

EDUDOC SERVICES: NEWSCLIPS



NEWSCLIPS

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LIBRARY AND DOCUMENTATION DIVISION

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News Clips for the Month of December

The Library and Documentation Division prepares News clips on monthly bases covering news item of school education, higher education and other related area of education.

These information product as a reference material for the benefit of our esteemed readers in their area of interest.

Library and Documentation Division acknowledges the contribution of Anita , S.P.A. in compiling these news clips.

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Head, LDD 13/11/23

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The enigma of arrival: how Ambedkar completed his educational journey

Based on documents accessed from the British Library in the heart of London, gaps in Ambedkar's academic history have been filled particularly the completion of his PhD. It also shows us the impossibly challenging conditions he had to reckon with

A.R. Venkatachalapathy

Dr. Bhimrao Ambedkar passed away on December 6, 1956. In this article dated April 14, 2018, A.R. Venkatachalapathy elaborates on Ambedkar's educational journey and how he came to complete it.

B.R. Ambedkar's educational journey began in impossibly challenging conditions. With the help of a modest scholarship granted by the Maharaja of Baroda, he joined Columbia University, New York, in July 1913. After completing his M.A., he went on to write a thesis that ultimately led to the conferment of a PhD degree. In mid-1916, he was admitted to Grays' Inn in London to appear for the bar. When his scholarship ended in 1917, he was forced to return to India.

Some answers

All this has been well documented by his biographer Dhananjay Keer. But several details remain incomplete. What was the exact date on which he left India? When did he arrive in America? How did he travel to London? Based on documents newly accessed in the British Library, we can now fill in the gaps.

The First World War which was raging at the time forms the backdrop for the paper trail. On May 17, 1916, Ambedkar addressed two letters to the British Consul in New York, from Livingston Hall, Columbia University. He wanted a passport to go to London. Apparently, he had made enquiries at the British consulate, through

requirements. New war-time regulations were in force and a passport could not be issued without permission from the India Office in London. Ambedkar indicated that he intended to leave America on June 3, 1917 by S.S. St. Paul. This gave him barely two weeks time to complete the formalities. He was in a hurry because he wanted "to meet certain professors of the English Universities before they disperse[d] for the summer vacation". To this letter he added a postscript: if the time was too short for processing his application he was willing to pay for a cabled reply from London.

Ambedkar appended a letter of application giving "the required personal information": "My full name is Bhimrao Ramji Ambedkar, son of Ramji Maloji Ambedkar." This statement was followed by the touching sentence, "I am sorry I do not know either the date or place of birth of my father." He was "born at Malow (Malwa, India) on the 14th April 1891" but "had lived and been educated in the city of Bombay". Stating that he had come to America on a scholarship from the State of Baroda, he provided details of his first travels overseas. Ambedkar had taken S.S. Sardinia on the Rubattino Line from Bombay on June 15, 1913. At Naples he had boarded S.S. Ancona and arrived at New York on July 22, 1913. Ambedkar further stated that he had been a post-graduate student at Columbia University and that he would be finishing "all requirements for the Ph.D. degree except my thesis which is a very essential part hereof" by the end of June 1916. He had to visit the British Museum and other libraries in

England "as the source materials for the completion of [his] thesis were to be found only in England", and added that the Baroda State had provided him both the means and permission to study in London for a year.

This letter, written in a steady hand and in the impeccable English that we have come to associate with Ambedkar, may probably be the earliest surviving autobiographical note penned by him. At the time of writing these letters he was barely 25.

How these letters came to the British Library is happenstance.

It was the war that occasioned such correspondence in the first place. The British Consul General, after making enquiries with the embassy in Washington, had promptly forwarded Ambedkar's application to the Foreign Office in London on May 22. It went with a copy of his certificate of identity issued at the time of Ambedkar's departure to America, by the British Resident at Baroda on June 4, 1913. The certificate gave his name as "Bhimrao alias Brimvran Ambedkar" and other details that we are familiar with now.

Evidently, the consular office did not cable London, as requested by Ambedkar. Therefore, it was not until June 8 that the Under Secretary of State of the Foreign Office in turn forwarded it to the India Office in London. On June 11, the India Office was still deliberating whether there was "any objection to the Consul giving him a passport endorsed for the journey to England" or if only an emergency certificate could be issued. By this time,

however, it had come to the notice of another official that "this man sailed from New York by SS New York on 11/6" and he asked to "keep these papers pending till I find out from him how he got his passport."

Even by the first week of July the India Office was still wondering how Ambedkar had arrived in England "when his case was still under discussion here."

Where it ends

Whatever the circumstances, Ambedkar had arrived at Liverpool where he had been instructed to call at Scotland Yard to collect his papers. As of June 24, he had still not done that. The paper trail ends here with a final note in the file: "I am directed to inform you that the Indian in question has since arrived in England and no action in the matter appears now to be called for."

When the Consul General in New York had forwarded Ambedkar's application and in turn the Foreign Office had forwarded it to the India Office, a specific request had been made for the "eventual return" of the originals. Given how his application had been processed, the papers were never sent back. If they had, Ambedkar's letters are not likely to have survived, for consular offices do not preserve passport applications for long. After Independence, the India Office was abolished and all its records were transferred to the British Library, now located adjacent to St. Pancras railway station in the heart of London.

A.R. Venkatachalapathy is a historian and Tamil writer

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The Hindu, 6 December 2022, Pg-9

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{ NCPCR GUIDELINES }

'Schools told to comply with rules to weed out corporal punishment'

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NEW DELHI: The Delhi government's directorate of education (DoE) on Thursday directed all government and private schools to abide by the guidelines formulated by the National Commission for Protection of Child Rights (NCPCR) for eliminating corporal punishment in schools.

"All heads of government, government-aided and recognised unaided private schools under the Directorate of Education are hereby directed to familiarise themselves with the guidelines formulated by the National Commission for Protection of Child Rights regarding eliminating corporal punishment in



Meting of corporal punishment to children has led to disabling some children.

PRIYANK KANOONGO,
NCPCR chairperson

schools and ensure the compliance of the guidelines in their respective schools," a directive issued by Swati Vashishtha, OSD, School, said on Thursday.

The DoE directive included guidelines prepared by NCPCR in March 2021.

On December 20, NCPCR

chairperson Priyank Kanoongo wrote to the principal secretaries of states and Union territories (UTs) raising concerns about the increasing number of cases of corporal punishment in schools. Kanoongo said that instances of corporal punishment in schools were being frequently reported to the commission. "In several such instances, it has been noted by the commission that meting of corporal punishment to children has led to disabling some children, mental abuse, cruelty, sexual abuse, harassment, and even death due to the severity of the punishment," Kanoongo said in the letter.

In its directive, NCPCR said that section 17 of the RTE Act, 2009 prohibits physical punish-

ment and mental harassment to a child, contravention of which, by any person, makes him/her liable to disciplinary action under the service rules applicable to such person.

School administrators said that the guidelines have been in place for a long time and most schools are already implementing them. Sudha Acharya, the chairperson of the National Progressive School Conference (NPSC) that has over 120 Delhi schools as members, and principal of ITL Public School, Dwarka, said, "Besides phasing out physical punishment, schools are also paying attention to the mental health of children and ensuring that they are not under any stress."

शिक्षा में सुधार का संकल्प



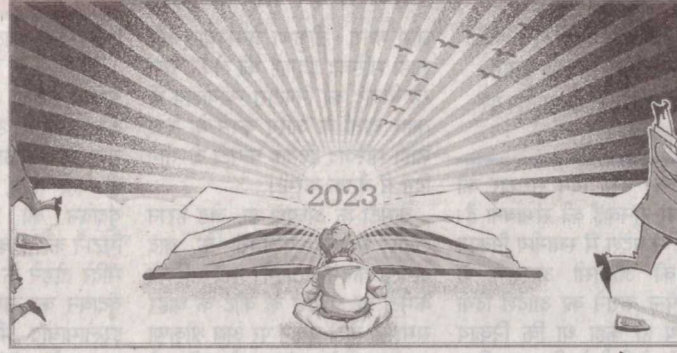
जगमोहन सिंह राजपूत

नववर्ष के संकल्पों में सरकार और समाज यह भी संकल्प ले कि शिक्षा क्षेत्र जिन सुधारों की बात जोह रहा है, उन्हें मूर्त रूप देने में विलंब न किया जाए

एक और साल समापन की ओर है। यह गुजरात साल भी प्रश्न पत्र लीक होने के कलंक से नहीं बच पाया। हाल में ऐसे दो मामले फिर सुर्खियों में आए। पहला मामला राजस्थान का है। यहां शिक्षक भर्ती परीक्षा का पहला प्रश्न पत्र लीक हो गया। परिणामस्वरूप परीक्षा रद्द हो गई। अध्यापन प्रशिक्षण की डिग्री लेकर नौकरी के लिए प्रतीक्षारत युवा फिर से निराशा की गर्त में पहुंच गए। दूसरा मामला हिमाचल प्रदेश का है। यहां राज्य कर्मचारी चयन आयोग के एक अधिकारी को परीक्षा से पहले ही हल किया गया प्रश्न पत्र बेचने के लिए गिरफ्तार किया गया। वहां भी परीक्षा रद्द हो गई। ऐसे मामले केवल दो राज्यों तक सीमित नहीं, किंतु कुछ राज्यों में इसने एक व्यवस्था का रूप ले लिया है। जैसे राजस्थान, जहां मौजूदा सरकार के कार्यकाल में ही दस बार बड़े स्तर पर प्रश्न पत्र लीक हुए हैं। हर बार मुख्यमंत्री अशोक गहलोत वही बात दोहराते हैं कि जांच होगी और

दोषियों को बख्शा नहीं जाएगा, लेकिन इस बार तो उन्होंने यहां तक कह दिया कि दूसरे राज्यों में भी तो ऐसा होता रहता है। निःसंदेह, तथ्यों के आधार पर उनकी बात गलत नहीं, लेकिन ऐसे बयान पीड़ित परीक्षार्थियों की संवेदनाओं पर और तीखा प्रहार करते हैं। इतना संवेदनहीन बयान कुछ और नहीं, बल्कि कार्यसंस्कृति में घोर अकर्मण्यता की सत्तासीनों द्वारा स्वीकार्यता की कहानी ही कहता है।

हाल में ही शिक्षा के मोर्चे पर राजस्थान का कोटा शहर भी गलत कारणों से चर्चा में रहा। प्रतियोगी परीक्षाओं की तैयारी के गढ़ के रूप में स्थापित हो चुके चंबल किनारे बसे इस शहर में कोचिंग सेंटरों की आपसी होड़ में मोहरे बनते छात्रों पर आकांक्षाओं का बोझ उनकी जिंदगी को लील रहा है। इस साल वहां करीब 15 छात्र आत्महत्या कर चुके हैं। इस पर बड़ी चिंता जताई जा रही है। कोचिंग सेंटरों को जवाबदेह बनाने के साथ ही शिक्षा की आदर्श संस्कृति स्थापित करने का जन दबाव बढ़ रहा है, लेकिन राज्य की सरकार को तनिक भी चिंता नहीं लगती। यही कारण है कि संवेदनहीनता के मामले में मुख्यमंत्री गहलोत से एक कदम आगे निकलते हुए राज्य के एक अन्य मंत्री ने कोटा की 'कोचिंग फैक्ट्री' को एक झटके में ही क्लोन चिट दे दी कि छात्रों की आत्महत्याओं का कोचिंग से कोई लेनादेना नहीं और ये संस्थान सभी स्थापित दिशानिर्देशों का पालन करते हुए अपना संचालन कर रहे हैं। जबकि सामान्य धारणा यही है कि कोटा में सब कुछ सही नहीं है। वहां जो प्रशिक्षण पद्धति अपनाई जाती है, वह बच्चों के बौद्धिक-मानसिक विकास के लिए उपयुक्त नहीं



अवधेश राजपूत

है। वह बच्चों पर अनावश्यक दबाव डालकर उन्हें तनाव से ग्रस्त करती है। उसमें त्वरित सुधार की आवश्यकता है।

यह किसी से छिपा नहीं रहा कि कोचिंग संस्थान छात्र को 'सीखने के आनंद' की अनुभूति कराने और उसकी समग्र प्रक्रिया से गुजरने के बजाय केवल 'कम से कम समय' में उत्तर देने का कौशल सिखाने में विश्वास करते हैं। प्रक्रिया से अधिक परिणाम पर उनका ध्यान होता है, क्योंकि जितना बेहतर परिणाम होगा, उतना ही उनका लाभ बढ़ेगा। प्रश्न पत्र लीक के कई मामलों की जब गहन जांच-पड़ताल होती है तो उसमें कोचिंग से जुड़े लोगों के नाम भी अक्सर सामने आते हैं। ऐसे में पर्चा लीक करने वाले माफिया और कोचिंग संचालकों को संदेह का लाभ नहीं दिया जा सकता। अधिक से अधिक परिणाम लाने की उत्कंठा कोचिंग वालों के साथ ही कुछ छात्रों और अभिभावकों को भी अनुचित राह पकड़ने से नहीं रोक पाती। यही कारण है कि प्रश्न पत्र लीक का व्यवसाय लगातार फल-फूल रहा है, लेकिन इसकी कीमत चुकानी पड़ती

है परिश्रमी विद्यार्थियों को। ऐसे विद्यार्थी जो कड़ी मेहनत करते हैं और जिनका काफी कुछ दांव पर लगा होता है, वे इस दुरभिसंधि के कारण ठगे रह जाते हैं। कई बार इसकी दुखद परिणति आत्महत्या के रूप में सामने आती है। ऐसे में कोटा में बढ़ रहे आत्महत्या के सिलसिले को इससे अलग करके नहीं देखा जा सकता।

इनके अतिरिक्त नकल माफिया ने भी शिक्षा जैसे पवित्र क्षेत्र को कलंकित करने का काम किया है। आखिर यह नकल माफिया कौन चलाता है? कौन सहयोग देता है? उसके संबंध कहां तक जुड़े हैं? उसकी पहुंच कहां तक है? ऐसे तमाम सवालों के जवाब सार्वजनिक दायरे में होते हैं, लेकिन सरकारें इनसे बेखबर या आंखें मूंदे रहती हैं। मध्य प्रदेश का व्यापम घोटाला इसका एक उदाहरण है। ऐसे माफिया की नेटवर्किंग क्षमता की मिसाल दर्शाती है यह शिक्षा माफिया शासन-प्रशासन में प्रत्येक स्तर तक तिकड़म भिड़ाने में माहिर होता है। इसका भयावह परिणाम लाखों मेधावी छात्रों को भुगतना पड़ता है, जिनके स्थान पर अपात्र लोग

चुनकर आ जाते हैं। ऐसे तमाम मेधावियों की पारिवारिक पृष्ठभूमि अत्यंत सामान्य होती है। उनके अभिभावक किसी प्रकार संसाधन जुटाकर उनके सपनों में रंग भरने के लिए हरसंभव प्रयास करते हैं, तो ये छात्र भी अपनी ओर से कोई कोर-कसर शेष नहीं रखते, लेकिन पर्चा लीक होने या नकल माफिया की साठगांठ के आगे परास्त हो जाते हैं। ऐसे में उनमें और उनके अभिभावकों में तनाव बढ़ना बहुत स्वाभाविक है।

वास्तव में कोचिंग संस्थानों पर अभिभावकों की बढ़ती निर्भरता और युवाओं की उस प्रक्रिया से गुजरने की मजबूरी संस्थागत शिक्षा पद्धति की सर्वविधित असफलता का प्रकटीकरण ही है। सरकारी स्कूलों में नियमित अध्यापकों की कमी, शिथिल कार्यसंस्कृति, अध्यापकों के चयन में बंगाल जैसे अनैतिक घोटाले, शिक्षित माता-पिता का अपनी इच्छाओं की पूर्ति के लिए बच्चों को किसी व्यवसाय विशेष में जबरदस्ती भेजना और बच्चों की इच्छा को किनारे कर कोटा जैसी 'कड़ाही' से गुजरने को मजबूर करना उचित नहीं कहा जा सकता। इससे न केवल बच्चों की नैसर्गिक प्रतिभा नष्ट होती है, अपितु वे कुटित भी होते जाते हैं। यह उनके समग्र विकास में बाधक बनता है, जिसके नतीजे अक्सर आत्मघाती होते हैं। ऐसे में नववर्ष पर लेने वाले संकल्पों में सरकार और समाज का एक संकल्प यह भी होना चाहिए कि शिक्षा क्षेत्र जिन सुधारों की बात जोह रहा है, उनको मूर्त रूप देने में अब विलंब न किया जाए।

(लेखक शिक्षा, सामाजिक समरसता तथा पंथिक सद्भाव के क्षेत्र में कार्यरत हैं)

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07
दैनिक जागरण, 30 दिसंबर 2022, पृष्ठ-6

The Pioneer, 27 December 2022, Pg-4 (8)

Govt task force suggests UG/PG courses for AVGC education

PIONEER NEWS SERVICE
NEW DELHI

A Government-appointed task force has suggested starting globally-recognised under graduate and post-graduate courses for audio-visual, gaming and comic (AVGC) education and tapping talent at the school level leveraging the National Education Policy.

The AVGC Task Force, chaired by Apurva Chandra, Secretary of the Ministry of Information and Broadcasting, has also recommended to the Government to launch a National AVGC-XR Mission with a budget outlay for integrated promotion of the sector and a 'Create in India' campaign on the lines of 'Make in India' with an exclusive focus on content creation.

XR refers to Extended

Reality, an umbrella term used to describe immersive technologies that can merge the physical and virtual worlds. The AVGC Task Force was announced by Finance Minister Nirmala Sitharaman in her budget speech this year to promote the AVGC sector which has been growing at 16 per cent year-on-year to emerge as a USD three-billion market.

"The AVGC sector currently accounts for nearly one per cent of the global market. India's share can rise to six per cent and the sector has the potential to create 20 lakh jobs in the next 10 years," Chandra told reporters here. He said the AVGC sector was a sunrise sector after information technology. The task force submitted its report 'Realising AVGC-XR Sector Potential in

India' to Information and Broadcasting Minister Anurag Thakur last week.

Ashish Kulkarni, founder of Punnaryug Artivision and a member of the task force, said the recommendations given by the task force could lead to the creation of a dedicated roadmap for careers in the AVGC sector on the lines of medical and engineering. Chandra said India was emerging as a primary destination for high-end, skill-based activities in the AVGC sector with a number of Hollywood studios doing post-production work in the country.

The task force also recommended establishing a National Centre of Excellence (COE) for the AVGC sector to become an international reference point across Skilling, Education, Industry Development and



Research and Innovation for the sector. It also said that regional COEs will be instituted in collaboration with the state governments to provide access to local industries and to promote local talent and content.

The task force also suggested establishing AVGC Accelerators and Innovation hubs in academic institutions, on the lines of Atal Tinkering

Labs. It also suggested leveraging 'Startup India' to provide technical, financial and market access assistance to AVGC entrepreneurs to promote the culture of R&D and local IP creation. The task force also recommended establishing a dedicated production fund for domestic content creation from across the country to promote Indian culture and heritage globally.)

दैनिक जागरण ! 9 दिसंबर 2022 ; पृष्ठ-1

09

सीयूईटी का बढ़ सकता है दायरा, सिमटेगा परीक्षाओं का स्वरूप

जागरण ब्यूरो, नई दिल्ली: विश्वविद्यालयों में प्रवेश के लिए होने वाली संयुक्त प्रवेश परीक्षा (सीयूईटी) का दायरा और बढ़ सकता है। इसमें देश के कुछ और विश्वविद्यालय शामिल हो सकते हैं। इस परीक्षा के विस्तृत स्वरूप को भी समेटने की तैयारी है। ताकि परीक्षा के लिए आवंटित 10 दिनों व करीब 10 शिफ्टों के बीच ही इसे पूरा कराया जा सके। इसके तहत एक से कोर्सों की प्रवेश परीक्षाओं को एक साथ जोड़ा जा सकता है।

वर्ष 2022 में सीयूईटी के आयोजन में मची अफरा-तफरी को देखते हुए प्रक्रिया को नए सिरे से जांचा जा रहा है। शिक्षा मंत्रालय



- डेढ़ महीने खींचने की जगह इस साल सिर्फ 10 दिनों में परीक्षा कराने का फैसला
- सीयूईटी के दायरे में ज्यादा विश्वविद्यालयों को जोड़ने के लिए सरकार चलाएगी अभियान
- एक जैसे कोर्सों की परीक्षाएं साथ कराने की शिक्षा मंत्रालय व यूजीसी की योजना

और विश्वविद्यालय अनुदान आयोग (यूजीसी) ने इन गड़बड़ियों के सामने आने के बाद मंथन शुरू कर दिया था। इस बार परीक्षा डेढ़ माह की जगह सिर्फ 10 दिनों में कराने

का फैसला लिया गया है। सीयूईटी के जारी कार्यक्रम के तहत इसका आयोजन 21 से 31 मई के बीच होगा। अधिकारियों के मुताबिक, परीक्षा अवधि को छोटा

परीक्षा के पैटर्न में बदलाव नहीं

सीयूईटी के पैटर्न को यथावत रखा जाएगा। परीक्षा कंप्यूटर आधारित ही होगी। इस बार परीक्षा में ज्यादा छात्रों और विश्वविद्यालयों के शामिल होने के बाद तकनीकी स्तर पर पूरी सतर्कता रखी जा रही है। मंत्रालय की मानें, तो वर्ष 2022 में इस परीक्षा में करीब 14 लाख छात्रों ने हिस्सा लिया। वर्ष 2023 में इसमें छात्रों की संख्या 16 लाख से ज्यादा हो सकती है। इस दौरान केंद्रों के चुनाव में भी विशेष सतर्कता रखने के निर्देश दिए गए हैं।

करने का कारण इसके अत्यधिक विस्तार को समेटना है। पिछली बार अलग-अलग कोर्सों में दाखिले के लिए अलग परीक्षा के चलते सीयूईटी में करीब 50 पेपर कराए

गए थे। इसके चलते और भी अफरा-तफरी की स्थिति बनी।

इस वर्ष 90 विश्वविद्यालयों ने लिया था हिस्सा: सीयूईटी के दायरे को भी विस्तार देने की तैयारी है। शिक्षा मंत्रालय व यूजीसी ने जल्द राज्यों के साथ बैठक करने के संकेत दिए हैं। अधिकारियों के मुताबिक, यह पहल तभी सफल होगी, जब अधिकतर विश्वविद्यालय शामिल हों। सीयूईटी के कार्यक्रम में राज्यों की बोर्ड परीक्षाओं व विश्वविद्यालयों में दाखिले को ध्यान में रखा गया है। माना जा रहा है कि इस बार और भी विश्वविद्यालय शामिल होंगे। गौरतलब है कि सीयूईटी में 2022 में 90 विश्वविद्यालय शामिल थे।

Evaluation and accreditation of schools are crucial for upgradation

NABET evaluates and ranks schools based on their teaching learning process and the outcome that is generated out of this

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Accreditation of schools is a process of recognising an institution as having a particular status. In India, there is a lack of awareness about accreditation for schools as there is no mandate from the government on regular school evaluations. National Accreditation Board for Education and Training (NABET), which is the constituent Board of the Quality Council of India (QCI) is offering an accreditation programme for Quality School Governance with an aim to provide a framework for the effective management and delivery of the holistic education programme for the development of students. However, a recent survey revealed that only 0.5% of schools are accredited in the country. Of the 15 lakh schools in India, only 7,000 have undergone the evaluation process to check their standards.

PR Mehta, chairperson NABET, while talking to *Education Times* said the limited number of accreditation is mainly because of low awareness among schools. "In recent years a paradigm shift has been observed from imparting quantity to quality education to the students. We are making attempts to create awareness for schools to get accredited by holding online and offline workshops," says Mehta. "According to NEP 2022, accreditation of schools is a voluntary process that the schools must take up under its self-assessment programme. Prominent schools such as DPS Hyderabad, Chitkara International School, Chandigarh, have been accredited by NABET. Similarly, schools from tribal regions of Odisha and many Indian schools located in Muscat, Oman are accredited," adds Mehta.

"Schools in the tribal region of Odisha had volunteered for the ac-



Parents will be benefitted from NABET accreditation as it will help them take an informed decision

creditation process to get evaluated. Besides their classrooms, they also presented their hostels for evaluation and worked for improving them," says Madhu Ahluwalia, senior advisor, Quality Council of India.

Evaluation parameters

"The process of accreditation involves, creating a 50-point checklist to measure the standard of schools. If schools can fulfil three points from here, they are considered accredited. The standards have been prepared based on global practices and benchmarks which are customised as per the local requirement. Based on the evaluation, schools are placed under different levels and follow a quality journey to upgrade them," explains Ahluwalia. "Students and parents will make an informed decision and select schools based on the parameters set for evaluation," Mehta says.

Rashtriya Sahara Urdu, 22 December 2022, Pg-111
 بھوپن پور میں شکرانہ کی جگہ راتوں کو
 شامیہ کی آواز سننے کا پختہ

بھوپن پور میں جمعہ کے بجائے اتوار کو ہفتہ وار چھٹی کیے جانے کی تجویز

لکھنؤ (پس آئی)

اتر پردیش مدرسہ بورڈ کے سامنے مدرسوں میں جمعہ کے بجائے اتوار کو چھٹی کیے جانے کی تجویز پیش کی گئی ہے۔ اس پر تہمتی فیصلہ بورڈ کی جنوری میں منعقد ہونے والی میٹنگ میں لیا جائے گا۔ دریں اثنا مدرسہ اساتذہ کی ایک صوبائی تنظیم نے تجویز کی مخالفت کرتے ہوئے کہا ہے کہ مدرسوں میں جمعہ کی نماز کی وجہ سے جمعہ کے روز ہفتہ وار چھٹی کا نظام شروع سے ہی چلا آ رہا ہے اور اگر اس میں تبدیلی کی گئی تو اس کا غلط پیغام جائے گا۔ اتر پردیش مدرسہ تعلیمی بورڈ کے سربراہ ڈاکٹر افتخار احمد جاوید نے بتایا کہ منگل کو اتر پردیش غیر سرکاری عربی ماہر فارسی تسلیم شدہ انتظامی و خدمات ضابطہ-2016 میں ضروری ترمیم اور تبدیلی کے سلسلے میں ایک میٹنگ بلائی گئی تھی۔ اس میں بورڈ کے ارکان اور بڑی تعداد میں مدرسوں کے نمائندوں نے حصہ لیا۔ جاوید کے مطابق میٹنگ میں مدرسوں میں جمعہ کے بجائے اتوار کو ہفتہ وار



چھٹی کیے جانے کی تجویز پیش کی گئی۔ بہت دنوں سے مدرسوں سے وابستہ لوگوں کی جانب سے ایسا مطالبہ بھی کیا جا رہا تھا۔ حالانکہ میٹنگ میں کئی مدرسوں کے نمائندوں نے اس تجویز کی مخالفت بھی کی۔ جاوید نے کہا کہ اس تجویز پر بحث کی گئی ہے۔ حالانکہ ابھی کوئی فیصلہ نہیں کیا گیا ہے۔ اس پر تہمتی فیصلہ جنوری میں ہونے والی بورڈ کی میٹنگ میں لیا جائے گا۔ مدرسہ بورڈ ریاستی سرکار کے ماتحت کونسل ہے جو ریاست میں مدرسہ تعلیم کے نظام سے متعلق فیصلے لیتا ہے۔ اتر پردیش کے وزیر مملکت برائے تعلیتی بہبود و ایش آزاد انصاری نے اس

بارے میں پوچھے جانے پر کہا کہ یہ معاملہ ابھی ان کے نوٹس میں نہیں آیا ہے، لہذا وہ اس پر تبصرہ نہیں کر سکتے۔ حالانکہ ابھی اس پر کوئی فیصلہ نہیں ہوا ہے۔ جو بھی ہوگا، وہ سب کی رضامندی سے ہی ہوگا۔ واضح رہے کہ اتر پردیش ہی نہیں، بلکہ ممکنہ طور پر پورے ملک کے مدرسوں میں جمعہ کو ہی ہفتہ وار چھٹی ہوتی ہے۔ جمعہ کی نماز کی تیاریوں کے مد نظر مدرسوں میں جمعہ کے روز چھٹی دی جاتی ہے۔ نیچرس ایجوکیشنل مارشل عربیہ اتر پردیش کے جنرل سیکریٹری دیوان صاحب زماں نے کہا کہ جمعہ کے روز جمعہ کی نماز کے لیے خاص اہتمام کیا جاتا ہے، اسی وجہ سے ہمیشہ سے مدرسوں میں جمعہ کو ہی چھٹی دی جاتی رہی ہے۔ اگر اس نظام کو تبدیل کیا جائے گا تو اس کا غلط پیغام جائے گا۔ انہوں نے بتایا کہ مدرسہ بورڈ کی منگل کو ہونے والی میٹنگ میں اکا دکا لوگوں نے ہی جمعہ کے بجائے اتوار کو ہفتہ وار چھٹی کا انتظام کرنے کی وکالت کی تھی اور باقی سبھی لوگوں نے اس کی مخالفت کی تھی۔

سर्वे रिपोर्ट آنے کے بعد 30 پرو میں 'अस्वीकृत मदरसों' को संजूरी देने की प्रक्रिया शुरू होने की उम्मीद है।

سرورے رپورٹ آنے کے بعد اتر پردیش میں غیر منظور شدہ مدرسوں کو منظوری دینے کا عمل شروع ہونے کی توقع

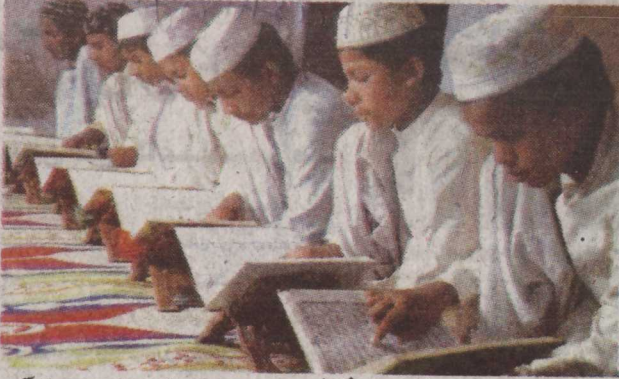
کے چیئر مین جاوید نے کہا کہ سرورے کے دائرے میں لیے گئے سبھی مدرسوں نے زکوٰۃ اور چندے کو اپنا مالی ویبلہ بنایا ہے۔ سرورے کے دوران مدرسوں میں بنیادی سہولتوں اور دیگر انتظامات کی کیا صورتحال پائی گئی، اس پر مدرسہ بورڈ کے چیئر مین نے کہا کہ سرورے کے دوران عام طور پر زیادہ تر مدرسوں میں انتظامات اطمینان بخش پائے گئے ہیں۔ انہوں نے پھر واضح کیا کہ مدرسوں کا سرورے صرف اطلاعات جمع کرنے کیلئے کرایا گیا تھا۔ اس کا مقصد مدرسوں میں بنیادی سہولتوں کی صورتحال کے بارے میں جاننا تھا۔ جاوید نے کہا کہ مصلعوں سے حاصل شدہ سرورے رپورٹ کے جائزہ کا عمل ابھی جاری ہے۔

دریں اثنا ذرائع کے مطابق ریاست کے مدرسوں میں اساتذہ کی تقرری کیلئے اہلیتی امتحان ضروری کرنے پر بھی غور کیا جا رہا ہے۔ حالانکہ وزیر مملکت دانش انصاری کے مطابق ابھی یہ معاملہ صرف غور و خوض کی سطح پر ہے اور فی الحال مدرسہ ٹی ای ٹی کی کوئی تجویز تیار نہیں کی جا رہی ہے۔ دراصل ریاست کے بیسک اسکولوں میں تقرری کے لیے اساتذہ اہلیتی امتحان پاس کرنے کی لازمییت ہے۔ اسی طرح مدرسوں میں بھی ای این سی ای آر ٹی کا نصاب پڑھانے جانے کی لازمییت کے مدنظر مدرسوں میں بھی اساتذہ تقرری کیلئے بیسک اسکولوں جیسے ہی اہلیت کے نظام کی ضرورت محسوس کی جا رہی ہے۔ تازہ سرورے کے بعد سامنے آنے والے اعداد و شمار کے مطابق اتر پردیش میں تقریباً 25 ہزار مدرسے چلائے جا رہے ہیں۔ ان میں سے 560 کو سرکار سے گرانٹ ملتا ہے۔

ریاست کے مدرسوں میں اساتذہ کی تقرری کیلئے اہلیتی امتحان لازمی کرنے پر بھی غور

ہی لیا جائے گا۔

واضح رہے کہ ریاستی سرکار کے ذریعہ نجی مدرسوں میں طلباء و طالبات کیلئے بنیادی سہولتوں، انہیں پڑھانے جانے والے نصاب، مدرسوں کے مالی وسائل اور کئی دیگر چاکناریاں حاصل کرنے کیلئے اسی سال 10



نمبر سے 15 نومبر کے درمیان سرورے کرایا گیا تھا۔ ریاست کے سبھی 75 اضلاع میں ڈسٹرکٹ مجسٹریٹوں کے توسط سے سرورے رپورٹ بھیجی گئی تھی۔ سرورے میں پایا گیا کہ ریاست میں 8500 مدرسے منظوری کے بغیر چلائے جا رہے ہیں۔ اپوزیشن نے نجی مدرسوں کے سرورے کے عمل پر تنقید کرتے ہوئے اسے مدرسوں کی آزادی چھیننے اور انہیں نشانہ بنانے کی کوشش قرار دیا تھا۔ حالانکہ سرکار نے ان الزامات کو غلط بتایا تھا۔ مدرسوں کی فنڈنگ کے بارے میں پوچھے جانے پر مدرسہ تعلیمی بورڈ

لکھنؤ، (پس ٹی آئی)

اتر پردیش میں نجی مدرسوں کی سرورے رپورٹ ملنے کے بعد اتر پردیش مدرسہ تعلیمی بورڈ کے سربراہ نے کہا ہے کہ ایک بار پھر غیر منظور شدہ مدرسوں کو منظوری دینے کا عمل شروع کیا جائے گا۔

مدرسہ بورڈ کے چیئر مین ڈاکٹر افتخار احمد جاوید نے انوکھا بتایا کہ سرورے میں غیر منظور شدہ پائے گئے تقریباً 8500 مدرسوں کے لیے حکومت کی اجازت سے منظوری کا عمل شروع کیا جائے گا۔ انہوں نے کہا کہ 'جو لوگ مدرسہ بورڈ سے منظوری چاہتے ہیں انہیں اس کیلئے درخواست دینی ہوگی۔ ڈاکٹر جاوید نے کہا کہ منظوری ملنے سے مدرسوں کے ساتھ ساتھ طلباء کو بھی فائدہ ملے گا کیونکہ تب انہیں ملنے والی ڈگری مدرسہ بورڈ دستیاب کرانے کا جنہیں وسیع پیمانے پر تسلیم کیا جاتا ہے۔ انہوں نے کہا کہ اتر پردیش میں 10 ستمبر سے 15 نومبر تک ہونے والے سرورے میں 8500 مدرسے غیر منظور شدہ پائے گئے تھے۔ ان مدرسوں کو منظوری دینے کا عمل ریاستی سرکار کی اجازت سے پھر سے شروع کیا جائے گا۔ جو مدرسہ بورڈ سے منظوری لینا چاہتے ہیں، وہ اس کے لیے درخواست دے سکیں گے۔

ٹچرس ایسوسی ایشن مدارس عربیہ اتر پردیش کے جنرل سکریٹری دیوان صاحب زماں خاں نے کہا کہ 2017 میں ریاست میں بھارتیہ جنتا پارٹی کی قیادت والی سرکار بننے کے بعد مدرسہ تعلیمی بورڈ کو تحلیل کر دیا گیا تھا۔ اس کے بعد عرصہ تک بورڈ میں منظوری کمیٹی کی تشکیل نہیں کی گئی۔ یہی وجہ رہی کہ نئے مدرسوں

کو منظوری دینے کا کام رکا رہا۔ اگر بورڈ مدرسوں کو منظوری دینے کا ارادہ کر رہا ہے تو یہ قابل خیر مقدم ہے۔ نئے مدرسوں کو گرانٹ لسٹ میں شامل کرنے کا عمل دوبارہ شروع ہونے کے بارے میں پوچھے جانے پر مدرسہ بورڈ کے چیئر مین جاوید نے بتایا کہ اس بارے میں ابھی

کچھ نہیں کہا جا سکتا۔ دریں اثنا ریاست کے وزیر مملکت برائے تعلیتی بہبود دانش آزاد انصاری نے کہا کہ سرورے کے بعد سرکار کا قدم اٹھائے گی، اس بارے میں صلاح و مشورہ کیلئے اس ماہ کے اواخر تک محکمہ کی میٹنگ ہونی ہے۔ انہوں نے کہا کہ 'جو بھی فیصلہ ہوگا وہ مدرسوں کے بہترین مفاد میں ہوگا۔ مدرسوں کو سرکاری گرانٹ لسٹ میں پھر سے شامل کرنے کے عمل کے امکانات کے بارے میں پوچھے جانے پر انصاری نے کہا کہ اس سلسلے میں کوئی بھی فیصلہ محکمہ کی میٹنگ میں

{ NORMS FOR UNDERGRADUATE COURSES }

Environment to yoga: UGC lists 'value added courses' for colleges

Fareeha Iftikhar

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NEW DELHI: Understanding India with a historical perspective; knowledge of India's environment in its totality; yoga education; fitness and sports; and digital learning; are among the common "value added courses" suggested by the University Grants Commission (UGC) in its new guidelines for undergraduate students.

The UGC document, titled "Curriculum and credit framework for four-year undergraduate programmes", seen by HT, is set to be notified on Monday. It lays down guidelines to be followed by universities and colleges set to enroll students under four-year undergraduate programmes from this year.

Under the National Education Policy (NEP) 2020, universities and colleges will offer four-year undergraduate degrees with multiple exit and entry options. On Saturday, HT reported that the UGC guidelines suggested that students will now get an undergraduate "honours" degree only after completing a four-year course, instead of three years.



M Jagadesh Kumar

According to the guidelines, the undergraduate students will now take up courses of their interest from ability enhancement (language), skill enhancement, and value-added categories in their first two semesters.

Under the Value-added category (VAC), the higher education regulator has suggested courses such as "understanding India", "environmental education", "digital and technological solutions" and "health and wellness", "yoga education", "sports and fitness". Students can earn 6-8 credits through these courses.

Through courses based on "understanding India", the UGC aims to enable students to acquire and demonstrate the knowledge and understanding of contemporary India with a historical perspective.

"Yoga education would focus on preparing students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self discipline and self-control, to learn to handle oneself well..." the document said.

UGC chairperson M Jagadesh Kumar said, "New four-year curriculum framework provides for holistic education by allowing students to experience courses from multiple disciplines as envisaged in NEP 2020".

Meanwhile, the UGC guidelines also suggested introducing summer internships at the undergraduate level to provide industry experience to students — earning them 2-4 credits.

"A key aspect of the internship is induction into actual work situations. Internships involve working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning," the document seen by HT states.

UGC prepares ground for Bachelor's exams in 12 Indian languages

AGENCIES

NEW DELHI, 18 DECEMBER

A nationwide change will take place in the higher education system, especially in undergraduate courses as language will cease to be a barrier in BA, B.Com, and B.Sc courses. Students will be able to graduate in their mother tongue.

In view of the same, preparations have begun to make the course books available in languages like Bengali, Gujarati, Kannada, Malayalam, Marathi, Odia, Tamil and Telugu among others.

The University Grants Commission (UGC), under an initiative by the Union Ministry of Education, is engaging with publishers to translate English textbooks to various Indian languages.

Pearson India, Narosa Publishers, Viva Books, S. Chand Publishers, Vikas Publishing, New Age Publishers, Mahavir Publications, Universities Press and Taxmann Publications are some of the

In view of the same, preparations have begun to make the course books available in languages like Bengali, Gujarati, Kannada, Malayalam, Marathi, Odia, Tamil and Telugu among others

major publications involved in the process. Along with these, representatives of Oxford University Press, Orient Blackswan and Elsevier also participated in the high-level meeting.

The UGC recently held discussions with representatives of Wiley India, Springer Nature, Taylor & Francis, Cambridge University Press India, Cengage India and McGraw Hill, India on bringing out undergraduate English textbooks in Indian languages.

UGC, as a part of NEP 2020, is working towards getting the most popular textbooks translated for UG programmes in higher education institutions across the country in the 12 Indian languages.

The swan song

Radhavallabh Tripathi's 'Manavi' could help shape young minds, change the conversation on climate change



KRISHNA KUMAR

THE CONFERENCE ON climate change held in Egypt produced a consensus document that shows no real way forward. A recent Sanskrit novel for children provides just that. Its author, Radhavallabh Tripathi, is a renowned Sanskrit scholar and writer. I was able to read his *Manavi* because he has translated it into Hindi. It is the kind of book that could change the world's direction, provided it is read by millions. If Greta Thunberg were aware of it, she would adopt it as her campaign symbol.

Although the world's environment is decaying by the hour, it matters little to political leaders. Every global conference gives them a platform to raise their pet issues and score points over rivals. Business interests don't figure in these gatherings. Sensitivity is not the domain of business, even in the theory of liberalism. It consigns enterprise squarely to spotting opportunities for making profit, even while doing good. No crisis is above that sacred monetary motive; climate change is no exception. The various discourses propagated by the UN to subdue this frightening alarm bell have only served to make the crisis appear manageable with technical solutions.

Radhavallabh Tripathi's novel compels us to look in a different direction — towards ourselves, the way we live and think. Raghu, the child hero of *Manavi*, learns this truth the hard way: By going through heartrending dilemmas over his role in Manavi's distress and survival. Through her existential struggle, we face a terrifying lesson in guilt.

Raghu faces the awful prospect of losing his beloved friend, Manavi, a migratory swan left behind in the month of July in Nandanpur, an Indian village. This young boy does all he can think of, invent and manage, to save his friend from death. Her flock mates have left without her. She got delayed because she wanted to say goodbye to Raghu. Stuck on the hot plains during a prolonged dry monsoon, this Himalayan bird is anxious that her own kin would blame her for coming so close to a human child. Will he prove worthy of her affection? That is the core theme of Tripathi's novel.

Tripathi has dedicated the book to India's legendary ornithologist, Salim Ali, a character in the novel. In fact, the book opens with him. Though it is July, the temperature in parts of Delhi has reached 50 degrees Celsius. Salim Ali has read in a Hindi newspaper that a flock of swans has been spotted in a village in MP. He is sure that there must be a mistake, because by now swans should have flown back to higher latitudes. Wanting to verify the reported sighting, he takes the earliest flight he can find to Bhopal. From there he goes to Nandanpur where the swans were seen.

After this dramatic start, the novel shifts to the swans themselves. Their leader is frantic to leave Nandanpur even though he realises that one of their members is miss-

ing. She has gone to see Raghu for one last time. Her companions can delay no longer and fly off without her. Raghu's long struggle to keep Manavi alive begins.

For the reader, the suspense is unbearable. We traverse every aspect of social life to recognise how difficult it is for Raghu to stand by and help Manavi — alone in an environment no migratory bird would choose to endure. The suspense about Manavi's fate and Raghu's struggle to protect her raises this book to the ranks of classics like Meindert DeJong's *Wheel on the School* and the recent *War Horse* by Michael Morpurgo. The popularity of these books may prove hard to match, given the state of publishing for children in India.

But I like to fantasise that a few million copies in different languages of the world sold over the coming decades, will galvanise the next generations into an unanticipated resolve to save the environment from further decay. *Manavi* offers the seeds of such a resolve. Its critique of present-day humanity is both harsh and inspiring. Radhavallabh Tripathi spares no domain of contemporary life from surgical probing. The book exposes politics and bureaucracy in equal measure. It lays bare the vain ideology of developmentalism that impels rulers and experts to fiddle with truth to nurture false hopes.

While reading *Manavi*, we recognise the impasse that environmentalism faces. Its encompassing concerns have been reduced to compressed phrases such as "carbon emission" and "global warming". These glib phrases inadvertently conceal the thousand other concerns and endeavours of powerless fighters around the world. Their failed campaigns become poignant memories. The demolition of Delhi's Sarojini Nagar's old quarters raised some youthful energy to resist, but the plan went through. The debates over genetically modified mustard and the various megaplans underway in the fragile Himalayan region are instances of unequal battles that the natural environment confronts today. No single phrase, not even "climate change", can encompass this monstrous reality.

Manavi goes to the heart of the matter — the breakdown of the moral bond between nature and mankind. This bond has now been deftly replaced by a new one — between dispensers of comfort and reminders of concern. The young, with their education crippled, have no chance to make sense of what is going on. The depth of Tripathi's indignation has given him a creative grip on the crisis. His stature as a scholar of Sanskrit permits him a level of confidence that few contemporary writers can afford. As of now, *Manavi* has a minuscule readership.

A prominent educational magazine of children's literature let it go after a cursory glance. Apparently, the discourse of ecological awareness has frozen around a handful of constructive arousals. The range of emotions *Manavi* deals with finds little resonance among curricular engineers. They have turned hope into a skill that only excels in encouraging hackneyed innovations. The late Salim Ali, who figures in *Manavi* as an iconoclastic expert, tells us how to look at things more thoughtfully rather than try to fix them with shoddy bandages.

The writer is...

The Indian Express, 6 December 2022, Pg-14

16

Goblin mode chosen Oxford Dictionary's word of the year

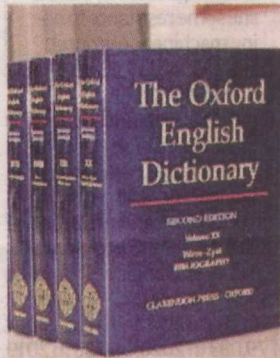
ASSOCIATED PRESS
LONDON, DECEMBER 5

'GOBLIN MODE' has been chosen as the Oxford Dictionary's word of the year, the publication announced on Monday.

Chosen through an online poll, the dictionary defines the term as "a type of behaviour which is unapologetically self-indulgent, lazy, slovenly, or greedy, typically in a way that rejects social norms or expectations".

First seen on Twitter in 2009, "goblin mode" gained popularity in 2022 — as people around the world emerged uncertainly from pandemic lockdowns.

"Given the year we've just experienced, 'goblin mode' resonates with all of us who are feeling a little overwhelmed at this point," said Oxford Languages



In 2021, the Oxford word of the year was 'vax' and Merriam-Webster's was 'vaccine'. *File*

President Casper Grathwohl.

The word of the year is intended to reflect "the ethos, mood, or preoccupations of the

past twelve months." For the first time this year's winning phrase was chosen by public vote, from among three finalists selected by Oxford Languages lexicographers: goblin mode, metaverse and the hashtag IStandWith.

Despite being relatively unknown offline, goblin mode won 93% of more than 340,000 votes.

The choice is more evidence of a world unsettled after years of pandemic turmoil, and by the huge changes in behaviour and politics brought by social media.

Last week, Merriam-Webster announced that its word of the year is "gaslighting" — psychological manipulation intended to make a person question the validity of their own thoughts.

In 2021 the Oxford word of the year was "vax" and Merriam-Webster's was "vaccine."

उच्च शिक्षा में भारतीय भाषाओं को बढ़ावा मिले

प्रतियोगी परीक्षाओं में अनुवाद का स्तर अच्छा नहीं होने से छात्रों को मुश्किलों का सामना करना पड़ता है। 'राष्ट्रीय अनुवाद मिशन' को अधिक संपन्न बनाना चाहिए



राघवेंद्र प्रसाद तिवारी

ऋग्वेद में भाषा के बारे में लिखा है- धीर पुरुष वाणी को चलनी में छने हुए सत्तु के समान परिष्कृत रूप में उच्चारित करते हैं। वाणी से उनका सख्य भाव ज्ञात होता है। वाणी में लक्ष्मी (पवित्र गुण) प्रतिष्ठित होती है। जिस तरह

चलनी से अपशिष्ट छानकर खाने योग्य अनाज रख लिया जाता है, वैसे ही भाषा में जो अपशिष्ट रहता है, उसे दूर करके ही भाषा व्यवहार में आती है। इस बारे में देश की आजादी की लड़ाई के दौरान अपनी लेखनी से जनता में जोश भरने वाले आधुनिक तमिल कवि सुब्रमण्यम भारती के जन्मदिवस 11 दिसंबर को 'भारतीय भाषा दिवस' के रूप में उत्सव की तरह मनाने का उपक्रम अभिनंदनीय है।

सपने मातृभाषा में ही देखे जाते हैं: विदेशी राज में भारतीय भाषाओं का क्षरण हुआ। दार्शनिक कृष्ण चंद्र भट्टाचार्य ने 1929 के आस-पास ही

विचारों में आजादी के लिए भाषा के स्वराज पर जोर दिया था क्योंकि 'स्वराज एक सपना था और सपने मातृभाषा में ही देखे जाते हैं।' भारत की विडंबना यह रही कि आजादी मिलने के बाद सरकारों ने भारतीय भाषाओं के विकास और संरक्षण पर जोर न देकर अंग्रेजी राज का अनुगमन किया। इस अंधानुकरण का नतीजा है कि 'कोस कोस पर पानी बदले चार कोस पर बानी' वाले देश में 50 सालों में लगभग 20 प्रतिशत भाषाएं विलुप्त हुईं। फिर भी स्थानीय भाषाएं हमारी संस्कृति की प्राणवायु बनकर उसे विकसित करने में अतुलनीय योगदान दे रही हैं। **मातृभाषा में होगी पढ़ाई:** इस संदर्भ में राष्ट्रीय शिक्षा नीति-2020 की यह अनुशंसा काबिल-ए-तारीफ है कि 'जहां तक संभव हो, कम से कम ग्रेड 5 तक लेकिन बेहतर यह होगा कि ग्रेड 8 और उससे आगे तक भी शिक्षा का माध्यम घर की भाषा/मातृभाषा/स्थानीय भाषा/क्षेत्रीय भाषा होगी। सार्वजनिक और निजी दोनों तरह के स्कूल इसे मानेंगे।' हाल ही में मध्य प्रदेश में एमबीबीएस की पढ़ाई हिंदी में शुरू हुई है। माननीय राष्ट्रपति द्वारा उड़िया भाषा में निर्मित अभियांत्रिकी की पुस्तकें, तकनीकी शब्दावली और ई-कुंभ (भारतीय भाषाओं में ज्ञान) पोर्टल का अनावरण भी क्षेत्रीय भाषाओं के विकास के लिहाज से शानदार पहल है। नैशनल टेस्टिंग एजेंसी ने कॉमन यूनिवर्सिटी

Dall E 2 image generator



कॉमन रूम

एंट्रेंस टेस्ट (सीयूईटी-यूजी) का 13 भारतीय भाषाओं में आयोजन कर भाषा विकास के क्षेत्र में नया अध्याय जोड़ा है। शिक्षाविदों का प्रयास है कि जल्द से जल्द संपूर्ण ज्ञान-विज्ञान भारतीय भाषाओं में उपलब्ध हो।

इसके लिए 'भारतीय अनुवाद एवं व्याख्या संस्थान' की स्थापना करनी होगी। शुरुआत भले ही अनुवाद से हो, लेकिन लक्ष्य भारतीय भाषाओं में मूल पुस्तकें लिखने का ही हो।

चिंताएं भी कम नहीं: इस संदर्भ में कुछ चिंताएं भी हैं। विभिन्न प्रतियोगी परीक्षाओं में अनुवाद का स्तर संतोषजनक जनक नहीं होने से छात्रों को मुश्किलों का सामना करना पड़ता है। 'राष्ट्रीय

अनुवाद मिशन' को अधिक संपन्न बनाना चाहिए। उच्च शिक्षा में भारतीय भाषाओं को लेकर स्थिति स्पष्ट नहीं है। ऐसे में अभिभावकों के मन में आशंका होगी कि यदि आगे चलकर अंग्रेजी ही शिक्षा का माध्यम होगी तो क्यों न हम अपने बच्चों को प्रारंभिक शिक्षा भी अंग्रेजी माध्यम में ही दें। इन चिंताओं को समझते हुए शिक्षाविदों और सरकार को समुचित कदम उठाने चाहिए। बहुभाषावाद को सशक्त बनाने के लिए प्रत्येक भारतीय को एक से अधिक भारतीय भाषाएं सीखनी चाहिए।

संस्कृति की संवाहक: जो भारतीय भाषाएं वैश्विक संस्कृति की जननी रही हैं, आज वे स्वयं साम्राज्यवाद और बाजारवाद से स्वतंत्र होने के लिए छटपटा रही हैं। इसे समझते हुए प्रधानमंत्री नरेंद्र मोदी ने कहा है कि 'राष्ट्रीय शिक्षा नीति से प्रेरणा लेते हुए, अब चिकित्सा और इंजीनियरिंग सहित सभी तकनीकी पाठ्यक्रमों को मातृभाषा में पढ़ाने की कोशिश की जाएगी।' भाषाएं वही जीवित रहती हैं, जिनका प्रयोग जनता करती है। जब प्राथमिक से लेकर उच्च शिक्षा का माध्यम भारतीय भाषाएं बनेंगी, तभी भारत अपनी ज्ञान और विचार की समृद्ध परंपरा से परिचित हो पाएगा। आधुनिक चेतना से संपन्न हिंदी कवि भारतेन्दु हरिश्चंद्र कहते हैं, 'निज भाषा उन्नति अहै, सब उन्नति को मूल। बिन निज भाषा ज्ञान के, मिटत न हिय को सूल।' (लेखक पंजाब केंद्रीय विश्वविद्यालय के कुलपति हैं)

In age of technology, libraries also need to be digitised: DU V-C

STAFF REPORTER ■ NEW DELHI

Delhi University Vice-Chancellor Yogesh Singh on Tuesday said in this era of ever-changing processes, libraries also need to change.

The Government is going to set up a digitised central library and soon all the libraries in the country will be connected with it, Singh said at the curtain-raiser for the International Conference on Academic Libraries (ICAL-2023). "The 21st century is the century of digital technology. In this era of ever-changing processes, libraries also need to be changed," the DU V-C said.

"Universities cannot be imagined without libraries. The changing technology and digital medium have made things accessible to the common man. In such situation, the physical and digitised forms of libraries too are significant in the lives of teachers and students.

"The Government of India is going to set up a digitised

central library, with which all the libraries of the country will be linked soon," he added.

At the conference organised by the Delhi University Library System, Singh also unveiled the brochure and website of ICAL-2023.

The theme of the conference is 'Transforming Academic Libraries: Evolution, Innovation, Quality, Transfiguration'. The conference will be held from April 5-8 next year at the Conference Centre, University of Delhi. At the beginning of the programme, the conference president and South Delhi campus director Prakash Singh addressed the gathering.

He underlined that libraries have a huge role in student life. Conference director Shailendra Kumar shared details about the theme and sub-themes of the conference.

At the end of the programme, Rajesh Singh, the organising secretary and DU librarian, proposed a vote of thanks.)

Vedic mathematics to astronomy: UGC issues draft norms for teachers' training

Fareeha Iftikhar

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NEW DELHI: The University Grants Commission (UGC) has issued draft guidelines for training faculty members in the Indian Knowledge System (IKS) prescribing several courses — Astronomy, Vedic mathematics, Indian economic history, lessons from the Mahabharata and Arthashastra, contributions of ancient and medieval Indians in chemistry and metallurgy, and ayurveda, among others.

The higher education regulator has released the draft of guidelines

SEVERAL FACULTY MEMBERS IN DELHI UNIVERSITY HAVE RAISED OBJECTION OVER THE NEW GUIDELINES

titled "Training of Faculty on Indian Knowledge Systems" on Wednesday and invited suggestions from stakeholders on the same till December 28. The guidelines were prepared by a 10-member expert committee set up by the UGC.

UGC chairperson M Jagadesh

Kumar said the guidelines have been issued in line with the National Education Policy (NEP) 2020. "The guidelines provide a roadmap to familiarise and enthuse our faculty members about the IKS and identify strategies to incorporate it into their classroom teachings. These guidelines will make our youth aware of the vast repositories of traditional knowledge in India and map this knowledge with modern scientific advancements and technologies," Kumar said.

Several faculty members in Delhi University (DU) raised objections over the guidelines.

"Under these faculty training courses, the UGC should focus on providing knowledge in advanced technology and present-day requirements," said Rajesh Jha, political science professor at DU's Rajdhani College. "The guidelines are prejudiced that the academia doesn't have a positive attitude towards the Indian knowledge system. Also, why do the guidelines only mention temples and not gurdwaras and mosques?"

Abha Dev Habib, associate professor, Miranda House, said, "The IKS courses will not serve the actual purpose of the faculty development programmes."

Hindustan Times, 22 December 2022, Pg-12

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Recognise an eastern mathematical legacy

Centuries of experiments with mathematics in the east were downplayed in western narratives. But Ramanujan's life shines a light on the timelessness of these contributions

December 22 is Srinivasan Ramanujan's birthday and is celebrated as National Mathematics Day. Readers may be familiar with the tremendous odds he overcame — crushing financial hardship, almost no college education, a long and inhospitable stay in England — to become one of the greatest mathematicians the world has ever seen. A compelling reason to celebrate this day is Ramanujan's uncanny vision. His 1913 letter to GH Hardy, asking for help in publishing his findings, contained page after page of equations so outlandish that the Cambridge mathematician finally concluded they had to be true, because if not, “no one would have the imagination to invent them”. Even now, most of the 3,000-plus results Ramanujan produced look just as startling: Disparate mathematical terms so unusually juxtaposed that they might have been run through a kaleidoscope; each formula still coming together to express a perfect truth. Think of a savant chef combining unlikely lists of far-flung ingredients — chickpeas and *jamun*, say, seasoned with *feni* and soy —

not only create exquisite dishes but even launch new culinary movements. Indeed, Ramanujan's discoveries are so profound and multi-layered that they continue to stimulate exciting new avenues of mathematical research, over 100 years after his death. His formulas are like X-rays that allow us to gaze deep into a hidden world of numbers and identify mesmerising underlying patterns at play.

What's more, some of the patterns he discovered also show up in applied areas such as signal processing, astrophysics and quantum mechanics. This has happened before, where abstract theories can end up, centuries later, explaining how physical reality works (for example, the exotic “curved” geometries discovered in the 19th century were later adapted by Albert Einstein to model relativistic spacetime).

How did Ramanujan, unschooled as he was in higher maths, make such discoveries? Certainly, he did not use the route of formal logic — in fact, much of his time in Cambridge was spent composing verifiable proofs for the formulas he had written down. When asked, he credited the goddess *Namagiri* for his talents. Whether the divine played a role or not, Ramanujan's extraordinary mathematical intuition certainly did. As did his formidable adeptness at computation — the algebraic formulas he arrived at were distilled from multitudes of arithmetic calculations he performed first to gain insight. This is similar to how centuries

of measuring and experimenting with physical right triangles in Babylon, Mesopotamia, India and China (among other places) finally led to the theorem we now ascribe to Pythagoras.

Such contributions by the east have historically been downplayed in the mathematical narrative popular in the West, which deservedly lauds the Greeks for their insistence on rigorous proof, but often fails to adequately acknowledge the rich alternative mathematical traditions of non-European cultures. Ramanujan, who was always ambivalent about proofs, epitomises this divide, emphatically underlining for us the importance of both intuition and experimentation in mathemat-

ics. But the symbolism goes deeper. Ramanujan is one of the few non-White persons ever admitted to the worldwide pantheon of mathematical greats. The fact that he towers over so many of his fellow honorees sends a powerful message of hope, inspiration and self-affirmation to

millions of students in India and beyond.

How relevant will Ramanujan remain, as we advance into the future? One could argue that his pencil-and-paper brand of computational dexterity is by now quite obsolete, given the advent of modern computing power. But such enhanced capability has actually fuelled even more interest in probing deeper into Ramanujan's beloved world of numbers. Experimental mathematics is by now a respectable, well-established field, with journals devoted specifically



Manil Suri



Srinivasan Ramanujan allows us to gaze into a hidden world of numbers

KONRAD JACOBS / WIKIMEDIA COMMONS

to the kinds of investigations he engaged in.

Another changing dynamic is that we have realised how extensively mathematics is embedded in the DNA of our universe, and consequently, the subject has become much more interdisciplinary. In hindsight, we can now see that the links between his abstract theorems and physical reality, which once seemed coincidental, were really a harbinger of this symbiotic exchange — one which will only strengthen with time.

Perhaps the most dramatic impending change involves proofs. These have traditionally reigned supreme in mathematics. And yet, Ramanujan never regarded them as anything more than an inconvenient necessity. Imagine, then, how delighted he would feel to stand with us now, at the threshold of a brave new world of computer-assisted theorem proving.

The principle is simple — programme the foundational assumptions used in mathematics along with a compendium of basic rules, and let the computer do the deducing. An early demonstration came in 1994, when several results from Ramanujan's notebooks were proven automatically by a code developed at Carnegie Mellon University. Since then, such techniques have

advanced significantly, and a version called Lean has been proposed as a tool to help teach university maths students how to compose proofs.

So far, none of these programmes can run autonomously to prove anything too complicated — they are more like proof assistants, needing human oversight. But what if, as Fields medalists Paul Cohen and Timothy Gowers predicted, computers replace humans, and simply take over every aspect of mathematics? Surely Ramanujan would be opposed to so drastic an advance, since it would take away his very meaning in life.

Most of us can't hope to come close to him in ability. What we can share with him is the joy of doing mathematics — be it a schoolchild exulting at having mastered multiplication, or a researcher finally cracking a difficult proof, or even a train commuter completing a newspaper sudoku puzzle. This, then, is what we have to do on National Mathematics Day for Ramanujan — simply enjoy some maths!

Manil Suri is a distinguished mathematics professor at the University of Maryland, Baltimore County, and author of *The Big Bang of Numbers: How to Build the Universe Using Only Maths*

The views expressed are personal

The Indian Express, 20 December 2022, Pg-7

Freedom struggle heroes not incorrectly depicted in textbooks: Govt

SOURAV ROY BARMAN
NEW DELHI, DECEMBER 19

THE UNION government has disagreed with the observations made by a parliamentary panel that many historical figures of the Indian freedom struggle have been portrayed in an "incorrect manner" in history textbooks, according to a report presented in the Rajya Sabha on Monday.

However, the Rajya Sabha Department-Related Standing Committee on Education, Women, Children, Youth and Sports, chaired by BJP MP Vivek Thakur, has "not accepted" the stand of the government.

The matter came to light after the list of action taken on the

report on reforms in content and design of school textbooks, which was tabled in the House in November 2021, was presented in the Rajya Sabha.

"The department (Education Ministry) in its reply has informed the committee that the present NCERT textbook of classes VIII, X and XII (Part III) have portrayed freedom fighters by adopting an event-oriented approach and they have not been depicted in an incorrect manner," according to the report, which contains the response of the Department of School Education and Literacy and the NCERT.

This response was listed in the "observations/recommendations in respect of which replies of the government have

not been accepted by the committee" section of the report.

The committee, in its response to the government's stand, said, "The committee notes the position mentioned and is of the view that the department, in coordination with the NCERT, should ensure that contributions of many unsung freedom fighters from all corners of the country, including the northeastern region of the country, get incorporated with equal emphasis in the textbooks."

While the department had sent its response to the committee in August, the NCERT did so in September. At the time of the tabling of the main report last year, the committee was headed by BJP MP Vinay P Sahasrabudhe and included 21 Lok Sabha members

Rajya Sabha panel, chaired by BJP MP Vivek Thakur, has 'not accepted' govt's stand

and 10 Rajya Sabha members.

Of the Rajya Sabha members, four were from the BJP, and one each from TMC, CPM, DMK, AIADMK, SP and Congress. Twelve of its Lok Sabha members were from the BJP, two from Congress, and one each from TMC, CPM, JD(U), Shiv Sena, YSRCP, DMK and BJD.

The original report had observed that "many of the historical figures and freedom fighters have been portrayed in an incorrect

manner as offenders". "Therefore, the committee is of the view that wrong portrayal of our heroes of the freedom struggle should be corrected and they should be given due respect in our history textbooks," the report stated.

The Education ministry's position on the issue is significant as a government committee led by former ISRO chairman K Kasturirangan is revising the national curriculum framework, based on which changes will be brought in school textbooks, starting with the ones published by the NCERT.

Union Home Minister Amit Shah has also repeatedly, including as recently as in November, underlined the need to "rewrite history" as per a "new vision"

rather than blaming "Left historians" or British historians for introducing alleged distortions and ignoring empires like Cholas, Pandyas, Mauryas, among others.

The House panel, in its original report, had also made similar observations on inadequate coverage to empires such as Vikramaditya, Cholas, Chalukyas, Vijaynagar, Gondwana or that of Travancore and Ahoms of the northeastern region.

In its response, the government told the panel that history textbooks developed by the NCERT follow a thematic approach wherein each theme as per the chronology of events "weaves the Indian empires like that of Vikramaditya, Cholas, Chalukyas, Vijaynagar, Gondwana

or that of Travancore and Ahoms of northeastern region".

"Now that the National Education Policy 2020 is in place, NCERT has initiated the development of the National Curriculum Framework (NCF) through a bottom-up approach wherein states will also develop their state curriculum frameworks. As a follow-up of NCFs, new generation textbooks will be prepared as per the perspectives of NEP-2020," it added.

The committee also reiterated that "action taken or proposed to be taken regarding adequate representation of Sikh and Maratha history needs greater study and enhanced portrayal of contribution to "ensure true reflection of history of these communities".

The Pioneer, 21 December 2022, Pg-4 (18) (22)

NCERT to bring balanced perspective of all genders in new curriculum

PIONEER NEWS SERVICE
NEW DELHI

A Parliamentary committee on the Reforms in Content and Design of School Textbooks Committee has recommended the NCERT to work towards bringing a balanced perspective of all genders in the new National Curriculum Framework (NCF) and in its textbooks.

The panel had earlier rec-

ommended that to address the under-representation of women and girls in school textbooks or them being depicted only in traditional roles, a thorough analysis from the view point of gender bias and stereotypes should be undertaken by the National Council of Educational Research and Training (NCERT). The report of the Reforms in Content and Design of School Textbooks

Committee on the action taken by the government on its recommendations and observations was tabled in Parliament on Monday. It also said efforts should be made to make content portrayal and visual depiction gender inclusive.

"The committee has been informed that the NCERT has taken note of all the issues raised by the Parliamentary Standing Committee on Education, Women, Children,

Youth and Sports and will contribute adequately to bringing in a balanced perspective of all the gender in the NCF syllabus and all the textbooks which will be developed as a follow-up of NCFs. The process of development of NCFs has already been initiated by the NCERT," it said.

Earlier, the panel had also recommended that textbooks should have greater portrayal of women in new and emerging

professions as role models with a focus on their contributions and pathway of achieving the same. This will help in instilling self-esteem and self-confidence among all, particularly girls, it had said.

"While examining the textbooks, other issues like environment sensitivity, human values, issues of children with special needs etc. Can also be looked up for adequate inclusion in the School textbooks,"

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What perpetuates the rise in violence against women

The data on violence against women (VAW) reveals a grim picture. Reported incidents of rape, assault, abductions, domestic violence, acid attacks, dowry deaths, trafficking, murder and other crimes against women have risen over the last six years, according to numbers released by National Crime Records Bureau (NCRB). This deadly cocktail of the multiple ways in which women are attacked imposes huge costs on their lives. In addition to the actual physical harm, it diminishes women's psychological self-worth, their ability and right to a life free of fear and terror, and makes daily decisions difficult. Women often take the longer route when they are out, instinctively protect their chest with their hands or a bag in a crowded bus or train, develop an uncanny ability to distinguish between an unwelcome touch or stare from a benign one. And unfortunately, this starts from childhood. Let's call this stylised fact number 1.

Stylised fact number 2 is that Indian women's recorded labour force participation rate (LFPR) - which was low at the best of times - has been declining since 2004. Prima facie, it appears highly likely that both these stylised facts are related. Indeed, there is a very widespread belief that rising VAW has been one of the reasons behind declining LFPR.

To what extent might this be true? Consider these additional elements. One, the decline in female LFPR is a rural phenomenon, not an urban one. Urban LFPRs were always lower than rural and have remained stable (and low). Two, within rural India, Scheduled Tribe (ST) or Adivasi women have seen the largest decline in recorded LFPR. Is there evidence that violence against rural ST women has increased over 2004-2021? No.

Three, the word "recorded" (reported) in both crime and LFPR data is important. An increase in crime numbers can reflect an increase in incidence or an increase in reporting or both. The numbers we see are the net effect of both incidence and reporting. If there is pervasive violence, which is not reported by women, and/or not recorded by the police, the numbers will be low. High and increasing numbers could also be a result of greater reporting, rather than only greater incidence.

The premise that high VAW causes low female LFPR focuses on street safety and violence by strangers.

Of course, streets should be safer, well-lit, with pavements, there should be plenty of public transportation, women (and everyone else) should be able to walk on the streets at any time of day or night without fear of being assaulted. Streets bustling with pedestrians are safer than empty ones.

But does the lack of all these features imply that women are safer indoors than outdoors? Do women fear street violence so much that they would rather not step out unless accompanied by a man? Is this why they are refusing to work even when there is work available, work that they would have done had they not been so afraid of street violence?

The short answer to these questions is no. LFPR has been declining in rural India.

There is evidence that shows that while agriculture remains the biggest employer of women, the share of women employed in agriculture has declined. Technological change in agriculture has displaced female labour by substituting for tasks that women specialise in. In rural India, paid work opportunities for women are few: Agriculture, school teachers, accredited social health activists, Anganwadi workers or auxiliary nurse midwives, or on construction sites. There are very few avenues for paid, gainful employment, nowhere near the scale that is needed to absorb and utilise the productive potential of the vast reservoir of human labour power in India.

Do women, in fact, prefer staying indoors? The biggest source of VAW is from the circle of acquaintances well known to them, not from strangers. This is the element of VAW that systematically gets underreported: Domestic violence and intimate partner violence (DV/IPV). This is a global phenomenon, and India is no exception. Women find it very difficult to report their abusers, who are people in their close intimate circle: Fathers, husbands, partners, uncles and often even women - mothers and sisters-in-law.

Even if there is no physical violence, many women face emotional abuse. Being at work, sharing stories with co-workers and friends, provides crucial support to women, in addition to the economic independence and higher self-worth that comes from being in a paid job. Exploitative and poorly paid jobs can add a level of stress of their own - for women just as they do for men.

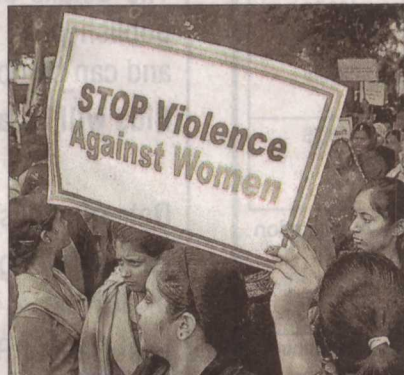
A decade after the December 2012 gangrape case in Delhi ignited a firestorm and a movement, the bottom line remains the same - while we focus on tackling VAW, as we must, we should not believe that women are safe indoors and are at risk outdoors. Women's declining LFPR is a problem that needs to be tackled equally urgently, but the link between VAW and female labour force participation is a tenuous one globally. Countries with high VAW do not necessarily have low female LFPRs.

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Ashwini Deshpande



While we focus on tackling violence against women, we should not believe that women are safe indoors and are at risk outdoors HT

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The views expressed are personal

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