PUNJAB ARE YET TO GET ₹330 CR & ₹515 CR, RESPECTIVELY

THIS HAPPENED AFTER THE THREE STATES DECLINED TO SIGN UP FOR THE CENTRE'S PM-SHRI PROGRAMME

14,500

SCHOOLS TO BE UPGRADED INTO "EXEMPLAR" INSTITUTIONS UNDER PM-SHRI

● How much money is pending?

THE THREE STATES have alleged they are yet to receive the third and fourth instalments of SSA funds for 2023-24's October-December and January-March periods. The three states have further alleged that they have not received the funds for the current financial year's April-June

period. While for Delhi this amounts to around ₹330 crore, for Punjab and West Bengal, the SSA funds not yet released are over ₹515 crore and ₹1000 crore, respectively. This has prompted them to send several letters and reminders to the HRD ministry for the release of pending funds.

● What is the PM-SHRI programme?

PM-SHRI IS A centrally sponsored scheme for developing government schools as exemplary institutions to showcase the implementation of the National Education Policy. More than 14,500 schools managed by the Centre/ state/ Union Territory (UT)/ local bodies including Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samiti are to be upgraded and improved into "exemplar" institutions under this programme, with more than 20 lakh students to

benefit from the scheme. The budgetary outlay for PM-SHRI is ₹27,000 crore for five years (2022-23 to 2026-27), with states shouldering 40% of the financial burden and the Centre contributing the rest. The funding pattern is 90 (Centre):10 (State) for north eastern and Himalayan states and UT of J&K and 100% for the UTs without legislature. After 2026-27, it shall be the responsibility of the states/UTs to continue to maintain the benchmarks achieved by these schools.

● Will this hit education in these states?

WITH NO RESOLUTION yet to the stalemate, the financial crunch is likely to hit school activities in the three states, especially disbursement of salaries to government school teachers. *Indian Express* has quoted Punjab education minister Harjot Singh Bains saying that "every effort was made to solve this issue amicably", but "with the Centre holding state's funds, it seems it would be difficult to pay salaries in the coming months". Earlier in March, Punjab's education secretary Kamal Kishor Yadav had written to his central government counterpart Sanjay Kumar

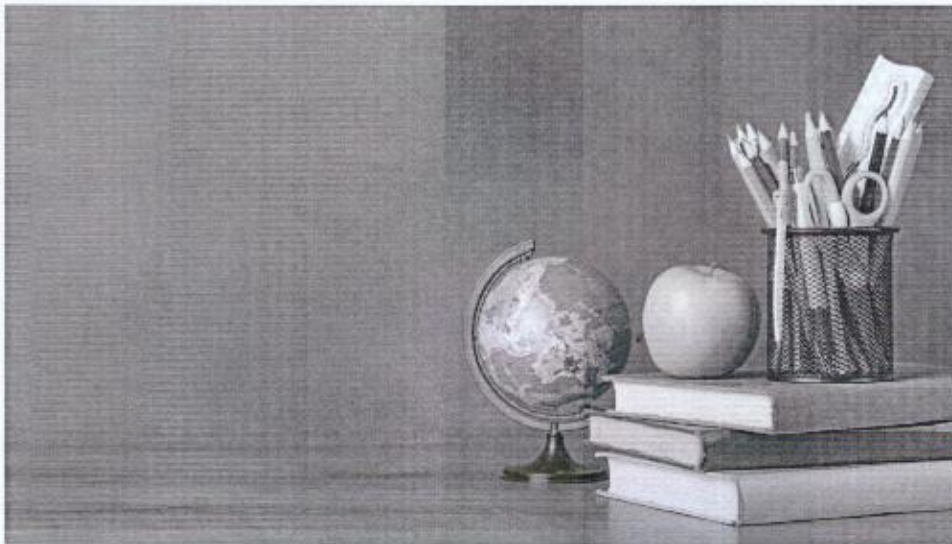
pointing out that "there is no balance in the Single Nodal Account of Samagra Shiksha due to which payments for some activities are pending, including employees' salaries". In Delhi also, salaries for around 2,400 teachers working in MCD primary schools and 700 staffers working on the SSA programme are sourced from the SSA funds. In a post on X, formerly Twitter, West Bengal education minister Bratya Basu had earlier said it was "unethical and illegal to link the release of funds of one scheme with a separate scheme".



Easing the Regulatory Ecosystem of School Education in India

CPPR Media&PR at July 18, 2024

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In India, education is a subject in the concurrent list of the seventh schedule of the Indian Constitution and thus, school education falls under the jurisdiction of both the Union and State governments. At the central level, the Right to Education (RTE) Act, 2009, passed by the Parliament of India, establishes a framework for the governance of schools. However, the educational landscape in India is characterised by a web of approximately 145 Acts enacted by states to regulate school education, resulting in a plethora of laws and policies governing the sector.

Edupreneurs have to go through a complex, multi-stage process in order to set up schools in India. Regulations in setting up schools (location, infrastructure, qualification criteria for teachers, procedural approvals) and fixing fees have stifled the growth of private schools capable of providing good quality education. According to the Annual Survey of Education Report (ASER) 2023 by NGO Pratham, 25% of the youth aged 14-18 years in India cannot proficiently read a class II textbook. The multiplicity of laws has compounded the challenges, particularly affecting aspiring teachers who face non-uniform qualification criteria and other legal restrictions for appointment. This coincides with the data by UNESCO, which reports an acute shortage of 11 lakh teachers.

Private schools with improved teacher-student ratios are compelled to cap fees or levy charges comparable to government schools, further emphasising the challenges within the system. The existing regulatory environment inadvertently impedes the establishment of an education ecosystem where low-cost subsidised

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education can seamlessly coexist with thriving private schools. This prevents the sector from catering to diverse social categories based on specific needs. In 2020, the New Education Policy was rolled out, which proposes a new roadmap for the holistic development of students and good quality education.

Through the study, CPPR will be able to suggest targeted solutions to ease legal barriers and facilitate a market-driven, demand-based education system which can provide quality education to students. The study aims to suggest policy changes that would enable edupreneurs to set up schools based on the learnings from state regulations that have existed for decades.

Project Objectives

- Develop and propose policy recommendations to create a more conducive environment for edupreneurs.
- Examine the existing laws, rules, and state education policies to identify barriers that hinder the establishment and operation of budget schools.
- Study how edtech is promoted in the NEP and its impact on unrecognised schools, and examine how these initiatives are integrated into state policies.
- Facilitate discussions among government stakeholders, academia, civil society, and industry experts to gather insights and build consensus on necessary policy changes.

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NEWS » EDUCATION-CAREER » NCERT PROPOSES CUMULATIVE CREDITS, DEMAND-BASED EXAM SYSTEM TO ASSESS STUDENTS IN CLASSES 9 TO 12 3-MIN READ

NCERT Proposes Cumulative Credits, Demand-based Exam System to Assess Students in Classes 9 to 12

Reported By: Vatsala Shirangi News18.com Last Updated: JULY 19, 2024, 09:24 IST New Delhi, India



The Holistic Progress Card, developed in line with the National Education Policy (NEP) 2020, is a comprehensive assessment of students throughout the year. (Representational/ File Photo)

PARAKH, a national assessment centre, has developed the Holistic Progress Card (HPC) for the four years of secondary school (classes 9, 10 11 and 12), and has recommended its implementation

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PARAKH, a constituent unit of the National Council of Educational Research and Training (NCERT), has proposed a 'Cumulative Credit System' to assess the performance of students from classes 9 to 12, including their board exams, for holistic progress monitoring. The Council is set to meet state boards of education next week for deliberations on the same, upon which each board will prepare their own roadmap to implement the system of assessment for these senior classes, News18 has learnt.

PARAKH, a national assessment centre, has developed the Holistic Progress Card (HPC) for the four years of secondary school (classes 9, 10 11 and 12), and has recommended its implementation for which it is liaising with 52 recognised school boards including CISCE (erstwhile ICSC) and CBSE.

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The proposal has been presented to the Ministry of Education (MoE), which is yet to take a call on the same, it has been learnt.

The HPC, developed in line with the National Education Policy (NEP) 2020, is a comprehensive assessment of students throughout the year. PARAKH has developed the HPCs for different phases of school education, beginning with foundational stages (up to grade 2), preparatory stage (grades 3 to 5) and middle school (classes 6 to 8). While the Council has asked states to implement HPCs for up to middle school earlier this year, the progress card for secondary school was released this June.



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The HPC considers feedback from peers, parents, as well as self-assessment of students to track their progress in different domains throughout the year. For senior classes, the progress card also includes parameters such as their plans for future, career choices, vocational skills that they have acquired or plan to pursue. It is a futuristic document, which asks students their thoughts on how they see themselves 10 years from the present and how they could improve society through their achievements in life.

“For implementation of the secondary stage HPC, we will be having regional meetings with members of the state school boards, who were also involved in developing the framework. We will be interacting with the boards to include the class 10 Board exam marks in the cumulative system of assessment. So, there will be credits for activities done in class 9, for example, a research project for which a student has overall put in say 30 hours, they will get one credit for it,” said Prof Indrani Bhaduri, CEO of PARAKH.

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Under the cumulative system, state boards are being told to prepare a question bank, which will have rubrics for assessment for transparency. The boards will also devise a blueprint, using which the teachers of classes 9 and 11 will prepare question papers for the year-end examinations from the Question Bank provided, while in classes 10 and 12 there will be board exams. At the end of class 12, students will have credits for various projects and activities, done throughout secondary stage in their holistic progress card. This will also be linked to their APAAR ID (a unique identification number being allotted to students in the school system to store their credentials in a digital format) and Digi locker, which they can use any time in the future.

Prof Bhaduri said, “This will also help the state boards have a semblance of equivalence for assessment. It will have both formative (learner’s concepts being formed) and summative (term-end assessment). Currently, the ratio for external and internal assessment is 80:20, which will change once this system is brought in. This kind of progress tracking will help learners not to stress and will also lessen their curriculum load.”

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Through this, she added, PARAKH has suggested the school boards to go for a more demand-based exam system, which means students can take an exam when they are ready for it. If a question bank is available along with the blueprint, the teachers will be able to prepare question papers for the year end examinations in classes 9 and 11 and, thereby, prepare the students for the board examinations."

Upon deliberations, each of the state boards will prepare a roadmap for implementation of the cumulative system, training of teachers for the same as well as translating the HPCs in their respective medium of instruction will ensue.



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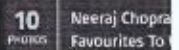
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سسال میں 2 بار بورڈ کے امتحانات سے متعلق غور و خوض جاری

تقریری امتحان، نتائج کا اعلان، تصدیق اور دوبارہ تنقیحیں شامل ہیں، 2 امتحانات کرانے کیلئے کم از کم 55 دن درکار ہیں۔ اب سی بی ایس ای کے سامنے چیلنج یہ ہے کہ دوسرے مرحلے کیلئے اس بڑی مشق کو کب اور کیسے دہرایا جائے۔ آفیسر نے کہا کہ فروری سے پہلے امتحانات کا انعقاد اس کے اپنے چیلنجز ہیں، کیونکہ کچھ ریاستوں میں سروریاں انتہائی سخت ہوتی ہیں، اس وقت بورڈ کے امتحانات 15 فروری کے آس پاس شروع ہو رہے ہیں، اس لئے کافی وقت رکھنے کیلئے تاریخوں کے مطابق کام کرنا پڑے گا۔ انہوں نے کہا کہ ایک اور آچٹن یہ ہو سکتا ہے کہ جون میں امتحان کے دوسرے مرحلے کا انعقاد مسابقتی یا بہتری کے امتحان کے ساتھ کیا جائے تاہم ان میں سے کوئی بھی آچٹن حتمی نہیں ہے، ہم ابھی بھی بات چیت کر رہے ہیں اور وسیع مشاورت جاری ہے، یہ ممکن ہے کہ اس عمل کے دوران مزید اختیارات سامنے آئیں۔ وزارت نے 2024-25 کے تعلیمی سیشن سے سبال میں 2 بار بورڈ کے امتحانات شروع کرنے کا منصوبہ بنایا تاہم اسے ایک سال کیلئے ملتوی کر دیا گیا ہے۔



ہمارے تعلیمی کیلنڈر کو ڈیزائن کیا گیا ہے، اس کے ساتھ مسابقتی امتحانات کے شیڈول اور ملک بھر میں اور یہاں تک کہ بیرون ملک سی بی ایس ای اسکولوں کی موجودگی، جغرافیائی چیلنجز ہیں جو سبسبسٹم کو کم قابل عمل بناتے ہیں۔ بورڈ نے مرکزی وزارت تعلیم سے کہا ہے کہ موجودہ نظام میں 10 ویں اور 12 ویں جماعت کے امتحانات منعقد کرنے کیلئے 150 سے زیادہ اقدامات کرنے کی ضرورت ہے۔ انہوں نے کہا کہ اس عمل میں کم از کم 310 دن لگتے ہیں، جس میں طلباء کی فہرست بھرنے کا نوٹیفکیشن، رول نمبر جاری کرنا، پرنٹنگ کا انعقاد

دہلی (ایس این ای) کے قومی نصاب کے فریم ورک (این سی ایف) کے تحت سال میں 2 بار بورڈ کے امتحانات منعقد کرنے کے بارے میں غور و خوض کر رہا ہے اور اس سلسلے میں 3 آپشنز پر تبادلہ خیال کر رہا ہے۔ سینٹرل بورڈ آف سیکنڈری ایجوکیشن (سی بی ایس ای) سبسبسٹم پر بھی غور کر رہا ہے، جس میں 2 سالہ امتحانات شامل ہیں۔ نئی مجال 10 ویں اور 12 ویں کے بورڈ کے امتحانات فروری-مارچ میں ہوتے ہیں۔ عہدیداروں نے کہا کہ خصوصی توجہ جاری ہے اور ابھی تک کوئی فیصلہ نہیں کیا گیا ہے کہ سال میں 2 بار بورڈ امتحانات کے انعقاد کا منصوبہ کب اور کس فارمیٹ میں نافذ کیا جائے گا۔ ایک سینئر آفیسر نے بتایا کہ 3 مکہز آپشنز پر بات ہوئی ہے، جن میں سے ایک سبسبسٹم میں امتحان کا انعقاد ہے، اس میں بورڈ کا پہلا امتحان جنوری فروری میں اور دوسرا مارچ اپریل میں یا بورڈ امتحانات کا دوسرا مرحلہ جون میں کپارٹمنٹ یا بہتری کے امتحانات کے ساتھ منعقد کیا جاتا ہے۔ انہوں نے کہا کہ جس طرح سے

The Indian Express, 19 July 2024, Page No. - 14

California law on gender identity in schools: the provisions and the debate

AJOY SINHA KARPURAM
NEW DELHI, JULY 18

CALIFORNIA HAS become the first US state to prohibit schools from sharing information about its students' gender identity and sexual orientation with anyone without the students' consent, including their parents.

The policy was part of the Support Academic Futures and Educators for Today's Youth Act or the SAFETY Act. Gavin Newsom, California's Democrat Governor, signed it into law on July 15.

Supporters of the law have hailed it as progressive legislation protecting the privacy of LGBTQIA+ youth, while critics have argued that parents have the right to information about their child's activities at school. A Southern California school district, which is a local body for administering schools in a given area, sued Newsom on

Tuesday. *The Associated Press* reported.

SpaceX founder Elon Musk said in a post on X that his company would move its headquarters from Hawthorne in California to Starbase in Texas due to "this law and the many others that preceded it, attacking both families and companies".

What the California law says

The SAFETY Act came after several school districts in California passed policies requiring parents to be notified if a child requested to change their gender identification. *The AP* reported. It contains a series of declarations and the reasoning for leaving it to students to decide when to disclose their gender identity, and to whom.

These decisions, it states, "are deeply personal decisions, impacting health and safety as well as critical relationships, that every LGBTQ+ person has the right to make for themselves."

Clause (f) of the law's Section 2 states that "Policies that require outing pupils without their consent violate pupils' rights to privacy and self-determination." Clause (g) says, "Pupils have a constitutional right to privacy when it comes to sensitive information about them, and courts have affirmed that young people have a right to keep personal information private."

In July 2023, a US District Court Judge dismissed a challenge to Chico Unified School District's policy of not disclosing students' gender identities to their parents. The judge observed, "District staff are directed to affirm a student's expressed identity and pronouns and disclose that information only to those the student wishes, with an exception for the student's health."

Section 2 also contains other declarations regarding students sharing their gen-

der identities. Clause (d) says, "Studies confirm that LGBTQ+ youth thrive when they have parental support and feel safe sharing their full identities with them, but it can be harmful to force young people to share their full identities before they are ready". Building on this, clause (e) says: "Policies that forcibly out pupils without their consent remove opportunities for LGBTQ+ young people and their families to build trust and have these conversations when they are ready."

What it says on obligations

The SAFETY Act places several obligations on the State Department of Education. For children in grades 7 to 12, "The department shall develop resources, or, as appropriate, update existing resources, for supports and community resources for the support of parents, guardians, and families" of LGBTQIA+

pupils. This should be done "in collaboration with parents, guardians, and families of, including, but not limited to, LGBTQ pupils".

The section provides a list of resources, such as anti-bullying and harassment policies, counselling services, and suicide prevention policies.

Section 4 states that school district officials, including members of the governing board, "shall not in any manner retaliate or take adverse action against any employee" for actions performed "in a manner consistent with the recommendations of employer obligations set forth in this chapter".

Sections 5 and 6 place identical responsibilities on schools, their employees and governing bodies, stating they "shall not be required to disclose any information related to a pupil's sexual orientation, gender identity, or gender expression to any other person without the pupil's consent unless otherwise required by state or federal law."

The intense debate

A spokesman for Governor Newsom said the law "protects the child-parent relationship by preventing politicians and school staff from inappropriately intervening in family matters and attempting to control if, when and how families have deeply personal conversations".

But Emily Rae, a lawyer representing the district suing the Governor, said: "School officials do not have the right to keep secrets from parents, but parents do have a constitutional right to know what their minor children are doing at school."

The issue of LGBTQ+ rights and policies have increasingly drawn polarised reactions in US politics in recent years. Republican states have sought to restrict discussions on LGBTQ+ matters in schools, while Democratic states have advocated for greater visibility of diverse gender and sexual identities.



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Home » School Education Department to organise Shiksha Saptah from 22nd to 27th July

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School Education Department to organise Shiksha Saptah from 22nd to 27th July

BY NTN | Friday, 19 July, 2024



The School Education Department is organising a 7 days run-up activities from 22nd July to 28th July, 2024 at all levels of School Education Department to mark the 4th Anniversary of the National Education Policy 2020 on 29th July, 2024, informed DIPR.

During the course of 7 days, starting from 22nd July, 2024, various events have been anticipated to take place, whereby, the Ministry of Education, Government of India has provided a comprehensive suggestive activity for each day to culminate with Community Involvement and Tithi Bhojan marking celebration of special occasion by sharing food.

The Ministry stated that some State specific suggestive activities have been prepared for the schools as a guide in planning the activities during the event. Since the 7th day of the event falls on Sunday i.e 28th July, 2024, the activity for the day may be conducted along with the 6th day activities on 27th July, 2024.

The Ministry also stated that the mentioned activities are suggestive and schools can also conduct any relevant activities as per the guidelines provided by the Ministry of Education, Government of India.

The Ministry added that it is mandatory for all schools, to submit daily activity report by 2:00 PM through googleform.

The District and EBRCs had stated that it shall extend all possible hand holding support to schools in planning and conducting the activities.

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Guidelines/Suggestive activities for Shiksha Saptah from 22nd to 28th July 2024

Day-1 : 22nd July 2024 TLM Day

- 1. Teaching Learning Material (TLM) Mela/exhibition-** All the Schools may conduct TLM melas in the school premises to create wide awareness on the importance of TLMs by involving students, teachers, students' parents and community leaders to explain the use of TLMs to achieve important learning goals. Schools may also utilise locally available materials in creating such TLMs. Variety of TLMs provided to schools under ECCE and NIPUN Bharat Mission can be utilised for the TLM Melas.
- 2. DIETs-** The DIET can organise TLM Mela in the nearby School to display the rich TLM resources created in the DIET with focus on creating low cost TLMs using locally available materials.
- 3. Slogans & Poster Campaign-** Schools can organise poster/slogan campaign for higher classes with focus on NEP 2020 theme, water conservation, social services etc
- 4. Reading club-** Schools can conduct reading class for students using library books, new papers, journals, magazines and other reading materials available in the schools. Age-appropriate reading materials for students may be provided for the activity.
- 5. Story Cards/Chart Making/Toys & Games/story telling-** schools may organise making of story cards, charts,

indigenous toys and games as per age-appropriate classes.

Parents, community leaders, SMC/SMDC members may be invited to schools

Day-2: 23rd July 2024 Foundational Literacy & Numeracy (FLN) Day

1. NIPUN Bharat Mission aims to achieve Universal Foundational Literacy & Numeracy (FLN) for all children of ages 3- 8 years by 2026-27 therefore, schools having Foundational Stage Education may organise various activities under FLN.
2. Schools can organise discussion on FLN activities, seminars, presentation on good practices involving students.
3. Schools can play State NIPUN Bharat theme song in any suitable devices, screen FLN films to allow children to view. The link of the State NIPUN Bharat Mission theme song: <https://www.youtube.com/watch?v=7LoylcBlo6A>
4. Conduct activities such as storytelling, activities to enhance language development for foundational stage children, learning of phonics and number games.

Day-3: 24th July 2024 Sports Day

1. Schools can create awareness about physical fitness for students, healthy life style and harmful effects of tobacco products.
2. Schools can also organise sports activities as per the availability of play areas and sport materials. Focus may be made in involving students to play indigenous games.

Day -4: 25th July 2024 Cultural Day

1. School can organise various cultural activities to celebrate the rich cultural diversity by wearing at least 1 or 2 cultural attires on this day.
2. Activity such as singing of folk songs, folk tales can be conducted by inviting elders from the school neighbourhood.

Day-5: Skilling Day

1. Schools can conduct various craft activities such as weaving, handicrafts making, basket making, carpentry, clay models etc. Experts may be invited to render free services to students as resource persons.
2. Schools can also organise field trip to the nearby terrace or jhum fields to enable students to experience and understand agriculture cycles, practice of multiple cropping etc.
3. Schools can also organise digital related activities such as DIKSHA, PM e Vidya TV Channels, Virtual Labs, Vidya Samiksha Kendra (VSK), various digital learning materials developed by the Department of School Education/Samagra Shiksha/SCERT/NBSE etc to create awareness of various digital platforms promoting relevant learning lessons for students.
4. School having Vocational Education may conduct activities on skill education

Day-6 : ECO Clubs for Mission LIFE and Community Involvement Day

1. Schools can organise various activities to celebrate the rich biodiversity in the State, create awareness on conservation by conducting plantation activities. Fruit trees may be planted in the school premises.
2. School Youth and Club members can take the lead in conducting the activities
3. Schools can also create awareness on the importance of waste segregation to ensure proper recycling of waste materials for meaningful and productive use. Compost pits for bio-degradable materials can be created in the schools.
4. Awareness and techniques for disposal of toxic and other harmful materials can be created.
5. Community awareness on various aspect of Education as envisaged in the NEP 2020 can be conducted involving community members. SMC/SMDC meetings can be held on this day.
6. All the Government School receiving PM Poshan Scheme (Mid-Day Meal) **shall organise mid-day meals on this day.** School may invite SMC/SMDC members, community

leaders to share the meal with students. Schools shall organise **Tithi BhojanMenu** where **local community leaders or teachers can be invited to contribute/sponsor food menu or items.**

7. Schools can also create awareness on harmful effects of junk food and promote healthy eating habits.

The following work assignments for School Education and line department have been made;

- The Directorate of School Education will be the overall in-charge for coordination and supervision of Shiksha Saptah activities, issue circular to the districts, PM Poshan team to coordinate organization of Tithi Bhojan on the final.
- SCERT shall provide necessary academic support, Coordinate with DIETs
- NBSE shall coordinate with Private un-aided schools, ensure their participation and monitor daily report submission
- NECTAR Project shall prepare IEC materials to create wide community awareness
- Samagra Shiksha shall coordinate with the line departments for report compilation and final daily report submission to the MoE,Gol as per timeline

Tags: #Ministry of Education #Samagra Shiksha #School Education Department #National Education Policy 2020 #NEP 2020 4th Anniversary #NIPUN Bharat Mission #Universal Foundational Literacy & Numeracy (FLN) #PM Poshan Scheme (Mid-Day Meal)



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Home / India / NCERT axe on caste system in Class VI social science textbook

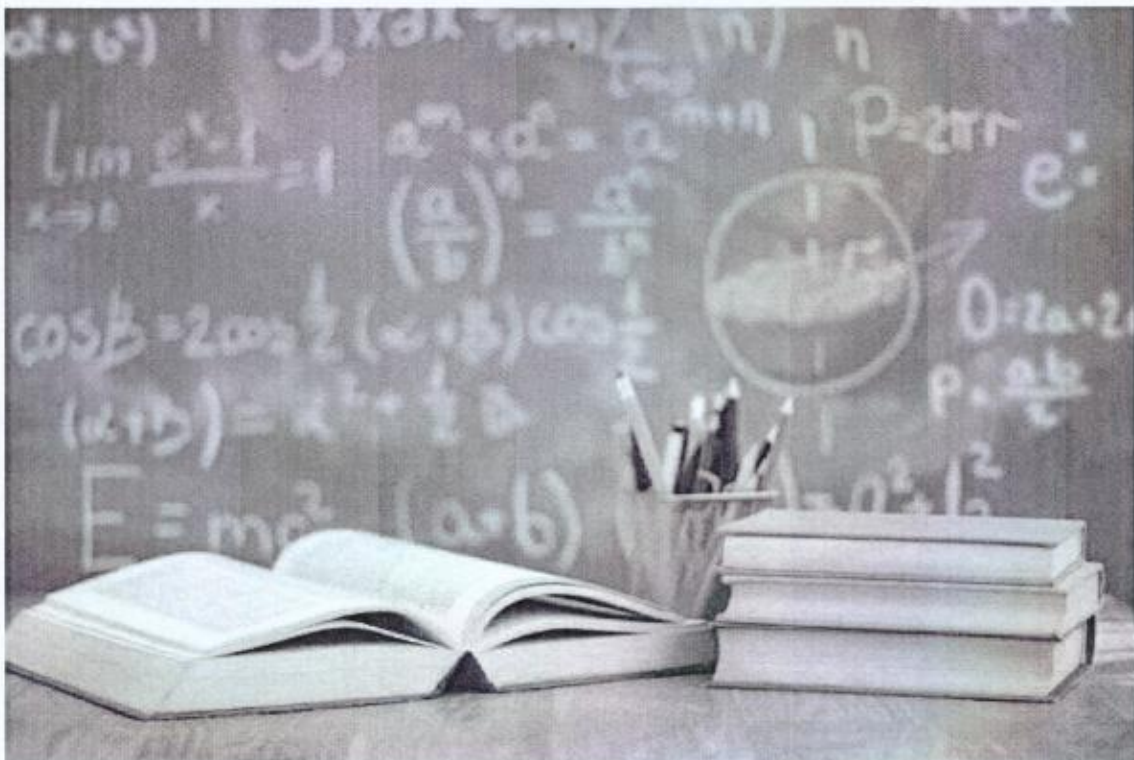
NCERT axe on caste system in Class VI social science textbook

The chapter 'India's Cultural Roots' describes the Vedas, their messages and the teachings of Buddhism and Jainism. It mentions the different janas or clans like the Bharatas, the Purus, the Kurus, the Yadus and the Turvashas

Basant Kumar Mohanty

New Delhi

Published 20.07.24, 05:18 AM



Representational image

The erasure of caste or *varna* from the Class VI social science textbook has now been institutionalised.

What was first attempted on the pretext of reducing the syllabus citing Covid-19 disruptions has now been formalised in the new textbook rolled out by the National Council for Educational Research and Training (NCERT) on Friday.



The textbook *Exploring Society India and Beyond*, the first social science book to be released under the Narendra Modi government's tenure, has details on the Vedas without mentioning the caste system and that women and Shudras were not allowed to study these scriptures.

The chapter "India's Cultural Roots" describes the Vedas, their messages and the teachings of Buddhism and Jainism. It mentions the different *janas* or clans like the Bharatas, the Purus, the Kurus, the Yadus and the Turvashas.



It, however, did not reflect on the social hierarchy despite many scholars tracing the caste or *varna* system to the Vedas. It states just one sentence on different professions as mentioned in the vedic texts. "Many professions are mentioned in the vedic texts, such as agriculturist, weaver, potter, builder, carpenter, healer, dancer, barber, priest, etc," it said.

The chapter also gave details on the performance of rituals. It said the Upanishads built upon vedic concepts introduced rebirth and karma, actions or their results.



“According to one school of thought, generally known as ‘vedanta’, everything — human life, nature and the universe — is one divine essence called *brahman*,” it said.

Early in the 1st millennium BCE, several more schools of thought grew out of the Vedas. One of them was yoga, which developed methods intended to achieve the realisation of *brahman* in one’s consciousness. Together, these schools of thought became the foundations for what we call “Hinduism” today, it said.

The chapter also gave stories from the *Upanishads* like *Uvetaketa* and the *Upanishad* of reality and Nachiketa and his quest and the debate of Gargi and Yajnavalkya.



ⓧ The previous textbook, “Our Pasts-I”, before the rationalisation exercise in 2022 had details of the caste system.



🗨️ “Some priests divided people into four groups called *varnas*...Shudras could not perform any rituals. Often women were grouped with Shudras. Both women and Shudras were not allowed to study the Vedas,” the old book said.

“The priests also said that these groups were decided based on birth. For example, if one’s father and mother were Brahmins one would automatically become a Brahmin and so on...,” the old book said.

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The Hindu, 21 July 2024, Page No.-1

Compressed three-in-one social science book for Class 6

Maitri Porecha
NEW DELHI

The new social science textbook for Class 6 is a heavily truncated amalgamation of what was earlier three separate books for history, geography, and civics published by the National Council of Educational Research and Training (NCERT).

Students in Classes 3 and 6 are getting new textbooks. Class 6 students will get a single social science text, titled *Exploring Society – India and Beyond*.

The *Hindu* had earlier reported that the National Syllabus and Teaching Learning Material Committee was considering merging three books into one.

The heavily truncated new social science book has one entire chapter (Chapter 5: India, that is Bharat) dedicated to a discussion of the etymology of the term Bharat, citing

references from ancient Indian texts such as the Mahabharata and the *Vishnu Purana*. Citing the Mahabharata, it says: "Interestingly, it lists many regions, such as Kashmira (more or less today's Kashmir), Kurukshetra (parts of Haryana today), Vanga (parts of Bengal), Pragjyotisha (roughly today's Assam), Kaccha (today's Kutch), Kerala (more or less today's Kerala), and so on." The text features many Sanskrit terms along with diacritics, the marks used over letters to encourage the correct pronunciations of Sanskrit words.

Truncated content

The new textbook is structured around five themes. The first comprises 34 pages dedicated to geography and has two chapters: *Oceans and continents*, and *Landforms and life*, which starts with a quote from the Atharva Veda.



We have tried to keep the text to a minimum by focusing on the big ideas. This has enabled us to combine in a single theme inputs from several disciplines

DINESH SAKLANI
NCERT Director

Concepts such as measuring longitude and latitude of the globe have been culled from the current version. The total pages dedicated to geography have been brought down from 48 to 34.

The second and third themes on "Tapestry of the past" and "Our cultural heritage and knowledge traditions" consist of 46 pages with five chapters of history. These have been heavily cut from the 10 chapters in the older NCERT text. Chapter 4 is titled *Timeline and sources*

of history, while Chapter 5 is about the origins of the term Bharat.

Chapter 6 on *The beginning of Indian civilisation* starts with a quote from the late B.B. Lal, a former Archaeological Survey of India chief who had led excavations at the Babri Masjid site in the mid-1970s and said there was no trace of any Hindu temple there; 10 years ago, however, he said there were temple pillar bases at the site. He also studied the Indus Valley and the epics Ramayana and Mahabharata, and is

quoted in the book referring to the Harappan civilisation as the Indus-Sarasvati or Sindhu-Sarasvati civilisation. The chapter stresses upon Dholavira, a Harappan site in Gujarat, and uses a cover image of the north gate leading to Dholavira's castle area; in the old textbook, the cover featured a picture of Mohenjodaro.

Both the old and new textbooks contain references to Hindu texts as well as to Buddhism and Jainism, given that Class 6 students are studying about ancient pre-Mughal India. What has been culled drastically is the detailed exploration of the kingdoms of ancient India, as in the four chapters of the old book that have been deleted from the new. This includes accounts of the kingdoms of Ashoka and Chandragupta Maurya, including the role of Chanakya and his Ar-

thashastra, as well as the dynasties of the Guptas, Pallavas and Chalukyas, and the works of Kalidasa. In fact, the only mention of King Ashoka in the entire book is a single word in Chapter 4's timeline.

A chapter in the old book on *Villages, towns and trade*, about the tools, coins, irrigation, crafts, and trade of the period has been truncated.

References to the famed iron pillar at the Qutub Minar site at Mehrauli have been dropped, along with mentions of the Sanchi Stupa, the monolithic temples of Mahabalipuram, and the Ajanta paintings.

"We have tried to keep the text to a minimum by focusing on the 'big ideas'. This has enabled us to combine in a single theme inputs from several disciplines..." NCERT Director Dinesh Saklani writes in the introductory chapter of the new textbook.

What is the gender gap in education?

What do figures from the Unified District Information System for Education and the All India Survey on Higher Education indicate? Are girls more likely to complete secondary education when they have access to it? What needs to be done to ensure girls, and boys, don't drop out?

Priscilla Jebaraj

The story so far:

The World Economic Forum (WEF) report of 2024 on global gender gaps recently ranked India at 129 out of 146 economies, with a decline in the education sector being one of the reasons for India's rank slipping a couple of places this year.

Where does the gap lie?

According to the WEF's June report, updated figures in educational attainment indicators have caused India's gender parity levels to dip from the previous year. "While the shares of women are high in primary, secondary and tertiary education enrolments, they have only been modestly increasing, and the gap between men and women's literacy rate is 17.2 percentage points wide, leaving India ranked 124th on this indicator," the 18th edition of the report said, recording a score of 0.964 in the education category. In the 17th edition, published in 2023, however, India had attained a perfect 1.000 score in terms of educational parity, ranking 26th in that category. The main indicators being tracked are enrolment levels in primary, secondary and tertiary education, as well as the adult literacy rate.

Asked about India's regression from the perfect score, WEF's Insight and Data Lead Ricky Li said that source data for Educational Attainment indicators is collected by UNESCO, whose figures are subject to data updates on a periodic basis. "In the 18th edition of the Index, the values used in the computation of India's Educational Attainment gender parity score correspond to [the] 2022 and 2023 periods. The 17th edition included data from 2018, 2021, and

Several States have closed the gender gap in higher classes; there are worries about boys dropping out before completing school

2022," he told *The Hindu*. "An important aspect of the data to consider when interpreting the gender parity is the corresponding period, as a seemingly significant change in score could be reflecting an update in the values corresponding to the indicator," he added.

What do Indian statistics show?

The Union Education Ministry tracks school and college enrolment data using two major collection systems: the Unified District Information System for Education (UDISE+) and the All India Survey on Higher Education (AISHE). The UDISE+ report for 2021-22 shows that 13.79 crore boys were enrolled in school, in comparison to 12.73 crore girls, meaning that girls make up 48% of the school population. However, this varies at the different stages of school education. In preschool or kindergarten, girls make up 46.8% of enrolled children. By primary school (Classes 1 to 5), this rises to 47.8%, improving still further in upper primary or elementary school (Classes 6 to 8), when girls make up 48.3% of enrolled children. Clearly, some girls drop out of school at that stage, when the right to free education ends after Class 8. The gender gap widens in secondary school (Class 9 and 10), with girls dropping to 47.9% of enrolled children.

However, girls who do have access to secondary education are more likely to stick to the finish: the higher secondary level (Class 11 and 12) has the lowest gender gap of 48.3%.

That trend continues into higher education, according to the AISHE report for 2021-22. In that year, the gross enrolment ratio (GER) for women in higher education – meaning the percentage of the population between 18 and 23 years enrolled in colleges and universities – across the country was 28.5, slightly higher than the male GER of 28.3. Female enrolment in higher education has seen a 32% increase since 2014-15. Neither the UDISE+ nor AISHE have yet published data for 2022-23.

What is the impact of a slew of packages to incentivise girls to get an education?

The biggest impact has come from simply building more schools. If a primary school exists within one or two kilometres of a child's home, parents are more likely to enrol their children, especially girls. "There has been enormous growth in the number of schools, especially since the mid-90s, which is when you also saw a spike in the enrolment of girls nationwide," says Vimala Ramachandran, a former Professor at the National Institute of Educational Planning and Administration and the first national director for Mahila Samakhyas, a flagship Central

government programme on education for rural girls and women. She notes regional differences, pointing out that in Gujarat, where the government built few secondary and higher secondary schools, leaving these largely to the private sector, girls make up only 45.2% of students in secondary classes, far behind much poorer States like Jharkhand (50.7%), Chhattisgarh (51.2%), Bihar (50.1%) and even Uttar Pradesh (45.4%).

Another important factor is the presence of women teachers. An adviser on child rights to a State government which has made progress in enrolment says the areas with low enrolment are mostly those with primary schools employing only one or two teachers. "If a school has only a male teacher, parents are not comfortable sending their daughters there," he said.

Transport to and from school can also be a barrier, and free bus passes for schoolgirls in States like Haryana, Punjab and Tamil Nadu, as well as schemes to give free cycles to girls in Bihar and other States have improved enrolment, though it did not work as well in Rajasthan. Sanitation issues remain a major obstacle for girls education in higher classes, especially after puberty, and may cause a large number of dropouts after Class 8. Though the Union and State governments have funded the construction of washrooms in schools, there is no funding for cleaning and maintenance, which is often left to lax local bodies.

What is the next challenge?

A number of States have successfully closed the gender gap in higher classes, to the extent that there are worries about boys dropping out before completing school. In West Bengal for instance, girls make up 55.7% of higher secondary students, and there are similar situations in Chhattisgarh (53.1%) and Tamil Nadu (51.2%). The State government adviser notes that this could partly be attributed to the Right to Education Act stipulating that students cannot be failed till Class 8. "Girls who make it to Class 9 are usually interested in studying, but some boys who make it to the secondary level and then fail simply drop out. There may also be higher pressure on poorer boys to earn a living," he says, warning that boys must not be allowed to slip through the cracks.

At the college level, although the female GER is higher than the male GER, the picture changes when looking at regional and discipline-wise data. For instance, women students make up only 42.5% of those enrolled in STEM subjects from undergraduate to Ph.D levels, and the challenge lies in encouraging more girls to opt for these disciplines. Adult literacy is also still a matter of concern, with only 64.63% of women who are literate, in comparison to 80.88% of men, according to the last Census data from 2011. This calls for steps to improve foundational literacy in schools as well as to take education to rural women to close the gender gap.



Moving up: Girl students with their bicycles in Mandya in 2018. FILE PHOTO

NCERT releases textbook 'rooted in Indian context'

By Fareeha Iftikhar

Jul 21, 2024 11:13 AM IST

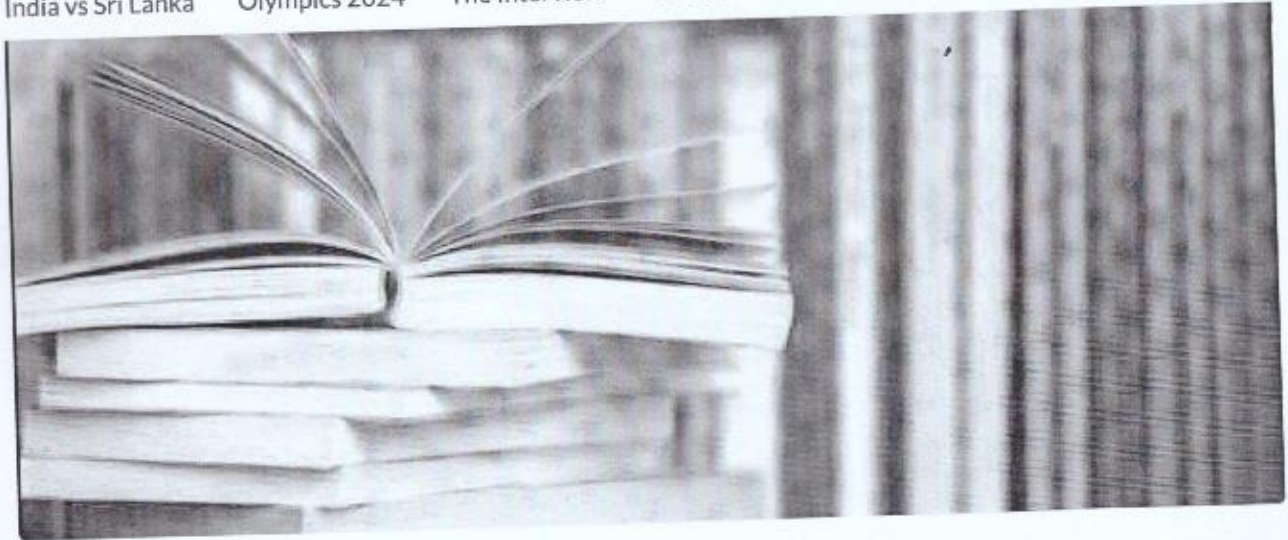


The online version textbook titled 'exploring society: India and beyond' has been released by the NCERT on its official website

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New Delhi: The National Council of Educational Research and Training (NCERT) on Friday released a new social science textbook for class sixth with chapters rooted in Indian context that states the naming of the country by ancient inhabitants was "Bharat" and that it was later changed to India by foreigners; and included sections on Vedic school of thought and stories from Upanishads, among others.



(Representative Photo)

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The advertisement features a composite image. On the left, Prime Minister Narendra Modi and another man are shown in a portrait. On the right, there is an aerial view of a large riverfront development project with a curved walkway and buildings. The text 'World's Longest Riverfront, in Our Gujarat' is prominently displayed in the center, with the hashtag '#VisitGujarat, Our Commitment' at the bottom. An 'OPEN APP' button is located in the bottom right corner.

The online version textbook titled 'exploring society: India and beyond' has been released by the NCERT on its official website. This year, the Council announced that it will release revamped textbooks under National Education Policy (2020) and the new National Curriculum Framework (NCF), which emphasise the curriculum to be "rooted in the Indian and local context and ethos", only for classes third and sixth. While the majority of the books have been released online, some are yet to hit the market in physical form.

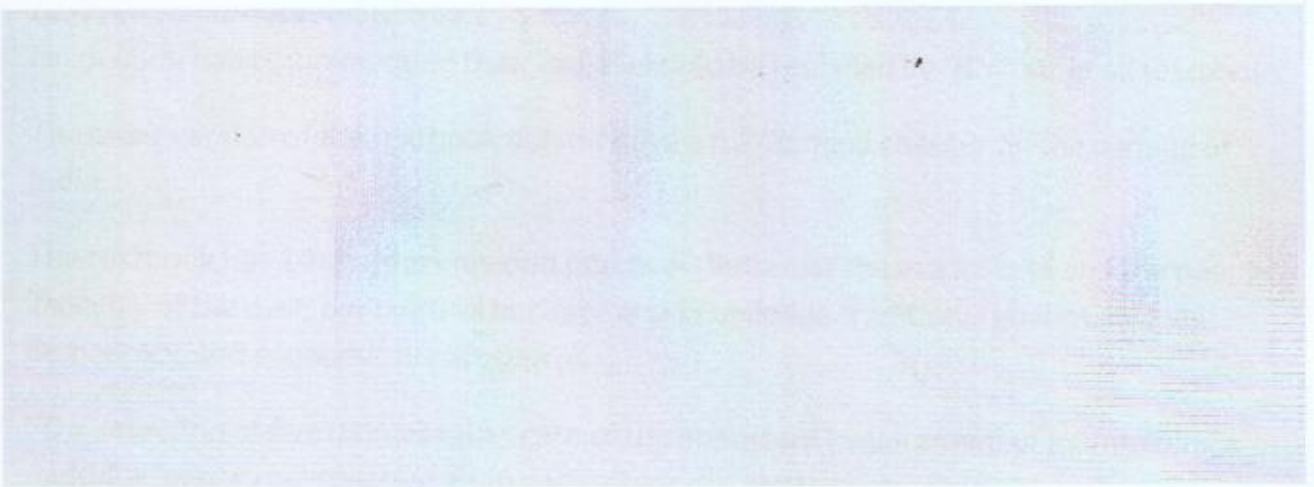
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Highlighting that 'Bharata' is a name that first appears in the R̥ig Veda, oldest of where it refers to one of the main Vedic groups of people. "In later literature, several named 'Bharata' are mentioned... A few centuries later, 'Bhārata' became the name generally used for the Indian subcontinent. For instance, in an ancient text called the Viṣṇu Purāṇa, we read: The country that lies north of the ocean and south of the snowy mountains is called Bhārata," it states.

Emphasising that the name "Bharata" is even in use today, the book mentions that in north India, it is generally written as 'Bharat', while in south India, it is often 'Bharatam'.

It further says that foreign visitors to, or invaders of, India mostly adopted names derived from the Sindhu or Indus River; this resulted in names like 'Hindu', 'Indoi', and eventually 'India'. Besides, the book mentions that the term 'Hindustān' was first used in a Persian

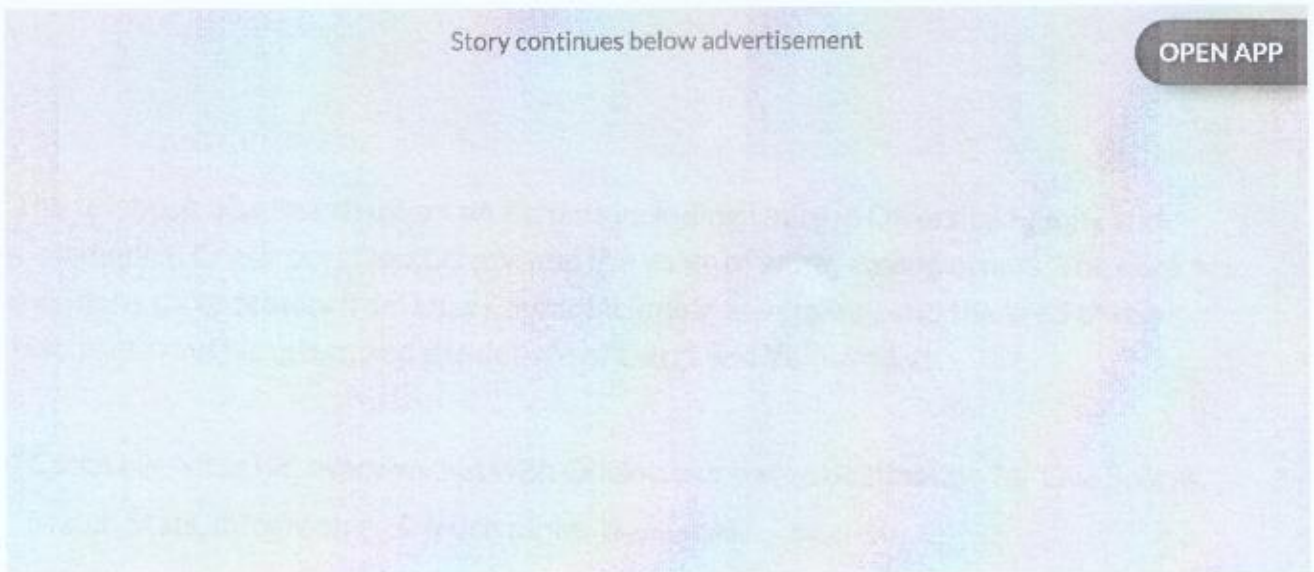


"The first foreigners to mention India were the Persians, the ancient inhabitants of Iran. In the 6th century BCE, a Persian emperor launched a military campaign and gained control of the region of the Indus River, which, as we saw, was earlier called 'Sindhu'. So, it is no surprise that in their earliest records and stone inscriptions, the Persians referred to India as 'Hind', 'Hidu' or 'Hindu', which are adaptations in their language of 'Sindhu'. (Note that in ancient Persian, 'Hindu' is a purely geographical term; it does not refer here to the Hindu religion.)"

"Based on these Persian sources, the ancient Greeks named the region 'Indoi' or 'Indike'. They dropped the initial letter 'h' of 'Hindu' because this letter did not exist in their Greek language," the textbook states.

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Last year, a high-level committee formed by the NCERT to revise the social science curriculum had recommended that "India" should be replaced by "Bharat" in all textbooks.

The older version of the textbook did not have a full-fledged chapter on the naming of India.

The textbook has 14 chapters divided into five—India and the world: land and the people; Tapestry of the past; our cultural heritage and knowledge traditions; governance and democracy, and economic life around us.

"The selection of five themes takes care of the important requirement of maintaining a multidisciplinary perspective. Cultural rootedness, another requirement, is thus not limited to the theme 'Our Cultural Heritage and Knowledge Traditions,' but pervades the other themes as well," said NCERT director Dinesh Prasad Saklani in his foreword.

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The textbook also has chapters on themes including Unity in Diversity, Family and Community, Grassroots Democracy, and the value of work, among others. The book also mentions three stories from Upanishads including Śhvetaketu and the seed of reality; Nachiketa and his quest; and the debate of Gārgī and Yājñavalkya.

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New NCERT Class 6 social science textbook shrinks content, rolling three books of history, geography, civics into one

New book features content from Upanishads, Mahabharata; geography concepts truncated; includes chapter dedicated to etymology of 'Bharat'; ancient Indian kingdoms culled; only single word mention of Ashoka

Updated - July 21, 2024 06:46 am IST Published - July 21, 2024 06:03 am IST - NEW DELHI



MAITRI PORECHA



Director of NCERT Dinesh Prasad Saklani. File | Photo Credit: PTI

The new Social Science textbook for Class 6 is a heavily truncated amalgamation of what was earlier three separate books for History, Geography, and Civics published by the National Council of Educational Research and Training (NCERT).

Students in Class 3 and Class 6 are getting new textbooks for the 2024-25 academic year. Class 6 students will get a single Social Science text, titled *Exploring Society* —

India and Beyond. *The Hindu* had earlier reported that the National Syllabus and Teaching Learning Material Committee was considering merging three books into one.

The heavily truncated new Social Science book has one entire chapter (Chapter 5: India, that is Bharat) dedicated to a discussion of the etymology of the term 'Bharat', citing references from ancient Indian texts like the *Mahabharata*, described as one of India's most famous works, and the *Vishnu Purana*. Citing the *Mahabharata*, it says:

"Interestingly, it lists many regions, such as Kāshmirā (more or less today's Kashmir), Kurukṣhetra (parts of Haryana today), Vanga (parts of Bengal), Prāgjyotiṣha (roughly today's Assam), Kaccha (today's Kutch), Kerala (more or less today's Kerala), and so on." The text also features many Sanskrit terms along with diacritics, the accents used over letters to encourage the correct pronunciations of Sanskrit words.

Truncated content

The new textbook is structured around five themes. The first theme comprises 34 pages dedicated to Geography and includes two chapters: Oceans and Continents, and Landforms and Life, which starts with a quote from the *Atharva Veda*. Concepts such as measuring longitude and latitude of the globe have been culled from the current version. The total pages dedicated to geography have been brought down from 48 to 34 pages.

The second and third themes on 'Tapestry of the Past' and 'Our Cultural Heritage and Knowledge Traditions' consist of 46 pages with five chapters of History. These have been heavily cut from the ten chapters in the older NCERT text. Chapter 4 is titled 'Timeline and Sources of History', while Chapter 5 is about the origins of the term 'Bharat'.

Vedas and Upanishads

Chapter 6 on 'The beginning of Indian Civilisation' starts with a quote from the late B.B. Lal, a former Archaeological Survey of India chief who had led excavations at the Babri Masjid site in the mid-1970s and said there was no trace of any Hindu temple at the site; ten years ago, however, he said there were temple pillar bases at the site. He also studied the Indus Valley and the Hindu epics *Ramayana* and *Mahabharata*, and is quoted in the book referring to the Harappan civilisation as the Indus-Sarasvati or Sindhu-Sarasvati civilisation. The chapter emphasises Dholavira, a Harappan site in Gujarat, and uses a cover image of the north gate leading to Dholavira's castle area; in the old textbook, the cover featured a picture of Mohenjodaro, a Harappan site located in modern-day Pakistan.

The seventh chapter, titled 'India's cultural roots', has an extended commentary on the Vedas. While the older text featured one story from the Upanishads — 'Chhandogya Upanishad' — the new book has two additional stories from the 'Katha Upanishad', and the 'Brihadaranyaka Upanishad'. An 18th century painting depicting a scene from the *Ramayana* has also been included.

Vanished kingdoms

Both the old and new textbooks contain references to Hindu texts as well as to Buddhism and Jainism, given that Class 6 students are studying about ancient pre-Mughal India. What has been culled drastically is the detailed exploration of the kingdoms of ancient India, such as which were in four chapters of the old book that have been deleted from the new. This includes accounts of the kingdoms of Ashoka and Chandragupta Maurya, including the role of Chanakya and his *Arthashastra*, as well as the dynasties of the Guptas, Pallavas and Chalukyas, and the works of Kalidasa. In fact, the only mention of King Ashoka in the entire book is a single word in Chapter 4's timeline.

A chapter in the old book on 'Villages, Towns and Trade', about the tools, coins, irrigation, crafts, and trade of the period has been truncated. References to the famed iron pillar at the Qutub Minar site at Mehrauli, which probably dates back to the Gupta dynasty era have been dropped, along with mentions of the Sanchi stupa, the monolithic temples of Mahabalipuram, and the paintings in the Ajanta caves.

The fourth theme is on governance and democracy, with a focus on local governance, while the fifth is on economics.

"We have tried to keep the text to a minimum by focusing on the 'big ideas'. This has enabled us to combine in a single theme inputs from several disciplines — whether history, geography, political science or economics," NCERT director Dinesh Saklani writes in the introductory chapter of the new textbook.

The private school versus government school debate

While facilities and quality of education in government schools need to be upgraded, private schools also need to be held accountable to the government and the public

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ALBERT P'RAYAN



Recently, I stumbled upon a thought-provoking tale about an old woman who used to sell *idlis* for just one rupee each. Her loyal customers cherished her affordable treats until a savvy businessman opened a new shop nearby, giving away *idlis* for free to lure the crowd. Naturally, people flocked to the new shop, leaving the old woman's stall deserted. However, one day, the businessman hiked the price to ₹5 per *idli*. A few months later, he raised it to ₹10. The sudden hike left the customers frustrated and they searched for the old woman, only to discover that she had closed her shop and disappeared.

This story perfectly mirrors how private telecom operators initially offered free data, attracting millions of users only to gradually hike tariffs once they had a solid subscriber base and have weakened the government-run BSNL. One may argue that

private telecom operators provide better service than BSNL and justify their higher tariffs, but the real question is why the government has allowed the once profit-making BSNL to lose its competitive edge in the market. Analysing this issue may lead to more uncomfortable questions.

Three kinds

This has a parallel in the education sector as well, with the principles of privatisation being applied to education. This model is often referred to as the “McDonaldisation” of education, as private schools run by popular groups apply market-oriented principles such as efficiency, standardisation of services, brand reliability, and consumerism to education. This raises questions about whether private schools have become stronger, leading to the weakening of government schools, and whether the impact on common people is positive or negative.

There are three main types of schools in our country: government-run, government-aided, and private. The first is fully funded and operated by the government. The second is funded by the government but owned and run by private trusts. Private schools are run by individuals or organisations and funded through student fees.

With a rapid increase in the privatisation of the Indian education sector in the past two decades, the number of private educational institutions across the country has increased. According to UDISE+, a Management Information System initiated by the Department of School Education and Literacy, Ministry of Education, private schools account for around 35% of the total schools.

It is undeniable that parents prefer private schools over government-run ones for various reasons. Certain myths have been perpetuated such as the belief that government schools lack competent teachers and cannot provide a good education. Some even borrow money or sell property to admit their children to private schools and pay the exorbitant fees because they believe that private schools offer a better education and assume that it will lead to greater success in life. This trend has a negative impact on both students and the nation.

Disadvantages

Many government-aided and some government-run schools surpass private schools in several aspects, including the quality of education and affordability. However, in some areas, private schools have an edge. While there are notable advantages to studying in

private schools, there are also many disadvantages. Private schools often charge exorbitant fees for tuition, textbooks, uniforms, and extracurricular activities. Some even collect capitation fees under different names, such as development or building funds. This is a huge burden on families that cannot afford these costs. Even middle-class people are lured by the empty promises and tall claims made by certain private schools, leading them to seek admission for their children despite the high fees. This has become a struggle between the haves and the have-nots, creating educational inequality and denying opportunities to students who cannot afford the fees.

Edupreneurs in India are more interested in expanding their business than in educating the masses. As their primary goal is revenue generation and profit-making, students' learning outcomes take a back seat.

The idea that schools impart values has become a myth, as more and more private schools teach the lesson that only the fittest can survive. With their focus on making money, they cannot instill values in students or produce service-oriented citizens. The emphasis on academic performance and the competitive environment in many private institutions can lead to high levels of stress and pressure on students.

Although it may not be possible for governments to run all schools, considering the importance of equality, affordability, and social justice, effective measures must be taken to develop infrastructure and improve the quality of education in government schools. This is necessary to foster the belief that government-run schools can deliver better and higher-quality education.

While academic freedom is important, it is also crucial to hold private schools accountable to the government and the public. Proper regulations should be in place to prevent schools from charging exorbitant fees.

Education is a liberating force. True education frees people from the shackles of servitude and submissiveness, enabling them to question and develop their thinking capacity. It contributes to their intellectual growth and empowers them to become engaged citizens. This can happen only if schools instill values in students. Can a system that commodifies educational services and promotes inequality and unhealthy competition among students truly "educate" them? McDonaldisation may please the nation's taste buds, but may not be good for its health.

The writer is an ELT resource person and education columnist. rayanal@yahoo.co.uk

NCERT releases textbook 'rooted in Indian context'

Fareeha Iftikhar

letters@hindustantimes.com

NEW DELHI: The National Council of Educational Research and Training (NCERT) on Friday released a new social science textbook for class sixth with chapters rooted in Indian context that contends the naming of the country by ancient inhabitants was "Bharat" and that it was later called India by foreigners; and included sections on Vedic school of thought and stories from Upanishads, among others.

The online version textbook titled 'exploring society: India and beyond' has been released by the NCERT on its official website. This year, the Council announced that it will release revamped textbooks under National Education Policy (2020) and the new National Curriculum Framework (NCF), which emphasise the curriculum to be "rooted in the Indian and local context and ethos", only for classes third and sixth. While the

majority of the books have been released online, some are yet to hit the market in physical form.

The fifth chapter of the new book titled "India, that is Bharat", explains how the country had many names in the course of its history, and the names given by its ancient inhabitants include 'Jambudvīpa' and 'Bhārata'.

"However, the latter became widespread in time and is the name of India in most Indian languages," it states.

Highlighting that 'Bharata' is a name that first appears in the Rig Veda, where it refers to one of the main Vedic groups of people. "In later literature, several kings named 'Bharata' are mentioned... A few centuries later, 'Bhārata' became the name generally used for the Indian subcontinent. For instance, in an ancient text called the Vishnu Purana, we read: The country that lies north of the ocean and south of the snowy mountains is called Bhārata," it states.



The new book has sections on Vedic school of thought.

Emphasising that the name "Bharata" is even in use today, the book mentions that in north India, it is generally written as 'Bharat', while in south India, it is often 'Bharatam'.

It further says that foreign visitors to, or invaders of, India mostly adopted names derived from the Sindhu or Indus River; this resulted in names like 'Hindu', 'Indoi', and eventually 'India'. Besides, the book mentions that the term 'Hindustan' was first used in a Persian

inscription some 1,800 years ago, and was used by most invaders of India to describe the Indian Subcontinent.

"The first foreigners to mention India were the Persians, the ancient inhabitants of Iran. In the 6th century BCE, a Persian emperor launched a military campaign and gained control of the region of the Indus River, which, as we saw, was earlier called 'Sindhu'. So, it is no surprise that in their earliest records and stone inscriptions, the Persians referred to India as 'Hind', 'Hidu' or 'Hindu', which are adaptations in their language of Sindhu."

"Based on these Persian sources, the ancient Greeks named the region 'Indoi' or 'Indike'. They dropped the initial letter 'h' of 'Hindu' because this letter did not exist in their Greek language," the textbook states.

However, it also mentions that the Indian Constitution, which was first written in English, uses the phrase 'India,

that is Bharat' right at the beginning, and the Hindi version of the Constitution mentions the same as 'Bhārat arthāth India'.

Last year, a high-level committee formed by the NCERT to revise the social science curriculum had recommended that "India" should be replaced by "Bharat" in all textbooks.

The older version of the textbook did not have a full-fledged chapter on the naming of India.

The textbook has 14 chapters divided into five—India and the world; land and the people; Tapestry of the past; our cultural heritage and knowledge traditions; governance and democracy, and economic life around us. "The selection of five themes, takes care of the important requirement of maintaining a multidisciplinary perspective. Cultural rootedness is thus not limited to the theme 'Our Cultural Heritage and Knowledge Traditions,'" said NCERT director Dinesh Prasad Sakdani in his foreword.

NCERT की सोशल साइंस और साइंस की किताबें भी आई

■ विशेष संवाददाता, नई दिल्ली : NCERT की छठी क्लास की हिंदी, इंग्लिश, सोशल साइंस, संस्कृत, साइंस, उर्दू की किताबें बाजार में आ गई हैं। साथ ही एनसीईआरटी की वेबसाइट पर भी अपलोड कर दी गई है। एनसीईआरटी के एक वरिष्ठ अधिकारी का कहना है कि जुलाई के खत्म होते-होते छठी क्लास की आर्ट, फिजिकल एजुकेशन, वोकेशनल एजुकेशन, मैथ्स की किताबें भी आसानी से मिलने लगेंगी।

अधिकारी का कहना है कि नई किताबों में कटेड को कम करने के साथ-साथ पढ़ाई को रुचिकर बनाने की पूरी कोशिश की गई है। छात्र रटने के बजाय आसानी से चीजों को समझ सकें, इस मकसद को पूरा किया गया है। राष्ट्रीय शिक्षा नीति 2020 के अनुरूप किताबों को लाया गया है और नई किताबों की भी अब कमी नहीं होगी। 2024 के सेशन में कक्षा 3 और 6 के अलावा अन्य किसी भी कक्षा के लिए मौजूदा पाठ्यक्रम या पाठ्यपुस्तकों में कोई बदलाव नहीं किया गया है। कक्षा 3 की सभी किताबें आ गई हैं और अब अगले कुछ दिनों में कक्षा 6 की भी सारी किताबें छात्रों को मिल जाएंगी। शिक्षकों और छात्रों को पर्याप्त समय प्रदान करने और पुराने पाठ्यक्रम की जगह नए पाठ्यक्रम को सुचारू रूप से लाने की दिशा में एनसीईआरटी पहले ही ग्रेड 6 के लिए सभी 10 विषयों में एक महौने का ब्रिज प्रोग्राम चला रही थी।



हड़प्पा सभ्यता अब सिंधु-सरस्वती

कक्षा छह की सोशल साइंस की नई किताब Exploring society India and beyond में कहा गया है कि ग्रीनविच मध्यरेखा से काफी पहले भारत की अपनी प्रधान मध्यरेखा थी जिसे 'मध्यरेखा' कहा जाता था और जो मध्य प्रदेश के उज्जैन शहर से गुजरती थी। ग्रीनविच मध्याह्न रेखा पहली प्रधान मध्यरेखा रेखा नहीं है। अतीत में अन्य भी थी। किताब में कहा गया है कि दरअसल यूरोप से कई शताब्दियों पहले भारत की अपनी एक प्रधान मध्याह्न रेखा थी। इसे मध्य रेखा कहा जाता था। इस किताब में कुल 14 चैप्टर हैं और पहले की किताब के मुकाबले कटेड को कम और रोचक बनाया

गया है। नए करिकुलम फ्रेमवर्क के आधार पर तैयार की गई नई किताब में जो बदलाव किए गए हैं, उनमें जाति-आधारित भेदभाव का कोई उल्लेख नहीं किया गया है। किताब में 'भारतीय सभ्यता का प्रारंभ' चैप्टर में 'सरस्वती' नदी का कई बार उल्लेख किया गया है। सरस्वती नदी को 'भारतीय सभ्यता का प्रारंभ' नामक अध्याय में प्रमुख स्थान दिया गया है, जहां हड़प्पा सभ्यता को 'सिंधु-सरस्वती' के रूप में संदर्भित किया गया है। इसमें कहा गया है कि 'सरस्वती' नदीघाटी में सभ्यता के प्रमुख शहरों-राखीगढ़ी और गणवरीवाला के साथ-साथ छोटे शहर और कस्बे भी शामिल थे।

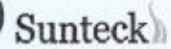
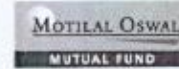
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Sarappan civilisation gets a new identity in NCERT's new class 6 textbook

Civilisation gets a new identity in NCERT's new class 6 textbook

Textbook makes multiple references to the Sarasvati River in the chapter about the beginning of Indian civilisation

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the Harappan civilisation as the 'Sindhu-Sarasvati' and 'Indus-Sarasvati' civilisation to multiple mentions of the new NCERT Class 6 Social Science textbook, Exploring Society: India and Beyond, released on Friday, incorporates mentions. This includes noting the desiccation of the Sarasvati as one of the reasons for the decline of the Harappan civilisation of India having had a "prime meridian of its own" called the 'Ujjayini meridian.'

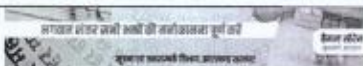
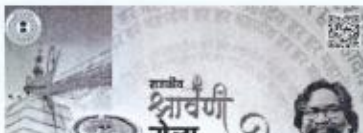
The new textbook released by the National Democratic Alliance government in alignment with the National Curriculum Framework for School Education 2023 is intended for use in schools starting from the current academic session. Unlike previous editions, this separate textbooks for History, Political Science, and Geography, this new textbook serves as the sole resource for

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The new textbook is divided into five themes: 'India and the World', 'Land and the People,' 'Tapestry of the Past,' 'Our Cultural Heritage and Knowledge Traditions,' 'Governance and Democracy,' and 'Economic Life Around Us.' It reassures students that Social Science encompasses many sub-disciplines, but they "need not feel intimidated by all these terms."

Notably, the textbook makes multiple references to the Sarasvati river, which the previous History textbook, Our Past I, mentioned only once in the context of the Rig Veda. In the new edition, the Sarasvati plays a prominent role in the chapter on the 'Beginnings of Indian Civilisation,' where the Harappan civilisation is referred to as the 'Indus-Sarasvati' or 'Sindhu-Sarasvati' civilisation. The book states that the Sarasvati basin included major cities of the civilisation, such as Rakhigarhi and Ganweriwala, along with smaller cities and towns. The river, now known as Ghaggar in India and Hakra in Pakistan, is described as seasonal. Two maps in the book highlight the river alongside the Indus and its tributaries.



The textbook attributes the decline of the Harappan civilisation to climate change, leading to reduced rainfall and the drying up of the Sarasvati River in its central basin. This contrasts with the old textbook, which suggested multiple possible reasons for the



Azadi Ka
Amrit Mahotsav



Ministry of Education



Cultural Study in School Curriculum

Posted On: 22 JUL 2024 7:51PM by PIB Delhi

The National Curriculum Framework for Foundational Stage (NCF-FS), 2022 and the National Curriculum Framework for School Education (NCF-SE), 2023 includes Curricular Goals and competencies across the stage which emphasise upon cultural aspects. Different aspects of Culture have been integrated in all the new textbooks brought out for Grades 1,2,3 and 6 and other learning-teaching materials e.g., Jaadui Pitara developed by the National Council of Educational Research & Training (NCERT). The Capacity Building programmes is conducted for teachers and teacher educators on NCFs integrate cultural education and local cultural contexts. Apart from inclusion and integration of cultural aspects in the National Education Policy (NEP) 2020, NCF-FS and NCF-SE, this Ministry has been organizing Kala Utsav since, 2015 which is a national level platform to showcase best students' talent in different art forms and cultural practices where they perform before a galaxy of Jury members. These secondary stage students come from all parts of the country. The students from remote parts also get an opportunity to showcase their talent. Under Ek Bharat Shreshtha Bharat, Bhasha Sangam many cultural events take place where sensitization about culture undertakes.

The information was given by the Minister of State for Education, Shri Jayant Chaudhary in a written reply in the Lok Sabha today.

AK/SS

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Education

PM SHRI SCHOOLS

Schools are going back to school

Why PM SHRI schools are a paradigm shift in Indian education

■ VIPIN KUMAR

THE FOCUS OF most parents while choosing a school for their child is quality education, safe premises, socio-emotional learning, good infrastructure, and a secure future. The Pradhan Mantri Schools for Rising India (PM SHRI) — an initiative by the Department of School Education and Literacy, Ministry of Education, in alignment with the National Education Policy (NEP) 2020 — addresses these concerns.

Embracing the ethos of Samagra Shiksha under NEP 2020, PM SHRI schools prioritise holistic development by blending academic rigour with essential life skills, ensuring that students emerge as all-rounded individuals ready for the changing world. Central to PM SHRI schools is the provision of education within an equitable and inclusive environment where children feel motivated to reach their full potential. Recognising the diverse backgrounds, multilingual needs and academic abilities of students, these schools strive to create an interactive learning environment.

The target is setting up 14,500 PM SHRI schools by 2026, augmenting existing educational institutions under various government-



tal bodies. So far, 10,080 PM SHRI schools have been established in 28 states/UTs, for which the central share released is ₹1,21,66,00,000. At the heart of the PM SHRI curriculum lies the National Curriculum Framework (NCF), harmonised with the pedagogical structure outlined in NEP 2020 (5+3+3+4). Employing a competency-based framework across all levels of assessment serves as a tool for gauging students' holistic understanding and mastery of essential skills.

PM SHRI schools are encouraged to demonstrate enhanced performance through quality benchmarks encompassing a spectrum of innovative teaching methodologies, like experiential learning and inquiry-driven exploration. The incorporation of smart classrooms enhances interactive learning; digital libraries provide extensive

online resources; computer labs offer digital literacy and programming skills; integrated science labs facilitate hands-on scientific experiments; and Atal Tinkering Labs foster creativity and innovation through STEM activities. These prioritise conceptual comprehension and real-life application of knowledge, instead of rote memorisation. These schools strive to nurture critical thinking, creativity, and problem-solving skills indispensable in navigating complexities of the 21st century. PM SHRI schools also aim at enhancing employability skills, paving way for employment opportunities and economic empowerment by integrating with Sector Skill Councils and local industries.

PM SHRI schools are playing a role in environmental sustainability through their Mission LIFE (Lifestyle for Environment) initia-

tive. They have implemented green infrastructure using sustainable building materials, energy-efficient windows, and insulation to minimise energy consumption, and use energy-efficient appliances and LED lights. They have set up nutrition gardens to teach students organic farming techniques by avoiding synthetic fertilisers and pesticides. The curriculum includes activities focused on educating students about the causes and impacts of climate change. Lastly, there is a focus on organic lifestyle with eco-friendly transportation, rainwater harvesting, and waste management practices, and installation of solar panels has enabled these schools to harness renewable energy and reduce reliance on fossil fuels.

In essence, PM SHRI schools are a paradigm shift in Indian education, prioritising holistic development, innovation, and inclusivity. As the government invests in education as the cornerstone progress, these schools stand as beacons of hope. By offering a variety of extracurricular activities, including sports, arts, and cultural programmes, PM SHRI schools aim to cultivate students who excel not only academically, but also in terms of resilience, compassion, and social responsibility, thereby prioritising the physical, emotional, and social well-being of students.

The author is additional secretary, Department of School Education & Literacy. Views are personal

पूरी हो शिक्षा पर समुचित खर्च की मांग

शिक्षा की बहुआयामी भूमिका से शायद ही किसी की असहमति हो। समाज के अस्तित्व, संरक्षण और संवर्धन के लिए शिक्षा जैसा कोई सुनियोजित उपाय नहीं है। इसीलिए हर देश में शिक्षा में निवेश वहां की अर्थव्यवस्था का एक प्रमुख अवयव रहा है। आज ज्ञान-विज्ञान और प्रौद्योगिकी की दृष्टि से विश्व में अग्रणी राष्ट्र अपनी शिक्षा व्यवस्था पर विशेष ध्यान दे रहे हैं। वे शिक्षा की गुणवत्ता को समृद्ध करने के लिए निरंतर सक्रिय हैं। देश, काल और परिस्थिति को बनती-बिगड़ती मर्यादाओं को ध्यान में रखते हुए शिक्षा के कलेवर में बदलाव एक स्वाभाविक प्रक्रिया है। यह एक तथ्य है कि भारत में शिक्षा अनेक विसंगतियों से जूझती आ रही है। इस सबके चलते हमारी समग्र व्यवस्था चरमरा रही है। शिक्षा के क्षेत्र में ढलान के लक्षण लाभकारी नहीं हैं। इसका सभी स्तरों पर कुछ न कुछ नुकसान उठाना ही पड़ता है।

एक समय देश में साहित्य, आयुर्वेद, ज्योतिष, नाट्यशास्त्र, व्याकरण, योग, न्याय, अर्थशास्त्र, धर्मशास्त्र और वेद आदि अनेक विषयों का अध्ययन-अध्यापन हो रहा था। उपलब्ध ग्रंथों से इन विषयों को लेकर हुई कठिन साधना का कोई भी सहज ही अनुमान लगा सकता है। आज यह ज्ञान परंपरा सांस ले रही है। विदेशी आक्रांताओं ने हमारी देशज शिक्षा में षड्यंत्रकारी दखल दिया। इसका सबसे दूरगामी असर अंग्रेजों के जमाने में शुरू हुआ। यह बात प्रमाणित है कि भारत का दोहन और शोषण ही साम्राज्यवादी अंग्रेजी राज का एकल उद्देश्य था। पाश्चात्य ज्ञान को रोप कर यहाँ की ज्ञान परंपरा को विस्थापित करने का काम अंग्रेजों ने किया। भारतीय मानस को पश्चिमी सांघे में ढालना और देशज ज्ञान के प्रति भारतीयों के मन में वितृष्णा का भाव पैदा करना अंग्रेजों का उद्देश्य बन गया। परिणामस्वरूप भारतीय शिक्षा के समग्र, समावेशी और स्वायत्त स्वरूप विकसित करने की बात धरी की धरी ही रह गई। हम उसके अंशों में थोड़ा बहुत हेरफेर कर काम चलाते रहे।

स्वतंत्र भारत में अपनाई गई शिक्षा की नीतियाँ, योजनाएँ और उनका कार्यान्वयन प्रायः पुरानी लीक पर ही अग्रसर हुआ। स्वतंत्र होने के बाद भी पश्चिमी माडल के जाल से आज भी हम उबर नहीं पाए हैं। शिक्षा का बाजारीकरण देशज शिक्षा को पीछे धकेल रहा और हम सब अचेत तो नहीं,



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पर दिग्भ्रम में जरूर पड़े रहे। लगभग दो सदी तक कायम रही अंग्रेजी सत्ता के प्रभाव में हमारी सभ्यता में भी वेश-भूषा, खानपान और मनोरंजन आदि में परिवर्तन आया। इससे सांस्कृतिक मूल्यों में भी परिवर्तन शुरू हुआ। पाश्चात्य दृष्टि को मानक, वैज्ञानिक और सार्वभौमिक मान कर उसे प्रत्यक्ष और परोक्ष रूप में आरोपित किया जाता रहा। व्यवस्था की जड़ता इतनी रही कि शिक्षा के प्रसंग में उठने वाले सभी सरोकार जैसे देश का विकास, शिक्षण की गुणवत्ता, विभिन्न सामाजिक वर्गों का समावेशन, शिक्षा जगत में स्वायत्तता की स्थापना, शैक्षिक नवाचार बातचीत के विषय तो बनते रहे, किंतु वास्तविकता में यथास्थिति ही बनी रही।

आज प्राइमरी से लेकर उच्च शिक्षा तक इतने पैमाने देश में चल रहे हैं और लोकतंत्र के नाम पर इतने तरह की विकृतियाँ पनप गई हैं कि उनसे पार पाना मुश्किल हो रहा है। शिक्षा में तदर्थवाद का बोलबाला बढ़ गया है। शिक्षा व्यवस्था में भारी विषमताएँ आ गई हैं। सरकारी, अर्ध-सरकारी और स्ववित्तपोषित संस्थाओं की अजीबोगरीब खिचड़ी पक रही है। सबके मानक और गुणवत्ता के स्तर भिन्न हैं। फीस, प्रवेश, पढ़ाई और परीक्षा के तौर-तरीके भी ब्रेमेल हैं। बच्चे को पढ़ाना अभिभावकों

शिक्षा पर जीडीपी का छह प्रतिशत खर्च करने की बात तो होती है, परंतु यह तीन प्रतिशत भी नहीं हो पाता

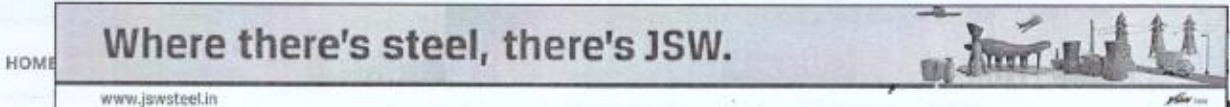
के लिए बरसों-बरस चलने वाला संघर्ष बन गया है। भारत को 2047 तक विकसित राष्ट्र बनाने का बहुप्रचारित संकल्प बड़ा ही लुभावना लगता है, पर इस संकल्प को साकार करने के लिए किसी जादुई छड़ी से काम न चलेगा। उसके लिए योग्य, प्रशिक्षित और निपुण मानव संसाधन की जरूरत सबसे अधिक होगी। जनसंख्या वृद्धि को देखते हुए शिक्षा में प्रवेश चाहने वाले लोगों की संख्या लगातार बढ़ रही है। ऐसे में बजट में शिक्षा के लिए प्रविधान बढ़ाने की जरूरत है।

अनेक वर्षों से शिक्षा पर जीडीपी का छह प्रतिशत खर्च करने की बात कही जा रही है, परंतु वास्तविक व्यव तीन प्रतिशत भी बमुश्किल हो पाता है। कड़वा सच यह भी है कि खानापूर्ति से आगे बढ़ कर कुछ करने का अवसर सिकुड़ता रहा है। हमें राष्ट्रीय शिक्षा नीति-2020 के महत्वाकांक्षी प्रस्तावों के कार्यान्वयन के लिए वित्त की आवश्यकता को स्वीकार करना होगा। फरवरी-मार्च 2024 में प्रकाशित आंकड़ों को देखें तो पता चलता है कि शिक्षा के लिए आवंटित राशि में लगभग 8 प्रतिशत की वृद्धि हुई है। यह राशि शिक्षा के लिए अपेक्षित निवेश सीमा से कम है। एक तरफ विश्वविद्यालय अनुदान आयोग के बजट को कम किया गया है तो दूसरी तरफ केंद्रीय विश्वविद्यालयों को अधिक राशि आवंटित की गई है। सरकार को उच्च शिक्षा में बेहतर और समावेशी अवसर पैदा करने के लिए नए क्षेत्रों में संभावनाओं को तलाशना होगा।

सरकार को यह भी संज्ञान में लेना होगा कि यदि शिक्षा रूपी लोकवस्तु पर राज्य अपना निवेश नहीं बढ़ाएगा तो इसका लाम बाजार की ताकतें उठाएंगी। इसका दोहरा नुकसान होगा। पहला, शिक्षा के लिए आम आदमी का निवेश बढ़ जाएगा। दूसरा, भारत जैसे देश में समावेशन को गंभीर समस्या पैदा हो जाएगी। यह भी विचारणीय है कि आधुनिक तकनीकी के माध्यम से शिक्षा के प्रसार और विस्तार के लिए भी प्राथमिकता से निवेश करना होगा। सरकार द्वारा संस्थानों से स्ववित्त पोषण की उम्मीद करना शिक्षा के लोक स्वरूप को क्षति पहुंचाएगा। विकसित भारत की परिकल्पना को साकार करने के लिए शिक्षा को प्रभावी बनाना ही होगा। शिक्षा को प्राथमिकता में रखना समय की मांग है।

(लेखक पूर्व प्रोफेसर एवं पूर्व कुलपति हैं)

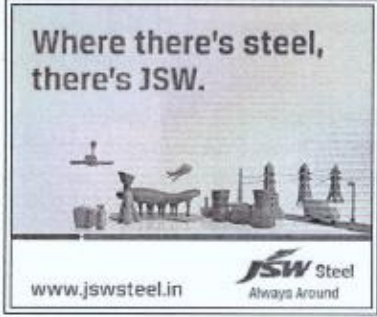
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Budget 2024 allocation for higher education, skilling and employment: Nirmala Sitharaman announces ₹1.48 lakh crore

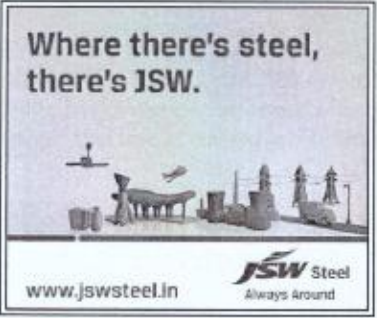


By Kiran Khatri X
July 23, 2024, 11:34:57 AM IST (Updated)

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Finance Minister Nirmala Sitharaman on Tuesday (July 23) announced providing ₹1.48 lakh crore for education, employment, and skilling while presenting the Union Budget for FY25.



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Sitharaman said courses would be aligned to meet the needs of industry and new courses to be introduced likewise.

She added that youth who weren't benefitted from any existing schemes would be given loans upto ₹10 lakh for higher education in domestic institutions.

She also announced that the model skill loan scheme will be revised to facilitate loans up to ₹7.5 lakh with a guarantee from a government-promoted fund. This measure is expected to help 25,000 students every year.

In the Interim Budget in February, presented before the Lok Sabha polls, the Ministry received an overall allocation of ₹1.2 lakh crore, which was 7% less than the revised estimate for FY24.

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The interim budget allocation in Feb 2024 was only 4.6% of its total GDP, which is lower than the National Education Policy's recommendation of 6% of GDP.

Meanwhile, the allocation for school education and literacy was increased marginally from the revised estimates to a record ₹73,000 crore in the interim budget.

These are the highlights from the interim budget (Feb 2024):

The provision for PM SHRI, an initiative for transforming government schools into modern schools, was more than doubled from the FY24 revised estimates to ₹6,050 crore in FY25.

The outlay for Samagra Shiksha Abhiyan rose by ₹4,500 crore to ₹37,500 crore, while that of University Grants Commission was reduced by about 60% from FY24 RE to ₹2,500 crore.

The grant for Indian Institutes of Technology also dropped to ₹10,324 crore. As per Sitharaman, the Narendra Modi-led government has set up seven IITs, 16 IIITs, seven IIMs, 15 AIIMs and 390 universities since 2014.

Experts from the education sector have been urging the government to reduce the current 18% GST on educational goods and services to 5% to make education more affordable and accessible. They have also called for higher spending on R&D and skill training.

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NCERT

NCERT Launches Six-Month Certificate Programme to Enhance Social Science Textbooks



Our Correspondent

Posted on 23 Jul 2024 10:49 AM



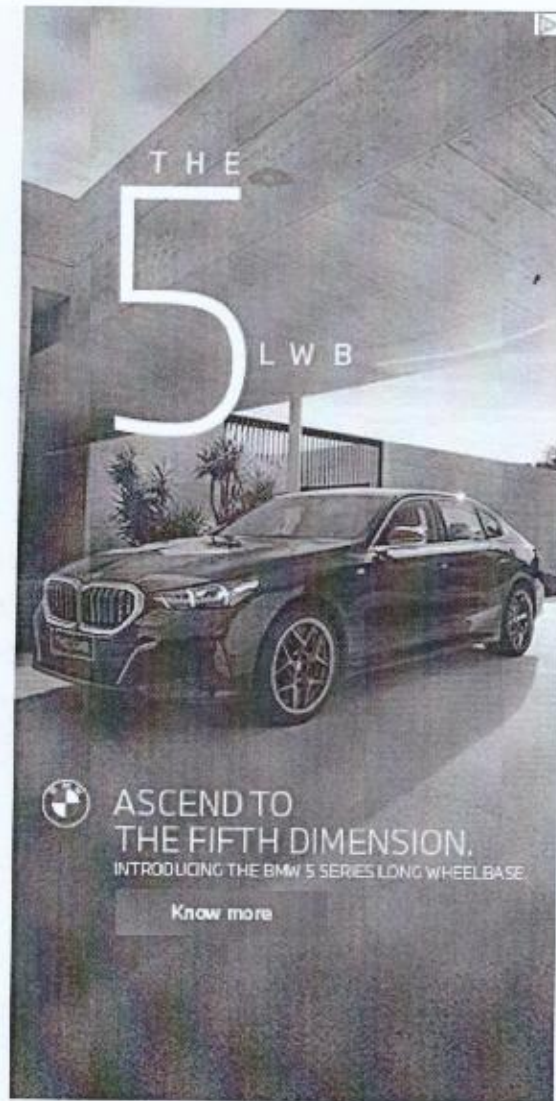
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Summary

- In an effort to improve the quality of social science textbooks, the National Council of Educational Research and Training (NCERT) has launched a six-month certificate programme for social science teachers and educators.
- The programme, which will be conducted online from August 2024 to January 2025, aims to equip participants with the knowledge and skills necessary to develop effective and engaging social science textbooks.

In an effort to improve the quality of social science textbooks, the National Council of Educational Research and Training (NCERT) has launched a six-month certificate programme for social science teachers and educators. The programme, which will be conducted online from August 2024 to January 2025, aims to equip participants with the knowledge and skills necessary to develop effective and engaging social science textbooks.



NEET MDS 2024 Counselling Registration for Round 2 To Begin Soon - Check Key

Eligibility and Course Structure

To be eligible for the programme, participants must have at least five years of teaching experience in social science if they are working in district institutes of education and training or SCERT, and teachers of middle and high schools, colleges, and universities need to have a minimum of two years of experience. The six-month programme will be divided into three phases;

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- **Phase 1:** August/September 2024 (online)
- **Phase 2:** October/November (in-person)
- **Phase 3:** December 2024/January 2025 (online)

During the online phase, participants will attend lectures, participate in discussions, and complete assignments. The in-person phase will provide an opportunity for participants to network with other teachers and educators, and to receive feedback on their work.

Course Content

The course will cover a wide range of topics, including:

- Analysis of textbook content
- Writing different chapters of the book
- Developing sample question papers
- Incorporating new pedagogical approaches



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How to Apply

Interested teachers and educators can apply for the programme online by visiting the NCERT website (ncert.nic.in) and filling up the designated google form from the official notification pdf. The application portal will be open until July 31, 2024.

The NCERT's initiative to launch a certificate programme for social science textbook development is expected to impact the quality of social science education in India positively. By equipping teachers with the necessary skills and knowledge, the programme is expected to lead to the development of more effective and engaging textbooks that will better prepare students for the challenges of the 21st century.

Last updated on 23 Jul 2024 10:50 AM

NCERT

National Council of Educational Research and Training (NCERT)

उच्च शिक्षा की पढ़ाई देश में करने पर 10 लाख तक सस्ता लोन

अरविट पॉइंट • जागरण

नई दिल्ली: उच्च शिक्षा की राह में पैसों की कमी अब आड़े नहीं आएगी। बजट में इस दिशा में सकारात्मक कदम उठाया गया है। गरीब और कमजोर वर्ग के ऐसे विद्यार्थी, जो सरकार की किसी दूसरी स्कीम या नीति से लाभान्वित नहीं हैं, उन्हें उच्च शिक्षा प्राप्त करने के लिए प्रोत्साहित करने को सरकार ने एक बड़ा एलान किया है। उन्हें देश में ही उच्च शिक्षा की पढ़ाई करने पर अब 10 लाख रुपये तक का सस्ता शिक्षा ऋण मुहैया कराया जाएगा।

हर साल एक लाख विद्यार्थियों को इसका योजना का लाभ मिलेगा। इस दौरान विद्यार्थियों को वार्षिक ब्याज में तीन प्रतिशत की छूट का एक ई-वाउचर दिया जाएगा। माना



• दूसरी किसी स्कीम या नीतियों से लाभान्वित नहीं होने वाले एक लाख छात्रों को मिलेगा यह लाभ

• विद्यार्थियों को वार्षिक ब्याज दर में तीन प्रतिशत की छूट के लिए ई-वाउचर मिलेगा

• इस पहल के जरिये उच्च शिक्षा के सकल नामांकन अनुपात की गति में तेजी आएगी

12 लाख विद्यार्थी ने वर्ष 2023 में उच्च शिक्षा हासिल करने के लिए विदेशों का रुख किया था

50 प्रतिशत जीईआर वर्ष 2035 तक पहुंचाने का लक्ष्य निर्धारित किया गया है



जीईआर को वर्ष 2035 तक 50 प्रतिशत तक पहुंचाने का लक्ष्य निर्धारित किया गया है। इस दिशा में सरकार तेज गति से काम कर रही है।

मौजूदा समय की बात करें तो देश में उच्च शिक्षा का जीईआर करीब 28 प्रतिशत है। यानी उच्च शिक्षा हासिल करने वाले आयु वर्ग के सौ विद्यार्थियों में अभी 28 ही उच्च शिक्षा हासिल करने तक पहुंच पा रहे हैं। ऐसे में, इसे अगले 10 वर्षों में करीब दोगुना करने के लिए इस तरह के और भी उपार्यों को लागू करने की जरूरत पड़ेगी।

वहीं, वर्ष 2023 में करीब 12 लाख विद्यार्थी उच्च शिक्षा के लिए विदेश गए थे। हालांकि, इनमें बड़ी संख्या ऐसे विद्यार्थियों की है, जिन्हें देश के अच्छे संस्थानों में दाखिला नहीं मिल पाता है।

जा रहा है कि इस पहल से उच्च शिक्षा के सकल नामांकन अनुपात (जीईआर) की गति में भी तेजी आएगी। इसके साथ ही उच्च शिक्षा के लिए विदेश की ओर रुख करने वालों का पलायन भी थमेगा।

वैसे तो उच्च शिक्षा हासिल करने के लिए शिक्षा ऋण की व्यवस्था

पहले से ही मौजूद है, लेकिन मौजूदा समय में इस ऋण की वार्षिक ब्याज दर करीब 10 प्रतिशत है। इसके साथ ही सात लाख रुपये से अधिक का शिक्षा ऋण लेने पर अभी गारंटी देनी होती है। इसके अतिरिक्त इनमें ढेर सारी तकनीकी दिक्कतें भी हैं। फिलहाल सिर्फ

उन्नीं संस्थानों में पढ़ाई करने पर शिक्षा ऋण दिया जाता है, जो बैंक (नेशनल अससेसमेंट एंड एक्जिटेशन कौंसिल) या पनआइआरएफ (नेशनल इंस्टीट्यूशनल रैंकिंग फ्रेमवर्क) की रैंकिंग में शामिल होते हैं।

खास बात यह है कि इस ऋण

को चुकाने में भी विद्यार्थियों को काफी सहूलियतें सरकार की ओर से प्रदान की गई हैं। यानी विद्यार्थी अपनी सुविधा के अनुसार ऋण को किश्तों में चुका सकेंगे।

उच्च शिक्षा को लेकर सरकार का यह रुझान उस समय देखने को मिला है, जब उच्च शिक्षा के


Keywords:

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Holistic Progress Card by NCERT for classes 9-12 to focus on evaluating competencies

The progress card will focus on evaluating self-reflection, research skills, entrance exam preparation, and time management among students

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Shehwaaz Khan | Posted July 24, 2024 09:37 AM



The national assessment centre PARAKH, established under the National Council For Education and Research Training (NCERT), recently released a Holistic Progress Card (HPC) for secondary school students (classes IX-XII). Aiming to align and develop competencies among school students the HPC is divided into four parts evaluating self-reflection, research skills, entrance exam preparation, and time management, among students, which will be filled by students after self-evaluation. Teachers and counsellors will assess the competencies and provide feedback while finalising the HPC. The NCERT has developed HPC in sync with the National Education Policy's framework National Curriculum Framework for School Education (NCFSE). The

framework aims to introduce multidisciplinary education, foster creative pedagogies, and nurture the holistic development of students beyond traditional pen-and-paper exams.



NCERT is also hopeful of integrating it with the traditional report card, by focussing on building the personality, developing intrinsic skills and helping in building long-term career goals.

"The secondary stage in HPC focuses on helping students make career choices in a targeted manner. The progress card assesses students' interests to connect them with their work potential. The card includes questions about how students envision themselves in one, two, or ten years, as well as inquiries about their progress, preparation for competitive exams, and skills required to achieve a certain goal. Teachers and counsellors will assist students in completing these sections to help them better evaluate their career goals," said Prof Indrani Bhaduri, CEO PARAKH and head, Educational Survey Division, NCERT, in a chat with *Education Times*.

The NCERT has started to run regional workshops for the implementation of HPC. "We are in talks with different state boards and SCERTs for the implementation of the progress card at the secondary level. The implementation varies in each state, as Himachal Pradesh, Haryana, Bihar, Uttar Pradesh, and Madhya Pradesh have already shown interest in initiating the process and conducting workshops to help the teachers," adds Prof Bhaduri.

Addressing academic pressure

To reduce the academic pressure on students in Board exams and encourage a more holistic learning process, PARAKH is also planning to integrate the HPC into the Board results. "We are also working on the equivalence of the board results, which means we plan to merge HPC with the Board results. This will help in reducing the academic stress on the students and will also address the examination phobia that students face, especially in class X and XII," says Bhaduri, adding that PARAKH has submitted to the Education Ministry the details of the equivalence process in Board exams.

Training sessions for teachers will also be conducted for the successful implementation of HPC. NCERT will assign 'master trainers' from each educational block to conduct the training sessions. "The teachers will be supported by a sample of HPC that will help them to understand its essential sections and their role in its execution. We are connecting with different boards, the Directorate of Education, and SCERTs to conduct training sessions at the district levels. Those trained in these sessions will be called master trainers, who will then train the teachers," Bhaduri says. The training sessions

are designed to equip teachers with in-depth knowledge of HPC, which will enable them to provide guidance and support to students who may struggle with filling out the progress card. The sessions will also help the teachers enhance their instructional approaches and embrace innovative solutions to support the students with the challenges that they face.

More focus on career

In March, PARAKH introduced the HPC for the foundational, middle, and preparatory stages, aiming to enhance primary students' comprehension and creative abilities. For the secondary stage, the HPC developed by PARAKH places greater emphasis on vocational learning and career choices. The HPC includes sections that evaluate the vocational courses students have undertaken, their professional interests, career plans, and self-assessment of their career choices.

Emphasis on research

A distinct feature of the HPC is its emphasis on individual research and the learning process. Students will be required to conduct research on the subject of their choice and fill in the learning process while conducting research in the HPC. "The research topic can be chosen by the students from the subjects of their choice. The idea is to inculcate curiosity and enhance student's ability to develop hypotheses and find evidence to support them. HPC will focus more on the research process than the outcome. For all the stages of the research, we have teachers assessment and learner reflection, emphasising teacher-learner relationship," Bhaduri says.

Digital learning

Short-term online courses from platforms such as Coursera and MOOCs in the subjects of the choice of students have also been introduced as part of the HPC. "Funds are given to schools under the Samagra Siksha Abhiyan to make the classrooms smart. Yet, many rural students are not able to sign up for the digital courses. One section of the HPC focuses on the registration and completion of digital courses on subjects such as Entrepreneurship and Artificial Intelligence. Teachers will assist the students to register on digital courses and assess their progress," says Bhaduri.

The initiative has been introduced to help students access digital learning and build skills beyond classrooms. "The idea is to bridge the gap between rural and urban learners. Students who come from cities are aware of such courses that they can utilise to learn more about their subjects of interest. However, there is a significant gap in awareness of such courses in the rural belt. Emphasis on digital learning will help fill these gaps," says Bhaduri.





MY KOLKATA EDUGRAPH

The Telegraph *online*

Friday, 26 July 2024

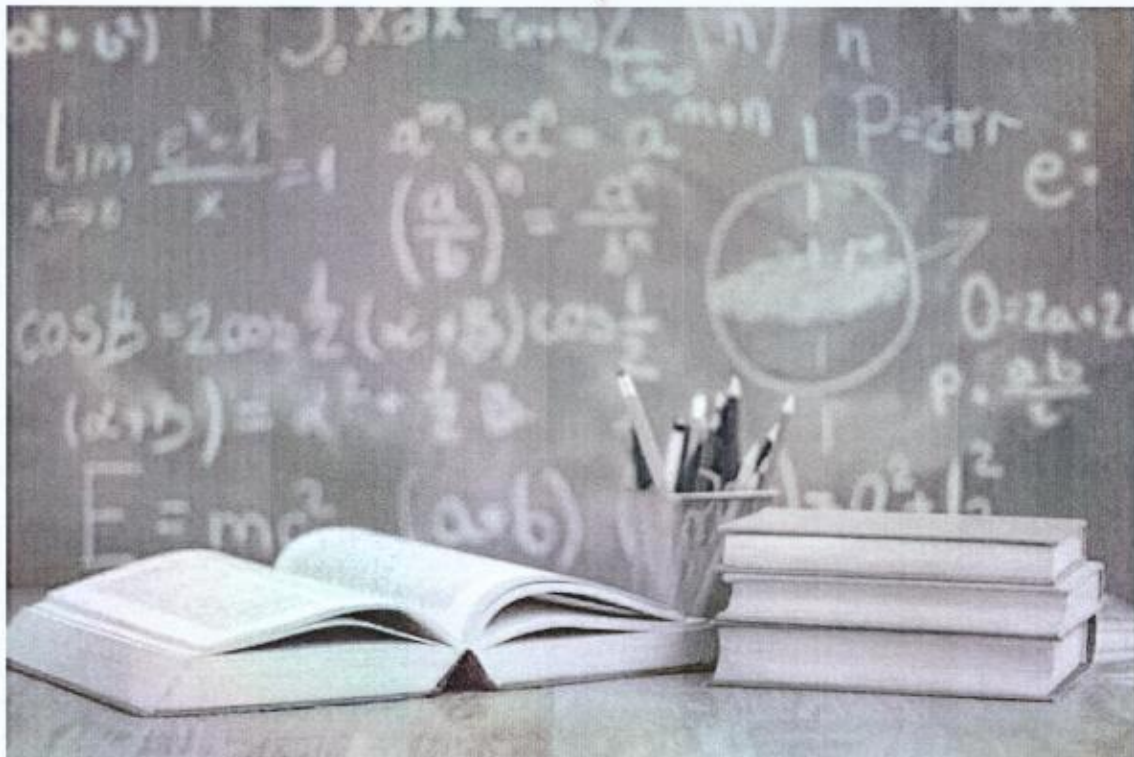
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Home / Business / Ministry of education: Budget allocation for higher education up by over 6%, highest-ever for school education

Budget allocation for higher education up by over 6%, highest-ever for school education: Ministry of education

The clarification from the ministry came following reports that the budget allocation for higher education has decreased this year

PTI | New Delhi | Published 24.07.24, 08:36 PM



Representational image
File picture

- f** The budget allocation for the higher education department in 2024-25 has increased by more than six per cent from last year to over Rs 47,600 crore, the Union ministry of education said on Wednesday.
- X**
- Q**
- G** The clarification from the ministry came following reports that the budget allocation for higher education has decreased this year.

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"The budget for Department of Higher Education for the Financial Year 2024-25 is Rs 47,619 crore, an increase of Rs 2,875 crore (6.43 pc) over RE 2023-24," it said.

The ministry noted that the Statement of Budget Estimates (SBE) issued by the Union ministry of finance stated that the Revised Estimate for the department in the last financial year was Rs 57,244 crore, which indicated a decrease in the Budget Estimate this year by over Rs 9,600 crore.

"The notes to the budget statement indicate that an additional amount of Rs 12,500 crore was transferred to Madhyamik and Uchhatar Shiksha Kosh (MUSK) during RE 2023-24," it said.

"Thus, an amount of Rs 12,500 Cr has been provided in RE 2023-24 which was not to be actually utilized during FY 2023-24. Therefore, the actual RE allocation in the FY 2023-24 for higher education was Rs 44,744 crore," the ministry added.

The budget allocation for school education is Rs 73,498 crore, the highest-ever for the Department of School Education and Literacy, registering an increase of more than 19 per cent over last year.

Except for the headline, this story has not been edited by The Telegraph Online staff and has been published from a syndicated feed.

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Indian education system: Building a vibrant nation



UMANG BAJAJ

By integrating knowledge and skill development with modern practices, we can nurture youth who are proficient and emotionally and physically resilient

India's educational policies are geared towards fostering a balanced approach that integrates learning with modern skills, reduces unnecessary burdens, and nurtures the unique potential of every child. These efforts are crucial for building a future-ready youth capable of seizing new opportunities in a rapidly evolving world. Prime Minister Narendra Modi has been a vocal advocate for educational reforms and skill development.

One of the landmark steps taken by the government is the introduction of the New National Education Policy (NEP) 2020, established after almost four decades. The introduction of the New Education Policy (NEP) 2020 has started giving positive dividends. Being a transformative policy, it formalises skill training by integrating it into the education system from Class VI onwards. This policy underpins the importance of combining schooling with skilling, and teaching-learning materials for classes III rd onward are also being made available now.

The government's plan to incorporate emerging and



applied areas, such as semiconductor technology, into the school curriculum is a promising step towards meeting the skilling needs of the diverse and talented Yuva Shakti.

Additionally, the School Bag Policy aims to enhance student well-being by addressing the physical burden of school bags. This policy focuses on streamlining educational materials, promoting digital resources, and encouraging ergonomic designs. States like Assam and Madhya Pradesh have taken significant steps to alleviate the burden on students, with new notifications set to take effect from the academic session 2024-25. 'Pariksha Pe Charcha' (PPC) outlines the vision and priorities of the government. During the 7th edition of Pariksha Pe Charcha (PPC), Prime Minister Modi inter-

acted with students, teachers, and parents, emphasizing the need to create an educational ecosystem where each child's unique individuality is encouraged and fully expressed. The government has been making concerted efforts to achieve this goal, recognizing that cultural and societal expectations often add undue pressure on students.

Modi advocates for healthy competition, reminding us that "Teachers are not in a job role but they shoulder the responsibility of grooming the lives of students." With the rapid pace of technological advancements, its adoption in the process of learning is very crucial and technology should be harnessed as a tool for learning, reminding us that "one cannot run away from technology," as the Prime Minister remarked. Reforms are necessary as they can lead Bharat to a higher stage of advancement. The holistic approach involves aligning educational practices with principles that promote mindfulness and resilience.

Education should encompass a broad spectrum of human

development, not just intellectual growth. Proper methodologies should be used to assess and nurture various aspects of a child's development. The new education system is all set to enhance individual potential and it also contributes to the nation's economic growth. It is widely admitted that a well-educated population is better equipped to drive economic progress and social mobility, reducing disparities and fostering a more equitable society.

Moreover, education contributes to better health, increased civic engagement, and enhanced personal satisfaction. Bharat's examination system needs further reforms. Hence, going forward, the nation is bound to have a more fair, transparent, stress-free, flexible and robust examination system. The holes are being plugged on an urgent basis at all levels. Bharat is on the right path to building a stronger, more vibrant nation where talent, knowledge, and skills thrive.

(The author is the BJP Councillor from Narayana, New Delhi; views are personal)

Azadi Ka
Amrit Mahotsav

Impact Of PM-Janman Scheme On Education



Posted On: 25 JUL 2024 3:05PM by PIB Delhi



Ministry of Skill Development & Entrepreneurship (MSDE) through NIESBUD and IIE has provided entrepreneurship and skill training to the PVTGs beneficiaries for the setting up of VDVKS followed by mentoring and handholding support. Further, the focus is on sustainable livelihoods, market development, fair pricing for products, value addition of Minor Forest Produce (MFP), and capacity building for PVTGs. The overall objective is to establish PVTG- Van Dhan Vikas Kendras (VDVKs) by enhancing value addition to MFP and other products. As informed by MSDE, the year-wise details of the beneficiaries under PM-JANMAN for 2024-25 are as under:

Sl. No.	State Name	No. of beneficiaries trained
1.	Andhra Pradesh	5312
2.	Chhattisgarh	1362
3.	Gujarat	835
4.	Jharkhand	1561
5.	Karnataka	551
6.	Kerala	119
7.	Madhya Pradesh	5075
8.	Maharashtra	3553
9.	Odisha	1009
10.	Rajasthan	2271
11.	Tamil Nadu	611

12.	Telangana	49
13.	Uttar Pradesh	299
14.	Uttarakhand	263
15.	Tripura	2551
Total		25421



Further, under Samagra Shiksha in respect of PM JANMAN, Ministry of Education, Department of School Education & Literacy has sanctioned 100 hostels towards the target of education of PVTG students.

This was informed by UNION MINISTER OF STATE FOR TRIBAL AFFAIRS, SHRI DURGADAS UIKEY, in a written replies to questions in Lok Sabha today.

VM

(Lok Sabha US Q472)

(Release ID: 2036837) Visitor Counter : 560

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اقلیتوں اور مدارس کیلئے تعلیمی بجٹ میں زبردست کمی

ممبئی (یو این آئی)

ہندوستان کی معیشت کو فروغ دینے کے لئے ہندوستانی اور روزگار پیدا کرنے کے اعلانات تیار نہیں ہیں۔ خواتین کے لیے امدادی اسکیموں کو سراہا جاتا ہے۔ شمال مشرق میں ہیکنگنگ خدمات کا خیال رکھا گیا ہے۔ شمال مشرق کو مالیاتی دھارے میں لایا جائے گا۔ سابق ریاستی وزیر اور مہاراشٹر پردیش کانگریس مینٹی (ایم پی سی) کے کارگزار صدر عارف سیم خان نے کہا کہ بجٹ سے مرکزی حکومت کی اقلیتی دشمنی صاف نظر آتی ہے اور اس کے ساتھ ساتھ فریبوں کے لیے کچھ نہیں کیا گیا ہے جبکہ روزگار کے لیے بھی کوئی قدم نہیں اٹھایا گیا ہے۔ سانج وادی پارٹی مینٹی اور مہاراشٹر کے صدر رام ایل اے ایو عام نے کہا کہ یہ فریبوں ناک حقیقت ہے کہ بجٹ میں بی بی سی نے حکومت نے اقلیتوں کے لیے کچھ نہیں کیا ہے اور اسے اقلیتی فریق سے دشمنی قرار دیا جاسکتا ہے جو کہ سنگھ پر یو آر پی ایس کا حصہ ہے اور مرکزی حکومت اسے انجام تک پہنچا رہی ہے۔ انہوں نے کہا کہ اس سے پہلے بڑے پیمانے پر فنڈز میں کوئی کمی تھی، مدرسوں اور اقلیتوں کے لیے تعلیمی اسکیموں میں پچھلے سال 93 لاکھ کی کمی تھی۔

مرکزی بجٹ میں اقلیتوں اور مدارس کے لیے تعلیمی بجٹ میں زبردست کمی 20 کروڑ سے 2 کروڑ کرنے پر شدید ناراضگی کا اظہار کیا گیا ہے۔ اقلیتوں کے بجٹ میں مدارس اور اقلیتوں کے لیے تعلیمی اسکیم کا بجٹ 10 کروڑ سے کم ہو کر 2 کروڑ ہو گیا ہے۔ اقلیتی امور کی وزارت کے تحت زیادہ تر پروگراموں میں بجٹ میں کوئی کمی ہے یہاں تک کہ وزارت کے کل بجٹ میں 2.7 فیصد کا معمولی اضافہ دیکھا گیا ہے، جو 3,098 کروڑ روپے سے بڑھ کر 3,183 کروڑ روپے تک پہنچ گیا ہے۔ وزیر اٹنا، مرکزی وزیر برائے اقلیتی امور کرن رنجو، جو پارلیمانی امور کو بھی دیکھتے ہیں، نے اسے "تمام طبقات کیلئے خواہوں کا بجٹ قرار دیا۔ یہ تمام طبقات کے لیے خاص طور پر نوجوانوں اور خواتین کے لیے خواہوں کا بجٹ ہے۔ 11 لاکھ کروڑ روپے سے زیادہ کا سرمایہ خرچ نہیں کیا گیا ہے۔ یہاں مہاراشٹر، انہوں نے میڈیا کو بتایا کہ مغربی بنگال، اوڈیشا، آندھرا پردیش اور شمال مشرق کے لیے اعلانات مشرق

Home / India / NEET-UG 2024 results finally out, topper tally comes down to 17 from 61; direct link here

NEET-UG 2024 results finally out, topper tally comes down to 17 from 61; direct link here

FP Staff

July 26, 2024, 19:21:03 IST



In May, when the original NEET-UG exams were held, the NTA awarded grace marks to a certain set of students due to an error in their question papers that had an incorrect reference in their class 12 NCERT science textbooks

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9	4101000193	4101000216	24
10	4101000217	4101000240	24
11	4101000241	4101000264	24
12	4101000265	4101000288	24
13	4101000289	4101000312	24
14	4101000313	4101000336	24
15	4101000337	4101000360	24
16	4101000361	4101000384	24
17	4101000385	4101000408	24
PHYSICS BLOCK			
18	4101000409	4101000432	24
19	4101000433	4101000456	24
20	4101000457	4101000480	24
21	4101000481	4101000504	24
22	4101000505	4101000528	24
23	4101000529	4101000552	24
24	4101000553	4101000576	24
25	4101000577	4101000600	24
26	4101000601	4101000624	24
27	4101000625	4101000648	24
EUROPE BLOCK			
28	4101000649	4101000672	24
29	4101000673	4101000696	24
30	4101000697	4101000720	24
31	4101000721	4101000744	24
32	4101000745	4101000768	24



Representative image. PTI

The National Testing Agency on Friday released the revised results of NEET-UG 2024 after the Supreme Court on July 23 ordered to retract compensatory marks given to students on a Physics question in the original test.

In May, when the original NEET-UG exams were held, the NTA awarded grace marks to a certain set of students due to an error in their question papers that had an incorrect reference in their class 12 NCERT science textbooks.

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नल से जल स्वस्थ जीवन | 2.24 करोड़ से अधिक घरों को नल कनेक्शन

डबल इंजन की सरकार

The results have brought down the number of toppers which stood at a whopping 61 when the original National Eligibility cum Entrance Test was held. That number has gone down to 17 now.

To check the results, log on to the official website of NTA.

With this, the NTA has declared the result of NEET-UG for the fourth time. The first result was published on June 4, the second on June 30, and the third on July 20, 2024.

The revision in the NEET UG-2024 scorecard has impacted approximately 4.2 lakh aspirants who had initially chosen the previously accepted answer in their physics question paper.

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F. NEET-UG 2024 results finally out, topper tally comes down to 17 from 61; direct link here



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NEET-UG counselling to be held soon

Meanwhile, the counselling for the National Eligibility cum Entrance Test Under Graduate will be conducted by the Medical Counselling Committee (MCC) following the release of the results.

This counseling process is used to allocate admissions to MBBS and BDS programs throughout India. Candidates can indicate their preferences for colleges and courses during the registration process and choice-filing stage.

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India's national education budget 2024/25

by Sandeepa Sahay

📅 26/07/2024

👤 Higher Education Institutions



Following national elections in India this year, the elected government which started its third five-year term in June 2024 released the national budget for 2024-25. The economic outlook continues to be strong and resilient with the growth projection estimated to be 7 per cent according to the latest IMF projections.

The national education budget, covering both school and higher education, has received one of the largest allocations in many years with total funding of around £12 billion, an increase of around £1 billion over last year. In percentage terms, the education budget constitutes 2.5 per cent of the total year's national spending allocation. This figure does not include state-level spending on education, which makes up a large proportion of total government education spending.

The budget emphasises four key themes: Employment; Skilling; Micro, Small and Medium Enterprises (MSME); and the Middle Class. The Skills budget has received a big financial stimulus of £450 million (an increase of 38 per cent over last year's revised estimates) as well as new schemes to address issues of employment and making young Indians employable.

According to ILO's India Employment Report 2024, the unemployment rate among educated youths (grade 12 completers and higher level) was 18.4 per cent in 2022, exceeding global

average. Given India's demographic bulge, there is a mismatch between the increasing number of educated young people entering the workforce each year and a lack of work opportunities, which presents an enormous challenge. In that respect, the budget introduces a new package of five initiatives aiming to facilitate employment, skilling and other opportunities for 41 million youth over a 5-year period.

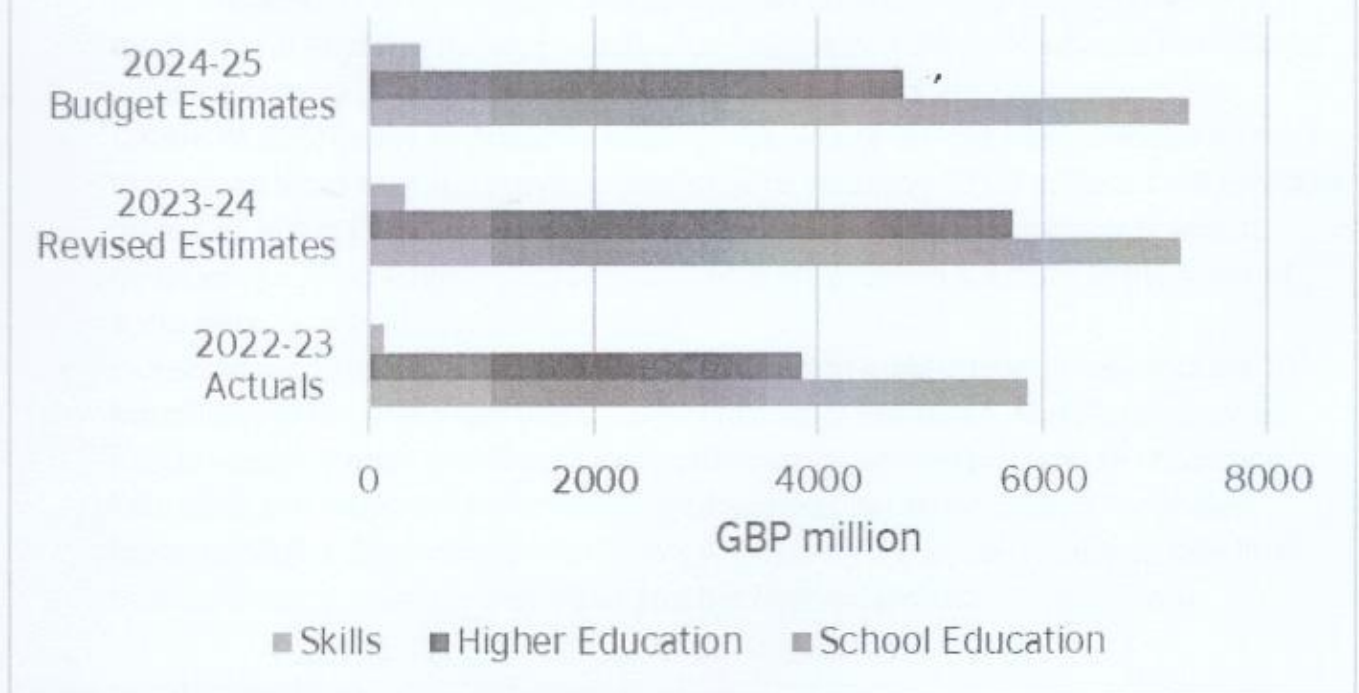
This initiative includes incentives for the private sector in creating additional jobs in the manufacturing and service sectors, encouraging young people to join the formal economy, internship opportunities to join top companies, initiative to facilitate the participation of young women in the workforce (which currently stands at only 25 per cent), and upgrading skills training institutions across the country. These projects have a combined central outlay of ₹20 billion, which has been pooled from different sectoral budgets held by their respective ministries. Convergence and coordination between ministries has always been a challenge, so it will be interesting to see how outcome and performance is reported against the package.

India has 265 million students in school, 43 million in higher education and more than 110 million learners enrolled in skilling institutions. This makes India the largest education system worldwide if all levels of study are considered. The country has 1.7 million schools, 1,168 universities and over 45,000 colleges and standalone institutions, employing 9.5 million school teachers and 1.6 million teaching staff in higher education.

School education has historically always made up a larger share of the central government's education budget, in the ratio of 60 per cent to 40 percent for higher education. The school education outlay which has grown at 6.1 per cent from previous year, accounts for 61 per cent of national-level education spending while higher education is 39 per cent of the total national budget outlay.

The higher education budget increased by 8 per cent over last year's budget estimates but was 16 per cent lower than the revised spending estimates for 2023-24.

Comparative budgets over three years



Education funding is increasingly dependent on cess, which is an additional tax surcharge earmarked exclusively for education. Money from this tax now funds almost 74 per cent of the school education budget and 33 per cent of the higher education budget.

Areas that received an increased budget outlay in higher education

- **Digital e-learning**, primarily the higher education data system and Academic Bank of Credit - a government initiative to increase credit portability and give students more flexible study options and the new National Digital University. The government looks set to tap the potential of online education and align it with the academic credit banking system which has also received a big budget increase so that the efforts are complementary. This is intended to permit students to choose courses in different formats based on credit system and will offer flexibility to move between academic education, vocational education and employment.
- **Research and Innovation**, particularly programmes that focus on academic and research collaborations in science, engineering and technical education. Further, a setting up of corpus fund of £10 billion to boost research and innovation. Fifty-year interest free loan to financial institutions will be provided in sunrise sectors. Under this fund, the interest earned would be disbursed whilst the principal amount stays untouched. Further push to implement of the National Research Fund for basic research and prototype development which has been announced in 2022-23 budget

- Increasing uptake of **apprenticeships** in higher education and better implementation of the ongoing programme
- **Teacher Training**, whose allocation has gone up from £4.5 million to £10 million. The programme seeks to consolidate and strengthen on-going programmes related to teachers and teaching through effective coordination. It will also enhance institutional infrastructure for pre-service and in-service teacher training.
- **Centre of Excellence in Artificial Intelligence**, whose budget has increased by more than seven times over the previous year's figure, reaching £25.5 million. It will establish three CoE in top educational institutions for conducting interdisciplinary research, developing cutting-edge applications and scalable problem solutions in the areas of agriculture, health and sustainable cities.
- Increased funds to **a few specific higher education institutions**. These include 10 Institutions of National Importance, 10 Institutions of Eminence, Central Universities, IGNOU - Indian's open and distance education university, Indian Institute of Science, Education and Research, Indian Institute of Science, Indian Institute of Technology, Indian Institutes of Information Technology (including a push for setting up new IIITs through public-private partnerships), and the National Institute of Technology.

Other key observations

The budget for the Indian Institutes of Management has been reduced, and a cut of over 50 per cent has been made to the University Grants Commission (UGC), the domestic higher education regulator. The latter change is part of a realignment, where the funding that used to go from UGC to Central Universities will now be directly disbursed to them.

Dedicated research funding for Social Sciences has been excluded and will be a key challenge for domestic HEIs given limited options to explore.

A new education loan scheme has been introduced following consolidation of three existing scholarships and loans schemes, with significant financial top up. This would help young people with financial support for subsidised loans up to £10,000 for higher education in domestic institutions, with a guarantee provided by the government.

The Equalisation Levy of 2% on digital companies, online education-providing firms, and software-as-a-service providers without a permanent physical presence in India will be abolished from 1 August 2024. These changes are in line with India moving to the OECD global taxation system.

Theme: [Country/Market Intelligence \(/blogs?field_event_type_tid\[\]=127\)](#)



ناہینا اساتذہ کو ہر 3 ماہ بعد ریڈر الائنس دیا جائے: فورم

فروری 2019 سے گیسٹ ٹیچرز کی تنخواہ 25 ہزار سے بڑھا کر زیادہ سے زیادہ 50 ہزار روپے کر دی گئی ہے، لیکن یو جی سی نے آج تک ان ناہینا اساتذہ کے ریڈر الائنس میں اضافہ نہیں کیا۔ جبکہ ساتویں پے کمیشن کو نافذ ہوئے 8 سال ہو چکے ہیں۔ انہوں نے یہ خدشہ بھی ظاہر کیا ہے کہ یہ ریڈر الائنس سال میں ایک بار اپریل اور مارچ کے درمیان آتا ہے۔ ان کا کہنا ہے کہ ناہینا اساتذہ کو پڑھانے والا کوئی قاری سال بھر ریڈر الائنس کا انتظام نہیں کرتا۔ تحقیق کرنے والے اور پڑھنے والے طلباء کا کہنا ہے کہ جب اساتذہ کو ہر ماہ تنخواہ ملتی ہے تو پھر ایک قاری کو ہر ماہ 3 ماہ بعد ریڈر الائنس کیوں نہیں دیا جاسکتا۔

ڈاکٹر من نے یو جی سی چیئرمین کو لکھے ایک خط میں کہا ہے کہ ڈی یو سے منسلک مختلف محکموں اور کالجوں میں تقریباً 100 ناہینا مستقل اساتذہ ہیں۔ ان ناہینا اساتذہ کو گزشتہ ایک دہائی سے 36 ہزار روپے سالانہ ریڈر الائنس مل رہا ہے جبکہ اس عرصے میں ہر چیز کی قیمت میں کئی گنا اضافہ ہوا ہے۔ ان کا کہنا ہے کہ ساتویں پے کمیشن کے بعد گیسٹ ٹیچرز کو ہر ماہ 25 ہزار روپے دئے جاتے تھے، لیکن



الائنس دینے کا مطالبہ دوہرایا جاتا ہے، نیز ریڈر الائنس 3 ماہ کے لیے بیک وقت دیا جاتا ہے۔ فی الحال یہ ریڈر الائنس اپریل سے مارچ تک ایک ساتھ دیا جاتا تھا، مگر ابھی باقی ہے۔ فورم کے چیئرمین ڈاکٹر من راج من نے کہا ہے کہ جو ریسرچ اسکالر ان ناہینا اساتذہ کو پڑھنا سکتا ہے وہ درمیان میں ہی چلے جاتے ہیں، کیونکہ یہ ریڈر الائنس انہیں سال کے آخر میں دیا جاتا ہے۔

دہلی (ایس این وی) فورم آف اکیڈمکس فار سوشل جٹس نے یونیورسٹی گرانٹس کمیشن (یو جی سی) کے چیئرمین پروفیسر ایم جگدیش کمار کو ایک خط لکھ کر ساتویں پے کمیشن کے مطابق دہلی یونیورسٹی کے ناہینا اساتذہ کے ریڈر الائنس میں اضافہ کرنے کا مطالبہ کیا ہے۔ قابل ذکر ہے کہ ان ناہینا اساتذہ کو یو جی سی کی طرف سے ایک سال میں 36 ہزار روپے کا ریڈر الائنس دیا جاتا ہے یعنی 3 ہزار روپے ماہانہ۔ اس وقت دیا جانے والا ریڈر الائنس بہت کم ہے۔ یہ ریڈر الائنس صرف مستقل اساتذہ کو دیا جاتا ہے، جبکہ دہلی یونیورسٹی کے کالجوں میں برسوں سے پڑھانے والے ناہینا ایڈ ہاک اساتذہ کو ریڈر

Health & education are nobody's baby

None of us cares enough to put the BJP on the mat on the lack of priority for both sectors

Two nations which got it right are the former Soviet Union — and its inheritrix state, Russia — as well as China. It's easy to condemn both as Communist states' meaning, democracies are argumentative, while Communists are authoritarian — as if that's an excuse when it comes to the education of your children.

The fact is both Russia and China understood that an educated nation must impart quality education to all its children, not just a few who belong to the elite — so you start at the very beginning, by funding all primary schools and primary healthcare centres, across the length and breadth of the country. India's southern states learnt fast — from Kerala, which learnt from its former Kings, like Swathi Thirunal, as well as EMS Namboodiripad's Communist government, which then set the template for funding the social sector which survives up to this day.

So, at the end of the day, when all the hand-wringing and the moral outbursts are done, the answer to the 'Why' is fairly simple. Yes, education and health are not a priority for the BJP because paying attention to the stock market is more important, because it sends friendly signals to people at home as well as companies abroad to invest money in it.

Except, that's the easy answer. The truth is, we are all guilty. The ruling party and the entire Opposition have blood on their hands — the BJP, the Congress, the Samajwadi Party, the DMK, NCP, Trinamool Congress and every other political party. None of us cares enough to put the BJP on the mat, to ask it tough questions on the lack of priority for education and health — because we are afraid the people may turn around and ask us those same questions. Why didn't we do anything when we were in power?

So, we spread the blame, and the guilt. We are all guilty. No one is guilty. We would rather watch the PM declaim at Kargil. Or keep tabs on the stock exchange as it copies the heart rate of my favourite athlete at the Olympics — oh yes, the Olympics are here.



THE GREAT GAME
YOTI MALHOTRA



ODD: Why has Ms Sitharaman ignored the crying need to revamp and modernise the education and health sectors? *ANI*

PRIME Minister Narendra Modi looked incredibly natty on TV, in his olive-green bandgala and light-brown shades as he stood at the memorial in Kargil on Friday and scolded Pakistan for its continuing support to cross-border terrorism — 25 years on, clearly some things haven't changed.

But back here in Chandigarh, the Budget documents awaited study. For a minute it seemed that the sections on 'Health' and 'Education' were missing. Perhaps they had just leaked into the section that dealt with "taxing capital gains in the share market" — a category India's stock market-crazy audience has carefully watched since the Budget was announced earlier in the week. Notably, the market reacted with some fury at the very mention of being leashed by Ms Sitharaman. But everyone knows that inside her Mangalagiri saris, Quiet Nirmala is a woman of indomitable will, going where both angels as well as former FM P Chidambaram feared to tread. She's unlikely to be nicknamed 'Rollback FM'.

Which brings us back to the other question: Why has Ms Sitharaman ignored the crying need to revamp, overhaul and modernise the aforesaid education and health sectors? Having risen to the top in an incredibly male-dominated political party, and before that having studied in Jawaharlal Nehru University, Nirmala has learnt well how to separate the wheat from the chaff, or good behaviour from bad. (For example, she is not known to throw files at her officials like her former colleague, Smriti Irani, reportedly did when

she was Human Resource Development Minister in 2014.) Moreover, she respects data, even when it is hidden in plain sight.

She knows, for example, that it is plain wrong to compare Budgetary Estimates (BE) with Revised Estimates (RE) because the two are like chalk and cheese — the first is about outlay, while the second refers to actual money spent. So, saying that the health sector got an extra 12 per cent in funds this year by comparing this year's BE with last year's RE is plain incorrect, because it's like comparing apples with oranges.

The right thing would be to compare this year's BE (Rs 90,958.63 crore) with last year's BE (Rs 89,155 crore). That's a paltry increase of Rs 1,803.63 crore, just 1.98 per cent extra in the Health Ministry's budget. In addition, there is a pathetic 1.16 per cent increase for the National Health Mission and 1.4 per cent increase for PM-JAY, a scheme which targets 55 crore people at the lowest 40 per cent of the pile — both key components of Ayushman Bharat, the flagship health project of the Narendra Modi government, since it was launched in 2018.

So, how will this abysmal increase fund the elimination of

The truth is, we are all guilty. The ruling party and the entire Opposition have blood on their hands.

tuberculosis (target 2025) or make child immunisation universal or fund the HPV vaccine rollout for girls and women against cervical cancer — as the last was promised in the Interim Budget in February?

Here, then, is the cold truth. The Budget expenditure on health continues to be a mere 1.9 per cent of the GDP, falling far short of the 2.5 per cent target set by the 2017 National Health Policy. Coming on the back of the Covid-19 pandemic, which hit India so hard (officially, about 532,000 people are said to have died), one would think that some lessons have been learnt. So, why has the Modi government

refused to learn them?

The education sector is hardly far behind. Budget Estimates for last year were Rs 112,899.47 crore, going up to Rs 120,627.87 crore this year, a marginal increase of Rs 7,728.4 crore. According to the Economic Survey, funding for education as a share of the GDP has actually gone down to 2010 levels, from 2.8 per cent to 2.7 per cent (UNESCO says the global benchmark is 4-6 per cent). It won't surprise you that China allocates 3.3 per cent of its GDP to education — and welcomes top foreign universities to open franchises — but if even Afghanistan in 2020 was allocating 2.8 per cent for education (since collapsed after the Taliban took power), something is radically wrong somewhere in New Delhi.

The clear answer to the question, Why Does India's Political Class Not Care, if its children are educated or not, or healthy or not — has been answered by the private sector. Out-of-pocket expenditure in both areas has increased by leaps and bounds. In the new India, if you have the money, you can afford the best hospitals and the best schools and colleges — but if you don't, you're condemned to the sludge.

THOUGHT FOR THE DAY

The cold harsh reality is that we have to balance the budget. — Michael Bloomberg

The Hindu, 28 July 2024, Page No. - 6

Alexa in her school bag is ready with all answers

A life-size doll in school uniform, equipped with e-commerce giant Amazon's virtual voice service assistant Alexa, fine-tunes the English communication skills of students of a government lower primary school on Kochi suburbs

M.P. Praveen
KOCHI

From a distance, a figure standing in the corridor of the Government Lower Primary School at Udayathumvathil in Panangad grama panchayat, on the suburbs of Kochi city, appears to be just another little girl in her school uniform and neatly pleated hair. Only on approaching a bit closer does one realise that it is a decked-up doll, much smaller than a mannequin, dressed in uniform with a bag on the



Students of Government Lower Primary School, Udayathumvathil, interacting with Alexa-equipped life-size doll. SPECIAL ARRANGEMENT

shoulders.

For the little ones in the school, initially she was a 'magic doll' who had all the answers to their questions, albeit in a foreign accent alien to

them, and obeyed their commands truthfully. Later, they realised that it was not a doll, but Alexa, e-commerce giant Amazon's cloud-based virtual voice service

assistant hidden in the school bag, who was answering them. The school, with a strength of 60 students, was looking for ways to improve the communicative English of the students when a school headteacher's meeting threw up the novel idea.

In came Alexa and the child-size doll, thanks to sponsorship. "We could have implemented the idea last year itself but for the availability of Wi-Fi," says Teeja Thomas, school headteacher. The problem was sorted out, thanks to the intervention of a

former member of the ward and serving panchayat development standing committee chairperson, T.R. Rahul.

Thus, appeared Alexa in the guise of a student in the school corridor at the start of this academic year. Since then, it has become an immediate hit with the students, to the point that interacting with Alexa has become an inducement for students to come to school without fail. Ms. Thomas vouches that the language of students has improved as they keep fine-tuning their English commands to Alexa.

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School bag policy should be strictly followed in government and private schools

School Education Minister Shri Singh holds departmental review in Narsinghpur

Bhopal : Sunday, July 28, 2024, 19:38 IST



School Education and Transport Minister Shri Uday Pratap Singh has said that the school bag policy should be strictly followed in all government and private schools. He also instructed officials to maintain continuous supervision for this. The School Education Minister said in the meeting that information about the dates and places where the Block Education Officers and the departmental staff conducted surprise inspections of schools in the month should also be made available to the public representatives. School Education Minister Shri Singh was addressing the review meeting of the School Education and Transport Department in Narsinghpur on Saturday. MLAs Sarvshri Vishwanath Singh Patel, Mahendra Nagesh, District Panchayat President Jyoti Nilesh Kakodiya and local public representatives were present in the meeting.

Minister Shri Singh obtained the mapping information of students in the year 2023-24 and 2024-25 on the Samagra Shiksha Portal. He also directed to conduct a thorough inspection of the recognition criteria accorded to private schools up to class 8th in the district in the past years. The Education Minister directed that the work of counseling of teachers for higher post charge be completed within a week. He enquired about the progress of CM Rise School building construction in Dobhi and Kareli of the district. He said that the building construction work should be done compulsorily within the stipulated time. School Education Minister Shri Singh also directed to identify and dismantle such dilapidated government school buildings in the district and make alternative arrangements for them.

Review of Transport Department

Transport and School Education Minister Shri Singh, while reviewing the Transport Department on Saturday, said that it should be ensured that the citizens visiting the office do not face any kind of difficulty in government work. He asked to take appropriate measures for safe transportation of vehicles attached to educational institutions and to prevent overloading. Minister Shri Singh reviewed the Nal Jal schemes of Gadarwara area. He said that information about the schemes which have been handed over should be given to the public representatives. It was told in the meeting that under the Pradhan Mantri Janman Yojana, approval has been obtained for the 29 km long road from Mohpani to Baragaon of Bawai Chichli block costing Rs. 40 crore and the Millmadhana road costing Rs. 13 crore. Work on these will be started soon.

Mukesh Modi



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Ministry of Education celebrating 4th anniversary of National Education Policy 2020 with week-long campaign, “Shiksha Saptah”

Schools Nationwide Celebrate Day 7 of “Shiksha Saptah” with “Community Participation through Vidyanjali and Tithi Bhojan”

Posted On: 28 JUL 2024 10:37AM by PIB Delhi

The Ministry of Education is celebrating the 4th anniversary of the National Education Policy 2020 with a week-long campaign, “Shiksha Saptah”. On Day 7, schools nationwide are emphasizing community involvement in education through the Vidyanjali and Tithi Bhojan initiatives.



The poster features the title "SHIKSHA SAPTAH in Schools" in large, bold, grey letters. Below the title, it states "from 22-28 July 2024 to mark the 4th Anniversary of National Education Policy 2020". A central graphic lists the seven days of the campaign in two columns, each day in a rounded rectangular box. At the bottom, there is a hashtag "#ShikshaSaptah" and a lightbulb icon.

Day	Date	Activity
Day 1	22 July, 2024	Teaching-Learning Material (TLM) Day
Day 2	23 July, 2024	Foundational Literacy and Numeracy (FLN) Day
Day 3	24 July, 2024	Sports Day
Day 4	25 July, 2024	Cultural Day
Day 5	26 July, 2024	• Skilling Day • Technology in Education Divas
Day 6	27 July, 2024	Eco Clubs for Mission LIFE Day
Day 7	28 July, 2024	Community Involvement Day

Vidyanjali, a school volunteer management program, run by the Department of School Education & Literacy of the Ministry of Education, was launched by Prime Minister Shri Narendra Modi on 7th September 2021. The program aims to strengthen schools and improve the quality of education

through community, corporate social responsibility (CSR), and private sector involvement across the country.

As part of the campaign, the Department of School Education & Literacy has provided a list of suggested activities for schools. Schools are focusing on onboarding themselves to the Vidyanjali portal and identifying local volunteers to provide support. They will also feature the names of active volunteers on a “Wall of Fame/Notice Board” in schools. Additionally, principals, teachers, and students will write letters of gratitude to these volunteers.

Community awareness activities, such as rallies, street plays, poster-making, and chart-making about volunteer activities, shall also be organized. State- and district-level officials are actively participating to ensure the campaign’s success. These efforts align with the National Education Policy 2020’s goal of increasing community participation in education.

These activities aim to build a strong support system for students and teachers, creating a better learning environment, by bringing together schools, volunteers, and the community through the Vidyanjali portal (<https://vidyanjali.education.gov.in/>).

SS/AK

(Release ID: 2038018) Visitor Counter : 6434

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शैक्षणिक संस्थान लोकतंत्र व देश के मजबूत स्तंभ : हाईकोर्ट

■ अमरेश कुमार
नई दिल्ली। एसएनबी

हाईकोर्ट ने हाल ही में जेएनयू से संबंधित एक मामले की सुनवाई करते हुए कहा कि स्कूल, विश्वविद्यालय व

शैक्षणिक संस्थान लोकतंत्र के साथ-साथ पूरे देश के मजबूत स्तंभ हैं। ये केवल अंक, पाठ्यक्रम या डिग्री के लिए लोगों को तैयार करने वाली मशीनें नहीं हैं। न्यायमूर्ति स्वर्ण कांता शर्मा ने कहा कि शैक्षणिक संस्थानों का उद्देश्य छात्रों को राष्ट्र निर्माण के लिए उनकी शैक्षणिक गतिविधियों को आगे बढ़ाने में मदद करना है। वे ही छात्र विद्वान बनकर देश के भविष्य होंगे।

न्यायमूर्ति ने उक्त टिप्पणी करते हुए जेएनयू की अकादमिक परिषद के फैसले को चुनौती देने वाले एक छात्र की याचिका खारिज कर दी। परिषद ने विश्वविद्यालय की विशेष समिति की सिफारिश को पलट दिया था, जिसके तहत पीएचडी में उसके पंजीकरण को बहाल करने की बात कही गई थी। न्यायमूर्ति ने कहा कि याचिकाकर्ता छात्र ने पीएचडी की डिग्री से संबंधित विश्वविद्यालय के अध्यादेश के जरूरी खंडों का उल्लंघन किया है। उसने दो साल की अनिवार्य निवास की अवधि पूरी नहीं की है। इस दशा में शैक्षणिक नीति मामलों में न्यायिक

■ छात्र की फिर से पीएचडी में पंजीकरण की मांग की खारिज
■ कहा, जब कोई छात्र अध्यादेश के अनिवार्य खंडों का जानबूझकर उल्लंघन करता है, तो यह शैक्षणिक अनुशासन के लिए हानिकारक होगा

हस्तक्षेप, विशेष रूप से जब कोई छात्र अध्यादेश के अनिवार्य खंडों का जानबूझकर उल्लंघन करता है, तो यह शैक्षणिक अनुशासन के लिए हानिकारक होगा। जबकि यह किसी शैक्षणिक संस्थान के लिए महत्वपूर्ण है।

कोर्ट ने कहा कि शैक्षणिक संस्थानों को अक्सर लोकतंत्र के स्तंभों में से एक नहीं माना जाता है, लेकिन उसकी राय में शैक्षणिक संस्थान निश्चित रूप से न केवल लोकतंत्र, बल्कि पूरे देश का एक मजबूत स्तंभ है। क्योंकि देश का भविष्य छात्रों पर निर्भर करता है, जो उसके नागरिक हैं। उसने कहा कि शैक्षणिक संस्थान के जरिए डिग्री वाले छात्र पैदा करने एवं उसी के माध्यम से एक अच्छे इंसान पैदा करने में फर्क है। अच्छे इंसान ही देश बनाते हैं।

राष्ट्रीय शिक्षा नीति 2020 की चौथी वर्षगांठ पर 'शिक्षा शपथ'

नई दिल्ली (एसएनबी)। शिक्षा मंत्रालय ने देश भर के स्कूलों में 'शिक्षा शपथ' अभियान चलाकर राष्ट्रीय शिक्षा नीति 2020 की चौथी वर्षगांठ मनाई। इस अभियान के सातवें दिन, देश भर के स्कूलों में विद्यांजलि और तिथि भोजन पहल के माध्यम से शिक्षा के क्षेत्र में सामुदायिक भागीदारी पर जोर दिया जा रहा है।

शिक्षा मंत्रालय के स्कूल शिक्षा और साक्षरता विभाग द्वारा संचालित एक स्कूल स्वयंसेवक प्रबंधन कार्यक्रम, विद्यांजलि, का शुभारंभ 7 सितंबर, 2021 को प्रधानमंत्री

स्कूलों में विद्यांजलि और तिथि भोजन के माध्यम से सामुदायिक भागीदारी पर बल

नरेन्द्र मोदी द्वारा किया गया था। इस कार्यक्रम का उद्देश्य स्कूलों को मजबूत करना और समुदाय, कॉरपोरेट सामाजिक जिम्मेदारी (सीएसआर) और देश भर में निजी क्षेत्र की भागीदारी के माध्यम से

शिक्षा की गुणवत्ता को बेहतर बनाना है। इस अभियान के हिस्से के रूप में, स्कूल शिक्षा और साक्षरता विभाग ने स्कूलों के लिए सुझाई गई गतिविधियों की एक सूची प्रदान की है। स्कूल स्वयं को विद्यांजलि पोर्टल पर शामिल करने और सहायता प्रदान करने के लिए स्थानीय स्वयंसेवकों की पहचान करने पर ध्यान केंद्रित कर रहे हैं। वे स्कूलों में 'बॉल ऑफ फेम व नोटिस बोर्ड' पर सक्रिय स्वयंसेवकों के नाम भी प्रदर्शित करेंगे। इसके अतिरिक्त, प्रधानाध्यापक, शिक्षक और विद्यार्थी इन स्वयंसेवकों को आमंत्रण पत्र लिखेंगे। रैलियां, नुक्कड़ नाटक, पोस्टर-बनाने और स्वयंसेवी गतिविधियों के बारे में चार्ट-बनाने जैसी सामुदायिक जागरूकता गतिविधियां भी आयोजित की जाएंगी।

SECONDARY SCHOOL REFORMS

Factor in Class 9-11 performance for Class 12 report card: Govt proposal

State boards' views sought; report to look at classwork too

ABHINAYA HARIGOVIND
NEW DELHI, JULY 28

A STUDENT'S performance — based on both exams and continuing classwork — in Classes 9, 10, and 11 should be counted towards their final marks at the end of Class 12, according to a report recently submitted to the Education Ministry by PARAKH, a unit set up in NCERT last year to standardise assessment by school boards

COMBINED EVALUATION

Weight	Class 9	Class 10	Class 11	Class 12
Formative	70%	50%	40%	30%
Summative	30%	50%	60%	70%

- Formative are classroom assessments through holistic progress cards, projects, group discussions, etc; summative are end-term examinations
- Each class will have two terms for assessment

Weighted marks at the end of higher secondary stage

Class 9	Class 10	Class 11	Class 12
15%	20%	25%	40%

across the country. In line with the National Education Policy, PARAKH's mandate included capacity development, achievement surveys, **CONTINUED ON PAGE 4**



Press Information Bureau
Government of India



Ministry of Education



ACCESSIBILITY AND INCLUSIVITY IN EDUCATION FOR DIVYANGS

Posted On: 29 JUL 2024 5:59PM by PIB Delhi

The Department of School Education & Literacy, Ministry of Education has launched an overarching programme for the school education sector-Samagra Shiksha Scheme. The scheme aims to look at education of Children with special needs (CwSN) in a continuum from pre-school to class XII. The scheme covers all CwSN with one or more disabilities as mentioned in the schedule of disabilities of the Rights of Persons with Disabilities (RPwD) Act, 2016.

There is a dedicated component of Inclusive Education under Samagra Shiksha for the education of CwSN. Through this component, CwSN are provided support via specific student oriented interventions such as identification and assessment camps, provision of aids, appliances and assistive devices, transportation, scribe and escort allowance support, Braille books and large print books, stipend for girls with special needs and teaching-learning materials etc. in order to appropriately address their unique educational requirements in general schools. Further, individualized support is also provided through therapeutic interventions at the block level.

Samagra Shiksha also has provisions for creation of differently-abled friendly infrastructure such as ramps, ramps with handrails and differently-abled friendly toilets for barrier free access in schools.

Further, Government has notified the Accessibility Code for Educational Institutions on January 10th, 2024 and the same has been notified in the Rules of RPwD Act 2016 on 20th June, 2024. The Code examines the physical barriers and information & communication barriers of access to school facilities for CwSN. It provides child friendly standards with cost effective solutions for existing buildings, along with elements to make new buildings compliant with national accessibility standards.

The Government has amended the Schedule to Right to Free and Compulsory Education (RTE) Act, 2009 and notified the Pupil Teacher Ratio (PTR) for Special Education Teachers in general schools with 10:1 PTR at primary level and 15:1 PTR at upper primary level.

In addition to above, Government also provides several exemptions/concessions to CwSN such as facility of Scribe and compensatory time, appointment of Scribe and related instructions, fee and special exemptions like exemption from third language, flexibility in choosing subjects, alternate questions /Separate Question etc.

Besides, teaching learning materials are easily available in accessible digital form for instance talking books in DAISY/ e-Pub for Learners with Blindness and Low Vision. Indian Sign Language (ISL) introduced as a language subject at Secondary level by National Institute of Open Schooling (NIOS) and also as a language subject to Deaf and Hard of Hearing Learners at Secondary level, study materials have been developed as videos in ISL format, one-hour live telecast in ISL thrice a week on PM e-Vidya TV Channel to disseminate awareness of ISL across the country.

National Council of Educational Research and Training (NCERT) is conducting a **live interaction series, titled, "Teaching Learning Interventions for Inclusive Classrooms"**. Each episode is of half hour duration, focusing on promoting inclusive pedagogy practices, by considering one class, one subject and one-chapter from textbooks, with mandatory ISL interpreter.

NCERT textbooks have been converted into ISL related to curricular content for classes I to VII, glossary words in psychology, history, geography, urdu, economics have been produced and are being continually disseminated through DIKSHA portal and PM eVidya DTH TV Channels, on regular basis to ensure coherent access of these e-Contents. A 10,500 words ISL dictionary uploaded on DIKSHA in collaboration with ISLRTC.

Further, to improve the identification of CwSN, the Government has introduced the Prashast App for early screening and identification of CwSN in regular schools. Teacher capacity building programs are being undertaken under NISHTHA in hybrid mode to train general teachers to address the leaning needs of CwSN.

The information was given by the Minister of State for Education, Shri Jayant Chaudhary in a written reply in the Lok Sabha today.

SS/AK

(Release ID: 2038623) Visitor Counter : 653

Read this release in: Urdu , Hindi , Hindi_MP , Tamil

How educated mothers of young kids can be asset for NIPUN



EXPERTS EXPLAIN

SANJAY KUMAR &
RUKMINI BANERJI

THE NEW National Education Policy (NEP 2020) was launched on July 29, four years ago. One of NEP 2020's key recommendations was to ensure that by the time children reach Grade 3, they have acquired foundational literacy and numeracy skills.

To this end, the Centre launched the NIPUN (National Initiative for Proficiency in Reading with Understanding and Numeracy) Bharat Mission on July 5, 2021. The mission has seen energetic implementation in many states, with a new framework for the foundational stage of education developed and released well before frameworks for other stages.

This framework includes teacher training

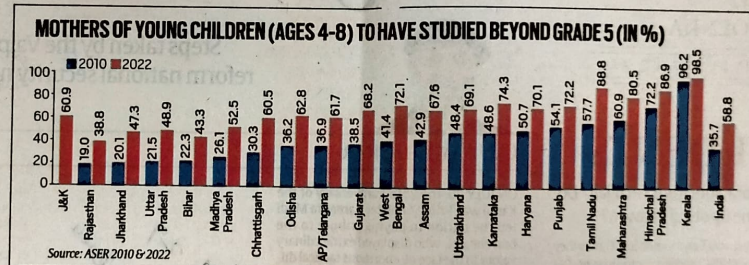
oriented towards the new goals, specially designed teaching-learning materials for use by children and teachers in early grade classrooms, etc. But in addition to these in-school efforts, there are a set of interlinked social and demographic trends which, if leveraged, could provide a boost to the NIPUN efforts.

Here we focus on parents, specifically the mothers of young children (between ages 4 and 8), to see how their contribution can help in strengthening children's learning journey.

Two demographic trends

School enrollment levels (between ages 6-14) have shown a remarkable rise in the last few decades. With the launch of the Sarva Shiksha Abhiyan in 2001, school enrollment levels reached well above 90% in rural India by the early 2000s. The push for universal elementary education has meant that not only are more children getting enrolled into schools, but increasingly, a higher proportion of each cohort is completing elementary education.

The data on education levels of mothers with children between ages 4 and 8 — the target age of the NIPUN mission — show a steep rise over the last decade. According to the Annual Status of Education Report (ASER) sur-



veys, between 2010 and 2022, the number of such mothers to have studied beyond Grade 5 jumped from 35% to nearly 60%. In fact, in 2010, less than 10% of young rural mothers had completed more than 10 years of schooling. By 2022, this number was well over 20%.

In states like Uttarakhand, Maharashtra, Punjab, and Haryana, 30-40% of mothers of young children have had schooling beyond Grade 10. In Tamil Nadu, this figure is close to 43%, while in Himachal, it is higher than 54%.

Kerala tops this list with almost 72% of these mothers receiving high school education.

However, young women in India are not joining the labour force at a rate comparable to the rest of the educated world. According to latest data from the Periodic Labour Force Survey (PLFS) 2022-23, the over-all female labour force participation rate — LFPR shows the percentage of the population which is looking for a job — in India is only 37% (41.5% in rural, 25.4% in urban India). For women in

the 15-29 age-group, the LFPR is even lower at 24.5% (25.8% in rural, 20.8% in urban India).

Leveraging educated mothers

The economic implications of India's low LFPR are debated in India's public policy circles. There is undoubtedly scope for much improvement in this area.

But educated mothers provide a uniquely positioned resource for supporting young children's learning. Although father's education

matters as well, 65.5% of young men (ages 15-29) in rural India are a part of the workforce, and thus, not as available to be with children.

The data outlined above suggests that due to the push towards universal elementary education, India today is in a unique position to leverage young mothers' schooling levels as a resource in their children's journey to acquire foundational literacy and numeracy.

The pandemic, which was a difficult and disruptive, has already laid the ground for this higher engagement. With schools closed for more than a year, parents — regardless of their own education levels — had to get involved in their children's education. Before the pandemic, parents largely left the business of learning to schools.

The active participation of families, especially mothers, should be further encouraged to meet the goals of the NIPUN Bharat Mission. For young children to grow and thrive, nothing can be more powerful than teachers and mothers joining hands.

Sanjay Kumar is Secretary, Department of School Education and Literacy, Ministry of Education, Government of India.
Rukmini Banerji is CEO, Pratham Education Foundation

पाठ्यक्रम व मूल्यांकन के पैटर्न में एकरूपता की पहल

स्कूली शिक्षा बोर्ड

21

जागरण ब्यूरो, नई दिल्ली : शिक्षा के क्षेत्र में गत वर्षों में आए बड़े सुधारों से जुड़ी राष्ट्रीय शिक्षा नीति के अमल को सोमवार को चार साल पूरे हो गए। इस अवसर पर शिक्षा मंत्रालय ने एक बार फिर सभी राज्यों से स्कूली शिक्षा बोर्डों के पाठ्यक्रम और मूल्यांकन पैटर्न में एकरूपता लाने की पहल की है।

साथ ही नीति से जुड़ी पहलों को तेजी के साथ जमीन पर उतारने की भी अपील की है। इस अवसर पर राज्यों को गुणवत्ता बढ़ाने के लिए शिक्षण संस्थानों की रैंकिंग करने का भी सुझाव दिया।

नीति के चार साल पूरे होने के मौके पर मंत्रालय ने अखिल भारतीय शिक्षा समागम नाम से एक बड़ा आयोजन किया। इसमें देश की शीर्ष

वीं सदी को ज्ञान का खजाना बनाने के लिए राष्ट्रीय शिक्षा नीति लागू



शिक्षाविदों के साथ ही विश्वविद्यालयों के कुलपतियों, राज्यों और शिक्षा मंत्रालय के वरिष्ठ अधिकारी मौजूद थे। नई दिल्ली के मानेकशा सेंटर में आयोजित इस कार्यक्रम को शिक्षा मंत्री धर्मेंद्र प्रधान को संबोधित करना था, लेकिन संसद में व्यस्त होने के चलते वह कार्यक्रम में शामिल नहीं हो पाए।

उन्होंने एक संदेश भेजकर सभी को संबोधित किया और कहा कि देश को 21वीं सदी को ज्ञान का खजाना

बनाने के लिए वह राष्ट्रीय शिक्षा नीति को अक्षरशः लागू करने के लिए प्रतिबद्ध हैं।

उन्होंने इस दौरान नीति से जुड़े अमल को जमीन पर उतारने के लिए तेजी से कार्य करने पर भी जोर दिया। राज्यों से नीति से जुड़ी अपनी अच्छी पहलों को एक-दूसरे के साथ साझा करने की सलाह दी। कार्यक्रम को शिक्षा राज्य मंत्री जयंत चौधरी और डा.सुकांत मजूमदार ने भी संबोधित किया। उन्होंने भारतीय ज्ञान

- शिक्षा मंत्री ने नीति से जुड़े अमल जमीन पर उतारने के लिए काम करने पर दिया जोर
- गत वर्षों में आए बड़े सुधारों से जुड़ी राष्ट्रीय शिक्षा नीति के अमल को चार साल हुए पूरे

पर आधारित शिक्षा पर जोर दिया।

गौरतलब है कि राष्ट्रीय शिक्षा नीति 29 जुलाई 2020 को लागू की गई थी। जिसकी अब तक करीब दो सौ से ज्यादा सिफारिशें लागू की जा चुकी हैं। इस दौरान सोमवार को भी कई नई पहल की घोषणा की गई। इसमें शिक्षा को भारतीय ज्ञान आधारित और भारतीय भाषाओं में देने पर जोर दिया गया। नई पहलों से स्कूली छात्रों का भविष्य भी बेहतर बन सकेगा।

साल में अब 10 दिन बिना बस्ते के स्कूल जाएंगे बच्चे

जागरण ब्यूरो, नई दिल्ली : स्कूली बस्ते का बोझ कम करने के बाद शिक्षा मंत्रालय ने अब बच्चों को बिना बस्ते के भी साल में 10 दिन स्कूल जाने की पहल की है। मंत्रालय ने सोमवार को इसे लेकर एक दिशा-निर्देश भी जारी कर दिया है। इसमें छठी से आठवीं कक्षा के बच्चों को साल में 10 दिन पढ़ाई के अतिरिक्त व्यक्तिगत और कौशल विकास से जुड़ी गतिविधियों से जोड़ा जाएगा। बच्चों को ये दिन स्कूल पांच-पांच दिन के दो चरणों में मुहैया कराएंगे।

नई राष्ट्रीय शिक्षा नीति के अमल के चार साल पूरे होने के मौके पर शिक्षा मंत्रालय ने यह कदम उठाया है। इसका उद्देश्य बच्चों को पढ़ाई के बोझ से राहत देना है। उन्हें सेना और पुलिस कार्यालयों को दिखाने, स्थानीय उद्योगों का भ्रमण करना,

- बच्चों को पढ़ाई के अतिरिक्त व्यक्तिगत और कौशल विकास से जुड़ी गतिविधियों से जोड़ा जाएगा
- बच्चों को ये दिन स्कूल पांच-पांच दिन के दो चरणों में मुहैया कराएंगे
- राष्ट्रीय शिक्षा नीति के अमल के चार साल पूरे होने के मौके पर उठाया गया यह कदम



स्कूल से जुड़ी गतिविधियों से जोड़ने, किसी ऐतिहासिक स्थल, वन्यजीव अभयारण्य आदि का भ्रमण करना जैसे सुझाव भी दिए गए हैं। मंत्रालय ने समाज के साथ जुड़ाव को बढ़ाने के लिए उन्हें अपने आसपास के क्षेत्रों में सर्वे करने, लोगों की समस्याओं की पहचान कर उनकी जीवनशैली से जुड़ी

खुबियों को सामने लाने को शामिल किया है। इसके साथ ही बुजुर्गों और अपने अभिभावक का इंटरव्यू भी करने जैसी करीब 33 गतिविधियों से जोड़ने की सिफारिश की गई है। गौरतलब है कि नई राष्ट्रीय शिक्षा नीति (एनईपी) में भी बच्चों के लिए साल में बगैर बस्ते के 10 दिन सृजित करने की सिफारिश की गई

थी। मंत्रालय ने इससे पहले बच्चों के ऊपर से पढ़ाई का दबाव कम करने के लिए उनके बस्ते का बोझ भी कम कर दिया था। इसे लेकर राज्यों को दिशा-निर्देश जारी किए गए थे।

नहीं भटकेगा वचन, मिलेगी करियर की सही राह : बच्चों को अब अपने करियर के लिए भटकना नहीं पड़ेगा। पढ़ाई के दौरान बच्चों में करियर को लेकर देखे जाने वाले भटकाव को खत्म करने के लिए शिक्षा मंत्रालय ने एक अहम पहल की है। इसमें अब उन्हें स्कूली स्तर पर ही करियर से जुड़ी सारी जानकारी मुहैया कराई जाएगी। यानी वह किस कोर्स की पढ़ाई कर किस क्षेत्र में जा सकेंगे और वहां उन्हें किस तरह की नौकरी मिलेगी। शिक्षा मंत्रालय ने एनईपी के चार साल पूरे होने के मौके पर बच्चों के करियर से जुड़ा एक दिशा-निर्देश

जारी किया है, जिसमें 500 करियर कार्ड तैयार किए गए हैं। प्रत्येक कार्ड में बताया गया है कि किस विषय की पढ़ाई करने पर उनके लिए कौन-कौन से विकल्प खुलेंगे। कौन-कौन सी नौकरियां हासिल कर सकेंगे। वे इन नौकरियों के जरिये किस ऊंचाई को छू सकेंगे। मंत्रालय के अनुसार, यह पहल स्कूल स्तर से ही काउंसलिंग का काम करेगी। इससे उन्हें आगे चलकर भटकना नहीं होगा। वह अपने जीवन की राह आसानी से चुन सकेंगे। वैसे भी देश में इन दिनों रोजगार जिस तरह से एक बड़ा मुद्दा बना हुआ है, ऐसे में यह पहल आने वाले दिनों में स्कूलों में पढ़ने वाले बच्चों के लिए काफी मददगार होगी। खासकर कमजोर और मध्यवर्ग से आने वाले छात्रों के करियर को संवारने में अहम साबित होगी। संबंधित >> पृष्ठ

खेल-खेल में पढ़ाई

शिक्षा मंत्रालय ने क्लास 6 से 8वीं तक के लिए जारी की गाइडलाइंस, इस दौरान 'फन एक्टिविटीज' होगी

10 दिन बिना बैग के स्कूल जाएंगे बच्चे, गांव और पार्क देखेंगे, मेला टहलेंगे...मस्ती की होगी पाठशाला

Bhupender.Sharma
@timesofindia.com

■ नई दिल्ली: बच्चे पढ़ाई के दौरान बस्ते के बोझ से परेशान न हों, इसके लिए अब देश के सभी स्कूलों में 10 दिन Bagless होंगे। यानी, बच्चों को इन 10 दिनों में बिना बैग के स्कूल जाना होगा। इस दौरान बच्चे पढ़ाई से अलग कुछ क्रिएटिव कर पाएंगे। केंद्रीय शिक्षा मंत्रालय ने 6-8 क्लास तक के स्टूडेंट्स के लिए जारी गाइडलाइंस में यह सिफारिश की है।

गाइडलाइंस में कहा गया है, बिना बस्ते वाले दिनों में बच्चों को आर्टिस्ट, स्पोर्ट्समैन, एनोमेशन, ग्राफिक डिजाइनर,



AI Image

■ स्कूल साल में 5-5 दिन में बांट सकेंगे Bagless Days

■ इस कवायद का मकसद बैग का बोझ कम कर स्कूल जाने वाले छात्रों को खुश रखना है

फैशन डिजाइनर समेत अलग-अलग क्षेत्रों के विशेषज्ञों से मिलवाया जाए। इसमें स्कूलों को भी सलाह दी गई है कि वार्षिक कैलेंडर में दो बार यानी 5-5 दिन Bagless Days के तौर पर तय किए जा सकते हैं।

NCERT के डायरेक्टर प्रो. दिनेश प्रसाद सकलानी ने इन गाइडलाइंस की शुरुआत में लिखा है कि यह ऐतिहासिक कदम है। इसका मकसद है कि स्कूल जाने में छात्र खुरशी महसूस करें।

बच्चों को दिखाएं पार्क, थाने, डाकघर, बैंक

Bagless दिनों में बच्चों को पसंद की एक्टिविटी चुनने की आजादी होगी। बच्चे को पंचायत ऑफिस, गांव के मेले, बैंक, पार्क, एजुकेशनल टूर, फील्ड विजिट, महिला थाना, दफ्तर समेत कई जगहों पर विजिट के लिए ले जाया जा सकता है। इन दिनों के लिए कोई नंबर या ग्रेडिंग भी नहीं होगी। टीचर्स की जिम्मेदारी होगी कि वे बताते रहें कि एक्टिविटीज को कैसे पूरा करना है।

The Indian Express, 30 July, 2024, Pg No 15.

Why 36% Delhi govt school students failed Class 9

VIDHEESHA KUNTAMALLA
NEW DELHI, JULY 29

THE HIGH failure rate among students of Class 9 remains one of Delhi government schools' most persistent challenges. Recent data from Delhi government's education department suggest this grade consistently sees the highest failure rate — as high as 30-40%.

In the academic year 2023-24, around 36% students were held back after they failed to clear remedial exams. Recently, *The Indian Express* reported that nearly two of three students who failed Class 9 twice face the possibility of dropping out as they are not enrolled in the National Institute of Open School (NIOS) in Delhi.

In 2022, around 42% of students had failed Class 9. Of these, around 40% had dropped out of school, the Delhi government

had said at the time.

What is behind the high failure rate in Class 9?

Several factors are at play. First is the "no-detention" policy under the Right to Education, which applies till Class 8. Students are automatically promoted till this grade, and Class 9 marks the first time they can potentially fail a grade. The Delhi government, however, did away with the no-detention policy this year, meaning students can now fail Classes 5 and 8 as well.

Changes in the pattern of examination, and the added pressure of the board examination next year add to the problem. "The multiple choice question (MCQ) patterns in the class 9 examination leads to students resorting to rote learning, which leads to a

higher failure rate," Latika Gupta, Assistant Professor at Delhi University's Department Of Education, told *The Indian Express*.

Then there is the issue of students being pushed to open schooling by government schools keen on ensuring a good result in Class 10. Several Delhi government school teachers have told *The Indian Express* that stu-

EXPLAINED EDUCATION

dents with a "weak performance" are often encouraged by the school administration to join open schooling. "AAP flaunting Delhi's education system as one of its biggest achievements has created a pressure on the government and schools to produce a nearly perfect record in their Class 10 and Class 12 board examinations," Gupta said.

In Delhi, only students who fail class 9 twice have to be enrolled in NIOS or a Patrachar School. According to Gupta, how-

ever, there have been several instances where students who have not failed but are simply "weak performers" have been advised to join open schools.

How is this issue being tackled?

From organising remedial classes for subjects such as mathematics to teacher training, the Delhi government has, over the years, taken several steps to address the high failure rate in Class 9. Previously, then Education Minister Manish Sisodia introduced a strategy where students who had dropped out were to be traced and given vocational training.

The NIOS itself began as a Delhi government initiative to retain students in the schooling system. But today, its reputation is at stake. This year, of the 17,308 students to have failed Class 9 across Delhi's 903 government schools, only 6,200 are enrolling themselves in NIOS.

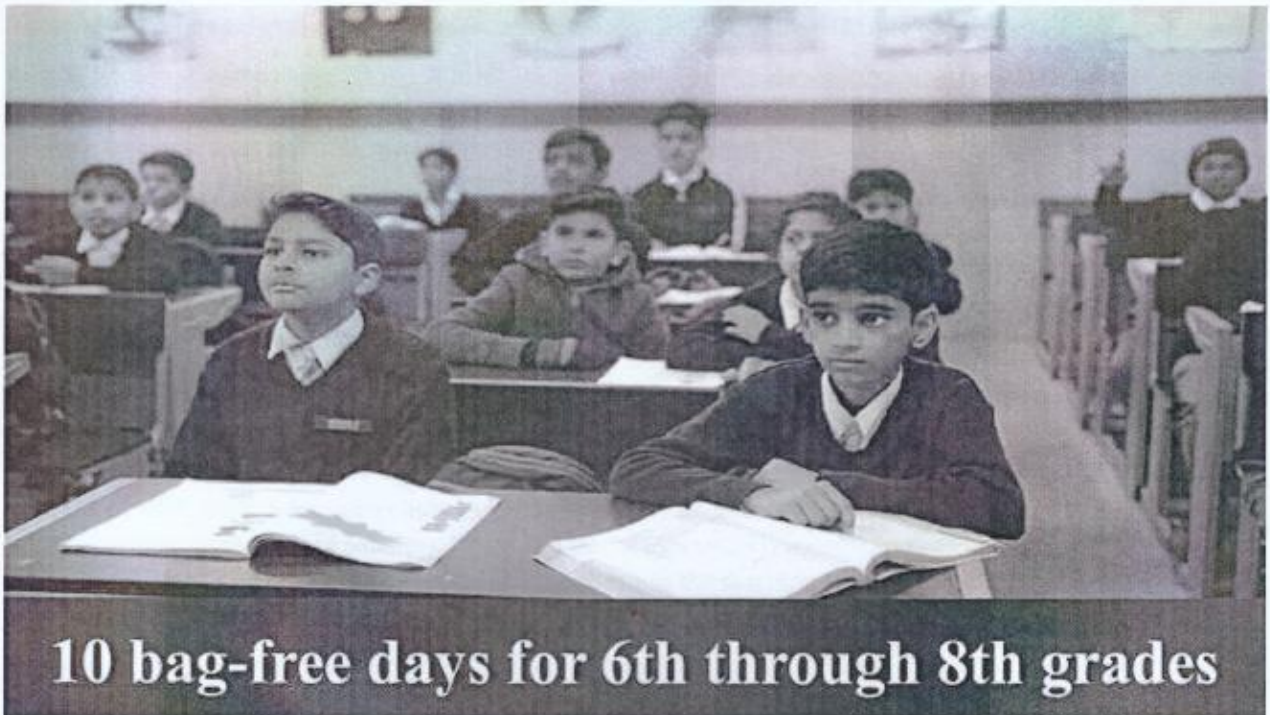
(<https://studycafe.in/>)

NCERT RULES PROVIDE 10 'BAGLESS DAYS' FOR STUDENTS OF CLASSES 6–8

Union Ministry of Education unveiled its guidelines on Monday for introducing bag-free days for grades 6 through 8.

10 bagless days for 6th to 8th grades

Shubhra Goswamy (<https://studycafe.in/author/shubhu-cutie9079/>) | Jul 30, 2024 |



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NCERT Rules Provide 10 'bagless days' For Students of Classes 6–8

The Union Ministry of Education unveiled its guidelines on Monday for introducing bag-free days for **grades 6 through 8**, as well as for enhancing the joy, experience, and stress-free nature of classroom instruction.

The **National Council for Educational Research and Training (NCERT)** institution, PSS Central Institute of Vocational Education, produced the recommendations, which were unveiled on the fourth anniversary of the new **National Education Policy (NEP), 2020**.

Every student in **classes 6–8** were encouraged to take part in a **10-day bag-free period** as part of the NEP, 2020.

"The goal of the ten bag-free days is to integrate them into the teaching and learning process, not just as an extra component of the curriculum but as an integral part of the curriculum for classes 6 through 8." According to the instructions, it would not only lessen the barriers between bookish knowledge and application of knowledge but also expose kids to the skill requirements in the workplace, assisting them in choosing their future professional path. (<https://studycafe.in/>)

"As determined by states and local communities and as mapped by local skilling needs, every student will take an enjoyable course during classes 6-8 that gives a survey and hands-on experience of a sampling of an important vocational craft such as carpentry, electric work, metal work, gardening, pottery making, etc.," they added.

All children would take part in a 10-day bag-free period sometime between classes 6 and 8, according to the ministry, when they would intern with local trade professionals like potters, gardeners, and carpenters.

An annual calendar can have events for **Ten Bagless Days** scheduled for any number of times. However, keeping two or three slots is advised. All subject instructors may be involved in creating an annual work plan. The recommendations said that indoor and outdoor activities might be combined in one day if needed.

Among the suggested activities in the NCERT recommendations include visiting and surveying vegetable markets; volunteering; surveying and reporting on pet care; drawing, building, and flying kites; planning a book fair; lounging beneath a banyan tree; and seeing a biogas factory and solar energy park.

Other programs that were introduced on the occasion of the National Education Plan's anniversary included a Tamil channel, specialized television channels for teaching different Indian languages, career guidance guidelines, braille and audiobook versions of primers in **25 Indian languages** for early graders, the National Mission for Mentoring and National Professional Standards for Teachers, a school innovation marathon organized by the All India Council for Technical Education (AICTE), and a book on professional competencies and graduation attributes.

Additionally, four books and lecture notes were released with the intention of encouraging teachers and students to adopt Indian knowledge systems.

The goal of NEP, 2020, a **four-year initiative**, has been to revolutionize the nation's educational system in order to prepare the next generation of students. Union Minister of Education Dharmendra Pradhan said in a statement that "**NEP, 2020, stands as a symbol of hope for transforming the learning landscape, harnessing the country's demographic dividend, empowering the population, and driving socio-economic development.**"

He went on, "**The country's education is now more futuristic, rooted, global, and outcome-oriented thanks to the implementation of NEP, which has made learning more vibrant and guided.**"

The idea of the Akhil Bharatiya Siksha Samagam is to commemorate the adoption of NEP, 2020, to rekindle the commitment of different stakeholders for its successful implementation, and to recognize the power of unity in achieving common objectives via cooperative efforts.

Also Read

BSEB Class 9 Registration 2024: BSEB Extended Class 9 Registration Date for the 2026 Matriculation Exams (<https://studycafe.in/bseb-class-9-registration-2024-bseb-extended-class-9-registration-date-for-the-2026-matriculation-exams-335991.html>)

'Girls need equal opportunities in school to take up research-oriented careers'

The Hindu Bureau
CHENNAI

If more women were to take up science, research, and innovation, then it is necessary for young girls to have equal opportunities in school and support from the family and society, said panellists at the 'Fostering Gender Equality in STEM Research and Innovation' session at The Hindu's Tamil Nadu Women's Summit 2024 held in Chennai on Tuesday.

Though there are more girls than boys in primary education, the ratio falls from 60% to 30% when girls reach higher education level. Inherent bias and societal stereotyping of gender roles change the way women see themselves. Unlike large cities in

rural areas, there are not many opportunities for students to experience science, said Vijayalakshmi Sankar, vice-chairperson, Shree Renga Polyester Private Limited. She called for more experience centres where children could learn through hands-on experience, which would in turn enable them to make better choices.

Soumya Swaminathan, chairperson, M.S. Swaminathan Research Foundation, dwelt on the lack of basic facilities in schools across the developing world that makes young girls nervous to go to school after they reach puberty. She recalled that the world over there was gender stereotyping of work, which had been imprinted on young minds. She



From left, V. Kamakoti, Director, IIT-Madras, Vijayalakshmi Sankar, vice-chairperson, Shree Renga Polyester Private Limited, Pradyumna Bhattacharjee, education specialist, The World Bank, and team lead, TN-WE SAFE, and Soumya Swaminathan, chairperson, M.S. Swaminathan Research Foundation, during the panel discussion at the summit. R. RAGU

echoed the sentiments of Ms. Sankar when she recalled her experience of taking children to places, such as the planetarium,

which excited them. Pradyumna Bhattacharjee, education specialist, The World Bank, and team lead, TN-WE SAFE,

conducted a survey by the Council of Scientific and Industrial Research that was done a couple of years ago to point out the low num-

ber of women scientists even in its own institutions. "It is possible that women set standards for themselves and wonder

where they fit in the workforce. Yet, there are enough studies that show that mentorship by women motivates more women to follow their lead."

Women-friendly workspaces are needed, pointed out Dr. Soumya, recalling how in some government departments crèches have been created. In Scandinavian countries, parental leave is offered to both men and women in the workforce, indicating equal participation of men and women in child rearing. In his batch, there was just one girl in the Indian Institute of Technology-Madras (IIT-M), said V. Kamakoti, IIT-M Director, who was the moderator of the session. But in later years, the institute made a conscious decision to ad-

mit 20% girl students. The decision has paid off, with a class having 15 girl students now, he said. In her company, efforts are made to enable women to develop, said Ms. Sankar. "Women excel in laboratory work, particularly quality checks," she said.

Dr. Soumya appreciated the State government's scheme of free transportation for women, which was an enabler. A woman in leadership position offered a compassionate perspective and a different outlook, Mr. Kamakoti said.

"When we had a change in the curriculum, there was a different perspective from the women faculty. A lot of things that we would not even have thought about as men were deliberated," he added.



नान-टेक्निकल छात्रों को भी अब अप्रेंटिसशिप का मौका

- स्नातकों को हर महीने न्यूनतम नौ हजार और डिप्लोमा धारियों को आठ हजार रुपये मिलेंगे
- शिक्षा मंत्रालय ने की नेशनल अप्रेंटिसशिप ट्रेनिंग स्कीम के नए चरण की शुरुआत
- देश से हर साल उच्च शिक्षा हासिल करके निकले एक करोड़ छात्रों पर है फोकस

रोजगार के लिए डिग्री जितनी अहम है उतनी स्किलिंग भी - धर्मेंद्र प्रधान, केंद्रीय शिक्षा मंत्री

गांव तक पहुंचेगी मुहिम, सीएससी के जरिये मिलेगा प्रशिक्षण

बीए, बीएससी या बीकॉम की पढ़ाई करने वाले गांवों के युवाओं को भी इस मुहिम से जोड़ने की बड़ी पहल की गई है। इसके तहत मंत्रालय ने कामन सर्विस सेंटर (सीएससी) के साथ करार किया है। इसके जरिये इन सभी छात्रों को पढ़ाई के बाद रोजगार मुहैया कराने वाले क्षेत्रों की जरूरत को ध्यान में रखकर एक महीने से लेकर छह महीने तक के कोर्स कराए जाएंगे। इसके बाद उन्हें उन क्षेत्रों में रोजगार हासिल करने में सहायित होगी। देश में मौजूदा समय में करीब पांच लाख सीएससी हैं।

जागरण ब्यूरो, नई दिल्ली : बीए, बीएससी और बीकॉम जैसी नान-टेक्निकल पढ़ाई करने वाले छात्रों को भी अब रोजगार के लिए भटकना नहीं होगा। टेक्निकल स्नातकों की तरह उन्हें भी न्यूनतम धनराशि के साथ अप्रेंटिसशिप का मौका मिलेगा। इसके बाद उन्हें आसानी से रोजगार के अवसर मिल सकेंगे। हालांकि इसके लिए उन्हें पढ़ाई पूरी करते ही रोजगार से जुड़े क्षेत्रों में प्रशिक्षित किया जाएगा।

इसके बाद वह अप्रेंटिसशिप या फिर सीधे नौकरी हासिल कर सकेंगे। इस पहल में देश से हर साल उच्च शिक्षा हासिल करके निकलने वाले करीब एक करोड़ छात्रों पर फोकस किया गया है। मौजूदा समय में देश में उच्च शिक्षा से करीब 4.33 करोड़ छात्र जुड़े हैं।

शिक्षा मंत्रालय ने मंगलवार को नेशनल अप्रेंटिसशिप ट्रेनिंग स्कीम के एक नए चरण की शुरुआत की। इसमें स्नातक करने वाले

छात्रों को अप्रेंटिसशिप के दौरान हर महीने न्यूनतम नौ हजार रुपये और डिप्लोमा करने वाले छात्रों को हर माह न्यूनतम आठ हजार रुपये मुहैया कराए जाएंगे। इसकी आधी राशि शिक्षा मंत्रालय देगा, बाकी राशि अप्रेंटिसशिप कराने वाली कंपनी देगी। मंत्रालय के मुताबिक इसके तहत इस साल करीब 2.66 लाख छात्रों को अप्रेंटिसशिप कराई जा रही है। इसकी अवधि छह माह से ढेढ़ साल तक की है। नान-

टेक्निकल क्षेत्र में स्नातक करते ही छात्रों के पास अप्रेंटिसशिप करने के लिए पांच साल का ही अवसर रहेगा। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने युवाओं को रोजगार से जोड़ने की इस नई पहल की शुरुआत करने के साथ इस छात्रों के अप्रेंटिसशिप की पहली किस्त भी जारी की है। इसके तहत अगले सौ दिन में 100 करोड़ रुपये देने का एलान किया। उन्होंने कहा कि डिग्री की तरह युवाओं के लिए स्किलिंग

को भी महत्वपूर्ण बनाया जाए। बता दें, नेशनल अप्रेंटिसशिप ट्रेनिंग स्कीम के तहत अभी तक सिर्फ टेक्निकल यानी बीई, बीटेक या फिर पालीटेक्निक करने वाले छात्रों को अप्रेंटिसशिप मुहैया कराई जाती थी। मंत्रालय के मुताबिक अप्रेंटिसशिप व इंटरशिप में काफी समानता है लेकिन इनमें अंतर यह है अप्रेंटिसशिप उन क्षेत्र में छात्रों के अनुभव में जुड़ती है जबकि इंटरशिप अनुभव में नहीं जुड़ती है।

राष्ट्रीय सहरा, 31 जुलाई 2024, पृष्ठ संख्या:-10

दो दिन में टीजीटी अध्यापकों की वेटिंग लिस्ट समेत रिजल्ट होगा जारी : ना

■ निश्चल भटनागर

पंचकूला। एसएनबी

हरियाणा के मुख्यमंत्री नायब सिंह सैनी ने शिक्षकों से अपील करते हुए कहा कि प्रधानमंत्री नरेंद्र मोदी के विजन अनुसार भारत को 2047 तक विकसित राष्ट्र बनाने के लिए सभी शिक्षक देश के नवनिर्माण में अपना अहम योगदान देने का संकल्प लें। जिस प्रकार आपने अपनी कड़ी मेहनत से अपने माता पिता और गांव का नाम रोशन किया है उसी प्रकार देश का मान-सम्मान बढ़ाने के लिए भी भावी पीढ़ियों को निरंतर तराशने का कार्य करें। मुख्यमंत्री मंगलवार को यहां आयोजित नव नियुक्त ट्रेड ग्रेजुएट टीचर्स के राज्य स्तरीय ओरिएंटेशन प्रोग्राम में प्रदेशभर से आये अध्यापकों को सम्बोधित कर रहे थे। यहाँ सैनी ने नवनियुक्त टीजीटी अध्यापकों को नियुक्ति पत्र प्रदान करते हुए कहा कि अगले दो दिन में पूरी पारदर्शिता के साथ टीजीटी अध्यापकों की वेटिंग लिस्ट के साथ-साथ डिटेल्ड रिजल्ट भी निकाल दिया जाएगा। उन्होंने टीजीटी अध्यापकों को बधाई देते हुए कहा कि इस रिजल्ट में वेटिंगों ने भव्य प्रदर्शन करते हुए बड़ा स्थान प्राप्त किया है।

पेरिस ओलंपिक में दोहरा निशाना लगाने पर मनु भाकर को दी

शुभकामनाएं : मुख्यमंत्री ने पेरिस ओलंपिक में 10 मीटर एयर पिस्टल स्पर्धा में मेडल जीतने के बाद एक चार फिर से 10 मीटर एयर पिस्टल मिक्सड प्रतिस्पर्धा में कोसय पदक हासिल करने पर निशानेबाज मनु भाकर को हार्दिक बधाई और शुभकामनाएं दी। उन्होंने कहा कि पूरे देश को हरियाणा के खिलाड़ियों पर गर्व है। मुख्यमंत्री ने सभी नवनियुक्त टीजीटी अध्यापकों को बधाई देते हुए कहा कि आज का दिन हमारी सरकार के लिए गर्व का दिन है। आने वाले समय में प्रधानमंत्री के विजन अनुसार भारत को विकसित भारत बनाने के लिए आने वाली पीढ़ियों को तराशने का काम आप करने वाले हैं। अवश्य होना चाहिए। आप शिक्षा का प्रचार प्रसार कर रहे हैं। जितना आप शिक्षा को बांटेंगे उतना ही आपका नाम ऊंचा होगा उतना ही आप आगे बढ़ेंगे।

गत 10 वर्षों में एक लाख 41 हजार युवाओं को मिली सरकारी नौकरी : पूर्ववर्ती सरकारों पर कटाक्ष करते हुए मुख्यमंत्री ने कहा कि 2014 से पहले की सरकारों में भर्तियों की लिस्ट रिजल्ट आने से पहले अखबारों में छप जाती थी। आज अखबार में खबर छपती है कि रिक्शा चालक का बेटा हरियाणा में एचसीएस बना है। वर्तमान सरकार द्वारा गत लगभग 10 वर्षों में 141000 युवाओं को बिना खर्चों-बिना पर्वों के

काबिलियत के आधार पर सरकारी नौकरी प्रदान की गई है। विपक्षी बताएं कि उन्होंने अपने कार्यकाल में क्या किया। मुख्यमंत्री ने कहा कि जनवरी 2024 में 745 पोस्ट का रिजल्ट निकाला गया। फरवरी से लेकर जून माह तक भी हजारों की संख्या में सरकारी पदों पर भर्तियों की गई है। जुलाई में हमने 7765 टीजीटी अध्यापकों को नियुक्ति प्रदान की है।

शिक्षा मंत्री सीमा त्रिखा ने कहा कि प्रदेश की नायाब सरकार ने टीजीटी की नियुक्ति करके रिकॉर्ड तोड़ काम किया है। शिक्षक की माता पिता के बाद बहुत अहमियत होती है। विधानसभा अध्यक्ष ज्ञान चंद गुप्ता ने कहा कि सरकार ने युवाओं को बिना खर्चों पर्वों के नौकरी का तोहफा दिया है। इसमें किसी का भी एक नया पैसा नहीं लगा है। भाजपा प्रदेश अध्यक्ष एवं विधायक मोहनलाल बड़ौली, उपाध्यक्ष रणवीर गंगवा, कैबिनेट मंत्री मूलचंद शर्मा, वन मंत्री कंवर पाल, ऊर्जा मंत्री रणजीत सिंह, वित्तमंत्री जेपी दलाल, स्वास्थ्य मंत्री डॉ कमल गुप्ता, स्थानीय निकाय राज्य मंत्री सुभाष सुधा, पंचायत एवम विकास राज्य मंत्री महोपाल ढोंडा, परिवहन राज्य मंत्री अंसीम गौयल, खेल राज्य मंत्री संजय सिंह, सामाजिक न्याय एवम अधिकारिता राज्य मंत्री विशंवर बाल्मिकी, मुख्यमंत्री के राजनैतिक सलाहकार भारत भूषण भारती, विधायक

सत्यपाल जरावता, घनश्याम सराफ, पूर्व मंत्री कमलेश ढोंडा, बंते कटारिया, स्कूल शिक्षा विभाग के अतिरिक्त मुख्य सचिव किरीत गर्ग, निदेशक

डॉक्टर रिपुदमन सिंह बिल्लो, जितेंद्र सचिन गुप्ता, डीसीपी हिमाद्रि कौशिक वरिष्ठ अधिकारी कार्यक्रम में मौजूद



पंचकूला : मुख्यमंत्री नायब सिंह सैनी ताऊ देवीलाल स्टेडियम में राज्यस्तरीय प्रोग्राम के दौरान नवनियुक्त टीजीटी शिक्षकों को नियुक्ति पत्र सौंपते हुए। स ज्ञानचंद गुप्ता और प्रदेशाध्यक्ष मोहन लाल बड़ौली। 5

ANALYSIS OF 17 SCHOOL BOARDS

PARAKH: Class 10-12 boards tougher in Goa, Tripura, Chhattisgarh, Maharashtra & Bengal

ADHYA JOSHI
NEW DELHI, JULY 30

STUDENTS IN Tripura, Maharashtra, Goa, Chhattisgarh and West Bengal face relatively tougher exams in their Class 10 and 12 state board examinations, an analysis of English and Mathematics question papers from 17 school education boards by PARAKH, a standard-setting body under the NCERT, has found.

PARAKH carried out the analysis, a first of its kind by the Union Government, over the past year in a bid to develop a formula for standardising assessment by school boards across the country. The results were recently made public in PARAKH's latest report titled 'Establishing Equivalence Across Boards.'

According to the report, Tripura Board of Secondary Education had the highest proportion (66.6%) of 'hard' questions, followed by Maharashtra State Board of Secondary and Higher Secondary Education (53.57%), Goa Board (44.66%), Chhattisgarh Board of Secondary Education (44.44%) and West Bengal Board of Secondary Education (33.33%).

Amongst these five Boards, students in Chhattisgarh were relatively better off as their papers had a similar proportion (47.62%) of 'easy' questions. Goa had, apart from 'hard' questions, only 'medium' level questions (55.34%) and no 'easy' ones. Maharashtra had an equal proportion of 'easy', 'hard' and 'medium' questions, the PARAKH report said.

According to PARAKH, 'easy' questions are those that a 'large majority of learners exposed to relevant learning opportunities would be expected to answer correctly.' 'Hard' questions are those

which only a minority of learners would be able to answer. The difficulty level of questions for this exercise was judged by experts, said the report, adding that these are "inherently subjective" and should be "interpreted with caution". Overall, across the 17 school education boards — including those of Punjab, Haryana, UP, Andhra Pradesh, Uttarakhand, Gujarat, Manipur, Odisha, Nagaland, Himachal and Kerala, apart from CISCE, which conducts ICSE and ISC exams — PARAKH found that questions mostly ranged "from easy to medium difficult level", the report said.

"There could be many reasons for this, but this does not help the learners to attain higher standard. Hence, the boards should be advised to prepare question papers that would help learners to be creative and imaginative," the report said. Apart from the Chhattisgarh board, those with the highest percentage of 'easy' questions were Odisha's Board of Secondary Education (40%) and the CISCE (38.39%).

The analysis also looked at the "cognitive demand" of questions papers across the 17 school boards and found that the question papers of Board of Secondary Education Haryana (HBSE or BSEH) carried most items (64.71%) that test rote memory, followed by Goa (57.89%), Himachal Pradesh Board of School Education (53.13%) and Odisha (50.77%). On the other hand, Uttar Pradesh Madhyamik Shiksha Parishad (87.76%) had most questions that test a student's understanding, followed by Nagaland Board of Secondary Education (73%), Tripura Board of Secondary Education (61.7%) and Kerala Board of Public Examination (61.54%).

DIFFICULTY LEVEL OF QUESTIONS

BOARD	HARD	MEDIUM	EASY
TRIPURA	66.67%	0%	33.33%
MAHARASHTRA	53.57%	29.76%	16.67%
GOA	44.66%	55.34%	0%
CHHATTISGARH	44.44%	7.94%	47.62%
WEST BENGAL	33.33%	33.33%	33.33%
HARYANA	21.32%	58.82%	19.85%
MANIPUR	21.25%	58.75%	20%
ODISHA	21.25%	38.75%	40%
NAGALAND	17.60%	59.20%	23.20%
ANDHRA PRADESH	16.67%	52.38%	30.95%
KERALA	13.46%	73.08%	13.46%
PUNJAB	10.97%	67.09%	21.94%
HIMACHAL PRADESH	9.38%	56.25%	34.38%
GUJARAT	4.90%	86.27%	8.82%
COUNCIL FOR THE INDIAN SCHOOL CERTIFICATE EXAMINATION	3.57%	58.04%	38.39%
UTTARAKHAND	2.56%	97.44%	0%

31 July 2024

News / Education Today / News / 'School education is key to Bharat's future': Sanjay Kumar at Education conclave

'School education is key to Bharat's future': Sanjay Kumar at Education conclave

At the India Today Education Conclave 2024, Sanjay Kumar, Secretary of the Department of School Education and Literacy, highlighted the importance of education in shaping India's future and the urgent need for reforms.

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India Today Education Desk X

New Delhi, UPDATED: Jul 30, 2024 12:43 IST

In Short

- Sanjay Kumar underscores the importance of school education for India's future
- Highlights challenges and solutions in Indian school education
- He began by acknowledging the efforts of parents and teachers in valuing and promoting education

During the India Today Education Conclave 2024, Sanjay Kumar, Secretary of the Department of School Education and Literacy, shed light on the critical aspects of India's school education system. He emphasised the significant role education plays in shaping the nation's future and the urgent need for reforms.

Kumar began by acknowledging the efforts of parents and teachers in valuing and promoting education. He stressed that the core components of education remain unchanged, as students still look forward to attending school and interacting with their teachers and peers. However, he raised an important question: Are today's students as excited about going to school as previous generations?

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Highlighting the National Education Policy (NEP) 2020, Kumar pointed out its importance as the first education policy of the 21st century. The NEP focuses on making education more accessible and engaging through experiential learning and the integration of technology. The policy aims for a 100 percent Gross Enrollment

Ratio (GER) in secondary education by 2030, addressing the current retention challenges where only 44 percent of students reach Class 12.



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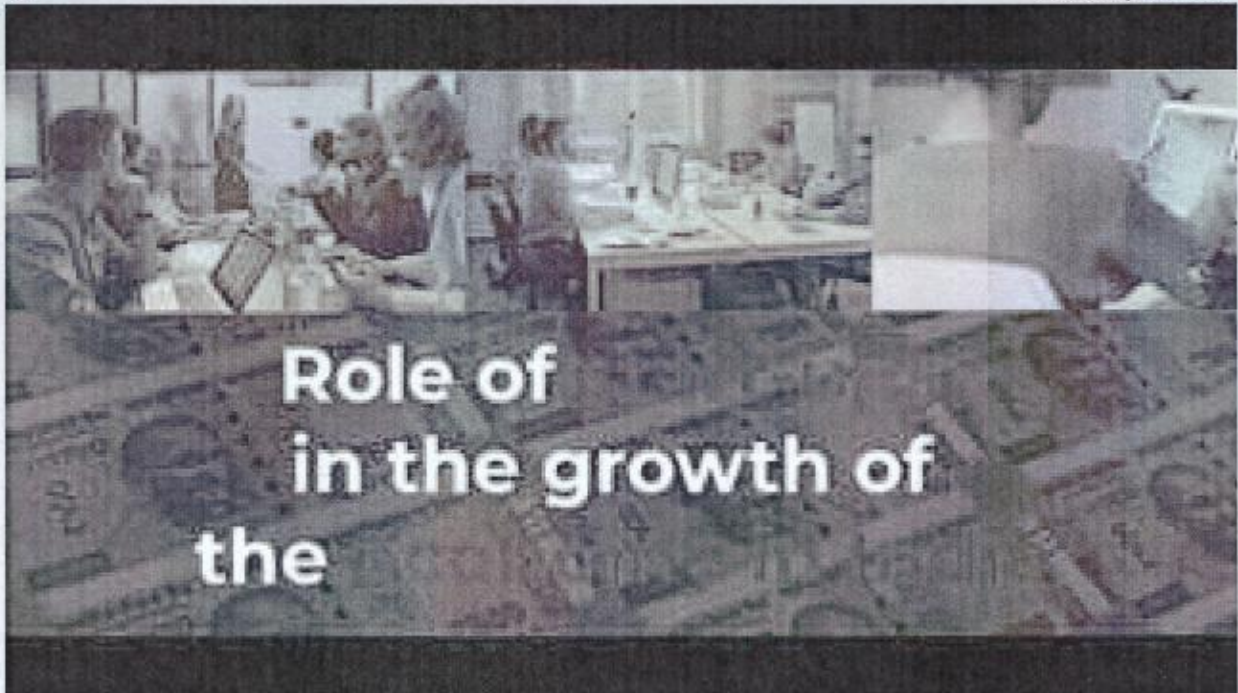
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and motivated teachers. He also noted the disparity in school sizes, with many schools having fewer than 50 students, which affects the quality of education. He advocated for clustering smaller schools to create larger, more resourceful educational institutions.

Furthermore, Kumar discussed the evolving nature of knowledge acquisition and the impact of digital media on learning. He stressed the importance of developing foundational literacy and numeracy skills in early childhood, as well as the need for continuous professional development for teachers.

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Kumar concluded by emphasising the role of technology in education and the necessity for a balanced approach between online and offline training for teachers. The NEP's new curriculum frameworks and the introduction of engaging, toy-based

pedagogy for young learners are steps towards achieving a more effective and inclusive education system.

The session highlighted the challenges and opportunities in the Indian education system, setting a clear agenda for future reforms and improvements. ■

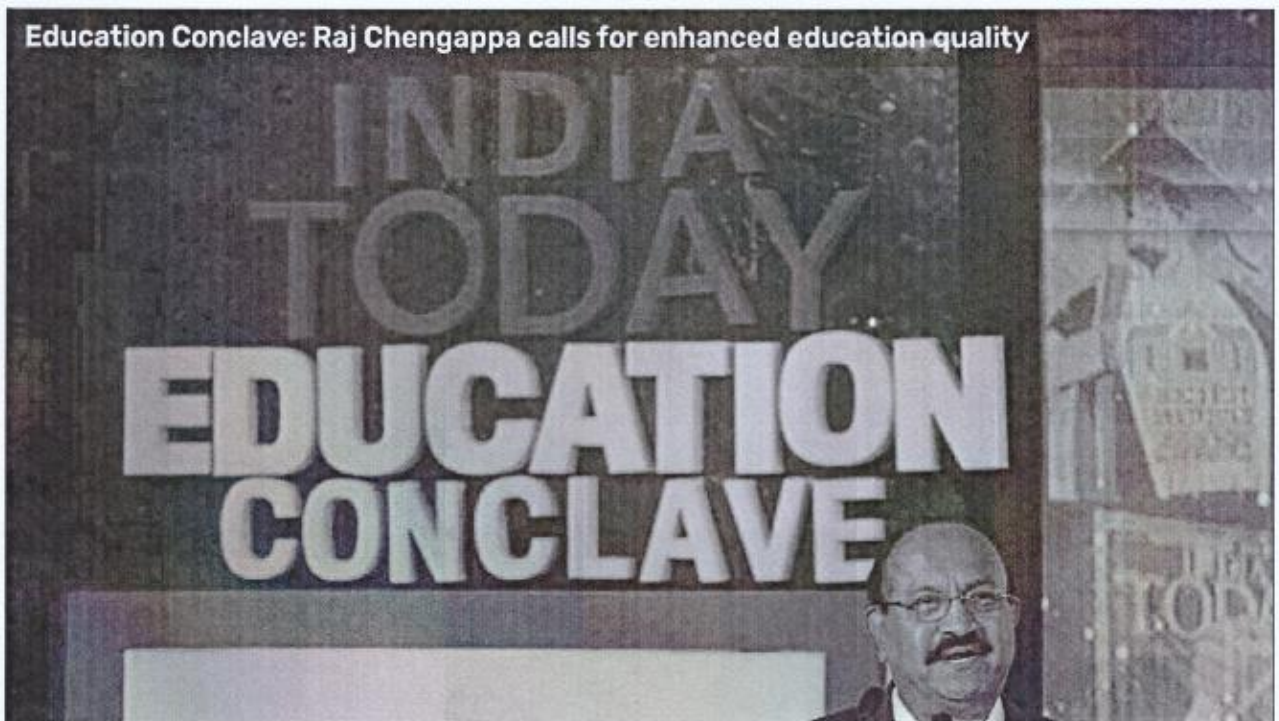
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NEWS

Plan to increase role of sports in school education



Unsplash.

■ **Apostolos Lakasas**
31.07.2024 • 20:54



Aiming to further familiarize children with sport and well-being, the Education Ministry plans to introduce physical education in kindergartens, while its hours in primary and secondary schools are also set to increase.

An Education Ministry official told Kathimerini that "after the pandemic and the periods of quarantine, it has been observed that children exercise less and do not choose physical activities."

Sports schools are also returning to Greek education, but in a different context compared to the past. Sports schools had been abolished in 2011 after almost 30 years of operation and their more than 12,000 students were absorbed into other schools.

The plan envisages the creation of a sports middle and high school in each of Greece's 13 regions. The admission criteria will be the progress of each candidate in sports and their performance.

#EDUCATION #SPORTS

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NCERT students of classes 6-8 to enjoy 10 'bagless days', internships and field trips

BI India Bureau 18 hrs ago



In a bid to make learning more engaging and stress-free, the National Council for Educational Research and Training (NCERT) has issued guidelines for implementing 'bagless days' for students in classes 6 to 8. This initiative aligns with the recommendations of the National Education Policy (NEP) 2020, which emphasised the need for a ten-day bagless period for this age group.

The guidelines, developed by the Pandit Sunderlal Sharma Central Institute of Vocational Education, aim to integrate these bagless days into the core curriculum rather than treating them as an add-on. The focus is on providing students with hands-on experiences and exposure to the world beyond textbooks.

During these ten days, students will be encouraged to participate in various activities, including:

- **Internships:** Students will have the opportunity to intern with local vocational experts like carpenters, gardeners, and potters, gaining practical skills and insights into potential career paths.
- **Field trips:** Visits to historical monuments, cultural sites, and higher educational institutions will broaden students' horizons and foster a sense of curiosity.
- **Community engagement:** Interactions with local artists and craftsmen will expose students to different cultures and traditions.

The NCERT believes that these experiences will not only bridge the gap between theoretical knowledge and practical application but also help students make informed decisions about their future careers. Schools are advised to allocate a minimum of ten days or 60 hours for these activities, which can be incorporated flexibly throughout the year.

By introducing bagless days, the NCERT aims to create a more holistic and enriching learning environment for students, fostering creativity, critical thinking, and a lifelong love for learning.

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